

English language teaching in Pakistan has been experiencing a period of rapid and multiple reforms in different areas including professional socialization of English teachers. This doctoral study was conducted to examine the relationship between socialization content and effective socialization process of beginning English teachers during the initial four years of their service. Socialization content was identified with four variables: task mastery of teaching skill, professional learning, relationship with senior colleagues, and organizational culture. Effective socialization has been interpreted as the criterion through which the success of the organization's socialization programs and individuals is evaluated. The survey method was used for generating the desired data. A sample was chosen carefully from the colleges located in Punjab province and Islamabad. A detailed questionnaire comprising three main sections and four sub-sections was used for data collection. A separate questionnaire was used for the Heads of English Department to supplement the research findings. The collected data, from 295 respondents, was examined through descriptive analysis and then computed for interpretation with linear and multiple regression analyses to test study hypotheses.

The results did not approve the Null hypothesis of *no* relationship between socialization content and effective socialization of beginning English teachers. The alternative hypotheses were accepted which assumed a positive relationship between effective socialization (DV) and individual variable of socialization content (IV). Many socialization challenges were found related to beginning teachers' mastery on teaching skill, on-the-job professional development through formal training programs and job experiences, relationship with experienced colleagues for advice and support, and administrative and cultural inconsistencies.

Finally, the study has suggested that introducing mentoring and cost-effective PD models can improve professional skills along with the enhancement in relationship among teachers through various socialization programs. The principals/ administrators can contribute to favorable organizational culture, empowering beginning teachers in classrooms, which may have a positive effect on teachers' self-perception. There is a need to focus on workplace learning programs with a mind shift from theoretical lectures/ workshops to real life practices. It is hoped that findings of this research would help in developing strategies for the forthcoming socialization and professional challenges in the perspective of English language teaching reforms in Pakistan.