



THRIVING AS NOVICE LANGUAGE EDUCATORS: OVERCOMING CHALLENGES FOR GLOBAL SUCCESS

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Abstract:

Navigating the role of novice language educators is an enriching yet complex journey that demands resilience and adaptability. As newcomers to this field, these professionals face numerous challenges that can shape their development as effective language educators while fostering cultural sensitivity and linguistic competence. This study investigates seven language educators at a higher education institution in Malaysia to investigate the key obstacles and the solutions for these obstacles to thrive in their professions as credible language educators. The research employed narrative inquiry as a qualitative research approach. The data were collected through semi-structured interviews. Thematic analysis was used to analyse the data. Three key obstacles include pedagogical skills, classroom management and professional growth. relationships. To tackle the challenges, novice language educators seek guidance from experienced mentors, continuously growing professionally through workshops, conferences, and reflection, and nurturing collaborative networks with colleagues. Implementing these solutions empowers novice language educators to flourish and adequately prepare their learners for success in today's globalised world. It is recommended that novice language educators implement these solutions for them to flourish as professional language

**Keywords:**

Novice, Language Educator, Professional Development, Cultural Competence

Introduction

Teaching is a stressful profession (Chandran et al., 2022) due to obligations, ongoing changes, tough choices, and demands of technological advancement (Montano, Martínez & Lemus, 2023). Moreover, insufficient knowledge of 21st-century learning and teaching approaches is identified to be one of the main educational challenges today (Mohamad et al., 2023). Accordingly, educators' abilities to teach also influence their levels of stress (Amata, 2023). In the context of language education, teaching second or third languages has been a challenge for language educators. Teaching second or foreign languages entails selecting an approach that best suits the needs of the learners, fostering their communicative proficiency, and taking into account elements such as motivation, empathy, and affection.

Novice language educators require resilience and adaptability as they face challenges as educators, cultural sensitivity and linguistic proficiency. Novice language teachers do not have many classroom experiences to figure out the intricacies of language classrooms (Syam, Resyadi & Sanusi, 2023).

Malaysia aims to be recognised as a values-oriented and internationally relevant international education hub. In other words, internationalisation prompts higher education to continuously boost the quality of education to attract more overseas students. Suo (2023) highlights that the mutual recognition and acceptance of academic qualifications by different educational systems facilitates international education. It is important to note that internationalisation can only be achieved as it relies on educational policies such as the Blueprint for Higher Education Development (2015-2025). More than 100 stakeholders took part in producing the Blueprint for the effectiveness and validity of education development planning. It is generally known that the Ministry of Higher Education's aspiration is to be part of the world's leading education system. In achieving that system, Malaysia's Education Blueprint (Higher Education) has provided 10 Shifts and global prominence is on number 8. Moreover, internationalisation is one of the eleven transformation plans under the Great Blueprint introduced to sustain the quality and efficiency of higher education. This shows that Malaysia is committed to producing graduates who are ready to take on globalisation's challenges.

Despite a wealth of research on novice language educators in Malaysia, there is a gap in personal challenges faced by English language teachers and the process of teaching a language (Ag-Ahmad, Mohamed & Bakar, 2023; Chandran et al., 2022).

The present study aims to investigate this gap by examining the key obstacles encountered by seven educators of local universities and the strategies they employed to thrive in their roles. Thus, this study helps teacher educators and administrators to better understand and be responsive to any challenges and changes encountered throughout their careers in the education

field. It is hoped that this study can guide novice language educators in preparing themselves for the reality of language teaching especially in tertiary education.

Literature Review

It is common knowledge that teaching is one of the most demanding and taxing occupations. Particularly new teachers may experience significant challenges related to the worries and issues with adaptation that surface in the early years of teaching (Ahmed et al, 2020). Language instructors create dynamic, multifaceted identities as they grow over time (Afreen & Norton 2022; Norton & De Costa; 2019). Language educators influence their learners positively in their language learning when these learners observe how much the language educators invest in their teaching (Selvarajan, 2023). Through the teaching practicum, the teacher preparation programme not only ensures that future English language novice teachers have similarly excellent practical skills, but also transfers knowledge and skills concerning teaching and learning the language (Chandran et al, 2022). Teachers with strong practical abilities will be better able to relate to the reality of the teaching profession. They would acquire the ability to endure numerous contacts, both inside and outside of the classroom, as they will consistently get directives and assignments from the school administration.

The issues English teachers face in Malaysia concerning classroom management, professional development, resilience, and adaptation underscore the necessity for future teacher education programmes to provide aspiring educators with these skills (Ag-Ahmad, Mohamed & Bakar, 2023).

Novice language teachers have many challenges ahead of them in the first few years of teaching and the beginning of their careers. Nazari, Costa and Karimpour (2023) emphasised that novice language educators are influenced by particularities, contextual discourses, and power dynamics. It should be mentioned that the early years of teaching are frequently seen as a complicated process involving a variety of emotional and agency-related fluctuations (Farrell 2016; Mann and Tang, 2012). These variations result from school cultures, institutional quirks, and traditional standards of good instruction, all of which call for the flexibility of inexperienced teachers (Shin, 2012).

Novice teachers may experience transition shock when transferring from teacher education programmes to real classroom practice. They may struggle to navigate their perceptions, expectations from the classroom, practical contradictions, and generally forming their identity as language teachers. While they were in the teachers' training education programme, they might have ideal ideas that they want to apply in the classrooms. However, they might be shocked to see that the idealism while training might be useless to them. They have to improvise the ideas to suit their classrooms.

Dealing with such occurrences, novice teachers can discuss among themselves what to do since they will always be grouped by the administrators of schools especially if they have not reached the 3-year mark. They should share their problems and try to engage with senior teachers so that they know how to deal with the situations. They are required to proceed with being more open-minded and flexible with what they have learned. Not everything they learned applies to the real classroom situation since they are dealing with human beings.

It is difficult to imagine novice instructors as primarily uniform, the process of constructing their identities involves so many individual features. One possible explanation for this homogeneity is the conventional perception of instructors as content providers who can be divided into two categories: inexperienced and seasoned educators. Yet, because they have the same institutional particularities, the same general atmosphere, and the same environment, beginner instructors create identities that are either comparable to or different from those of their colleagues (Kanno and Stuart, 2011)

A well-structured support system can play a crucial role in helping novice language educators overcome challenges and thrive in their profession. Mentoring has always been a key issue in ensuring teachers' professional development (Güler & Çelik, 2022) and a professional development strategy for helping novice teachers adjust to the challenges of teaching and develop into quality educators (Senom & Othman, 2014). Novice teachers who engage in an effective mentoring relationship will benefit from their mentor's expertise and resources (Smith Risser, 2013). Yuen (2017) elaborated that mentoring programs provide novice teachers with practical and emotional guidance that stimulates their thinking and fosters confidence and problem-solving skills. Mentoring programs that pair novice teachers with experienced educators can provide valuable guidance and support on instructional practices and classroom management (Yuen, 2017). On the other hand, Stewart and Jansky (2022) analysed data based on Oral Inquiry Process workshops and found challenges faced by novice teachers were adjusting to theory and practice in standardised schools and networking with long-serving teachers. They also mentioned that mentoring is a meaningful and responsive process following policies, curriculum and prescribed practices. Similarly, a study by Awang and Shaari (2021) also shows the frantic need for mentor guidance and support from teacher colleagues among new teachers.

Mentorship plays a vital role in the professional growth of novice language educators, as evidenced by several studies (Othman et al., 2024; Culligan et al., 2023; Washington, 2024). It serves as guiding light, aiding novices in navigating the complexities of classroom management, lesson planning, and the development of their professional identity. For instance, Culligan et al. (2023) shed light on the profound impact of mentorship among French as a Second Language (FSL) teachers in Canada, addressing critical aspects like resource accessibility and role clarification. Similarly, Washington (2024) showcases how mentoring positively influences the journey of novice special education teachers, offering indispensable support for their retention and overall job satisfaction.

However, novice language educators often grapple with a myriad of challenges, ranging from limited resources to the management of diverse student needs (Othman et al., 2024; Culligan et al., 2023; Washington, 2024). These hurdles, coupled with inadequate support structures, can impede the early career progression of novice teachers, as underscored by Washington (2024).

Exploring various mentoring models, from traditional face-to-face approaches to modern virtual platforms, offers insights into enhancing teacher support mechanisms (Culligan et al., 2023; Ben-Amram & Davidovitch, 2024; Vargas et al., 2023). While traditional mentorship remains a cornerstone for novice development, Ben-Amram & Davidovitch (2024) advocate for a more holistic approach adaptable to contemporary educational paradigms. Additionally,

Vargas et al. (2023) highlight the efficacy of virtual professional development, with or without mentoring, in elevating teaching practices.

Understanding the motivations and contentment levels of mentor teachers is imperative for fostering effective mentorship (Ben-Amram & Davidovitch, 2024). Though not extensively studied, mentors' satisfaction often stems from intrinsic drives and a personal commitment to nurturing novice educators.

Despite advancements, gaps persist in research, notably in longitudinal studies, mentor training, and cross-contextual comparisons (Othman et al., 2024; Culligan et al., 2023; Washington, 2024). Bridging these lacunae promises to further enrich mentorship programs, ensuring novice language educators receive robust support on a global scale. To sum up, mentorship plays a pivotal role in supporting novice language educators to overcome challenges and thrive in their teaching careers. By addressing gaps in research and adopting effective mentoring models, educators can ensure the continuous development and satisfaction of novice language educators worldwide.

Social media's widespread use has sparked the growth of online communities, resulting in a distinctive benefit for teachers' professional development (Zhou et al., 2022). Wang and An (2023) explored the implication of the Professional Learning Community (PLC) and found that collaborative learning contributed to teacher's professional development. Moreover, this kind of learning method especially through online communities and teacher networks allows educators in different regions to implement knowledge sharing and some experienced teachers can serve as mentors for novice teachers (Lin et al., 2024). Collaboration encourages the exchange of best practices, leading to more efficiently designed lessons and instruction that is distinguished to meet the needs of a wide range of students (Gholam, 2018). Through collaborative teaching, novice teachers can get immediate feedback, observe the classroom management of experienced educators and integrate or improve their teaching methods. Moreover, a study carried out by Stewart and Jansky (2022) suggested that it is necessary to have proper structures for dialogue with experienced mentors in facilitating mentoring and professional development as some participants had complex situations that required the mentor's constructive advice.

Language instructors create dynamic, multifaceted identities as they grow over time (Afreen & Norton 2022; Norton & De Costa; 2019). Language educators influence their learners positively in their language learning when these learners observe how much the language educators invest in their teaching (Selvarajan, 2023). The issues English teachers face in Malaysia concerning classroom management, professional development, resilience, and adaptation underscore the necessity for future teacher education programmes to provide aspiring educators with these skills (Ag-Ahmad, Mohamed & Bakar, 2023). Developing successful teaching tactics, handling classroom dynamics, adjusting to varied teaching contexts, and negotiating cultural variations are just a few of the difficulties that novice language educators frequently face. Mentorship, professional development opportunities, and continuous support from educational institutions can help beginner language educators succeed in their professions and become globally successful.

Methodology

The source of data was collected from participants through qualitative document analysis using semi-structured interviews. This study began from February 2023 until February 2024. The participants were seven language educators who shared their journeys as novice language educators at a local university in Malaysia. Four participants (LE3, LE4, LE5, LE6) in the study were language educators with less than one year and three participants (LE1, LE2, LE7) had more than one year of teaching experience, reflecting on their first year in the profession. This study employs narrative inquiry which allows narratives to delve deeper into participants' perspectives and provide a better understanding of the events under study to explore their actual experiences, comprehend other points of view, and unearth the complex narratives that influence their teaching journeys (Connelly & Clandinin, 2002). Through the application of narrative inquiry, researchers explored the individualised professional narratives of educators, revealing the intricacies of their journeys as language educators. Figure 1 shows the flow chart of the study's research methodology.

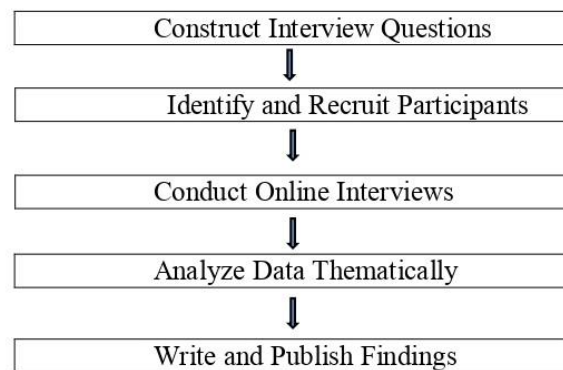


Figure 1: Research Methodology Flow Chart

The interview questions were constructed from the literature review. The reliability of the data analysis was enhanced through peer debriefing, as two qualitative researchers collaboratively examined the themes and definitions (Lincoln & Guba, 1985). In addition, the semi-structured interview was conducted online. Written semi-structured online interviews ensure participant comfort with candid communication, and erase barriers between participants and researchers to promote a cooperative environment conducive to in-depth discussion and data gathering. It also allows data collection from participants who are time- or geographically-constrained. Thematic analysis was used to analyse the data. This method was chosen because it creates an understanding of classroom practice and investigates a phenomenon from the viewpoint of an individual (Broek, Marchand, Kemenade, Meijer, & Unsworth, 2022).

Furthermore, the challenge identified throughout the study is that findings from qualitative studies often have limited generalizability due to typically small, non-random samples. Data collection and analysis processes, such as interviews and thematic analysis, can be very time-consuming and finding willing participants to share their insights can be challenging.

Findings and Discussion

The findings of the study are divided into two themes: (i) challenges of novice language educators, and (ii) strategies to address challenges. Three key obstacles include pedagogical

skills, classroom management and professional growth. To tackle the challenges, novice language educators seek guidance from experienced mentors, partake in teacher training programs, observe accomplished language instructors, collaborate with experienced educators, leverage technological resources, enhance cultural awareness through research and guest speakers, tailor curricula to fit individual learner needs, refining classroom management techniques, diversifying assessment methods, offering constructive feedback, adjusting assessment criteria, continuously growing professionally through workshops, conferences, and reflection, and nurturing collaborative networks with colleagues.

Theme 1: Challenges of Novice Language Educators

The data analysis revealed that Theme 1: Challenges of novice language educators involves the obstacles and the difficulties faced by novice language educators which influence their professional growth and effectiveness in the classroom. Three key challenges identified were pedagogical skills, classroom management and professional growth.

Pedagogical Skills

Pedagogical skills involve the methods and strategies to teach learners successfully and modify the curriculum to suit the needs of the learners. The following are extracts from the interviews in which novice language educators shared their challenges in the beginning years of their teaching profession. The first three excerpts describe their fears about their limited pedagogical skills.

Excerpt 1: Knowing how to effectively deliver the content of a course to students (LE1)

Excerpt 2: Specific challenge when teaching non-Muslim students taking Arabic subjects.

This is because Arabic is written using Jawi characters, but this university allowed the use of Rumi characters (LE2)

Excerpt 3: I have to identify course code very quickly so that I can manage my teaching aids according to language level. (LE3)

The findings revealed that novice language educators understood they needed to provide learners with course content in an efficient manner, modify teaching strategies to meet the demands of a diverse student body, and arrange teaching resources according to language proficiency. For instance, LE1 emphasised the necessity of proper teaching methods and communication strategies. LE2 found it difficult to teach Arabic to non-native learners at the university as the university uses Rumi rather than the usual practice of the Jawi character. LE3 highlighted the importance of quickly identifying course codes for customised teaching aids. Teaching non-native learners calls for a supportive environment and customised language support. Effective teaching strategies incorporate interactive methods and multimedia resources. The findings are in line with Syam, Resyadi and Sanusi (2023) who interviewed a novice EFL teacher. The participant reminded that novice teachers should know that the reality of teaching is more than challenging and can be different from what they expected so it is important for them to constantly work on their teaching skills to accommodate their students' needs. Moreover, Chandran, Albakri, Shukor, Ismail, Tahir, Mokhtar, & Zulkepli (2022) listed instructional challenges as the second most challenging matter for English educators, especially in terms of teaching speaking skills. Despite that, Umarovna (2022) emphasises the application of PC in foreign language teaching classes because students are found to be highly motivated and interested in learning the language. The researcher applied several programs like

PowerPoint and the technology of multidimensional didactic instruments (DMI) which made learners to be participative in the classroom.

Classroom Management

Classroom management includes the methods novice language educators employ to enforce appropriate behaviour in the classroom. The following are extracts from the interviews in which novice language teachers discussed their challenges in managing their classrooms. These extracts conveyed the participants' uncertainties about their classroom management skills.

Excerpt 4: Inactive in-class participation by learners (LE4)

Excerpt 5: Chatty students at the back of the classroom (LE5)

Excerpt 6: I faced students who didn't want to learn grammar (LE6)

In the provided excerpts, LE4 addressed the learners' passive participation in class, emphasising a deficiency of interest or participation during instruction. LE5 drew attention to the noisy pupils in the back of the room, highlighting how their constant chatting is interfering with her teaching. When it comes to pupils who are reluctant to learn grammar, LE6 highlighted the difficulties in inspiring them to participate in this area of the curriculum. Together, these novice language educators highlighted issues with learner participation, managing classroom behaviour, and creating a welcoming environment that supports efficient instruction. The results are consistent with those reported previously for learner participation by Syam, Resyadi and Sanusi (2023) in which different learning styles, needs and motivation levels necessitate most educators to be attentive and productive in providing engaging learning. In terms of managing classroom behaviour, they also emphasised setting up rules and regulations in the classroom while establishing a supportive learning environment. There is also a concern identified by Chandran et al., (2022) about the difficulty of monitoring students' language use because they are too reserved to speak in the class because of several factors such as low proficiency and self-confidence among students.

Professional Growth

Professional growth is a continuous process in which language educators participate in activities to improve their knowledge, abilities, and other traits related to their line of work to increase their effectiveness as professional language educators. These two excerpts discuss their professional growth as language educators.

Excerpt 7: Not knowing what to do. For example, applying for confirmation. The solution is by asking the seniors and officers in charge. Asking around is helpful especially when you are clueless about certain things.(LE7)

Excerpt 8: besides, I have been briefed about research and have to publish at least one article this year.(LE3)

In the excerpts that have been made available, LE7 shows her apprehension regarding various processes, such as requesting confirmation, underscoring the significance of consulting with knowledgeable peers or authorities to properly navigate novel circumstances. However, LE3 also notes that he was told that he had to produce at least one paper this year. This suggests that there is room for professional development in the form of research and scholarly activities, which can improve knowledge and advance the subject. As part of professional development and advancement in the educational area, these extracts highlight the need to actively engage

in research and publication endeavours, as well as seek advice and support from colleagues. These results corroborate the findings of Syam, Resyadi and Sanusi (2023) in which the interviewee considered the involvement of novice teachers in various professional activities as persistent learning that contributes to teacher effectiveness.

Theme 2: Strategies to Address Challenges

The data analysis revealed that Theme 2: Strategies to address the challenges was the result of educators sharing creative ways to get beyond barriers and enhance their methods of instruction. To overcome the obstacles, inexperienced language teachers seek guidance from experienced mentors, develop continuous professional advancement and nurture collaborative relationships.

Seek Guidance from Experienced Mentors

Seeking guidance from experienced mentors involves a deliberate process where novice language educators identify their goals and needs, research and select potential mentors among their experienced colleagues to initiate and build relationships, and actively seek advice and support to enhance their personal and professional growth. The ensuing excerpts demonstrate that novice educators seek guidance from experienced mentors.

Excerpt 9: Educating, advising and sharing information (LE3)

Excerpt 10: As a novice language educator, I may have been exposed to theories regarding teaching, but I lack practical resources. Mentors are great for helping me to get better at teaching.(LE6)

Excerpt 11: My mentor plays a crucial role in shaping my mindset and ways I approach tasks and responsibilities at the workplace. The mentor also facilitated me in understanding ways to become a competent language educator through her years of experience. (LE1)

Excerpt 12: As a facilitator or an assistant (LE4)

Excerpt 13: As a guide on practical aspects of teaching (LE5)

Excerpt 14: Guide novice language educators to be more efficient and cultivate patience in educating students.(LE2)

Excerpt 15: Quite crucial, I believe. The seniors help me to better understand this profession's needs.(LE7)

The conclusions drawn from the excerpts highlight how important mentoring and advice are to the professional development of beginning language teachers. LE3 emphasises how crucial information exchange, guidance, and education are to this process. To bridge the gap between theoretical knowledge and useful tools for effective teaching, LE6 recognises the importance of mentors. LE1 emphasises how important mentors are in influencing a person's mentality and method of approaching a subject, using their expertise to help others become competent. While LE2 and LE7 emphasise the senior's critical role in boosting efficiency, patience, and understanding of the profession's requirements for beginner educators, LE4 and LE5 emphasise the mentor's position as a facilitator and guide in practical teaching aspects. Together, these passages highlight the transforming power of mentoring and guidance in nurturing. This is consistent with what has been found in previous studies by Syam, Resyadi and Sanusi (2023) in which experienced colleagues guide novice teachers in refining their teaching skills. This is similar to Awang and Shaari (2021) who saw that new teachers are desperately seeking guidance from the mentors based on their survey. Meanwhile, in a survey conducted by

Chandran et al., (2022), collegial support had the highest votes among participants as they claimed to rely on fellow educators' guidance and they were able to have sharing sessions with the seniors. Compared to mentoring practice, it is identified to be more focused on the role of them as a guide in adapting school culture and providing constructive feedback for teaching improvement.

Develop Continuous Professional Advancement

Continuous professional advancement improves language educators' quality, meets students' changing needs, and ensures optimal learning outcomes by fostering a culture of lifelong learning and development among language educators. The following extracts describe how novice educators emphasised developing their continuous professional advancement.

Excerpt 16: I am always reading newly published materials (LE6)

Excerpt 17: 1. Reading journal articles and other related articles; 2. Being an article reviewer; 3. Attending seminars/webinars and conferences; 4. Reading the themes and descriptions of language conferences and innovation competitions to know the latest trends; 5. Participating in innovation competitions and conferences; 6. Learning new techniques to create engaging content through social media; 7. Learning from seniors and peers (LE1)

Excerpt 18: Read more on language education and keep in contact with seniors (LE5)

Excerpt 19: The first step is developing through retrospections. Another step is through collaborative learning which is done in cooperation with other educators. (LE4)

The conclusions drawn from the extracts show the many approaches language teachers take to keep improving their professional development. While LE1 takes a more comprehensive approach to staying up to date with the latest trends and techniques, LE6 emphasises the value of reading recently published materials. LE1 reads journal articles, attends seminars and conferences, competes in innovation competitions, and learns from peers and seniors. LE5 emphasises the need to read more about language education and stay in touch with elders to continue studying. Retrospection and collaborative learning with other educators are crucial components of professional development, according to LE4. Together, these passages show how dedicated educators are to lifelong learning, professional development, and remaining current with industry innovations to improve their instructional strategies and general efficacy. These results align with prior research findings by Syam, Resyadi and Sanusi (2023) who described these methods as part of teacher effectiveness. Alternatively, Bastola (2023) presented narrative inquiry as a great source for teachers to grow professionally by sharing and exchanging their experiences which then can be applied in the classroom. Another evidence can also be seen based on a report by the Development of Professionalism in the Teaching and Learning International Survey (TALIS), 90% of Malaysian teachers are fully committed to continuous professional development by attending professional development programs for at least 10 days per year (Malaysian Ministry Education, 2013)

Nurture Collaborative Relationships

Fostering genuine, cooperative connections that are based on mutual respect, clear expectations, and trust is the concept of cultivating collaborative partnerships. Establishing a cooperative atmosphere necessitates fostering a culture of collaboration through open communication, considerate relationships, and deliberate boundaries. Excerpt 20 – Excerpt 25

describes how novice language lecturers nurtured collaborative relationships with experienced practitioners.

Excerpt 20: Through research grants, innovation competition, becoming a committee member/speaker/facilitator for any programme that they are handling and through co-writing research articles or books.(LE1)

Excerpt 21:By sharing knowledge and experience and collaborating in research as well (LE3)

Excerpt 22: Through thorough discussions, I could identify any deficiency or limitation in the approach to educating others. (LE4)

Excerpt 23:Ask for tips on how to make my teaching more effective from time to time. (LE5)

Excerpt 24: Making their experience in improving teaching techniques more effective and attractive. (LE2)

Excerpt 25: Collaborate with them to conduct certain activities such as collaborative teaching and other university programmes.(LE7)

The excerpts highlight the range of tactics educators use to foster cooperative relationships and advance their careers. To promote cooperation and increase knowledge, LE1 emphasises the value of participating in research funding, innovation contests, committee positions, speaking engagements, and co-writing books or research articles. In his research endeavours, LE3 highlights the need to share information and expertise and work together. While LE5 concentrates on regularly looking for advice to increase teaching effectiveness, LE4 emphasises the value of in-depth conversations to spot flaws in teaching strategies. By improving the effectiveness and engagement of the learning process, LE2 seeks to improve teaching methods. LE7 emphasises the value of teamwork when organising events such as university programmes and collaborative teaching to foster a culture of mutual learning and professional growth among educators. This result ties well with previous studies by Bastola (2023) who describes that the community of educators has made it possible for teachers to learn about themselves as educators and their learners by sharing stories and experiences.

Conclusion

Novice educators confront a variety of challenges as they embark on their teaching journey. The challenges include pedagogical skills, classroom management and professional growth. It is important to acknowledge these issues so these educators can navigate their profession as best as they can. Thus, strategies like seeking guidance from experienced mentors, developing continuous professional advancement and nurturing collaborative relationships empower novice language educators to flourish and adequately prepare their learners for success in today's globalised world.

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