

# High School English Teachers' Professional Life Cycle: A Study in an EFL Context

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**Abstract**—A product has a life cycle. A man likewise has life cycle-- from conception to decline through infancy, puberty, youth and maturity. Similarly, a teacher's professional life cycle passes through clearly identifiable stages—from novice to proficient, experienced and then expert (mentor). He enters the profession as a novice and gets training in teaching or at least, guidance of his seniors and accumulates experience. This process may take 1 to 2 years. The experience of classroom situations, training/retraining and/or through diverse interactions, he becomes an experienced and accomplished professional in 5 to 7 years before he starts conceptualising and doing research work, and becomes an expert in teaching in about 6 to 8 years after which, he starts mentoring and becomes a Head Teacher. There can be a variance in the number of years an individual teacher takes to move from one stage to the next. In Yemen and Kingdom of Saudi Arabia, the upward mobility is purely on seniority; merit alone gets back-seat. Promotion to Head Teacher depends upon the vacancy available. The three broad stages are crossed before retirement. Some teachers study subjects intensively and extensively and remain updated, and create philosophical constructs--they become universally acknowledged super-experts.

**Index Terms**—mentor, professional life cycle, teacher training, professional development, EFL context

## Present Study

The present study is purely descriptive and in the nature of dissertation work. It has been divided into five parts for ease of focus on the related aspects of Teachers' Life Cycle.

## I. INTRODUCTION

Education brings out the best in a man. However, this can be achieved if the teacher is devoted to the profession and is proficient, experienced, reflective and communicative and, plays his/her role with love and care, democratically. A teacher's profession is one of the noblest ones. Rather it is the noblest of the noble professions. It demands an upright character, good conduct and strict observation of the code of professional ethics. Not only in his subject but also in moral values and culture, he has to be well-versed and the same needs to be internalized in order to project oneself as a worthy model. Not to be forgotten, a teacher is a mirror. He not only touches but incredibly influences the lives of all those he comes in contact with. Therefore, it becomes imperative on his part to often take out some time, sit back and reflect on his overall conduct and behaviour. It goes without saying that a teacher's responsibility lies only with the quintessential teaching part. It rather spans down to almost insurmountable limits. Since a teacher leaves such an indelible mark on the personality and psychological make-up of his students, introspection and reflection are two quintessential characteristics of his profession that he simply can't afford to do away with.

Of all the learned professions, the teachers' is the noblest. Their professional life cycle takes a route from the stage of being novice to proficient, experienced and expert. Making a departure from the modern definition of a teacher in formal education, we may link education to the primary institution of family where parents, most notably, the mother being instinctively attached to her child and secondarily, the other members of the family (due to proximity gained through living together under one roof) play their role in a child's education. This education and learning process is one of pure and simple imitation and cognition. In formal (modern) education, in a series of institutions, the learning process starts with cognition and imitation but the student develops psychologically alongside his biological growth. At this stage, say at school, he or she is an 'individual', a 'unique' and an independent thinking entity. He develops likes and dislikes, adopts biases and prejudices and thus, forms a distinctive attitude. The values imbibed during childhood stand him in good stead of which he is reminded whenever he is called upon to make a choice out of numerous alternatives. He summons and applies logic, rationale and cultural values in the process of learning. It goes without saying that the child needs to be supported, motivated and encouraged during the entire process and who better than a teacher could cater to his needs. A teacher ought to be like a friend, philosopher and mentor in the lives of his pupils.

The teacher at this stage faces numerous class room challenges. A professional teacher solves all problems by spontaneous changes in lessons, strategies and in- teaching processes to suit the sudden events and situations. He becomes student-centric in doing so and research-oriented because these situations can be solved by following scientific and systematic approach in an objective manner. Wallace (1991) has rightly stated that a fully professional teacher is able to reflect creatively on his own practice based on feedback from learner or collaboration partner or peer teacher or mentor (advisor), or even, a critical friend. There is a strong inter-relationship among counselling, teaching and learning.

An individual is the main actor in the process. An amplifying effect is felt by ideas in the areas of education, training and psychology. There is Experiential Learning movement in learning theories, Reflective Practitioner concept in education and client/student-centred humanistic approach in counselling: these represent an interlocking paradigm.

Each teacher embarks upon the teaching profession adopting it as career, considering it as a noble and most satisfying opening with prospects of advancement and development leading to self-actualization. He is decidedly a novice at the threshold of his career. There is a Professional Life Cycle (PLC) in his case just as we witness in the case of products: conception (idea), production (delivery in market) which may be called introduction, growth (sales moving up), maturity (peak sales constant for a period), decline and eventual withdrawal. Congruent to this is a teacher's life cycle: entry as a 'Novice', moving upwards by degrees and exposure to teaching/learning context, to a 'Proficient' teacher with higher competencies, then to an 'Experienced' category and henceforth to the 'Expert' category (expert of subject or discipline) and finally to a 'Veteran' state where he may be called advisor or Mentor. There is much similarity in the teacher's growth to the British Guild System of olden times. A young man was engaged as a helper, who then became an apprentice (novice) followed by a proper 'on-job' training, (second stage novice), after which he became a journeyman to get 'hands on' experience in the field and finally, established his workshop as 'Master Craftsman' and owned a guild to train others, and the cycle was repeated for other entrants.

Having stayed in India for about 5 years (2006-2011) for higher studies, I had occasions to observe, study and understand the ancient culture and traditions of India. In ancient India, there was a social system of '*Ashram*' (retreats) where learned *pundits* (masters) taught their pupils, the pupils (*shishyas*) were looked after by the teacher (*guru*) as his own children, and the teacher's wife (*Gurumata*) was like a mother to them. The teacher and pupils lived like a family in an affectionate, happy and emotionally gratifying atmosphere. The teachers were specialists in their subjects. The pupils were taught from the scriptures to reinforce human values and basic ethics and other subjects relevant to their work, occupations or goals in life.

The Indian society was stratified and classified into four main classes. An individual's life was also conceptually divided into four stages--the first was celibacy; second, a family man; third, retirement from family life and devotion to spiritual pursuits and experience sharing and the last (fourth) stage was that of total non-attachment and renunciation.

Now that technology has provided all comforts and the socialization process has taken us to a different arena altogether, the societal occupation paradigm has undergone a tremendous shift, and the economic factor has overtaken all other considerations to a great extent. Being a part of the society, the education system has also undergone a drastic change. Corporate Governance and Corporate Social Responsibility have been made an integral part of almost all economic activities, and included in management courses as subjects of study.

All countries in the world are now increasingly concerned with the general welfare of their citizens. Human values have been redefined to mean peace, prosperity, quality life and banishment of poverty (of money income and deprivation) and unemployment. Due to constantly increasing industrial and other activities drawing upon non-renewable natural resources (fossil fuels, forests, etc), bio-diversity has been adversely affected and ecological balance disturbed. Increase in carbon and allied gases have drastically thinned the ozone layer which is believed to be the major reason for global warming. Alarm bells are being sounded regarding the melting of glaciers, dearth of potable water, danger to the coastal areas being submerged as a consequence of the rising sea level.

New concerns create new subjects for study. The West has been spending a tremendous pool of money on research in not only science and technology but also in all subjects and matters related to life, survival, sustenance and development. Sustainable economic development is at the core of the current thinking at eco-political levels almost everywhere in the world.

In the emerging scenario, where economics has overshadowed the ancient value system and lifestyles, a new code of ethics and ground rules have taken shape. No country can remain aloof; all countries are bound together by common concerns and the economic factors are at its core. Knowledge management has emerged as the need of the hour. This is possible only through the education system and today's education system is undoubtedly, governed and dominated by the English language, which happens to be the only significant global language. The Indian diaspora has made its presence noticeable in key and critical spheres in the stream of work in all the advanced and industrially developed nations because of its paramount knowledge of English. Further, all innovations in science and technology are accessible through the English language.

Each country has to be competent in the arena of global economy, of course, banking on its core strengths. Today's prismatic society has moved from primary and secondary sectors of economy to the tertiary (services) one. 'Customer is the king' is the governing adage in the business world; it equally applies to education where the client (customer) is the student who has to be handled, guided, counselled and taught with love and care, satisfying his curiosity. His likes and dislikes have to be carefully considered and lessons made acceptable and easy for him through thoughtful changes in content, syllabus, techniques, methods, etc. Let us look into the status of English as a second language (L2) and as a Foreign Language (FL).

## II. TEACHING ENGLISH AS SECOND AND/OR FOREIGN LANGUAGE

### A. Historical Background

For many centuries, the British ruled three-fourths of the world. Unlike Saudi Arabia, Yemen was one of the countries under their rule. They introduced their language in all the subject nations, now forming the 'Commonwealth of Nations'. This historical factor is primarily responsible for the popularity and spread of English language. As a corollary to this, it can be emphasized that the English teacher's role assumes significant importance. After all, it is the English teachers who are responsible for the overall interest, inclination and initiation of the young learners into the folds of the ever-multiplying web of the English language.

### *B. Role of English Language Teacher*

There has to be utmost dedication on the part of English language teachers to teach the language effectively, as it is still a foreign language in both Yemen and Saudi Arabia, and in many nations of the world. Whether most countries acknowledge or not, English language still continues to be a white man's language and there still exist several acceptance problems with regards to the general spread and usability of the language. In fact, many young learners of the English language become quite a challenge for the English teachers because they happen to be First Generation English learners in their families and therefore, the entire onus of teaching and inculcating English in such learners comes upon the teachers. With no or little help from the family end, the students also look up to their English teachers with high hopes. Therefore, it becomes imperative for the teachers to make conscious and continuous efforts, experimenting with coping strategies to facilitate effective teaching-learning. As the student is central to learning, he should be assured that there would be a conducive atmosphere, no fear or scare, openness and frankness, questions would be welcome and doubts would be cleared. The teacher will not function as a mechanical adjunct in the educational system, but will be empathetic, affectionate and emotionally attached to the profession. Teaching and learning is a dynamic activity, and teachers have to prepare themselves to accept the challenges in the process.

Education makes a perfect man: perfect to understand, analyse, experiment, observe, interpret, and identify scope for further improvement. A devoted and committed teacher identifies a problem and resolves it on the basis of experience, peer counselling, mentoring by an expert and, with the counsellor's intervention, where necessary. By and by, he also accumulates experience but the learning-teaching-learning cycle goes on till the end of one's career, in some cases till the end of life. Like a horse, a teacher and a doctor never fully retire. A famous dictum about teaching elaborates this line of thought as 'Once a teacher, always a teacher.' Teaching in its purest form, is a selfless, ongoing and lifelong process that knows no bounds. And therefore, for doing full justice to the profession, a teacher has to be trained and his skills developed in addition to his having a self development plan.

### *C. Training and Development of Teachers*

Training and development have different goals and likewise, their processes are also different. Training means repetitive activities, it refers to activities the efficacy of which is an onus on the teacher. These activities have short-term, rather, immediate goals. Training involves understanding of the basic concepts and principles which are then applied to teaching. The teacher is thereby enabled to demonstrate them in the class room. The following learning goals are a selected few:

- a) Learning use of effective strategies to initiate a lesson in the class room.
- b) Learning adaptation of the text book to match the target group (class).
- c) Learning the relevance and organization of group activities for a lesson.
- d) Learning the use of questioning techniques.
- e) Learning to use aids, tools and other resources in the lesson (aids such as, audio, video, cassettes, films, the internet, etc).
- f) Learning techniques for giving feedback to learners on their performance.
- g) Learning techniques to receive feedback from learners on quality of teaching lesson for analysis, review and modifying the process and methodology.

The University of Luxembourg lists the aims of teacher training thus:

- - "learning to learn" instead of "teaching to teach"
- - "a learning community" instead of "an isolated agent"
- - "a responsible actor" instead of "a passive agent"
- - "developing" instead of "reproducing"

Further, it elaborates that the training is based on 4 fields:

#### **1. Multi-disciplinary learning:**

Pedagogical, psychological, sociological and didactical dimensions.

#### **2. Field of research:**

Development of a research approach concerning practical experience.  
acquiring methods and tools

#### **3. Field of practice:**

The new training aims to combine university studies and practices.

Thanks to practical periods, the student can develop professional competencies.

#### **4. Field of social and professional development:**

Building a professional identity by working on a plethora of attitudes and behaviours.

Professional competencies:

- Developing a professional approach;
- Assuming a role of social actor;
- Developing an ethic approach towards teaching;
- Considering the diversity of the pupils;
- Promoting multi-linguistic identities;
- Planning and managing a class group.

However, the development goes much beyond training. It has long term goals. In case of a teacher, it is a programmed and planned effort to sharpen and deepen the understanding of teaching as well as of the teacher himself. Development unfolds the potential and carries the process towards excellence, expertise and self-actualization. The dimensions do not remain restricted to teaching and learning the subject; they relate to life in societal context, subjects and the world view on life. The teacher can attain the status of being an inspiring teacher with his faculty establishing connectivity with economic and socio-cultural constructs within the political system. He becomes a super-expert to initiate innovations and guides other teacher-professionals with research orientation, thinking beyond the political territorial borders. This requires long-terms goals.

The following long term goals can be pursued for development of teachers:

- a) Understanding the process of second language development (how it occurs).
- b) Understanding how a teacher's role changes according to the kind of learners being taught the language.
- c) Understanding the kinds of decision making that occur during lessons in the class room.
- d) Understanding to review theories and principles of teaching the language.
- e) Understanding and developing different styles of teaching.
- f) Collecting and determining learners' perceptions of classroom activities.

For the above goals, suitable strategies have to be developed like documenting different kinds of teaching practices, undertaking effective analysis of teaching practices, going about the examinations of beliefs, values and principles, making discussions with peers on class room projects and activities, etc.

Reflective analysis is at the core of development process. It relates to questions like quantity and quality of collaboration among the teachers, and what problems are faced by language teachers in their first years of teaching. Let us have a look into conceptualization and processes of teachers' education.

#### *D. Teacher Learning – Conceptualization*

There are a number of teacher-learning conceptualizations underlying the teacher-education processes. They lead to different approaches to teacher-education as understood by different theoreticians. Starting from skill learning as a cognitive process, they proceed to teacher-learning as a reflective practice. The last process of reflective analysis is the most important because of human resource angle attached to it which postulates playing the roles of facilitator and guide for handling and motivating the students (children, and even adults), God's most novel creations, with care in a fearless and positive learning atmosphere. Reflective teaching is teaching reinforced with collection of data and extracting information from there on one's teaching to serve as a basis for critical reflection. The procedures adopted for this purpose are self-monitoring, keen and purposeful observation, and case studies. Not only in teacher education but also, such procedures are followed in business management schools.

There are various kinds of process cycles on our planet. Teachers have a life cycle much like that of a product's life cycle, human life cycle and so on.

### III. TEACHERS' PROFESSIONAL LIFE CYCLE

#### *A. Education Administration*

There are two aspects related to the professional life of teachers. They are supervised and managed besides being administratively controlled. Managing the work of teachers includes 'academic management' as well as taking care of other concerns which are outside it and include motivation and reward system. For the development of teachers, there has to be an organization's support (organizational culture, policy and plans) of course, within the political context apart from initiative, drive and a positive attitude.

It is no denying the fact that there is an important link between Human Resource Development (HRD) and professional concerns; they are closely related to the teachers' life cycle. This cycle concept is not new. We have taken examples from the biological and product life cycles to demonstrate the stages through which a human being or a product passes and eventually becomes extinct. The stages conceptually considered are conception, growth and development, maturity and eventual decline or withdrawal.

Fessler (1985) has given teacher's career cycle within a model of teachers' professional growth and development. The cycle in his view, runs as under:

- Pre-service (when a person considers alternatives and chooses to be a teacher).
- Induction (a stage when he is selected by an organization for the job and he is formally inducted as a teacher).
- Competency building (Training and experience of teaching)

- Enthusiastic and growing (analysis of problems, finding solutions, changing strategies and learning from changes in processes, strategies, syllabus, style of teaching, methods of teaching, etc.)

- Career frustration (seeing no further chance of promotion) or recognition.
- Stable and stagnant (Performance at satisfying level, contented and engaged fully)
- Career wind down (Fewer activities, decline)
- Career exit (retirement)

- There are two more components within this model and these have a far reaching effect on the career of a teacher. These are 'Personal Environment' and 'Organizational Environment'. The former includes life stages of teachers, vocational outlets available to them and crisis situations. The latter includes the management style, professional organizations and public trust.

Steffy (2001) has identified six distinct phases in the career of a teacher. She says that these are inseparable from the development continuum. She designates them as:

1. Novice teacher
2. Apprentice teacher
3. Professional teacher
4. Expert teacher
5. Distinguished teacher
6. Emeritus teacher (active retired teacher)

Although the above stages given by Steffy are applicable more to college teachers, yet the concept with varied stages applies, mutates and is related to teacher development stages, not literally, but only in spirit. In Yemen and Saudi Arabia, at the high or higher secondary school level, the career cycle is some-what like that given below. However, this is only indicative and not formally fixed:

Novice Teacher	1 to 2 years
Novice Proficient	2 to 3 years
Professional Teacher (experienced)	5 to 7 years
Expert Teacher (Mentor)	4 to 6 years

The Novice Teacher learns, identifies problems and discusses them with the peers and seeks guidance from professional or experienced teachers. He gets stabilised and gains confidence and becomes a 'Novice Professional'. He is a progressive learner at this stage.

A Professional (Experienced) teacher solves class room problems instantly and undertakes research into areas where recurring difficulties occur. He adds to his experience and becomes highly proficient and professional, competent to cope with any difficult situation, encounters no difficulty in the classroom management.

An Expert Teacher conceptualises fast and is ready with his knowledge kit and experience to render fast and mature advice for development of education improving administration and raising the academic standard through innovation and creativity by involving both the teachers and students with collaborative approach. He learns to work with the peers collectively.

Steffy's considered opinion is that teachers progress throughout their careers by degrees of learning in transformational processes; they engage in reflective processes related to their teaching practices; they redefine assumptions and beliefs; they also examine their self-worth and ultimately see, examine, analyze and enhance their self image vis-à-vis the status in society. In the process, they continue to evolve themselves as individuals and as teachers along with the general evolution of the society they live in.

Steffy has suggested one essential role for those responsible for education administration, that of providing resources and facilities to promote learning among all staff and teachers for transformation. This transformation is brought about with willingness on the part of teachers and necessary support and facilitation on the part of administrators including directors of schools, and enabling policy of the government. He is foremost among the few in bringing into sharp focus the disengagement and professional withdrawal. These features find centre-stage in the discourse of Huberman's scheme of teacher's education.

Huberman (1989) mentions only three phases through which a teacher passes in his teaching career, which constitute his career's life cycle. These are novice, mid-career and late career. When we go through Huberman's classification, we get to know practically five phases – Early Novice, Middle Novice, Later Novice, Mid-Career and Late Career. His views on these phases of development of a teacher are as under:

#### *B. Novice or Early Novice Stage (Finding a Place)*

The novice teacher has to set his foot firmly and join the teaching fraternity. Since he chooses teaching as a career, he sees to it that he survives in the unknown and strange situation being fresh from college or with very little awareness of the demands and expectations from the role and society as well as from his students. His anxiety is to prove that he is competent to teach. His second worry is whether others in the profession (peers) may not see him as incompetent.

#### *C. Middle Novice Stage (Skills & Knowledge)*

This is the second stage in sequence where the career teacher is primarily engaged in teaching as per content and syllabus. He is free from anxiety and is fully involved in teaching practice. He works hard at this stage and finds difficulty with many extra duties and few materials. Still, he is in the saddle and wants to develop coping competencies and starts generating ideas how teaching could be made better and as self-learning experience.

#### *D. Mid-career Teachers*

At this stage, a teacher is much experienced and gets stabilized. He is experienced and becomes professional; he has developed skills, and got knowledge of his subject apart from knowledge of theories and models skills and knowledge. He is comfortable with his lessons and his behavioural and teaching pattern is predictable. He takes each class room as a problem and applies his experience instantly to resolve any conflict or problem of learning. He continues with experimentation to spruce up his teaching and deals with content according to the context or situation. He plans and experiments with new activities and approaches in his classroom. There is conspicuous trait in those of this category to reflect on their career. They contemplate their past worth as teachers; they plan to carry forward their work with better collaboration, more peer conversation and invite suggestions and feedback from all quarters concerned. There are some teachers having different experience of their past work; they look for the better but foresee 'more of the same'. They develop fixed frame of mind and just move on in routine fashion.

#### *E. Last Career Teachers (Proficient and Competent Teachers)*

This stage comes after many years of experience. The teachers at this stage have acquired knowledge, mastered skills and experimented with lessons and coped with classroom situations. They have the ability to relate teaching with the socio- economic and politico-international contexts. They are very comfortable with their class room life. They thoroughly enjoy their role in classroom work. They possess the desirable trait of serenity.

However, there is change in their psyche when they get near retirement from the profession. They start showing symptoms of disinterest in teaching and gradually distance themselves from their students, more particularly emotionally. Majority of the teachers adopt this behaviour pattern. There are very few who exhibit the same level and degree of enthusiasm, energy and commitment as before, to remain emotionally and professionally attached and give their best till the last day in their career and engage in research in their subjects and problems.

#### *F. Career Satisfaction Stage (Experienced Teachers)*

Like all careers, teachers' career is crucial, critical and important. There is a strong linkage between one's career cycle and the expertise acquired. The structure and content are like our body (skeleton and flesh), necessary for support but gaining expertise through class room and experimentation is like spirit (soul) in our body. It elevates the theory to the level of practice and experiment and goes on to get elated at the plausible result; this end-result, with new strategies, changes and teaching style is reinforced by self-directed different behaviour pattern that brings forth satisfaction to the teacher. The learners (students) get a feel of personalized attention, encouragement, and get motivated to achieve the objective. Huberman (1993) found truth in this assertion. He says that classrooms level experimentation is at core of satisfaction to the teacher, not attained by mere structural reforms alone. Huberman has identified two factors contributing to career satisfaction.

Teachers got higher level of satisfaction in their career by effecting diversity in classroom teaching or they sought and implemented shift in their roles. Roles are to be understood as leading to performance where complete personality of the teacher comes into play. Development takes place when there are recurring episodes in class room presenting challenging situations to the teacher and, the existing repertoire is deficient to cope with the recurring episodes, never foreseen.

A teacher gets satisfaction when, in such context, he summons his knowledge, skills and past experience to handle the episode with careful thought, commonsense and creativity. Here, he transforms himself into more reflective analyst. This finding is corroborated by Bereiter & Scardamalia who say that expertise is developed in this manner and at a time when individuals work at the edge of their competence. They further said when teachers were asked to tell the 'best years' in their career, they mentioned those times as most satisfying when they were confronted with a situation of utter 'apathy' of students towards learning their lessons, and they (teachers) engaged such students in purposeful and thrilling (sportive) activities and subtly aroused the students' interest in learning pleasantly their lessons, which they considered earlier as dull and boring. The marked improvement in learning was self-celebrated as if treasures were discovered.

#### *G. Expert Teachers*

This is a station in the career path of teachers when they are experts – highly knowledgeable, most proficient and immensely experienced and undergone series of research projects – they assume the role of guide, friend and philosopher for other teachers who are at various stages of their professional development. John Hattie (2003) has undertaken massive research work (surveys) in the area of identifying the characteristics and traits of 'experts'. He has identified five major dimensions of expert teachers. These teachers are capable and infallible in their specialization and who can:

- Identify essential representations of their subject;
- Guide learning through classroom interaction;

Monitor learning and provide feedback;  
Attend to affective attributes; and  
Influence student outcomes.

Hattie and his research associates have found three dimensions which emerged from their work and that could distinctly tell experts from experienced teachers; these dimensions are –

Challenge  
Deep representation  
Monitoring and Feedback

All teachers set goals but individual differences lie in weight, value, degree, quality and space dimension as well as methodology and process adopted. Further, as education is contextual and cannot operate in vacuum, various variables are present and many times these cannot be predicted.

Therefore, expert teachers self-set challenging goals; others, more specifically the experienced teachers, set ‘do the best’ goals which contain less of challenge and more of practice, procedure and structure, generally. The expert teachers set challenging goals in student activities in the class, also. They try to create deep learning – relating and extending ideas and an intention to understand and impose meaning. The stress is on new understanding and attributing new meaning. Hattie and his colleagues further state that monitoring and feedback are significant, monitoring ensures implementation as expected and feedback helps in improving process, procedure and ideas. These will enhance achievement (quantitative and qualitative). It is within the competence of expert teachers to separate grain from chaff (relevant from irrelevant), they are able to relate to context, they are able to understand better, monitor more properly and interpret events and results better as they possess more insight, articulate feedback and interact with more helpful attitude.

Granted that experience is the stepping stone to expertise, it proceeds to state that both experience and expertise go hand in hand as friends in love. The cardinal difference lies in the fact that an expert teacher challenges himself and also, the students, and collaborates, guides, counsels the students and other teachers. An expert teacher, therefore, derives satisfaction and pleasure in challenges, he does not believe in routine movement. He is restless, sensitive and creative.

In Yemen and Saudi Arabia, high school teachers are placed in hierarchy. There are no gradations and they acquire seniority on the basis of the length of service rendered. They get annual increments and promotion to the higher level of Head Teacher by sheer seniority if the service record is spotless. Conceptually, they pass through the stages like novice, mid-novice, middle-level. Proficient and Expertise are a personal achievement and only a few strive for and achieve that.

As teachers’ career cycle has much to do with organizational culture and behaviour, I need to add my views on organization, particularly managers in language teaching organizations (LTO manager).

#### IV. ROLE OF MANAGERS IN A LANGUAGE TEACHING ORGANIZATION (LTO MANAGER)

Can a manager or administrator or director or organizer contribute towards harnessing benefits from expertise and simultaneously mitigate the fatigue felt and withdrawal felt in the mid career and late career stages of a teacher? The answer can be yes or no, both. This depends upon the organizational culture and reward system. In many organizations, while remuneration in the first stage appears adequate, later on, there is no declared policy for career advancement and annual increase in salary is also a rarity; pick and choose is the policy. A reward system is not introduced; it does not exist at all in most of the cases. In the absence of a concrete reward system, the personnel often suffer from a lack of motivation and incentives. Fessler’s Model contains provisions for organizational culture and reward systems. The culture of LTO is the foremost support to cultivate and sustain a conducive learning environment. Teachers’ repertoire, well designed syllabus and smart list of student-centric activities are of no use as resources and support services are at low key. It is the job of manager or director (or head, by whatever name called) to be aware of the package of services and he must be trained in extending the needed facilities. He has to be trained and developed in the art and science of managing education, his quality lies in his appreciation of the role of teachers, including declared policies governing the career of teachers. He should possess positive attitude towards experimentation. As learning is a social process, there has to be lively community of practices to help newcomers to the teaching profession, settle down comfortably apart from encouraging sharing of good practices among its members. Richards and Farrell (2005) point out that such supporting contributions will be encouraged by LTO Managers by supporting, encouraging and resourcing continuing professional development. These will, then, be linked to Human Resource Management Systems of LTO through such practices as performance management.

Hattie (2003) points out *“whereas in other professions, excellence is esteemed and rewarded... in teaching, we reward primarily by experience, irrespective of excellence. We promote the best out of the class room. We have few goal posts to aim for the professional development, instead allowing others to define what latest fad, what new gimmick, what new policy will underline the content of professional development”*.

Like tacit knowledge gathered and internalized through practice, experience and understanding, the expertise of mid and late career teachers should not remain unacknowledged and untapped because, then, it will remain an under-used resource for the LTO. A reward system which recognizes excellence will help students (learners), LTO and the

community at large if the expertise is profitably used through mentoring of novices to enable them overcome the challenges faced in this first phase of their careers.

## V. CONCLUSION

Teaching, like biological and product life cycles, passes through various stages. The main stages in career development are novice (early, middle and late stages), mid career and late career teachers and expert teachers. As a result of super performance in their roles on the basis of experience, reflection analysis and high level proficiency and unmatched skill, as well as caliber of conceptualization, a few teachers get elevated to the 'super-expert' status or appointed fellows: they bring about changes in policies, practices, usher and in special styles to suit changing contexts. They are akin to trendsetters in the realm of education and frequently usher in positive and commendable changing in the teaching-learning process.

In order to develop professionalism among the teachers, the LTO has to plan to prepare for change in culture which may be a long drawn affair. It needs careful management and guidance. The LTO has to facilitate convergence and congruence of information and communication technology (ICT), harness powers of Mass Media as well as understanding teachers' and students' needs; and to create a conducive learning atmosphere with appropriate curricula, syllabi and other modern techniques. As Vivekananda says, "Education is the manifestation of the perfection already in man." Teaching brings this manifestation out. As education in the modern era is not less important than food or shelter, it needs to be given due priority by planners at the national level and encouragement by the Government to micro-level institutions to introduce practices and systems in the socio-political and cultural contexts, keeping in view the global environment. It would not be wrong to say that quality education is no more a luxury. It is rather a necessity in today's competitive and challenging times.

When we look outward into 'nature', we do find cycles: food chain is a cycle – a beginning and an end but in continuum. Every thing taking birth or growing spontaneously (without human effort) or with human effort, gets a definite lease of life. There is renewal or re-cycling: the cycles are repeated endlessly. Matter is indestructible; it only changes state or shape. There is decline after birth/growth. So is the case with teachers. They prepare to enter the profession, work assiduously to become proficient, experienced; they burn midnight oil to progress, and achieve high standard of teaching. Training is one aspect, reflection during teaching another aspect; updating knowledge is still another part; commitment and recognition play their part; in some cases, promotion at job to higher grade with attendant benefits and social prestige are other achievements; self-actualisation, in some cases, is consistent doing – doer is not present in the attitude - they excel and do not care a fig for return benefit from the system. In view of the emerging global scenario, contentment is not achieved until there is pay-off. Nevertheless, the life cycle, on all counts and in all cases, does operate. A teacher generally strives hard for doing his/her best during the teaching career provided there is supporting environment. The latest change that has revolutionised the teaching-learning environment/climate is the greatly facilitating and fascinating (user friendly) gift of Information Technology (ICT) and that has enriched the teachers' life-cycle.

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