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AN INVESTIGATION OF ENGLISH LANGUAGE TEACHERS AND STUDENTS' VIEWS ON ETHICAL PRINCIPLES TOWARDS STUDENTS: A CASE STUDY AT A STATE UNIVERSITY

YENER KELEŞ

A Ph.D DISSERTATION

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

GAZI UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

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İNGİLİZCE ÖĞRETMENLERİ VE ÖĞRENCİLERİNİN ÖĞRENCİLERE KARŞI ETİK İLKELER HAKKINDAKİ GÖRÜŞLERİNİN ARAŞTIRILMASI: BİR DEVLET ÜNİVERSİTESİNDE ÖRNEK OLAY İNCELEMESİ

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ÖZ

Bu çalışmanın amacı, Muğla Sıtkı Koçman üniversitesi İngilizce öğretmenlerinin öğrencilere karşı etik değerlerin ne kadar farkında olduklarını araştırıp bu öğretmenlerin öğretme sürecinde bu etik değerleri ne kadar uyguladıklarını belirleyerek İnglizce eğitiminin kalitesini artırmak ve Ingilizce öğretmenlerinin mesleğine katkı yapmaktır. Bu çalışma Muğla Sıtkı Koçman Üniversitesi İngilizce Öğretmenliği ve İngilizce Hazırlık Okulunda (Sıtkı Koçman Yabancı Diller Yüksekokulu) yapıldı. Çalışmanın katılımcıları bu bölümlerdeki öğretmen ve öğrencilerdir. Bu çalışmanın deseni karma bir çalışmadır. Bu sebeple, çalışmadan elde edilen veriler hem nicel hem de nitel olarak incelenmiştir. Muğla Sıtkı Koçman üniversitesi, İngilizce Öğretmenliği'yle Sıtkı Koçman Yabancı Diller Hazırlık Okulu öğretmenlerinin öğrencilere karşı etik değerlerden ne kadar haberdar olduklarını anlamak için Amerikan Eğitimciler Kurumu ve Yeni Zelanda Öğretmenler Heyeti tarafından geliştirilen bir anket kullanıldı. Nicel verilerin sonuçlarını incelemek için SPSS (20. Sürüm) Kullanıldı. Amerikan Eğitimciler Kurumu ve Yeni Zelanda Öğretmenler Heyeti tarafından geliştirilen aynı anket İngilizce öğretmenliği ve hazırlık okulu öğretmenleri ile öğrencilerinin öğretmenlerin öğrencilere karşı etik değerlerini uygulamaları hakkındaki görüşlerini kıyaslamak için de nicel olarak kullanıldı. Son olarak aynı anketten elde edilen veriler, için SPSS (20. Sürüm) vasıtasıyla Sıtkı Koçman Yabancı Diller Hazırlık Okulu öğretmenlerinin öğrencilere karşı etik ilkeleri uygulamalarına dair ön test ve son test arasında anlamlı farklar olup olmadığını bulmak için nicel olarak kullanıldı. Nicel verileri desteklemek için sınıf gözlemleri beraberinde öğretmen ve öğrencilerle görüşmeler yapıldı. Bu sınıf gözlemleri ve görüşmeler nitel olarak incelendi. Nicel verilerin sonuçlarına göre, hem İngilizce öğretmenliği hem de İngilizce hazırlık (Sıtkı Koçman Yabancı Diller Yüksekokulu) öğretmenleri öğrencilere karşı etik ilkelerin farkındalar.

Ancak, İngilizce öğretmenliği öğrencileri ile öğretmenleri arasında öğretmenlerin öğrencilere karşı etik ilkeleri uygulamalarında bazı ilkelerde anlamlı farklar bulundu. Bu farklar, öğrencelerle profesyonel ilişkiler kurup bu ilişkileri öğrencinin çıkarı için sürdürme, her bir öğrenciyle adil ve düşünceli bir şekilde ilgilenme, toplumda geniş kabul gören olumlu değer yargılarını öğretme ve model gösterme ile gerçekleri saptırmaya uğratmadan kişisel ön yargılarını katmadan sunma etik ilkelerinde ortaya çıktı. İngilizce hazırlık okulu (Sıtkı Koçman Yabancı Diller Yüksek Okulu)öğretmenleri ile öğrencileri arasında da önemli farklar ortaya çıktı. Bu anlamlı farklar farklı öğrencilerin çeşitli öğrenme ihtiyaçlarını giderme, her bir öğrenciyle adil ve düşünceli bir şekilde ilgilenme ve disiplin dâhilindeki tüm sorunları okul kuralları ve ilkelerine göre çözme etik ilkelerinde ortaya çıktı. SKYDYO (Sıtkı Koçman Yabancı Diller Yüksek Okulu) öğretmenlerinin öğrencilere karşı etik ilkeleri uygulamalarına dair yapılan ön test ve son test sonuçlarından farklı öğrencilerin çeşitli öğrenme ihtiyaçlarının giderilmesi ve disiplin dâhilindeki tüm sorunları okul kuralları ve ilkelerine göre çözme etik ilkelerinde anlamlı farklar ortaya çıktı.

AN INVESTIGATION OF ENGLISH LANGUAGE TEACHERS AND STUDENTS' VIEWS ON ETHICAL PRINCIPLES: A CASE STUDY AT A STATE UNIVERSITY

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ABSTRACT

The purpose of this study is to raise the quality of teaching English language and to contribute to the improvement oo ELT Teachers profession by investigating the extent to which English teachers at Muğla Sıtkı Koçman University are aware of the ethical code towards students and determine how much those teachers apply the ethical code towards students during their teaching process. The study was conducted in Preparatory School of English and Department of English Language Teaching (ELT), Muğla Sıtkı Koçman University. The participants of the study were both the teachers and the students of the departments. The design of this study was a mixed research. For that reason, the data gathered from the study was analyzed both quantitatively and qualitatively. In order to get a deeper understanding how much English teachers at Muğla Sıtkı Koçman University, Preparatory School of English and Department of ELT are aware ethical code towards students, a questionnaire designed by the Association of American Educators and New Zealand Teachers Council was used. To analyze the results of the quantitative data, SPSS (version 20) was used. The same questionnaire designed by the Association of American Educators and New Zealand Teachers Council was also used quantitatively by means of SPSS (version 20) to compare ELT and Prep teachers' views with those of ELT and Preparatory School of English student about their teachers' application of ethical code towards students. Lastly, the same questionnaire was used quantitatively by means of SPSS (version 20) to see if there are any significant differences between the pretest and the post test in the views of Preparatory School of English teachers about their application of ethical code towards students. Classroom observations and interviews were also carried out to support quantitative data. Classroom observations and interviews were analyzed

qualitatively. According to the results of quantitative data, both teachers of Department of ELT and Preparatory School of English were aware of ethical code towards students. However, it has also been found out that there are significant differences between the students and the teachers of department of ELT in the actual implementation of those ethical code by the teachers for ethical principles such as developing and maintaining professional relationships with learners based upon the best interest of those learners, dealing considerately and justly with each student, promoting equality of opportunity for all of students, teaching and modelling those positive values which are widely accepted in society and presenting facts without distortion, bias or personal prejudice. Significant differences have also been found between the teachers and students of preparatory school of English about the application of those ethical principles catering for varied learning needs of diverse learners, item dealing considerately and justly with each student, seeking to resolve problems, including discipline, according to law and school policy. From the analysis of pre test and post test conducted for the actual implementation of ethical code towards students by teachers of Preparatory School of English, significant differences have been found between the pre test and post test for catering for varied learning needs of diverse learners and seeking to resolve problems, including discipline, according to law and school policy.

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LIST OF ABBREVIATIONS

PSE   **Preparatory School of English**

ELT   **English Language Teaching**

CHAPTER I

INTRODUCTION

Many of the teachers during their educational career have memories of a favorite teacher who truly made an impact, as well as recollections of an uninspired or even vicious teacher. This makes the teaching profession one of the few that has a direct and often quite profound influence on everyone, which is in itself a sufficient reason to acknowledge the importance of the profession and to stress the significance of the quality of the professionals. Teaching is a significant good, not only because it may be a source of growth and enjoyment for both the students and the teachers (Higgins, 2003), but also because it serves the interests of society as a whole by enabling students to become independent and responsible adults who can contribute to the well-being of society.

For that reason, teachers have a significant role in achieving the goal of making students independent and responsiple adults as they are the people who should teach our students the right and the wrong and take them one step further in the modern era of technology. Therefore , it is essential that every teacher in the sector of education acquire and apply the qualifications of good teaching that will take our students one step ahead of our generation (Gençtürk, Akbaş and Kaymakçı, 2012).

 In order to set standards for up-to-day education, we need to take teacher ethics into consideration. That is to say, we need to examine the values, beliefs and manners of teachers that influence the quality of teaching. The aim of this study is to contribute to the quality of English language teaching At Muğla Sıtkı Koçman University by investigating the extent to which English teachers at Muğla Sıtkı Koçman University are aware of ethical code towards students and determining how much those teachers apply ethical code towards students during their teaching process.

The profession of teaching is saturated with normative matters. Teachers continuously find themselves in situations in which they use norms, assess norms or use them against each other. These norms vary from concrete (for instance, no bags on the table) to abstract (for instance, justice as a starting point for assessment of education policy). They can be implicit, as in many of the everyday actions, or explicit, as when correcting pupils or when standards are

usually discussed in difficult decision situations. They can be simple instrumental instance giving clear instructions for a correct execution of an assignment, all-embracing moral (for instance wanting to do justice to the interests of teachers and pupils).

 Statement of the Problem

Recently, within the context of ethics and moral values, studies about the development of ethical codes have been the center of attraction.According to Ethics Resorce Center (2001, p.2) a code of ethics is a guide which ' raises ethical expectations', provides communication about 'ethical issues', 'encourages ethical decision making' and 'prevents misconduct' about ethical issues. An awareness of codes of ethics is important in the areas of ethics as this awareness guides our ethical considerations and explicit codes may identify the types of ethical considerations which are are significant (Gross, 1993). National Institute of Environmental Health Sciences (2011), on the other hand, suggests that ethical codes are rules for distinguishing between right and wrong. The institute, in that sense, maintains the idea that codes of ethics are norms of conduct that determine acceptable and unacceptable behavior. For that reason, it has been accepted that for every job ethical codes should be developed to guide or control the manners of members of every job. The presence of an ethical code has been accepted as a characteristic of it.

The same circumstance is true for teaching, as well. There has been research into the field of education to see how much teachers meet the criteria for a qualified sort of education. Teaching does not become successful when one teaches as he or she wishes. There are some specifications such as relevance, sufficient learning time, structured teaching that make teaching successful (UNESCO,2004). However, Yıldız and Seferoğlu (2014) observed that there is a huge discrepancy in the quality of teaching in our country. This factual piece of information reminds us of the processes that take place in every classroom. The question that we need to ask ourselves is 'are there different applications in different classes?'   This question leads us to the beliefs, values and actions of teachers that influence the quality of teaching. All these beliefs, values and actions form ethics of teaching.

 At Muğla Sıtkı Koçman University, PSE is an intensive one. Due to the intensive program, the students' interest and participation is very low and therefore, the level of success is low. By investigating the extent to which English teachers at Muğla Sıtkı Koçman University are

aware of ethical code towards students and determining the extent to which those teachers apply ethical code towards students during their teaching process, the study will make a contribution to the quality of teaching English in Sıtkı Koçman University, PSE.

Purpose of the study

Teaching is a significant social service and therefore teachers have to take the responsibility for guarding the moral quality of teaching practice. It has long been accepted that teachers play a central role in promoting the quality of teaching practice. As noted by Padhan and Sing (2010), the physical infrastructure the methods and technological innovations to promote the quality of teaching are important. But what is important above all is the quality of the teacher, the commitment of the teacher as far as the education is concerned. The success of professional practice is dependent on competence in the application of pedagogical knowledge, competence to maintain intellectual accountability. Knowledge of pedagogy is viewed as the moral imperative of the profession since it is the duty of schools and teachers to demonstrate that learning takes place due to their expertise (Thompson 1997). Pedagogy requires an understanding of children, of human motivation, development and learning, of factors influencing learning, of the dynamics of human interaction as well as an understanding of the principles governing the efficient planning, implementation and evaluation of learning experiences (Eraut, 1993). The ultimate purpose of teachers' pedagogical knowledge is to pave the way for self-confident and self- regulating learners who can day by day take responsibility for their own learning (Thompson, 1997).

Therefore, apart from physical infrastructure, methods and technological innovations, we turn our faces to the processes or interactions that occur between teachers and students as a result of the beliefs, values and manners of teachers. Literally speaking, we make sure how well the food is served to the customers.

The purpose of this study is to raise the quality of English language teaching At Muğla Sıtkı Koçman University and to contribute to the profession of ELT teachers by investigating the extent to which English teachers at Muğla Sıtkı Koçman University are aware of ethical code towards students and determining how much those teachers apply ethical code towards students during their teaching process.

Significance of the Study

Educated people have memories of a favorite teacher who truly made an impact, as well as recollections of an uninspired or even vicious teacher. Even from this simple statement it will not be wrong to say for those who hold a position in the career of teaching there should be a moral understanding and ethical sensitivity among teachers. Nearly all the authors assume that teaching is essentially and fundamentally a moral enterprise, a few noting that the nature and quality of the teacher/student relationship informs virtually all that the teachers do, including how they organize and present lessons. How a teacher cares for students is thought to be among the most important of all professional matters. Moreover, authors also note that ethics are at the heart of the teacher's disciplinary knowledge, that knowing a discipline is not merely a matter of cognitive attainment but an ethical achievement. Teachers need to be taught and understand a set of specific concepts related to moral understanding and ethical sensitivity in teaching. They also need to develop a rich moral vocabulary which will enable them to reflect on moral matters in teaching. This reflection on moral matters in teaching will coach teachers to acquire manners of a good teacher, which will promote the quality of teaching practice. So it is not a big claim to say that the moral impact of what students see and hear around on them is significant.

That is the reason why an ethical teacher should be aware of ethical issues and have a sense of good and bad (Wiley, 1998). Students acquire the importance of personal virtues such as honesty, respect and sensitivity to others in the course of interaction with others. What is more, scientific research shows that students are influenced by the teachers whose personal values they admire (Halstead and Taylor, 2000).

By investigating the extent to which English teachers at Muğla Sıtkı Koçman University are aware of ethical code towards students and determining how much those teachers apply ethical code towards students during their teaching process, this study will help teachers reflect on moral matters in teaching and thereby will help teachers improve the quality of teaching as teachers will undergo a period of training on ethical code towards students.

Limitations of the Study

The most important limitation of this study is the fact that this study had to be carried out with in a limit of time. Therefore, the study had to be carried out with a certain number of participants. If the study had been applied to all of the students learning English and teachers teaching English in my current institution, the results might have been more reliable. As some of the teachers were not enthusiastic about contributing to the study, all of the teachers were not included in the study.

As the study was conducted at a university with a certain number of participants, the results cannot be generalized. The results of the study are applicable to, PSE and Department of ELT. However, the procedure followed in the evaluation of ethical code towards students might be applied in other contexts.

Another limitation of the study is about ethicalcode**.** Ethical code is divided into three: ethical code towards colleagues, ethical code towards institution and ethical code towards students. This study tries to investigate the extent to which English teachers at Muğla Sıtkı Koçman University are aware of ethical code towards students and determine how much those teachers apply ethical code towards students during their teaching process so the study is limited to the awareness and application of ethical code towards students. In that sense, it is not within the scope of the study to determine ethical code towards colleagues or ethical code towards institution.

Research Questions

In accordance with the purpose of the study, the following research questions were determined by the researcher**:**

1. Are teachers of Preparatory School of English (PSE) and ELT Department at Muğla Sıtkı Koçman University aware of ethical code towards students?
2. Are there any significant differences between teachers and students in their views about teachers' application of ethical code towards students at Muğla Sıtkı Koçman University, Department of ELT?
3. Are there any significant differences between teachers and students in their views about teachers' application of ethical code towards students at Muğla Sıtkı Koçman University, Preparatory School of English (PSE)?
4. Are there any significant differences amongst teachers in their application of ethical code towards students at Muğla Sıtkı Koçman University, Preparatory School of English (PSE)?

Therefore, both the literature review and the methodollogy of the study will be focused on findining the answers to the above mentioned research questions.

CHAPTER II

LITERATURE REVIEW

Introduction

Teaching is a significant social service not only because it contributes to the growth of students (Higgins, 2003) but also because it serves the interests of society. Teaching does this service by making it possible for our students to become independent and responsible adults who can contribute to the well-being of society. Contribution to the well-being of society via education or teaching can be achieved by promoting the general progress and well-being of individual pupils and any class or group of pupils and by providing guidance and advice to pupils on educational and social matters as well as their further education and future careers (Thompson, 1997).

This defined characteristic of education or teaching profession is the responsibility for people's children. Taking his responsibility into consideration, it would not be wrong to claim that a moral aspect is assigned to teaching profession or education. The moral purpose of education is described by Fullan (1993) as making a difference, no matter what their backgrounds are, for the better in the lives of students and helping them become citizens who can live and work productively in society.

Because teaching is of such importance to individuals and society, both those involved in the profession of teaching and the state should take responsibility to improve the moral quality of teaching practice. Looking at the side of the coin related to teachers, it can be stated that not only should teachers develop skills and talents to cater for students but also they should consider the importance of being moral in their attitude to students because there is an increasing demand on teachers to contribute to the intellectual and physical as well as moral and social development of children. The moral responsibility on the part of teachers is drawing their attention to the key role they play in creating quality in education. Due to the key crucial role teachers play in creating quality and the moral responsibility imposed on them by society, teachers should be known by parents and children as people who can be trusted (Sockett, 1990).

However, the ethical dimensions of teaching as well as ethical side of teachers have been a neglected field of study.   That is   why, it is essential that contributions be made by researchers, philosophers, practitioners and policy makers to this field of study in order to fulfill the increasing demands for moral quality of teaching and professional standards in teaching. This improvement in the moral quality and professional standards of teaching can be attained by drawing teachers' attention to the moral responsibility they hold in their teaching practice. Providing that teachers have come to the realization of this responsibility, it is hoped that they will make informed decisions and treat their students during their teaching practice accordingly. This state of teachers' being responsible for their teaching practice is called accountability in the domain of ethics in teaching which is the ultimate goal of promoting ethics in teaching.

The literature of the study is trying to identify the fundamentals of being an ethical teacher. It will, above all, begin with the introduction to the basic terms related to ethics of teaching such as ethics versus morality, 'virtue' and 'value'. Having identified the above mentioned terms, the study will proceed with an introduction to Ethics in teaching in order to inform the curious reader. Next, a conceptualization of an ethical teacher will be presented. This will be followed by ethical complexities and dilemmas in teaching as well as the development of ethical professionalism. Lastly, the study will propose the ethic of care, a term to be defined in the proceeding pages, as a model that is supposed to contribute the enhancement ethical professionalism.

The Difference between Ethics and Morality

The terms ethics/ ethical and moral are both used to address the basic principles of right and wrong because both of the terms influence beliefs, intentions and behaviors. In that sense, some scholars and researchers use the terms interchangeably. Hence, they refer to the moral and/or ethical nature of teaching, moral and/or ethical dilemmas and issues, and moral and/or ethical exchanges in classrooms (Campbell, 2003). However, a distinction between the terms 'ethics/ ethical and moral' is made in literature, too. Naagarazan (2006), by way of example, defines morality as what is right and wrong about the handling of a situation, what should or

should not be done in a given situation. He makes the following distinction between the terms:

Morality

- More general and prescriptive based on customs and traditions.
- More concerned with the results of wrong action, when done.
- Thrust is on judgment and punishment, in the name of God or by laws.
- In case of conflict between the two, morality is given top priority, because the damage is more. It is more common and basic.
- Example: Character flaw, corruption, extortion, and crime.

Ethics

- Specific and descriptive. It is a critical reflection on morals
- More concerned with results of a right action
- Thrust is on influence, education, training through codes, guidelines, and correction.
- Less serious, hence second priority only. Less common. But relevant today, because of complex interactions in the modern society.
- Example: Notions or beliefs about manners, tastes, customs, and towards laws.

Taken from Naagarazan, R.S. Textbook on Professional Ethics and Human Values.

Virtue

The term virtue is defined differently by different scholars. It is defined by some scholar as sensitivity to a specific range of moral considerations or reasons (Betzler, 2008). Therefore, a virtuous person can be defined as one who has sensitivity to all or most of virtues. Alternatively, Aristotle defined virtue as moral excellence in cognitive excellence. In his point of view, a virtuous person correctly perceives what is morally relevant (Driver, 2001) . In that sense, correct perception is the central feature of virtue.

To put it another way, virtues are positive and preferred values that enable us to be successful and develop our highest potentials (Naagarazan, 2006). This is the thing that establishes the

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connection between being a virtuous person and teaching in that being virtuous means being ethical. A person who has developed virtues will act in accordance with their principles. That is the reason why teachers, as moral exemplars for their students, have to be virtuous people not only in the eyes of their students and but also the public due to the position they hold. As individuals and collective groups of professionals, teachers are supposed to come to the realization of the good and struggle against the bad. They can accomplish this moral task by means of having virtues such as honesty, courage, compassion, generosity, fidelity, integrity, fairness, transparency, self-control, and prudence.

Value:

Afore mentioned in the definition of the term virtue, being virtuous means having positive values. Therefore, we need to elaborate on the term value because an ethical teacher is supposed to have positive values towards students and during daily teaching practice. Value is defined as a principle that promotes well-being or prevents harm. To put it another way, it could be defined as our guidelines for our success, our paradigm about what is acceptable (Naagarazan, 2006).

The fact that People observe their environment through their lenses of values determines whether or not they will spend their energy to do something about their experiences. Simply saying, people act in congruence with their personal values or what they find important or values affect our behavior. To take an example, en ethical teacher who has positive values such as good relationships, helpfulness can pave the way for an ethically appropriate teaching environment. This, in terms of teaching, reminds us that the values teachers have will affect their daily teaching practice because they will guide their choices, decisions and actions.

Introduction to Ethics in Teaching

Ethics can not be conceptualized as moralizing or dictating what is to be done, ethics is not another form of dogmatism, either. Rather than that, ethics offer us some tools for thinking about difficult matters (Weston, 1997). For that reason, struggle and uncertainty should be deemed to be parts of ethics.

In conjunction with ethics, professional ethics in teaching, on the other hand, can be defined as the realization of good and the struggle against bad during everyday practices of teachers as individuals and collective professional groups. Therefore, rather than the identification of particular interpretations, the focus is placed on general terms of ethics such as fairness and honesty. Having made an introduction to ethics in teaching, now we should first elaborate on some terms to define an ethical teacher and then describe the virtues of an ethical teacher.

Operational Definitions

Ethical Code towards Students

The primary professional obligation of registered teachers is to those they teach. Teachers nurture the capacities of all learners to think and act with developing independence, and strive to encourage an informed appreciation of the fundamental values of a democratic society (New Zealand Teachers Council, 2004, p.1)

Moral Agency

Moral agency is defined as a state of considering the interests of others and having clear virtues or principles in which someone believes and acts on (Sockett, 1993). However, in terms of education moral agency imparts information about how teachers treat students and what they teach their students about moral or ethical issues (Campbell, 2003). The essence of the term is teachers' knowledge of ethically important issues during their professional practice and their knowledge about what they want their students to achieve in terms of the principles of right and wrong. What teacher acquires out of moral agency is the acquisition of ethical knowledge which will be studied next.

Ethical Knowledge:

Teachers have a sustained influence on the actions, beliefs, aspirations and motivations of their students. Students are particularly vulnerable to their teachers' actions and motivations. Therefore, teachers should have special moral responsibility (Bull, 1993). In that sense, ethical knowledge is teachers' understanding and acceptance of demands of moral agency (Campbell, 2003). That is to say, teachers who have ethical knowledge are aware of what they teach their students or they do not teach their students at random and they know they have to

take care of ethically important issues. The ethical knowledge of teachers enlightens facts about school life and the teaching role. Thus, it facilitates the application of ethical principles to one's professional work. That's why, the attempt to illuminate teachers about ethical knowledge should be made in order to show them how they work within schools and enhance moral agency built on such moral principles in practice

Ethical knowledge heightens our sensibilities towards teaching as a profession (Strike and Ternasky 1993). In making ethical knowledge more visible, it is hoped that it will enable a renewed sense of professionalism in teaching for the purpose of redefining the profession in ethical terms. Not only will ethical knowledge guide teachers' orientation to their work but it will also help teachers deal with dilemmas and complexities that challenge a clear picture of this ethical professionalism.

If we conceptualize ethical knowledge as the basis for a renewed professionalism in teaching, then teachers need to be aware of the moral aspect of their teaching practice. This awareness will enable them to develop the conscience of what is right and wrong in their teaching process because the state of being conscience will provide a motive to think critically (Campbell, 2003).

A second reason for making ethical knowledge more visible is that ethical knowledge may also provide a basis for a renewed school culture. In this new culture, teachers discuss or debate and even exemplify the moral dimensions of their work and they use these processes to take actions, to make decisions and make polices in order to cope with the problems they come face to face with. Thereafter, the knowledge acquired via a renewed school culture will provide a framework for a renewed teacher education program. As a result of acquiring moral agency and ethical knowledge, teachers become ethical. In the proceeding section of the literature review, the state of being an ethical teacher will be dealt with.

Conceptualization of the Teacher Character as a Moral Agent

The moral or ethical principles teachers underpin during their interactions with students and others provide the basis of their moral agency. For that reason, the ethical teacher as a moral agent needs to have an awareness of moral issues, a sense of right and wrong, good judgment,

integrity, and courage. More concretely speaking, he or she must empathize with students and colleagues; try to be fair, careful, trustworthy, responsible, honest and courageous and appreciate the importance of such virtues because students learn lessons about morality through their experiences with teachers. So it is not a big claim to say that the moral impact of what students see and hear around on them is significant.

That is the reason why an ethical teacher should be aware of ethical issues and have a sense of good and bad (Wiley, 1998). Students acquire the importance of personal virtues such as honesty, respect and sensitivity to others in the course of interaction with others. What is more, scientific research shows that students are influenced by the teachers whose personal values they admire (Campbell, 2003).

Having stressed the importance of teacher character in students' acquisition of personal virtues and keeping this factual piece of information in mind, we should come to the issue of conceptualizing the ethical teacher. One might denounce that while conceptualizing the ethical teacher of good character, the starting point should be teacher's conduct and beliefs (Starratt, 1994). Moral or ethical principles of a teacher which influence the classroom and school context can be exemplified out of his conduct or beliefs. More precisely speaking, an ethical teacher should be tolerant to students, act in a reasonable manner, be willing to explain things to students, be free from prejudice and should be sensitivity to the needs of the students. The core moral /ethical virtues that cover the above mentioned qualities of the professional teacher as a moral agent are the ethic of respect, the ethic of fairness and justice which will be presented in the following lines.

Providing that an ethical teacher does possess such personal virtues and is aware of the moral messages he might convey into the classroom, the ethical teacher should start moral classroom with respect for children, their interests, feelings, values and ideas. DeVries and Zan (1994) state that this respect can be expressed in teacher's interaction with children, classroom organization as well as classroom activities. Respect, on the part of a teacher, can be manifested by avoiding negative actions or unprofessional behavior such as being late, gossiping about students and being careless with students. Starting from kindergarten to senior classes, one might argue that it is ethically inappropriate to embarrass or humiliate individual students for the purpose of ridicule. Rather than that, the respectful teacher should

manifest his respect to students by being engaged in one-to- one conversations with them for the purpose of protecting their privacy rather than publicly embarrassing or humiliating students.

Related to the above mentioned ethically acceptable conducts of an ethical teacher, the virtue of acting in a reasonable manner comes to our minds. A teacher who is able to act in a reasonable manner in all cases is an autonomous person. The ethic of autonomy is an intuition of knowing what is right or wrong in a given situation (Starratt, 1994). Rather than acting the way others tell them or out of fear of the people in authority, an autonomous teacher acts in accordance with his own personal choices of what is right or wrong. Because an autonomous teacher makes informed decisions of his own free will, he is ready to take responsibility for those decisions. The ethic of autonomy plays a key issue in improving ethical school culture in circumstances where the traditions of a collective school do not serve the needs of the school. In such circumstances walking in different direction from the crowd i.e. being autonomous, can help one break free from standardized and routine habits of thinking of the collective soul and create new ways of thinking and acting for the benefit of the school community.

Of all the moral qualities a teacher might possess, a habit of being fair is surely one of the most highly praised one by students. Fairness calls for treating all students equally (Campbell, 2003). If a teacher wants to be fair to students, what students expect their teachers to be, he or she should be someone to trust. Trust, on the other hand, can be built by being honest. Indeed, students are so intuitive that they can understand whether a teacher is telling lies or not. Students learn lessons about morality during their interaction and experience with their teachers and they can sense the genuine care of the teacher about them or teacher's hypocrisy. For that reason, the ethical teacher feels the moral need to be honest and avoid any form of deception not only in the area of relations but also in student evaluation and the accurate representation of subject matter (Campbell, 2003). The virtue of honesty, in this regard, is being sincere about what one says and does as well as a mark of respect for the student to respect the integrity of the content.

It is widely accepted by teachers that the best way to achieve fairness is being equally attentive to each student's capacity and needs. As the needs and capacities of students differ, the level

of attention to their needs and capacities will quite naturally differ. However, no matter what the good intention and motive might be, widely differing treatment to some students may be unfair in the eyes of the other students. In that case, the ethical teacher should make endeavors to balance the need to be fair to certain students and the need to be fair to the others because the ethical teacher consciously and continually weighs, and balances, between the specific needs of individual students and the general common good of the whole class. The intent of the ethical teacher in applying the lenses of equality, impartiality is being fair-minded and just in one's actions.

Another principle of the ethical teacher is the ethic of justice which date back to Aristotle, Rousseau, Hegel, Marx and Dewey who viewed society as a place where individuality develops. In their point of view, one learns the lessons of morality through experience and through living in society. Because individuals participate in the life of community, they learn to adjust their behavior to the common good of the community. Morality, in that sense, is grounded in practice within society because the ability to form a responsible selfhood in order to cooperate within the society develops through living in a society (Starratt, 1994). Hence, the individual develops the moral quality of establishing good relationships to protect human dignity.

In order to apply the ethic of justice to school setting, one can say that, as teachers participate in living in school community, they are expected to apply moral reasoning of being just to students for the common good of school. Justice, in this respect, should be understood in two perspectives: the individual teacher should be just to students as a result of communal requirements and the teacher should also be just because the school community decides to direct the actions of the teacher justly. So, in practice teachers are obliged to make individual choices of justice with an awareness of the community's choices i.e. school policies in our case.

In a well-controlled school in which teachers can teach and students can learn, one of the necessary things are school rules as a good set of school rules or regulations which provide good expectations (Rosen, 1992). According to research, school rules have certain benefits: they let students understand what is expected of them and makes it possible for students to understand the learning task better (paraelink), teaching process in the classroom continues

smoothly with less confusion (Paraelink) and students understand clearly what they should do to perform something (paraelink).

If the expectations in a learning atmosphere are clear and shared, the relationship between the cause and the consequence will be fostered. If there is no clarity and shared understanding between teachers and students about what is expected of students, there will be less benefit and more punishment for students and this will result in less change in behavior and resentment on the part of students. The absence of expectations will cause practical problems and when the expectations of teachers are not met by students, there will be an atmosphere in which students in the classroom are confused and uneasy due to the frustration and hostility experienced by teachers as a result of expectations that are not fulfilled. When expectations are intentionally promoted by teachers via classroom rules, students will be able to interpret events and actions, which will result in learning.

There must be some criteria for good school rules. Literature suggests that good school rulers are clear and specific, are easily understood and appropriate for the age group they are intended to, the process for people who break them are clearly described, they are well designed to achieve the intended purpose, they shouldn't be discriminatory, they should be possible to apply and fair to all concerned (Rosen, 1992). Teaching students self- discipline, teaching students the standards, compatibility of the standards to occasions and environment are certain recommendations to be followed to prevent problems from happening are determined in literature (Logan, 2003).

First, teachers should teach students self- discipline. If we don't teach our students how to learn self discipline, we cannot correct any inappropriate behavior and the inappropriate behavior will be happening again and again. While doing this, one think that we need to keep in our minds is that criticizing or punishing students will not make them change the inappropriate behavior for the better. In that sense, our definition discipline must also include efforts to teach students appropriate behavior that will help them learn to be self- disciplined.

Secondly, the standards we have in classroom should be taught to our students since they can't learn those standards we hold in the classroom be transference or by trial and error experience. As we have different teachers in our schools, our standards may be so different that they may change from teacher to teacher, from class to class and from year to year. Therefore, in our

definition of discipline efforts should also be made to teach our students the standards which are held in our classrooms.

Thirdly, our standards must be compatible with the occasion and the environment. To put it in a different way, we can never expect our students to behave the same way in the classroom as they do in the gymnasium. Certain type a behavior that is appropriate in one place or on one occasion mightn't be that appropriate in another place or on another occasion. For that reason, we must get together to decide about expectations from our students about appropriate behavior and teach our students these difference about appropriate behavior in different places.

More practical steps for teachers who are having problems with their classes are also recommended in literature by Logan (2003). One of those steps is about the teacher. The teacher should fully understand what he or she is teaching and should anticipate beforehand the problems students may have. Those problems might be about the difficulty of the presented material, about how much the presented material is related to the students and how much the material is presented in a caring manner by the teacher. Teachers should also be careful about the impression they give while they present the material. If the teacher presents the material in an insecure way, students can really sense this state of insecurity and this might cause problems.

Teachers should go over homework only after allowing time to explain the new material. If very little time is spent to present the new material and the new homework is assigned at the last minute, students will be truly frustrated. In that sense, teachers should spend enough time to clearly present a lesson, they should give students time to practice in class and they should walk around the classroom to see how much students can do and if any need help.

Logan (2003) suggests that rather than complaining about about how horrible some students are, teachers should invite someone they trust to their classroom (Logan, 2003). Having someone visit our classroom to give ideas about the lesson structure, our presentation and sitting arrangements in our classroom will provide the help and support we need to solve problems in the classroom. If students find out that their teachers complain about them, things will get worse. While getting help from someone we trust, however, we should pay particular

attention to be ourselves rather than the teacher next door as the type of discipline approach we use should make us feel comfortable.

Logan (2003) suggests that when solving discipline problems in which only one or two students are involved, it is best to find out as much as possible about each student. As some students might act appropriately by being talked to outside the classroom, they should be talked to after the class is over without letting other students from the same class notice Some students become more receptive when they know other students are not watching or listening to the interaction between them and the teachers. It is important to show care to students by learning their names quickly with the correct pronunciation, taking an interest in their hobbies and by taking interest in students when they are absent.

Given the afore mentioned practical steps to solve classroom problems, one think we need to remember the fact that there might be some behaviors that can never be tolerated and need immediate intervention. Immediate action must be taken if the teacher or any of the students are threatened. In cases where the teacher cannot handle the situation on her own, she should immediately seek help. Teachers should be knowledgeable about discipline procedure and should never allow any student give harm to others.

In order to promote a just social order in the school, school communities must re evaluate, with a critical lens, those structural features of the school that work against students and must make amendments (Starratt, 1994). By way of example, issues of testing should be examined from the perspective of justice in order to develop alternatives that will serve the benefit of the disadvantaged students. Teachers should treat students equally during classroom routines such as treatment to late comers, proportion of students' participation in in-class activities, error correction and prompt return of assignments. An ethical teacher who takes the ethic of justice as his motto in daily teaching practice, is tolerant to all of his students, is consistent in acting in a reasonable manner to all students. It is also the moral responsibility of a just teacher to be willing all the time to explain things to all of his students and to be free from prejudice regardless of students' racial, political and ethnical origin as well as gender.

The favorable characteristics such as tolerance, fairness and acting in a reasonable manner (autonomy) which are enlisted above can be termed as the ethic of care, which will be discussed later in professional ethics for teachers

The ethical teacher is a kind and caring person, as well. This can be achieved by anticipating sensitive situations and avoiding emotional harm to students and by smiling at students as fellow human beings for their mistakes. Reliability in temperament and attentiveness to students' anxieties on the part of the teacher are some other ways of being a king and caring person.

In conclusion, teachers need to be aware of what they do if they are inclined to conceptualize ethical knowledge as the basis for a renewed sense of professionalism. In order to do this, apart from having the knowledge of what is right and wrong, they should also have the ability to reason and think critically (Boss, 1998). Knowledge of what is right and what is wrong, reasoning and critical thinking are components which make up conscience. The well-developed conscience of the ethical teacher should apply his ethical knowledge to the professional context of teaching practice.

Ethical teachers should be able to rely on their ethical knowledge to regulate their teaching practice and ethical knowledge requires that teachers appreciate their moral agency. That is to say, if teachers are aware of the fact that they will influence their students in living as persons who act out of autonomy, justice and care for others in their personal and social relations, they will have to act, during their interaction with students, as people who strive to live this way. Teachers' moral agency will also require them to take the ethical challenges much more seriously than they do at present. Apart from form treating students with respect and fairly, (Strike and Ternasky (1993) state, teaching requires that teachers comprehend the complexity of ethical landscape. So the next issue under discussion will be the complexities of being ethical in teaching.

Ethical Complexities and Dilemmas

Strike and Ternasky (1993) state in their discussion of professional ethics that as a moral craft, teaching will require not just teachers treat their students fairly and with respect. It will also require that teachers comprehend the complexity of the ethical landscape because many teachers grapple with this complexity on a daily basis.

In daily and often routine aspects of teaching profession there might be situations in which teachers' lack of moral intelligence, limited moral intelligence leads to failure in grappling with the hardships of the profession (Starratt, 1994). That is why actions and reactions of those teachers who do not possess a keen moral sensibility that will enable them to link their moral sensibility to the demands of their professional work may become paralyzed by the uncertainty caused by tensions and dilemmas. Ethical dilemmas are defined as situations 'in which we are compelled to choose between two or more courses of action, moral choices in our case, that are in conflict (Campbell, 2003). Such an uncertainty can even prevent teachers from recognizing and anticipating a situation as morally problematic unless it is confronted with an obvious dilemma.

Ideally, when faced with ethical decisions, individual teachers who are aware of their role as moral agents would draw on an extensive body of personal and professional ethical knowledge to provide guidance and direction. However, this does not happen during teachers' struggle to react and respond to often complicated situations and because of complicated situations dilemmas occur haphazardly (Campbell, 2003) as teachers are morally uncertain about what constitutes the right response to a given situation.

In lacking a sound moral and ethical foundation as a guiding principle for their professional practice, teachers may become confused about how sometimes conflicting principles of right and wrong in practical terms apply to such dilemmas (Campbell, 2003). In other instances, they may know clearly what the right choice is but remain unsure of how to implement it. In other situations, teachers may know both what is right and what to do about it. However, for personal reasons of security, convenience, efficiency, or advantage, they may choose not to act on this knowledge because they may be intimidated by school climates that impress on teachers not to act or do anything against an unethical situation. In such instances, teachers are reluctant to act against an unethical situation because they want to preserve the peace and order of the day at all cost (Campbell, 2003). In order to enrich the theoretical foundation proposed under the discussion of ethical dilemmas, more practical examples reported by teachers will be presented in the proceeding lines.

Many teachers describe the difficulty they have in accepting the ways administrators discipline their students. By way of example, a teacher regrets reporting a student to the principle

because he was reading a pornographic magazine. The situation was not dealt with well by the principle. The boy was made to feel terrible as if what he did was really awful and he was a bad person. Morally, the teacher had trouble with this outcome and afterwards, she tried to comfort and reassures the student. However, she did not say that she disagreed with the principal for fear that he would tell him. She also did not tell the principal about her disagreement. Furthermore, she might be reluctant in the future to report on other students due to this incident.

Teachers sometimes witness that a colleague is treating the pupils in a harmful way. There was one absolutely critical and specific situation witnessed by a teacher: One teacher who was in a leadership position happened to walk through class area while the teacher of the class was having the kids working. The class teacher noticed the outsider walking by a couple of her kids who were being a little stupid although it was certainly nothing serious. As the class watched him walk by, he took his thumbnail and stuck it hard into the kid's side. Because she was indecisive about what action to take, she pretended not see the incident and did not go ahead. So, she didn't go to the teacher and say she saw what he did and that it was a terrible thing to do (Campbell, 2003).

In the instances of witnessing their colleagues' ethically inappropriate behaviors, teachers describe such teachers as cold and stern, sarcastic, unfair, offensive or humiliating (Campbell ,1994). Although teachers regard the colleagues' treatments as harmful and although they care about the pupils, it is difficult to confront the colleague. As a result, they do not object to the ethically inappropriate conduct of their colleagues. Despite the varying levels of moral outrage that they feel, they stress the importance of being 'careful', 'tactful', and 'protective' of themselves. Whether it is an unfair or inappropriate directive from an administrator or an ethically wrong conduct of a challenging college, teachers become socialized into a culture of acceptance early in their careers and become accustomed to living with their guilt in a state of inaction and apparent cowardice (Campbell, 2003).

Teachers are filled with anxiety and regret for what they have done or have failed to do in response to the ethically inappropriate conduct of colleagues and questionable behavior. Many are unsure and uneasy about appropriate reactions to troubling situations and such situations are overlooked in the interest of maintaining friendly working relations with peers.

Campbell (2003) defines teachers' reluctance to report unethical treatments of colleges as collegial loyalty. Some attribute this failure to an overwhelming feeling of powerlessness and cowardice, fear and self-preservation, as well as a lack of clarity about limits of professional responsibility.

Another reason why teachers are reluctant to report formally the wrongdoings of their colleges is a phenomenon that is termed by Campbell, (2003) as suspended morality. In cases of suspended morality, even though they do not believe, teachers comply with what is going on no matter whether it is ethical or not. Because teachers compromise with the current trend, their subjective beliefs about right and wrong changes and this change leads them to suspend or abandon their moral responsibilities. Therefore, both good and bad behavior becomes acceptable while doing one's job. This routine, to barrow Starratt's term, becomes a narcotic as it prevents anything really significant from happening (Strratt, 1994). After a while, it becomes almost impossible to get beyond the routines and everyone in the institution becomes socialized into a culture of conspiracy where doing little is the motto.

School administrators, on the other hand, pursue various courses of action to ensure a smooth running, a peaceful and efficient organization without thinking about the possible ethical complexities the action itself may cause. Such an initiative taken by school administrator may cause ethical tensions for the teachers since they are the people who are most affected by the actions or who are expected to implement administrative decisions. Decisions are occasionally made haphazardly by a vice- principal or a principal who is under a lot of stress. As a result of the decision made under a lot of stress, modifications are made to the original decision because the decision causes problems.

To take an example, a teacher reported that instead of phoning students to tell them they failed courses, the school administrators set aside a day, with a view to save time, where everyone was to come in and teachers would tell those students who failed that they failed and would have to register for summer school. In the teacher's point of view, it was ethically inappropriate to announce failures in front of the entire class. The teacher regarded this decision as something lacking imagination because those who made this decision should have realized that such a decision would be stigmatizing kids for having failed subjects in front of their peers. So instead of organizing such a meeting, the teacher phoned kids over the weekend

and let them know they had failed In order to prevent students from public embarrassment (Campbell, 1997a).

Another sort of ethical dilemma faced by teachers in their relations with administrators springs from their fear that fairness and equity on the part of administrators might be abused. Many teachers complain about situations in which school administrators who have the ability to remedy education problems are unrealistic, oppressive and arbitrary in their decision making processes and applications related educational matters (Campbell, 1997a). Such unrealistic, oppressive and arbitrary processes applied by administrators preclude teachers' ability to do what is best for students. Although Teachers get very upset by the unfair and unequal practices of administrators, they express reluctance to complain about the treatments of the administrators because they feel they have very little power. In stances where teachers express disapproval towards unfair and unequal treatments of administrators, they are penalized by assignment of undesirable courses or classes, difficult timetables and inferior classrooms.

Under the title of ethical dilemmas and teachers' concerns for ethical issues have been discussed. One part of the point in bringing ethical dilemmas, challenges of moral nature to day light should be to enable and encourage teachers to reflect. Whether on a formal or informal basis, teachers should reflect on how they can serve their students' interests morally both individually and collectively. When teachers have feelings of anxiety, helplessness, their ethical knowledge which defines them as professional will gradually cease to be influential in their teaching practices. Rather than accepting ethical dilemmas of moral nature as inevitable features of school life, they should use their ethical knowledge attained through collective and individual reflection to respond to morally discomforting situations. In doing so, not also will teachers will be able to promote ethically acceptable relations with their students but also they will encourage administrators to incorporate an ethical dimension in managerial decision making processes and applications. The state of teachers 'making improvements through the acquisition of ethical knowledge in the ethical dimension of their teaching practices will be the subject of the discussion in the proceeding lines as ethical professionalism

Professional ethics for teachers

Professional ethics for teachers can be described as a statement of the fundamental values of the teaching profession and the broad ethical principles originating from those values of teaching profession (Thompson, 1997). Those professional ethics are so important responsibilities of the teaching profession that their corruption or cancellation in the profession removes the possibility of professional practice of teaching. Professional ethics are not peculiar to a moral code of a particular society or even a particular professional association. Rather than that, they are derived from purposes of the teaching profession (Strike & Ternasky 1993). For that reason it will be necessary to consider the profession's purposes and teachers' roles. In the following discussion, three broad principles, derived from the analysis of the purposes of teaching profession are presented: the ethic of care, the ethic of competence and the ethic of professional commitment.

The Ethic of Care

In the field of philosophy Immanuel Kant argued that human beings base their ethical actions on reason. Being ethical, according to Kantian approach of morality, is having principles and justifying action in the light of those principles. In this philosophy, morality is completely defined by reasoning in which people judge their behavior against a list of values. In that sense, Kantian philosophy of ethics was lacking in the affective nature of moral life. For that reason, Kantian ethics was criticized by Gilligan (1982) simply because of devaluing emotions and putting emphasis on human rationality. Theorized by Gilligan (1982), ethic of was more fully articulated by Noddings (1984).

The underlying basis of ethic of care is the assumption that there is a reciprocal relationship between the 'one caring' and the 'cared for' in which the teacher has the role of the one caring while the students are those who the teacher cares for. In this relationship Owens and Ennis (2005) suggest that teachers should approach student needs from the perspective of 'I must do something' rather than 'something must be done'. This approach makes it the responsibility of the teacher to empower their students. According to the philosophy of ethic of care teachers are motivated to be with students and do for them for the sake of them. The

student in the role the one cared, on the other hand, shares the responsibility to establish caring relations by means of being both receptive and responsive to the efforts of the one caring (Owens and Ennis, 2005). The question that comes to one's mind, after the definition of the ethic of care, is the difference between the Humanistic Psychology and the ethic of care.

The ethic of care is demonstrated by relationships with the pupil. It requires fidelity to persons, a willingness to acknowledge their right to be who they are, openness to encounter them in their authentic individuality, a loyalty to the relationship (Strarratt, 1994). It demands a caring relationship that honors the dignity of students. Contrary to the image of the teacher as a severe authoritarian, suspicious and disdainful of students, teachers can establish this kind of relationship by projecting an image of a king and caring person.

According to the principle of the ethic of care, it is the responsibility of teachers to treat students as people of equal worth and to make sure that the students are enjoying a fulfilling life in the classroom. This responsibility can be fulfilled through an authentic relationship between teacher and students with a safe classroom atmosphere in which pupils can expect acceptance, respect and even warmth from their teachers (Thompson, 1997).

Teachers must take responsibility for meeting the needs of children and young people, establish positive relationship with every child and be attentive to the learner as an individual. Successful relationships with children are based on being warm and affectionate, setting clear limits, being quick to recognize pupils' needs, accepting their failures, being predictable and consistent, respecting the individual and recognizing a child's good qualities (Thompson, 1997). Inconsistent care, being cold, hostile and unresponsive, rejecting, unpredictability or lack of respect and emphasizing a child's bad qualities affect relationships adversely.

The ethic of care cared to Humanistic Psychology

Both the ethical of care and Humanistic psychology have common grounds in that they posit that the interaction between the teacher and the students is the requisite requirement for the learning to take place. According to Humanistic Psychology (Brown, 2007) education should facilitate change and learning, which can be attained through the establishment of interpersonal relationships between learners. Rogers believes that this relationship can be established when the teacher discards the mask of superiority and becomes a real and genuine

person who has genuine trust and acceptance of the students. In this regard Humanistic Psychology, like the ethic of care, puts more emphasis on affective factors. Likewise, the ethic of care is demonstrated by relationships with the pupil. It requires fidelity to persons, a willingness to acknowledge their right to be who they are, openness to encountering them in their authentic individuality, a loyalty to the relationship (Strarratt, 1994). It demands a caring relationship that honors the dignity of students. Contrary to the image of the teacher as a severe authoritarian, suspicious and disdainful of students, teachers can establish this kind of relationship by projecting an image of a king and caring person (Noddings, 1984).

However, a discernable difference between the ethic of care and Rogers's Humanistic Psychology in their approaches to affective dimension of learning is available: while it is suggested in both of the theories that learning should take place in a nonthreatening atmosphere, in Rogers's theory the nonthreatening environment is so nonthreatening that the facilitative tension for learning to take place is absent in this theory. It is proved by substantial research that competitiveness that does not damage self-esteem have some positive effects in a classroom (Bailey, 1983). In the ethic of care, the one caring, the teacher establishes a relationship with the cared for in which the caring teacher fulfils the needs of the one cared for in a special act of receptivity. But the cared for has to contribute to the relationship by being receptive and responsive to the efforts of the caring teacher otherwise, during the absence of response from the cared for, the caring teacher might even admonish the cared for as the responses from the cared to the efforts of the caring teacher constitute the essential material by which the quality of the caring can be monitored (Noddings, 1993).

The Ethic of Competence

Apart from being a caring person, an ethical teacher needs to have knowledge of teaching competence. Teaching competence requires an understanding of children and young people, of human development, of motivation and learning and the factors that influence learning including social environment and developing values in children.

The success of professional practice is dependent on competence in the application of pedagogical knowledge, competence to maintain intellectual accountability as well as

competence to establish learning relationships. Therefore, the capacity to form relationships with children will motivate them to respond, think and learn. Another factor determining the success of professional practice is competence in continuing one's professional development to enhance the quality of one's practice.

Knowledge of pedagogy should be viewed as the moral imperative of the profession since it is the duty of schools and teachers to demonstrate that learning takes place due to their expertise (Thompson, 1997). Pedagogy requires an understanding of children, of human motivation, development and learning, of factors influencing learning, of the dynamics of human interaction as well as an understanding of the principles governing the efficient planning, implementation and evaluation of learning experiences (Eraut, 1993). Throughout the history of pedagogy numerous pieces of research concerning how well pupils make progress have been carried out. Based on the evidence gathered from these pieces of research, teachers must review their teaching techniques and evaluate their use of different strategies in teaching practice in order to make informed choices on which methods or approaches can be adopted during their teaching processes. The ultimate purpose of teachers' pedagogical knowledge is to pave the way for self-confident and self- regulating learners who can day by day take responsibility for their own learning (Thompson, 1997).

The Ethic of Commitment

Not only should teachers be furnished with a good command of pedagogical knowledge and apply it to their teaching practices, they continue this competence in their subjects and disciplines. In a community of adult learners it is another responsibility to engage oneself actively in one's own learning and enjoy this active engagement in learning. Therefore, teachers should value the tradition of human learning and should be accustomed to reflection and speculation that is specified in the curriculum they teach. Regardless of unfavorable their teaching experience, they should be active learners who continuously seek, assess, apply and communicate fresh knowledge about the subject they teach to those they teach. As stated by Thompson (1997), in order to improve the quality of one's management, pedagogy and decision- making, teachers are obliged to review the nature and effectiveness of their practices periodically.

Professionalism in that sense means continuous development in one's practical knowledge not only by personal reflection but also through interaction with others because self – evaluation alone cannot be sufficient to maintain professional competence. Teachers need to seek and use good quality feedback from others even when such a feedback is adverse or distressing because such a commitment produces a stronger version of reflective practice (Fullan and Hargreaves, 1993). The power of professional collaboration is that it introduces others' perspectives to each individual's teaching and thus, becomes a pre-requisite to the enhancement of the competence of the profession. The contribution of professional collaboration can be accomplished through team teaching, appraisal and mentoring as well as through joint collaborative inquiry outside the classroom in the form of collaborative planning and support groups.

As long as teachers are competent in their domain of expertise and they continue to develop their practical knowledge, they will become self-confident in their daily practice (Thompson, 1997). This sense of self-efficacy acquired through continuous development and competence will bring a sense of personal security since teaching is fundamentally a moral activity, this moral responsibility requires that teachers have the expertise to engage thoughtfully in decisions which affect their professional activity and that they participate in decision-making processes of their profession.

However, the lack of professional development and a feeling of being incompetent will cause teachers to have a preoccupation of quilt resulting from inability to do something that is expected from them for their children (Hargreaves, 1994) because professionalism requires conscience and conscientiousness. Lack of professionalism in teachers will cause teachers to have a sense of inadequacy, insecurity and even worthlessness. For that reason, in the pursuit of developing general competence in their profession, teachers are obliged to practice ways of sustaining their own morale, emotional and physical well-being as well as a sense of self worth in order to enhance their sense of self-efficacy (Thompson, 1997). Having basic terms and problems in ethical teaching been described above, what teachers do ideally to solve ethical problems will be discussed in the proceeding lines as ethical professionalism.

Ethical Professionalism

So far some basic terms of ethics in teaching, ethical difficulties faced by teachers have been introduced and some ethical approaches in ethics that teachers should possess have been discussed. The ethic of care among these ethical approaches has been chosen as the primary concern of this study to promote ethical professionalism in teaching. Ethical professionalism in teaching is teachers' ability to make moral choices in order for them to enhance their ethical knowledge (Campbell, 2003).

Teachers may enhance their ethical knowledge through an awareness of their moral agency and the moral significance of the details of teaching. Ethic of care will be manipulated in the study to increase teachers' ethical knowledge. In the following lines of this literature review some assumptions that are vital to the application ethic of care in our model will be explained. The purpose in making these explanations is drawing attention to the importance of ethical knowledge, making some changes in the prevailing norms and attitudes towards teaching with a view to trying to center the discussion on the ethic of care. Diverting the discussion to the ethic of care as a model will managed through establishing connections between moral agency and ethical knowledge on one hand and ethical professionalism on the other hand.

Teachers should apply the ethical knowledge they acquire through awareness of moral agency to the routine elements of their formal and informal practices. So, ethical professionalism can be attained by making ethical knowledge more visible and central to all aspects of school life. Ethical professionalism requires that teachers manipulate their ethical knowledge to become both individually and collectively more self determined for the purpose of governing themselves as ethical professionals. Becoming ethical professionals requires a significant overhaul of some norms and attitudes.

One of the changes to be made in the prevailing norms and attitudes of teaching in order to provide ethical professionalism is establishing an enhanced trust between the society and the profession as society is increasingly demanding on its professional communities an evidence of transparency and moral accountability (Campbell 2003). Moral accountability is teachers' ethical responsibility for students' physical and mental health. Be it academic achievement, future direction for personal feelings of self-worth, general outlook on life, or a sense of security, we often hear how one teacher made a difference in someone's life. Teachers are

responsible for such a 'difference' in order to establish trust between the society and the profession and make themselves morally accountable to their students.

Some official statements of ethical intent that provide guidelines for the members of teaching profession should be made to establish the trust between society and teachers. These official statements of ethical intent will not only serve the interests of the society, but also they will inspire confidence in teachers in order for them to police their own ethics (Strike and Ternasky 1993). Official statements of moral intent can be manifested in moral standards or ethical codes. Ethical codes are worth promoting for the provision of ethical professionalism because they have the potential to enable teacher to view consciously their daily practices from an ethical lens or perspective. Ethical codes establish trust between the society and teachers because they can transmit a conviction to the society that those who are in the domain of education regard their profession from an ethical point of view. The trust between teachers and the society is established via ethical codes because those ethical codes can help teachers navigate their way through ethical complexities and dilemmas and find a focal point around which they can individually and collectively assess their treatment to students and their daily practices of teaching (Freeman, 1998). Codes, in that sense, can provide the basis for self-regulation and can help build confidence in teachers and sustain teachers' moral accountability in the eyes of the public because they will provide a response to the ethical challenges and dilemmas teachers face in their teaching practices. From this point of view, ethical codes will provide a direction for ethical education (Starratt, 1994).

However, during teaching practices in classses there might be such situations in which there is no blueprint or a moral code that can tell teachers what to do in particular contexts. Sometimes, students and educational settings may be so different that teachers have to use their judgments (Campbell, 2003). In such situations teachers can not benefit from ethical standards and they should make ethical practice the normative professional standard (Champbell, 2003). Ethical knowledge which is the basic premise of ethical professionalism cannot be fostered only via the application of formulized ethical codes but also through the state of teachers' full awareness that their actions and beliefs influence students' ethical understanding deeply. Teachers must collectively share the mission of practicing the ethical principles and virtues that promote the spirit of ethical professionalism

In order to promote the spirit of ethical professionalism, teachers should learn to create an ethical culture. Learning to live in an ethical culture can be achieved through making individual teachers aware of their role as moral agents. Such an ethical culture will, in turn, lead teachers to reflect on their actions and intentions form a perspective of moral principles and virtues. The increased consciousness of teachers about their individual character and their practical practices can cause ethical knowledge to be shared and augmented among the society of teachers. The sharing and augmentation of ethical knowledge or a teacher's knowledge of ethical issues among teachers will make the extension of this knowledge possible throughout a community of practitioners. These practitioners will apply this ethical knowledge to any ethically challenging dilemmas they face throughout their practices and as a result of the newly acquired ethical knowledge, those teachers will contribute to a principle-based foundation of a renewed ethical professionalism. Through such a renewed ethical professionalism, teachers can take the lead not only to be professional in their competence and mastery of subject matter but also to have the wisdom to reflect on dilemmas and challenges. In doing so, they can assume responsibility for the students who are the future of societies.

The primary focus in learning to create an ethical culture should be on teachers since they have to take hold of themselves both collectively and individually with a view to attain professional self determination that is achieved through adherence to ethical knowledge. Literally speaking, teachers should embrace ethical knowledge as the criterion for making ethically appropriate independent choices and apply this knowledge to their teaching. In order for teachers to bring together the building blocks of a renewed school culture attained through applied ethical knowledge, they will have to examine the old norms and attitudes and replace them with the new ones that are formed on the basis of ethical principles and virtues (Champbell, 2003).   This transformation of existing ethically inappropriate actions, beliefs, norms and attitudes will demand that teachers share ideas, experiences, and dilemmas with each other and expose themselves to potential peer critique. In doing so, they will be able to draw intellectual, philosophical and experiential conclusions that can be used to make practical links between ethical principles and realities, dilemmas and challenges of teaching.

For that reason, teachers should be provided with opportunities to engage themselves solitarily in spontaneous decisions because, due to the demanding teaching routines, they

rarely have time to look over their actions, beliefs, intentions, attitudes. As a result of a lack of time in reviewing their actions, beliefs, intentions, attitudes, teachers may not be able to make predictions about the potential outcomes of haphazardly performed actions. So, they should be encouraged to be proficient in evaluating consciously the moral dimension of their in class actions. This consideration is worthy of notice because deep-seated beliefs and attitudes influence the nature of interactions between teachers and students as well as the moral climate of the school (Grant, 1993) observed. So teachers can collaborate to express and debate in some cases, their beliefs and attitudes about academically, socially, culturally, and behaviorally important issues for the purpose of exposing the moral and ethical aspects of teaching to scrutiny. Having clarified some issues vital to the application of the ethic of care to ethical professionalism, the next issue under discuss will be the application of ethic of care.

The Application of Ethic of Care

The ethic of care is demonstrated by relationships with the pupil. It requires fidelity to persons, a willingness to acknowledge their right to be who they are, openness to encountering them in their authentic individuality, a loyalty to the relationship (Strarratt, 1994). It demands a caring relationship that honors the dignity of students in which the teacher engages himself in a work of attentive love (Noddings, 1996). This attentive love requires that the teacher the caring one holds himself responsible for the physical, emotional and spiritual well-being of the student or the cared for. Contrary to the image of the teacher as a severe authoritarian person suspicious and disdainful of students, teachers can establish this kind of relationship by projecting an image of a king and caring person. Teachers, as the ones caring, take care of the ones cared for in a nonselective way of attention (engrossment). Engrossment can be achieved by a caring relationship in which the one caring accepts the feelings and acknowledges the experiences of all of the cared for (Noddings, 1992). By doing so, the one caring sees, hears and feels what there is in the other i.e. the cared for. In addition to this engrossment on the part of the one caring, Taggar (2011) draws to attention to a shift in the role of the one caring for teacher in that the caring for teacher should displace the focus on self as a teacher by a focus on the students as the others. As a result of this displacement, a shift of caring in the

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motivation of the teacher through which teachers can view the world in the eyes of the students can occur. This will allow the one caring teacher to determine motivators for the cared for such as what they may want to accomplish or ways to connect the subject matter to the lives of the ones cared for

However, Tagggar (2011) suggests this motivational displacement of caring occurs naturally and is supported on the condition that the one cared for is responsive to the efforts of the one caring teacher. In that sense, it is vitally essential that the one cared contribute to the relation by being both receptive and responsive to the efforts of the one caring. This contribution of the one cared for is also essential in the sense that it provides essential material by which the caring one can monitor the quality and efforts of caring via a continuous process of attention and response.

According to the principle of the ethic of care, it is the responsibility of teachers to treat students as people of equal worth and to make sure that the students are enjoying a fulfilling life in the classroom. This responsibility can be fulfilled through an authentic relationship between teacher and students with a safe classroom atmosphere in which pupils can expect acceptance, respect and even warmth from their teachers (Thompson, 1997). For that reason, the ones caring are always interested in the preservation, growth and acceptability of those cared for (Noddings, 1993). The ones caring want to promote the growth and support the ones cared for in an acceptable behavior by preserving their lives and well-being.

Teachers must take responsibility for meeting the needs of children and young people, establish positive relationship with every child and be attentive to the learner as an individual. Successful relationships with children are based on being warm and affectionate, setting clear limits, being quick to recognize pupils' needs, accepting their failures, being predictable and consistent, respecting the individual and recognizing a child's good qualities (Thompson, 1997). Inconsistent care, being cold, hostile and unresponsive, rejecting, unpredictability or lack of respect and emphasizing a child's bad qualities affect relationships adversely.

Articles

Over the past twenty years or so, there have been numerous articles exploring one or another aspect of the ethical or moral nature of teaching. These articles used a variety of descriptors such as ethics and teaching, teacher values, teacher beliefs, ethical issues in teaching, teaching and moral development to attend to the ethical and moral dimensions of teaching. The aim of this literature review is to review those articles in order to identify those articles that are concerned with ethical and moral issues of teaching. In order to make this literature review easy to better understand, a summary of articles to define some terms about ethical or moral terms in education will be presented. Then the other articles will be classified into four major topics of interest: In what sense is teaching an ethical and moral enterprise?, what is the nature of the ethical and moral conflicts confronting teachers and how do they think about them?, what teacher educators must do, the last two topics of this classification are the focus and purpose of reflection.

In order to start summarising articles written about ethical or moral values, it sounds nice to first start with an article that defines the terms. In a study by Oktay, Ramazan and Sakin (2010) it is reported that morality has been an area of study in such diverse areas as religion, philosophy and psychology from Socrates to present day. It is also reported in the same study that morality has been defined in several ways. According to the definition the researchers borrowed form Oktay et al. (2010), morality is a cognitive structure that includes not only conscious judgment, decision-making but also behaviour about justice and injustice, right and wrong, good and bad.

For that reason, the researchers claim that moral development should be taught at the personality shaping years of preschool in order to raise Individuals with a strong sense of morality because people with highly developed moral judgment can listen to and critically evaluate ideas other than their own, instead of blindly rejecting them; and they consequently delay, revise or change their own ideas (Oktay et al., 2010). In that sense, considering the issue of moral development from a perspective of democracy, the researchers believe that raising individuals with a strong sense of moral development is a pre-requisite for the establishment of democratic citizenship in a society. So the researchers draw attention to the role and responsibility of teachers in establishing a society whose individuals can think

rationally and critically, make free decisions, and take responsibility for their decisions and actions, too. Therefore, it is of utmost importance that teachers involved in morality education act as models for children by displaying ethical and moral behaviour (Oktay et al., 2010).

While Oktay et al. (2010) point to the significance of raising individuals with a strong sense of moral development for the establishment of democratic societies, Luttenberg, Hermans & Bergen (2004) draw attention to the problem that, as far as moral aspects of teaching are concerned, too little work has been done towards a clear definition of concepts. According them, concept of moral responsibility has been insufficiently analysed and too little attention has been paid to the real motivation of teachers.

For the solution of the above mentioned problems Luttenberg et al. (2004) propose a discourse in which there is a combination of effective and responsible teaching. In this discourse model, effectiveness refers to the product of the teaching process while responsibility refers to the assessment process of the teacher. Taking the two terms in consideration that way, one can realize that there is reciprocal relationship between the two terms. Effectiveness, from that point of view, does not only relate to the pupil's performance that can be measured but also concerns the motivation and well-being of the pupil and of the teacher as well as their mutual responsibility.

Responsibility refers to teacher and pupil: it is a task of both of them. Instead of teachers who take responsibility for pupils, responsibility is considered to be a mutual matter. It is about giving and sharing responsibility among all those who are involved in the learning process. Teachers continually have to have an eye for effectiveness and responsibility and have to take care that these are both kept under control and reinforced at the same time (Luttenberg et al., 2004).

In order to draw attention to the insufficient analysis of moral responsibility and teacher motivation in literature Luttenberg et al.(2004) propose a discourse model in which effectiveness and motivation are reciprocal terms both for teachers and pupils. Tuana (2007), on the other hand, provides an overview of moral literacy as a solution to educational problems. She describes the ethical problem in education as follows: None of us take the moral education of our children for granted; we try to teach our children the right and wrong by sharing our values with them and we try to encourage our children to develop good

character. However, a considerably important number of students plagiarize their semester projects.

For that reason, we must carefully and continuously cultivate in our students that living in an ethical life is an achievement. In that sense, the writer believes that we cannot ignore the significant role moral literacy plays in our education. Moral literacy is a skill that must be attained by our students with the aid of expert teachers in moral subject matters. As is a complex and interconnected skills set, students must learn it completely in order to use it properly. The writer posits that teaching students about moral literacy is truly necessary if schools wish to raise students do not plagiarize but are productive and responsible.

Children first develop the rudiments of skills like language fluency, maths, and reading literacy at home and then they are enriched and honed at school with additional training and practice. Moral literacy too is an ability that is acquired through parents, religious institutions and, Tuana (2007) believes that it is best developed with careful instruction and practice at school. Education, in this respect, is regarded as something that reinforces and enhances the skills whose rudiments are begun at home. So it is hoped that home and community environments will support and augment the learning that is happening in the schools.

Drawing attention to the societal dimension of moral literacy, one can say that moral literacy should be no different than math and reading literacy because all of us as individuals, professionals, or citizens will make countless moral decisions during our lifetime. So the strong argument that has been made so far is for incorporating the moral literacy component into our formal education for raising responsible individuals who will contribute to the betterment of our society.

In line with the attachment paid to the incorporation of moral literacy into educational system Tuana (2007) defines teacher's role in implementing a program related to developing moral literacy in students. In this article, Zdenek and Schochor (2007) also identify what is necessary for professional development opportunities to educate teachers in the domain of moral literacy.

Conclusion

In this chapter the literature review about ethical code towards students has been reviewed. This revision has been made with an introduction to basic terms in ethics and ethics in teaching. After that, basic terms about ethics in teaching, conceptualization of teachers' ethical role in teaching, ethical complexities in teaching as well as professional ethics in teaching have been described.

Throughout the review of articles about teacher ethics a summary of the following questions has been provided above: to what extent is teaching an ethical and moral issue? What is the nature of the ethical and moral conflicts confronting teachers and how do they think about them? What teacher educators must do? For what purpose should teachers reflect on what?

The literature review has demonstrated that ethical code towards students is an issue of crucial consideration. It is the purpose of this study to investigate the implementation of ethical code towards students by teachers of English. The following chapter will describe the methodology of the study by presenting information about methodological considerations such as the setting, the participants, the instruments, data collection procedure and data analysis method.

CHAPTER III

METHODOLOGY

Introduction

This chapter describes the organization of the study by presenting methodological considerations such as research design, research questions, the setting, the participants, the instruments and the procedure, data collection technique and data analysis of the study.

Research Design

The design of this study was mixed-method research. Mixed- method research is an approach that attempts to multiple viewpoints, perspectives and positions. It has arisen in response to qualitative research and quantitative research. In that sense, mixed research is a synthesis that includes ideas from qualitative and quantitative research. The qualitative data in a mixed-method will be used to compare and confirm data obtained from the Quantitative data. The idea of using multiple research methods in mixed research is termed as triangulation. In this design, more than one method is used to enhance our beliefs that the results of finding in a research design are valid (Johnson, et al, 2007).

Research Questions

1. Are teachers of Preparatory School of English (PSE) and ELT Department at Muğla Sıtkı Koçman University aware of the ethical code towards students?
2. Are there any significant differences between teachers and students in their views about teachers' application of ethical code towards students at Muğla Sıtkı Koçman University, Department of ELT?

3. Are there any significant differences between teachers and students in their views about teachers' application of the ethical code towards students at Muğla Sıtkı Koçman University, Preparatory School of English (PSE)?

4. Are there any significant differences amongst teachers in their application of the ethical code towards students at Muğla Sıtkı Koçman University, Preparatory School of English (PSE)?

Setting

This study was conducted in Preparatory School of English (PSE) and Department of English Language Teaching (ELT), Muğla Sıtkı Koçman University. Both the students and the teachers of those departments were included in the study. The objective of PSE is to teach English to those students who will study departments of engineering and political sciences. The teaching medium in the department of engineering is 100 percent English while it is 30 percent English for those students of political sciences. The students of both engineering and political sciences departments study compulsory English at PSE for one year and as the teaching medium in their departments is English, they have to get a total score of 60 out of 100 to pass the final exam in PSE. If those students of political sciences and engineering departments fail in PSE, they can't start their departments. English language teaching in preparatory school is conducted at two different levels for students of engineering and political sciences departments. Those students who have never studied English have to attend an English course at beginner level while those who have studied English have to attend an elementary level course. Beginner level students study English for 30 hours a week and elementary level students study English 28 hours each week. Both students at elementary level and beginner level have pass B2 level exam at the end of the teaching year.

The medium of teaching in ELT department is English. The department is a college which trains English language teachers. Those students who studied English in high school have to pass English language Test done OSYM to be enrolled in the department of ELT. The students who can pass an advance level exam can start their department. Throughout four – year education in the ELT department students are given courses such as Approaches and Methods in English, teaching four skills, Learning strategies, Linguistics, English grammar,

language acquisition, material development, testing, school experience, drama in language teaching, research methods , teaching Practicum and pedagogy.

Participants

The first participants were 9 teachers of Prepatory School of English PSE who teach English at prep school to students who will study departments of engineering and political sciences. The teachers participating in the study ranged from 30 to 45 years of age and had language teaching experience ranging from 15 to more than 20 years. For most of the teachers the bulk of experience has been at Preparatory School of English (PSE) but some of the teachers had taught English at different high school before teaching at PSE. Four of the teachers hold a bachelor degree in English letters while four the participant teachers hold bachelor degrees in English Language Teaching. One of the participants is an American native speaker who holds a degree in Sociology but she has an internationally valid certificate of English and has been teaching English in different countries all over the world for more than 15 years. Out of those nine participant teachers, three of them hold an MA degree in English language teaching. The fundamental criterion for choosing the participants was volunteer participation in the study as the study required one- term long treatment or briefing to the teachers on ethical code towards students, lesson observations while the teachers were teaching and interviews. For that reason it was essential that the teachers give consent to include them in the study as participants.

There were 22 students from PSE who participated in student interviews and 180 students who were asked to give their opinions about their teachers' application of ethical code towards students. The students who were chosen for giving their opinions about their teachers' application of ethical code were the students who were taught by the participant teachers. The criterion for choosing the students was that they were being taught by the teachers who were the participants of the study. Two or more students from each of nine classes taught by participant teachers were chosen for interviews according to scores in the exams. In each class a student with a low score, one with an average score and one with a high score were chosen to participate in the study and provide reliable date about their teacher's application of ethical code towards students.

There were four participants teachers from the department of ELT. Those teachers ranged from 35 to more than 45 years of age and had English language teaching experience from 15 to 25 years. Two of them hold a PhD degree in Language teaching while one of them holds a PhD degree in English Letters. The last participant from the department of ELT is doing her research in PhD. The fundamental criterion for choosing the participants was volunteer participation in the study as they were asked to give their opinions about their real application of ethical code towards students during their teaching.

There were 13 participant students from the department of ELT who were studying the last year of their four- year long university education. They were ranging from 21 to 23 years of age and were doing teaching practicum. The criterion for choosing student participants from department of ELT was including those students who are studying the last year of university and doing teaching practicum so that they could provide reliable data about their teachers' application of ethical code towards students since they were more experienced that the other students of the same department.

Instruments

There were three types of instruments used in the study. One of them was a questionnaire, the other was a classroom observation, and the third one was interview both with teachers and students. The questionnaire derived form the Association of American Educators and New Zealand Teachers Council was used to gather data about the study. The questionnaire consists of Likert Scale questions.

Questionnaire

In order to get a deeper understanding how much English teachers at Muğla Sıtkı Koçman University, Preparatory School of English (PSE) and Department of ELT apply ethical code towards students during their teaching process, a questionnaire designed by the Association of American Educators and New Zealand Teachers Council was used (Appendix A). The questionnaire was also used in Symposium Papers for Nzare (2007). The same questionnaire was used both for teachers and students at SKYO and Department of ELT. There were 13

items in the questionnaire conspiring ethical code towards students. Those 13 items conspiring ethical code towards students were as follows

- developing and maintaining professional relations with your students based upon their best interest,
- catering for the varied learning needs of diverse learners,
- dealing considerately and justly with each student,
- resolving problems- including discipline- according to law and school policy,
- establishing open, honest and respectful relationships with students,
- promoting equality of opportunity for all of the students,
- teaching and modeling those positive values which are widely accepted in society,
- presenting facts without distortion, bias or personal prejudice
- promoting physical wellbeing of learners,
- promoting emotional wellbeing of learners,
- promoting social wellbeing of learners,
- protecting the confidentiality of information about learners obtained in the course of professional service,
- Encouraging learners to think critically about significant social issues.

There was a five Likert Scale to determine the frequency of application of ethical code used by each teacher during their teaching hours. The choices ranged on a five point scale from never to always. The teachers were asked to mark the best choice that corresponds to their application of each ethical principles towards students.

The questionnaire which was designed by the Association of American Educators and New Zealand Teachers Council was also used to gather data from the students of the participant teachers from PSE about their teachers' application of ethical code towards students (Appendix D).

Classroom observation

In order to get a deeper understanding of how much English teachers at Muğla Sıtkı Koçman University, PSE apply ethical code towards students during their teaching process, a questionnaire designed by the Association of American Educators and New Zealand Teachers Council was used to observe the classes of those teachers who were teaching the departments of engineering and political sciences to collect data about the application of ethical code by each of the nine participant teachers **(see Appendix E)**. There were 13 items in the questionnaire covering ethical code towards students and a five Likert Scale to determine the frequency of application of ethical code used by each teacher during their teaching hours. While the teacher was teaching, the   frequency of each of the 13 items was marked on the questionnaire by the observer. This process of data collecting was carried out for times for each of the nine classes being taught by the participant teachers. Data collected from the classroom observations were analyzed qualitatively to evaluate the frequency of application of ethical code towards students by the teachers.

Teacher Interviews

The questionnaire designed by the Association of American Educators and New Zealand Teachers Council was also used to interview teachers teaching English at PSE to students from departments of engineering and political sciences in order to gather data about the frequency of application of ethical code towards students (see Appendix F**).** There were nine teachers who participated in the one term briefing sessions about ethical code towards students so the teachers who were going to be interviewed were not chosen at random as they were teachers who had attended the briefing about ethical code towards student presented by the researcher during the spring term 2013. Although the items in the questionnaire were asked in English, the interviewees were asked to speak in Turkish so that they could express themselves freely. The interviews were not video recorded but tape recorded to make the interviewees feel comfortable. During the interviews, those nine teachers were first asked what they understand by each of the 13 ethical principles in the questionnaire, and then they were directly asked if they use each of the ethical principles during their teaching. Each of the interviews lasted for almost one hour depending on the responses provided by the interviewees.   All of the

interviews were transcribed and the collected data were analyzed qualitatively for content to be used in the study.

Student Interviews

The same questionnaire designed by the Association of American Educators and New Zealand Teachers Council was also used as an instrument to interview students at PSE from departments of engineering and political sciences to ask for their views about their teachers' application of ethical code towards students (see Appendix G). There were 22 students from those two departments in the student interviews. The questionnaire was used during the interviews with 22 students learning English at PSE (see Appendix **D**). The interviews with the students were conducted in Turkish in order for the interviewed students to articulate their ideas about their teachers' application of ethical code towards students. The interviews were conducted during the spring term of 2014. The first 2 or 3 interviews were tape recorded but after observing that the students didnot express themselves well due to the recording, it was decided that the interviews should be noted down on paper as the interviewed students felt more comfortable. Each of the interviews took almost one hour. During the interviews, every student was first asked what they understand each of the items in the questionnaire. After being asked what they understand by each of the principles, the students were asked how much they think their teacher applies each of the principles. Data collected from the student interviews was transcribed and analyzed for content by the researcher.

Procedure

Prior to any data collection, official permission to do research with both the teachers and the students of PSE and department of ELT was requested from both the head of the Preparatory School of English (PSE) and department of ELT in September, 2013. Then, on the same date, teachers were asked for their consent to contribute to the research. They were informed about the content of the study and it was made clear that   the confidentiality of data collected from the teachers would definitely be protected by the researcher. The questionnaire which was designed by the Association of American Educators and New Zealand Teachers Council was

first administered to both the teachers and students of the department of ELT at the beginning of spring term of 2013.

SPSS 20 (statistical Programming for Social Sciences) was used to do the computing to see if there were significant differences before and after the treatment amongst teachers teaching at PSE in their application of ethical code towards students.

Meanwhile, duration of time for teacher treatment briefings at PSE was determined according to the weekly teaching programs of the teachers who were going to contribute to the research. It was decided that the briefings for the treatment group should be held twice a week for those teachers who missed the first one done at the beginning of the week and they lasted one term. Before the treatment started, the teachers were given the questionnaire and their responses were kept to be compared to the responses that would be provided by the teachers after the treatment. In spring term of 2013, the treatment started. Each briefing lasted more than half an hour. The content of the treatment was derived from literature in ethics (Appendix C). During the briefings, the presentations were made by the researcher first and then questions asked by the teachers were answered. There were 16 teachers attending the briefings but only 11 of them attended the briefings on a regular basis so those ones who couldn't attend the treatment were opted out of the study as it was thought that those teachers who couldn't attend the treatment on a regular basis wouldn't provide reliable data. At the end of the treatment, in May 2013, the same questionnaire was administered to the prep teachers for a second time. SPSS 20 (statistical Programming for Social Sciences) was used to do the computing to see if there were significant differences before and after the treatment amongst teachers teaching at PSE in their application of ethical code towards students. During the fall term of 2013, the teacher interviews were conducted at PSE.

 In October, 2013 classroom observation were conducted. The questionnaire designed by the Association of American Educators and New Zealand Teachers Council was used to observe the classes of those teachers who were teaching the departments of engineering and political sciences to collect data about the application of ethical code by each of the nine participant teachers. Meanwhile, the same questionnaire was also administered to all of the students of the participant teachers to gather data from those 180 students about those teachers' application of ethical code towards students.

The same questionnaire was also used as an instrument to interview students at PSE from departments of engineering and political sciences to ask for their views about their teachers' application of ethical code towards students. In December, 2014 the questionnaire was first translated into Turkish by the researcher for the students to be able to answer each item in the questionnaire clearly. Then, one week later, the translated version of the questionnaire was piloted in a classroom of 20 students which was arranged by the researcher before. During the piloting, the students whom the questionnaire was administered were asked to comment on each of the item to test if every participant will understand the same thing from each of the item in the questionnaire. Necessary corrections were made to the translated version of the questionnaire in accordance with the feedback provided during the piloting.

At the beginning of January, 2014 the student interviews started and they were conducted during the spring term of 2014. In February, 2014 the tape recorded student interview were transcribed and content analysis of the transcription was made. In March, 2014 the content analysis of the teacher interviews were compared to the content analysis of student interviews to see the differences in teacher and student views about the application of ethical code towards students.

Data Collection Technique

In this study both qualitative and quantitative data collection procedures were used. There were three sets of data used in the data analysis procedure: questionnaire, classroom observations and interviews.

First, data was gathered through Likert scale type questionnaires and was analyzed quantitatively. The gathered data from the actual study was statistically analyzed by using SPSS (version 20). There was one questionnaire used both for the teachers and the students of PSE and Department of ELT **(see Appendixes A, B and D).** The questionnaire was composed of 13 Likert scale questions. The question items were entered into SPSS. The frequencies and percentages for each item were calculated in order to find about if the teachers are aware of ethical code towards students. Mean scores, standard deviations and independent samples t-test were calculated in order to find out teachers and students' views about the application of

ethical code both in PSE and Department of ELT. Mean scores, standard deviation and paired samples t-test score were calculated in order to find out if there are any significant differences before and after the treatment between teachers of PSE in their application of ethical code towards students.

The researcher then analyzed the qualitative data gathered from interviews conducted with both the students and the teachers in PSE. After transcribing the interviews, the researcher analyzed the teacher and student interviews for their content to see how many of the teachers and the students think the ethical code toward students are actually applied by the teachers. Lastly, the content of the student and teacher interviews were compared.

Data Analysis

The quantitative data gathered through questionnaires will be presented. Qualitative gathered through interviews and classroom observation will used to support each of the items in the quantitative data.

 (Research question 1 Are Preparatory School of English (PSE) and Department of ELT teachers aware of ethical code towards students?)

> **Findings related to Frequency, Percentage of ELT and Prep Teachers' Awareness of Ethical Code towards Students as well as Mean and Standard Deviation of Each of the Ethical Code towards Students**

In table 1 frequency, percentage of ELT and prep teachers' awareness of ethical code towards students as well as mean and standard deviation of each of the ethical principles towards students are presented.

Table 1- Findings related to ELT Department and Prep (PSE) Teachers' Awareness of Ethical Code towards Students

		f	%	Valid Percent	Cumulative Percent	Mean	Standard Deviation
Item 1	Rarely	1	6.7	6.7	6.7	4.06	.96
	Sometimes	3	20.0	20.0	26.7		
	Often	5	33.3	33.3	60.0		
	Always	6	40.0	40.0	100.0		
Item 2	Rarely	5	33.3	33.3	33.3	3.13	.99
	Sometimes	4	26.7	26.7	60.0		
	Often	5	33.3	33.3	93.3		
	Always	1	6.7	6.7	100.0		
Item 3	Sometimes	5	33.3	33.3	33.3	4.00	.84
	Often	5	33.3	33.3	66.7		
	Always	5	33.3	33.3	100.0		
Item 4	Rarely	1	6.7	6.7	6.7	3.80	.94
	Sometimes	5	33.3	33.3	40.0		
	Often	5	33.3	33.3	73.3		
Item 5	Often	4	26.7	26.7	26.7	4.73	.45
	Always	11	73.3	73.3	100.0		
Item 6	Sometimes	1	6.7	6.7	6.7	4.46	.63
	Often	6	40.0	40.0	46.7		
	Always	8	53.3	53.3	100.0		
Item 7	Rarely	1	6.7	7.1	7.1	4.14	1.02
	Sometimes	3	20.0	21.4	28.6		
	Often	3	20.0	21.4	50.0		
	Always	8	53.4	50.0	100.0		

	Rarely	1	6.7	6.7	6.7		
	Sometimes	5	33.3	33.3	40.0		
Item 8						3.93	1.03
	Often	3	20.0	20.0	60.0		
	Always	6	40.0	40.0	100.0		
	Never	1	6.7	6.7	6.7		
	Rarely	1	6.7	6.7	13.3		
Item 9	Sometimes	2	13.3	13.3	26.7	3.86	1.18
	Often	6	40.0	40.0	66.7		
	Always	5	33.3	33.3	100.0		
	Never	1	6.7	6.7	6.7		
	Rarely	1	6.7	6.7	13.3		
Item 10	Sometimes	2	13.3	13.3	26.7	3.86	1.18
	Often	6	40.0	40.0	66.7		
	Always	5	33.3	33.3	100.0		
	Rarely	1	6.7	6.7	6.7		
	Sometimes	3	20.0	20.0	26.7		
Item 11						3.93	.88
	Often	7	46.7	46.7	73.3		
	Always	4	26.7	26.7	100.0		
	Sometimes	2	13.3	13.3	13.3		
Item 12	Often	6	40.0	40.0	53.3	4.33	.72
	Always	7	46.7	46.7	100.0		
	Never	1	6.7	6.7	6.7		
	Sometimes	7	46.7	46.7	53.3		
Item 13						3.60	1.12
	Often	3	20.0	20.0	73.3		
	Always	4	26.7	26.7	100.0		

In Table1, ELT and prep teachers' awareness of ethical code towards students is presented. According to the data presented in the table, 1 of the teachers is rarely (%6.7), 3 of them are sometimes (%20), 5 teachers are often (%33.3), 6 teachers are always (%40) aware of developing and maintaining professional relations with students based upon their best interest (item 1). The mean of the item is 4.06 and standard deviation of the item is 0.96. According to the data, both ELT and prep teachers are highly aware of developing and maintaining professional relations with your students based upon their best interest.

5 teachers are rarely (% 33,2), 4 teachers are sometimes (%26,7), 5 teachers are often (%33.3), 1 teacher is always (%6.7) aware of catering for the varied learning needs of diverse learners (item 2). The mean of the item is 3.13 and the standard derivation of the item is 0.99. According to the data, majority of the ELT and prep teachers are not aware of catering for the varied learning needs of diverse learners.

5 of the teachers are sometimes (%33.3), 5 teachers are often (%33.3), 5 teachers are always aware of dealing considerately and justly with each student (item 3). The mean of the item is 3.13 and the standard deviation of the item 3 is 0.99. According to the data, the participant teachers are highly aware of dealing considerately and justly with each student.

1 teacher is rarely (%6.7), 5 teachers are sometimes (%33.3), 5 teachers are always aware of seeking to resolve problems including discipline according to law and school policy (item 4). The mean of the item is 3.80 and the standard deviation is 0.94. According to the data, the teachers are highly aware of seeking to resolve problems including discipline according to law and school policy.

4 of the teacher are often (%26.7), 11 teachers are always (%73.3) aware of item 5. The mean of the item is 4.73 and the standard deviation is 0.45. According to the data, teachers are highly aware of establishing open, honest and respectful relations with students.

1 of the teachers is sometimes (%6.4), 6 teachers are often (% 40.0), 8 teachers are always aware of promoting equality of opportunity for all of the learners (item 6). The mean of the item is 4.46 and the standard deviation is 0.63. According to the data, the teachers are highly aware of promoting equality of opportunity for all of the learners.

1 of the teachers is rarely (%6.7), 3 teachers are sometimes (%20.0), 3 teachers are often and 8 teachers are always (%53.4) aware of teaching and modeling positive values which are widely accepted in society (item 7). The mean of the item is 4.14 and the standard deviation is of the item is 1.02. According to the data the participant teachers are highly aware of teaching and modeling positive values which are widely accepted in society.

1 teacher is rarely (%6.7), 5 teachers are sometimes (%33.3), 3 teachers are often (%20) and 6 teachers are always (%40) aware of presenting facts without distortion, bias or personal prejudice (item 8). The mean of the item is 3.93 and the standard deviation is 1.03. According to the data, the teachers are highly aware of presenting facts without distortion, bias or personal prejudice.

1 teacher is rarely (%6.7), 2 teachers are sometimes (%13.3), 6 teachers are often (%40) and 5 teachers are always (%33.3) aware of promoting physical wellbeing of learners (item 9). The mean of the item is 3.86 and the standard deviation is 1.18. According to the data, the teachers are highly aware of promoting physical wellbeing of learners.

1 teacher is never (%6.7), 1 teacher is rarely (%6.7), 2 teachers are sometimes (%13.3), 6 teachers are often (%40) and 5 teachers are always aware of promoting emotional wellbeing of learners (item 10). The mean of the item is 3.86 and the standard deviation is 1.18. According to the data, the participant teachers are highly aware of promoting emotional wellbeing of learners.

1 teacher is rarely (%6.7), 3 teachers are sometimes (%20), 7 teachers are often (%46.7) and 4 teachers are always (%26.7) aware of promoting social wellbeing of students (item 11). The mean of the item is 3.93 and the standard deviation is 0.88. According to the data, the participant teachers are highly aware of promoting social wellbeing of students.

2 teachers are sometimes (%13.3), 6 teachers are often (%40) and 7 teachers are always (%46.7) aware of protecting the confidentiality of information about learners obtained in the course of professional service (item 12). The mean of the item is 4.33 and the standard deviation is 0.72. According to the data, the participant teachers are highly aware of protecting the confidentiality of information about learners obtained in the course of professional service.

1 teacher is never (%6.7), 7 teachers are sometimes (%46.7), 3 teachers are often (%20) and 4 teachers are always (%26.7) aware of encouraging learners to think critically about significant social issues (item 13). The mean of the item is 3.60 and standard deviation is 1.12. According to the data, the participant teachers are aware of encouraging learners to think critically about significant social issues.

In conclusion, according to the mean and standard deviation scores for each of the ethical principles towards students which are statistically presented in **table 1**, it can be inferred that both the teachers of PSE and department of ELT are aware of ethical code towards students but 5out of 11 teachers are often and 1ot of 11 teachers are aware of item 2 which is catering for the varied learning needs of diverse learners.

Research question 2: Are there any differences between ELT teachers and students in their views about teachers' application of ethical code towards students?

Findings Related To Mean, Standard Deviation and Independent Samples T-Test of ELT Teachers and Students' Views about ELT Teachers' Application of Ethical Code towards Students

In table 2 findings related to mean, standard deviation and independent samples t-Test of ELT teachers and students' views about ELT teachers' application of ethical code towards students are presented.

Table 2- ELT Teachers and Students' views about ELT Teachers' Application of Ethical Code towards Students

Items	Groups	N	Mean	Sd	T	Sig.
I1	student	12	3.25	1.21	-2.358	**.033**
	teacher	4	4.75	.50		
I2	student	12	3.25	.86	-.899	.384
	teacher	4	3,75	1,25		
I3	student	11	2.36	1.12	-4.041	**.001**
	teacher	4	4,75	.50		
I4	student	12	3.33	.88	-1.758	.101
	teacher	4	4.25	.95		
I5	student	12	3.83	1.11	-1.65	.140
	teacher	4	4.75	.50		
I6	student	12	3.00	1.04	-3.176	**.007**
	teacher	4	4.75	.50		
I7	student	12	3.00	1.04	-3.176	**.007**
	teacher	4	4.75	.50		
I8	student	12	3.33	1.23	-2.200	**.045**
	teacher	4	4.75	.50		
I9	student	12	3.50	1.31	-1.094	.293
	teacher	4	4.25	.50		
I10	student	12	3.58	1.24	-1.799	.094
	teacher	4	4.75	.50		
I11	student	11	3.18	1.32	-1.886	.082
	teacher	4	4.50	.57		
I12	student	12	3.75	.96	-1.449	.169
	teacher	4	4.50	.57		
I13	student	12	3.33	1.23	-1.423	.176
	teacher	4	4..5	.50		

In **table 2**, significant differences between ELT teachers and students in ELT teachers' application of ethical code towards students are analyzed. According to the table, in item 1 (t=-2.358, p<.05), in item 3 (t=-4.041, p<.05), in item 6 (t=-3.176, p<.05), in item 7 (t=-3.176, p<.05) and in item 8 (t=-2.200, p<.05). In other words, the mean scores of ELT teachers for ethical principle 1(developing and maintaining professional relationships with learners based upon the best interest of the learners), 3 (dealing considerately and justly with each student), 6 (promoting equality of opportunity for all of the learners), 7 (teaching and modeling positive values which are widely accepted in society), item 8 (presenting facts without distortion, bias or personal prejudice) are higher than those of the students for the same ethical code.

Statistically speaking, there is a significant difference between the teachers and the students for ethical code item 1 which is developing and maintaining professional relationships with learners based upon the best interest of the learners. According to the qualitative data gathered from the interviews with ELT teachers, however, all of the 4 interviewed teachers state that they develop and maintain professional relationships based upon the best interest of the learners.

There is also a significant difference in item 3 which is dealing considerately and justly with each student but according to the qualitative data gathered from ELT teachers, all of the 4 interviewed teachers believe they deal justly and considerately with each learner.

According to the quantitative data, a significant difference has also been found in item 6 which is promoting equality of opportunity for all of the learners. 3 of the interviewed teachers believe they promote equality of opportunity for all of the learners but one of them states she does not promote equality of opportunity since she does not know how to do it.

Another significant difference has been found from the qualitative data for item 7 which is teaching and modeling positive values which are widely accepted in society. However, qualitative data obtained from the interviews with the teachers of ELT show that all of the 4 interviewed teachers both teach and model positive values which are widely accepted in society.

In item 8 which is presenting facts without distortion, bias or personal prejudice a significant difference has also been found. According to the qualitative data gathered from the interviews

with the teachers of ELT, 3 of the teachers believe they present facts without distortion, bias or personal prejudice but one of them thinks it might not always be possible not to give your personal views.

For item 2 which is catering for the varied learning needs of diverse learners no significant difference has been found and the qualitative data from the teacher interviews show that all of the 4 four ELT teachers cater for the varied learning needs of diverse learners.

No significant difference has been found from the quantitative data for item 4 which is seeking to resolve problems including discipline, according to law and school policy and the qualitative data from the interviews show that all of the interviewed teachers seek to resolve problems, including discipline, according to law and school policy.

From the quantitative data, no significant difference has been found for item 5 which is establishing open, honest and respectful relations with students and it is confirmed by the qualitative data from the interviews which shows that all of the 4 interviewed ELT teachers establish open, honest and respectful relations with the students.

There has been no significant difference for item 9 which is promoting physical wellbeing of learners. 3 of the interviewee teachers state they promote equality of opportunity for all of the students but one of the interviewees doesn't know how to promote physical wellbeing of learners.

No significant difference has been found for item 10 which is promoting emotional wellbeing of learners. Qualitative data acquired from the interviews shows that all of the teachers promote emotional wellbeing of learners.

For item 11 which is promoting social wellbeing of learners, no significant difference has been found from the qualitative data and the qualitative data from the interviews shows that 3 of the ELT teachers promote social wellbeing of learners but one does not.

No significant difference from the quantitative data has been found for item 12 which is protecting the confidentiality of information obtained in the course of professional service and the qualitative data from the interviews indicate that all of the ELT teachers protect the confidentiality of information about learners obtained in the course of professional service.

Lastly, no significant difference has been found for the last item of the scale, item 13 which is encouraging learners to think critically about significant social issues and qualitative data from the interviews indicates that all of the ELT teachers encourage learners to think critically about significant social issues.

Research question 3: Are there any differences between Preparatory School of English (PSE) teachers and students in their views about teachers' application of ethical code towards students?

Findings Related To Mean, Standard Deviation and Independent Samples T-Test of Preparatorry School of English (PSE) Teachers and Students' Views about Teachers' Application of Ethical Code towards Students

In table 3, findings related to mean, standard deviation and independent samples t-Test of Preparatory School of English (PSE) teachers and students' views about the teachers' application of ethical code towards students are presented.

Table 3- Preparatory School of English (PSE) Teachers and Students' views about the Teachers' Application of Ethical Code towards Students

Items	Groups	N	Mean	Sd	t	Sig.
I1	student	207	4.74	3.60	.853	.394
	teacher	11	3.81	.98		
I2	student	207	4.48	2.24	2.316	**.022**
	teacher	11	2.90	.83		
I3	student	206	4.53	.84	3.106	**.002**
	teacher	11	3.72	.78		
I4	student	206	4.50	.75	4.046	**.000**
	teacher	11	3.54	.93		
I5	student	207	4.76	.55	.211	.833
	teacher	11	4,.2	.46		
I6	student	205	4.49	.82	.532	.596
	teacher	11	4.36	.67		
I7	student	207	4.16	.90	1.536	.126
	teacher	11	3.72	1.19		
I8	student	206	4.73	3.62	.917	.360
	teacher	11	3.72	1.00		
I9	student	203	3.23	1.31	-1.426	.155
	teacher	11	3.81	1.32		
I10	student	204	3.85	1.05	.656	.512
	teacher	11	3.63	1.20		
I11	student	206	4.01	1.02	.638	.524
	teacher	11	3.81	.98		
I12	student	207	4.71	2.95	.399	.690
	teacher	11	4.36	.67		
I13	student	202	4.31	2.91	.866	.387
	teacher	11	3.54	1.21		

Quantitative Data for Resesarch Question 3

In table 3, significant differences between Preparatory School of English (PSE) teachers and students in PSE teachers' application of ethical code towards students are analyzed. According to the table, in item 2 (t=2.316, p<.05), in item 3 (t=3.106, p<.05) and in item 4 (t=4.046, p<.05). Statistically speaking, there are significant differences between the teachers and the students for ethical code item 2 which is catering for the varied needs of diverse learners, item 3 which is dealing considerately and justly with each student and item 4 which is seeking to resolve problems, including discipline, according to law and school policy. In other words, the mean values of PSE teachers for ethical principles 2, 3 and 4 are higher than those of the students there.

No significant differences have been found between the students and the teachers of PSE for ethical principle 1 which is developing and maintaining professional relationships with learners based upon the best interest of those students, item 5 which is establishing open, honest and respectful relations with students, item 6 which is promoting equality of opportunity for all of the students, item 7 which is teaching and modeling those positive values which are widely accepted in society, item 8 which is presenting facts without distortion, bias or personal prejudice, item 9 which is promoting physical wellbeing of learners, item 10 which is promoting emotional wellbeing of learners, item 11 which is promoting social wellbeing of learners, item 12 which is protecting the confidentiality of information obtained in the course of professional service and item 13 which is encouraging learners to think critically about significant social issues.

Qualitative Data for Research Question 3

According to the quantitative data gathered both from the students and the teachers of PSE, a significant difference has been found for item 2 which is catering for varied learning needs of diverse learners but the qualitative data from classroom observations show that all of the teachers are careful about answering different questions that are asked by different students when they don't understand the presentations. They try to walk around in the classroom to monitor student progress while the students practise the language presented. There are

activities in the curriculum done by the teachers to practise four skills. However, not all of the teachers manipulate extra video materials or interesting extra materials like games or songs to make learning more enjoyable and take different learning styles into consideration.

The students who were interviewed stated that they need to acquire grammar, vocabulary, four skills by use of different type of activities and materials. Those students who are able to express ideas about their learning needs believe that it is of great importance to teach visually using outstanding materials that draw students' attention. They believe teaching that way will make learning easier. Those students who are studying department of engineering report that they need to develop academic writing and oral presentation skill due to their department.

When the qualitative data from student interviews for item 2, catering varied learning needs of diverse learners is analyzed, a large number of the students report that their teachers try to explain grammar and vocabulary by using gestures, movements, slides, the white board, concrete examples, and visuals to make it easier for the students who can't understand the presentations to understand. They believe that their teachers revise for exams, consolidate the presentations well enough, address those students who have different learning styles by using different materials and methods for them and that their teachers prepare extra materials and give extra assignment for students to practice four skill and reading comprehension. Some of the students state that their teacher tries to have low achievers communicate with high achievers in the target language to practice new language items. The students who study department of engineering state that every week their teacher gives writing assignments and revises them in the classroom and that she shows films and listening activities followed by student comment made about those videos to develop oral presentation skills.

However, three of the students are critical of the teachers' catering for varied learning needs of diverse learners. One of them believes that their teacher can't allot enough time for listening and speaking as she has to follow the curriculum while the other students believe respectively that there aren't enough visual aids to make learning more enjoyable and that the high achievers get bored when the teacher caters for learning needs of the low achievers. Besides, another student stated that although their teacher does her utmost to cater for varied learning needs for learners, she can't push those students who show no interest when they are not interested and that she lets those students go if they want to leave the classroom.

Qualitative data from teacher interviews for catering for varied learning needs of diverse learners show that an interviewee believes she does not need to cater for varied learning needs of diverse learners as the main course books already do that. One of the interviewed teachers stated that she believes she must do more about that issue because she sometimes manipulates a certain technique that is good for student A but not for student B. she confessed that she was a little bit egoistic here by clinging to a certain way of teaching that is okay for her. One of them stated that he could cater for varied learning needs of diverse learners to a certain extent while another one postulated that she could do that if the classes are not too crowded. While one of the interviewees said he was trying to take into consideration the departments of the learners to some extent, another one claimed that he couldn't cater for those learning needs as they as the learners have different learning needs that change according to the departments they study. However, he also told that he changes the way he teaches and the times he repeats something as every student has a different character. 2 of the other interviewees reported that they try to teach both verbally and visually but other 2 of the interviewees were complaining about not being able to catering for those learner needs since time limit and the curriculum poses pressure on them.

Quantitative data obtained from the questionnaire for PSE teachers and students shows that there is a significant difference in item 3 which is dealing considerately and justly with each student and the qualitative data from the observations confirms this significance as there are exceptional situations where teachers can't push reluctant students as they are concerned with following the curriculum although most of the teachers put in extra effort to involve all of the students into the process by addressing all of the students, asking questions to different individual students, allotting more time for slow learners.

Qualitative data from student interviews for dealing justly and considerately with each student indicates that 20 of the interviewed students report that their teachers deal considerately and justly with each student by explaining things in a different way when students don't understand something, by making learning enjoyable for the learners, by allotting equal time for each learner in accordance with their language needs, by dealing more with those students who need more help, by explaining both in English and in Turkish when needed, by listening to each student very carefully and answering their questions. However, two of the interviewed

students report that their teacher deals considerately with only those who know English better than others.

One of the participant teachers from PSE interviewed for dealing justly and considerately with each student believes she tries to deal justly and considerately with each learner as, she says, they are with her for a long time and she feels she has to. Another one believes that this may not be possible in practice due to time limit and student boredom. He believes he can't be considerate since if you deal more with slow learners then the fast learning one will cause discipline problem or they will get bored. Other two state that they try to be just as much as possible but they complain about the heavy burden of teaching and crowded classes which prevent them, they state, from dealing considerately and justly with each a hundred percent or thoroughly. Two of the interviewees believe they are not just and considerate to linguistically advantageous learners in that they spend more time with disadvantageous students. The other two interviewees believe the students can determine this in that if the students want us to be more interested in them, we should be interested in them. Another one, on the other hand, believes it changes because we don't have the chance to deal with each student one to one in every situation but in some cases we can so she believes it changes according to the situation.

The quantitative data obtained from the questionnaire show that there is a significant difference between the teachers and students of PSE for item 4 which is seeking to resolve problems, including discipline, according to law and school principle. However, the qualitative data gathered from classroom observations indicates that there seemed to be no problems to be resolved by the teachers although there were infrequent times when teachers had to warn students about the noise very few of those uninterested students were rarely making. The teachers were tolerant to very few of those late comers, almost all of the learners showed interest in the classes and there were not many students who didn't bring the language materials such as main course, grammar books, or extra hand outs that had been delivered for assignment.

 Most of the problems stated by the students are attendance, lack of motivation, the obligation to bring the materials and to do assignments. It is reported in the student interviews, on the other hand, that the teachers are divided into two about resolving problems, including disciple, according to law and school policy. While almost half of the teachers are strict about resolving

those problems according to law and school policy, the other half of them try to resolve the problems on their own by communication with students, being flexible and being tolerant to students when problems occur.

However, from the teacher interviews for resolving problems it is understood that all of the interviewees are against resolving problems including disciple according to low and school policy and they say they try to resolve those problems on their own if the problems are not so exceptional as to give institutional harm and require application of law or school policy.

As it has been mentioned in the previously, no significant difference has been found between the students and the teachers of PSE for ethical principle 1 which is developing and maintaining professional relationships with learners based upon the best interest of those students. The qualitative data from classroom observations indicates that all of the teachers greet their students at the beginning of the lesson with a smiling face. They try to make students feel comfortable by letting students express their ideas about language learning and their personal problems through genuine interaction with them. While most of the teachers are close enough to their students, they are also far enough to the students to remind them the responsibilities they have to take on as students.

From the qualitative data gathered from student interviewees for developing and maintaining professional relations we understand that most of the interviewed 22 students believe their teachers develop and maintain professional relationships with students. They report that their teachers are helpful, interested in teaching and equal to all of them by explaining things they don't understand. They believe the teachers are close enough and kind enough to the students for them to express themselves by praising them for their efforts and serious enough for learning to take place by remind them of their responsibilities. They think their teachers teach and convince students well by communicative to them and drawing their attention when they are distracted. However, 3 of the interviewed students claim that their teachers are too good to the students, like a friend too much and that the teacher takes student side too much. They believe this is unfavorable as every student behavior becomes acceptable, students forget that it is not their friend but their teacher and that it causes the students to expect even exaggerated things from the teacher.

When the interviewed teachers were asked if they develop and maintain professional relations with their learners, they stated that they are a friend who tries to guide and transfer knowledge, have a flexible kind of relation, establish good relations with students for them to learn the language easily, improve communication between them and students and establishing sincere relations.

From the quantitative data collected from the questionnaire no significant difference has been found between the teachers and students of PSE for ethical principle 5 which is establishing open, honest and respectful relations with students. The qualitative data from the classroom observations shows that all of the teachers were open to their students in that they were expressing clearly what is expected of the students and the teachers during the lessons. They were treating their students kindly during their interactions with their students and by the way they were addressing their students, they adopted a respectful tone of appeal. The teachers were honest enough not to pretend to know everything when very few of them made mistakes about the language unintentionally.

All of the students, except for one, interviewed for their teachers' establishing open, honest, and respectful relations with them reported that that their teachers are open, honest, and respectful to them as they tell them clearly what is expected of the students and of the teachers themselves. They think their teachers talk to them respectfully by treating them as individuals who deserve to be taken seriously. Those 21 students also believe that their teachers are honest as they do what they have promised to do, they render their responsibilities as teachers, they don't pretend to do know everything and they confess that teachers can make mistakes, too. However, one of the interviewed students believes his teacher communicates better with some of the students and that it becomes more important for the teacher to be honest to some of the students.

All of the teachers interviewed for establishing open, honest and respectful relations with students believe they are open and honest in their relations with students and all of the teaching processes and that this brings respect and this trust on the part of the students. Some of the interviewees believe that an open, honest and respectful relation should be mutual in the frame of proximity of area.

No significant difference has been found for ethical principle 6 which is promoting equality of opportunity for all of the learners. From the classroom observations it is noticed that promoting equality of opportunity for all of the learners was changing form teacher to teacher in that although some of the of the teachers were paying particular attention to allotting equal time for each student irrespective of their language background, some were purposefully allotting more time for the slow learners who were doing their utmost but needed more professional help.

All of the interviewed students, on the other hand, report their teachers promote equality of opportunity for all of the students in different ways. However, some of them state that some of the students are not interested in learning the language although the teachers try to promote that equality. They also state that the teachers have to follow the curriculum. One of those students who complain about lack of student interest believes that there are students who come to class just to sign the attendance sheet. Three of those students who believe that their teachers promote equality of opportunity state their teacher allots equal amount of time irrespective of their background knowledge of English. The remaining students believe their teachers allot justly more time for low achievers or for those whose back ground knowledge is insufficient as they claim it is enough for high achievers just to revise. Only few of the students state their teachers allot more time for high achievers while one of the students believes that his teachers promotes equality of opportunity for all of the students, he gives more priority to ladies due to the fact that men have to be kind to ladies according to our customs.

The qualitative data obtained for promoting equality of opportunity from the teacher interviews shows that 6 interviewees don't promote equality of opportunity for different reasons. Two of them say they want to but students are reluctant to participate in lessons so they believe those students exclude themselves from learning process on their free will and that all of the students should be eager to participate and solicit information from teachers. Two of those interviewees don't promote equality of opportunity as they believe they usually favor both linguistically and socially disadvantageous students more than the other ones in order for the disadvantageous group to catch up with the advantageous group the last interviewee in that group thinks he can't promote equality of opportunity due to difference in

English level of students. One of the interviewees is neutral in that she believes that sometimes we have to be equal to all of them but sometimes it might be better not to be equal. Furthermore, she believes that some students need more help than others and that we have to make extra endeavors to help them more. Four of the interviewees have different reasons why they promote equality of opportunity for all of the learners. One of them believes he tries to be equal to all of the students because if one deals more with slow learners, then the fast learning students cause discipline problems or they get bored. While one of the other three interviewees confesses that teachers are inclined to favor hardworking students, she claims that she has to keep the balance between the hardworking ones and those who are not studying so much and that we should treat them justly. If a student does not put up hands, she states, to answer a question, she does not always prefer the ones who put up hands. The other two interviewees who promote equality of opportunity point out respectively that they can promote that opportunity as long as the curriculum gives her the freedom to do so or as long as he is not in a bad mood due to hard work.

No significant difference has been found between teachers and students of PSE for item 7 which is teaching and modeling positive values which are widely accepted in society. During the classroom observations the teachers were not teaching any positive values due to the pressure imposed on them by the presence of the observer. However, they were modelling values such as punctuality, professional responsibilities, tolerance and respect by coming to the classrooms on time teaching as ideally as they could and by being respectful and tolerant to their students as individuals who deserve being treated accordingly.

When the participant students in the interview group were asked if their teachers teach and model those positive values, all, except two, of the students reported that their teachers were interested in widely accepted positive values in society. Eleven students out of the twenty-two students interviewed state their teachers both teach and model the positive values such as honesty, punctuality, respect, tolerance, responsibility, generosity and equality while nine students state that their teachers model but don't give any advice on the afore mentioned values which are widely accepted in society. Two students reported that their teacher does not include those values into teaching due to time constraint imposed by the curriculum.

The qualitative data which was obtained from teacher interviews indicates that 3 of the interviewees are against teaching those positive values which are widely favored in society. While two of them believe everybody can create his/her own values and that every value presented in society might not be right, the other one who doesn't teach values asserts that there is no point in insisting on the positive values which are widely accepted in society. Five interviewees express reservations about teaching and modeling those positive values which are widely accepted in society in that one of them thinks those values have nothing to do with language teaching but if there are some values that are related to our lessons, it is okay. While two of the interviews expressing reservations believe that they pay attention to certain merits like honesty, hardworking so on and so forth, they say they don't teach or model if those values are those unnecessary ones or the ones they disagree. Another interviewee in the reservation group claims that if the social values are religion and nationalism, he doesn't model and teach those values and that he frequently models and teaches the students if the social value under discussion is an ethical one. The last interviewee expressing reservations about teaching and modeling positive values believes during the teaching hours, we don't have so many opportunities to teach those values due to the age group we appeal to so, she says she doesn't spent too much time on positive values but she models those values which are widely accepted. One of the two interviewees who incorporates those values into his teaching states that he prefers modeling those values rather than teaching by putting the rubbish into the dust bin himself instead of telling the students to do so and by not getting late for class as a teacher instead of telling them not to be late for class. The last interviewee defending the values also prefers modeling those values rather than teaching them.

The quantitative data which was obtained from the questionnaire indicates that there is no significant difference in ethical principle 8 which is presenting facts without distortion, bias or personal prejudice. During the classroom observations, both due to the observer effect and as the teachers submerged themselves especially in teaching English, they showed no interest in exchanging ideas about social events or facts taking place in Turkey or all over the world. For that reason they didn't express any personal bias or personal prejudices about social facts. However, they were teaching language-related facts correctly and were not distorting the language via personal judgements or facts about English as they seemed to be well-prepared for the lessons.

The students from the group on the other hand, believe that facts are actual things about our religious, national, social, educational, artistic and political situations. Twelve students state that although their teachers give their personal views about the facts stated above, they don't distort the reality. Those twelve students also believe that it is impossible to state something without giving your opinions and that it is natural for their teacher to give their personal views unless they distort the reality. Ten students, on the other hand, report that their teachers either present facts about us without giving their personal views or never talk about facts in our society as they think English classes are not the right places to talk about such things.

From the qualitative data acquired form teacher interviews it was understood that two of the interviewed teachers present facts without distortion, bias or personal prejudice: One of them prefers hiding her feelings about social facts: She says she doesn't like giving her judgments about the issue while the other one is against giving his personal views about facts for fear that this makes students form their own personal views about social facts according his views. The rest of the interviewed participants don't deny giving their personal prejudices. One of them thinks that sometimes our feelings or strongly embraced contentions become more dominant, four of them think it is unavoidable or not always possible to give facts without personal judgments and two of them give their opinions without offending students and by being respectful to different views of their students.

There has been no significant difference for ethical principle 9 which is promoting physical wellbeing of learners. Out of 36 classroom observations it was observed that only eight times students' physical wellbeing was promoted. Those few teachers who try to promote the physical wellbeing of learners give students advice on proper nourishment, getting enough sleep and paying attention to doing physical exercise.

The problems determined by the students from the interview group about their physical wellbeing are smoking, malnourishment, lack of physical exercise, lack of proper sleep. Seventeen students state that their teachers give them advice on sleeping properly, playing sports, and healthy nourishment while five of the students state their teachers don't talk about anything to promote their physical wellbeing.

 All of the interviewees from the teacher interview group, except for one, remember giving advice about students' nourishment and hygiene; telling them to do sports, to sleep well in

order to be mentally fit as well as giving advice on studying methods and saving time for their private times. The interviewee who doesn't promote physical wellbeing of students have different reasons: he states that he doesn't want to give students advice on nourishment because he knows that students are financially deprived of healthy food and that they can only eat what they can find.

No significant difference has been found from the quantitative data in ethical value 10 which is promoting emotional wellbeing of learners. The qualitative data which was obtained from the classroom observations for promoting emotional wellbeing of learners shows that all of the teachers were careful enough about promoting emotional wellbeing of students as they didn't want to discourage students from acquiring language. They were trying to motivate students by encouraging them, especially shy ones, to take risk to make sentences; feeling sympathy with those shy students whose background knowledge of English is inadequate by telling them that they used to have the same difficulties with the language. The teachers were also being tolerant to those students who were making mistakes and were thanking them for their participation.

The other type of qualitative data obtained from student interviews indicates that the main emotional problems listed by the interviewed students are being away from parents, problems caused by emotional state of mind, stress resulting from learning a new language, boredom caused by intensive teaching hours and lack of self confidence.

All, except one, of the students believe that their teachers promote their emotional well being. They state that their teachers try to help them when they have problems by encouraging them not to give up but to keep on trying, by praising those students who take part in the lessons and by feeling sympathy with the students about the difficulty of learning a language. The students also report that their teachers try to have students do activities that alleviate language related stress, that some of the teachers meet with students outside to give them advice on how to overcome language related difficulties. One of the students stated that their teacher gives a break and makes students talk about something different when the students are bored with the monotonous language processes. Additionally, the students report that there are some if not a lot of teachers who can discern how difficult it is for students to be away from their parents.

When the teachers from the interview group were asked if they promote the emotional wellbeing of their students, all of the interviewees stated that they promote emotional wellbeing of learners by giving the chance to express themselves, by watching out for their ups and downs of students and helping those who need emotional support, by having empathy with the learners, by smiling and avoiding from face threatening acts amongst their peers, by giving them a positive energy with their appearance, by not getting angry with them when they make mistakes and by providing a relaxed learning atmosphere.

In quantitative data obtained from the questionnaire, no significant difference has been found for ethical principle 11 which is promoting social wellbeing of students. From the qualitative data obtained from classroom observations it was observed that the participant teachers organise pair or group work activities to encourage the learners to communicate with each other in the target language. Although there is no specific teaching about the promotion of social wellbeing of the learners, all of the teachers contribute to social wellbeing of the learners by paying particular attention to getting the message conveyed to the students about the teaching of the target language by means of a method of question/ answer exchange. They are careful about being cheerful towards the students to invite them express themselves.

Social problems stated by the interviewees from the student interview group are inability to respect different political views, financial problems causing discrimination, inability to make friends due to living in a different city.

Twenty of the interviewees from the student interview group believe their teachers promote their social wellbeing in different ways. The teachers organize out of class and in class activities or projects to help students from different social backgrounds to come together, express themselves and socialize. They give advice to their students on the fact that there are people who come from different social or cultural backgrounds even inside the borders of our country. It is also stated by the interviewees that their teachers tell them to listen to different ideas and respect them although they don't agree with them. However, two of the students don't think their teachers say and or do anything to promote their social wellbeing.

The qualitative data gathered from teacher interviews, on the other hand, indicates that all of the interviewees promote social wellbeing of learners by socializing with students for them to socialize with each other and respecting their social identities, by integrating the socially or

economically disadvantageous groups into classroom atmosphere, by teaching and modeling a positive social attitude that instills social responsibility into learners, by encouraging learners to do group work activities that can enable them to introduce their socially favorable traits, by encouraging learners to take up hobbies, cultural and sportive activities in order for them to socialize.

It was gathered from quantitative data that there has been no significant difference between teachers and students of PSE in ethical principle 12 which is protecting the confidentiality of information obtained in the course of professional service. The qualitative data which was obtained from classroom observations shows that throughout the four-time observations carried out for each of 9 classrooms, none of the teachers reveal any personal information about the students in the lessons. Nor do the teachers share personal information about their students obtained in the course of teaching service with someone else outside the classroom.

The qualitative data obtained from student interviews shows all of the interviewees trust their teachers and are sure that their teachers protect the confidentiality of information obtained in the course of teaching profession. They believe that every student can share their personal information with their teachers as they have never witnessed their teachers sharing anything personal about their students.

All of the interviewees from the teacher interview group believe it is essential that they protect the confidentiality. They say students can share confidential information about themselves as long as they trust you. However, they also state that they would share the information about the students not with other students but with peer teachers or people in charge of administrating the school if sharing this information is for the benefit the students and if it does not give any kind of damage but makes a positive contribution to the students.

The last ethical principle for which no significant difference has been found between the teachers and students of PSE from the quantitative data obtained from the questionnaire is ethical principle 13 which is encouraging learners to think critically about significant social issues. It was observed in the classrooms that, as all of the teachers are mainly focused on teaching language and due to the possible effect of presence of an observer, almost none of them- accept for the teacher who was teaching those students of the department of political science- try to encourage learners to think critically about socially significant issues. Very few

teachers ask students questions to encourage them think critically about the political events happening in our country for the time being. The teacher who was teaching those students of political science asks them statistical questions to enable them talk about basic scientific data concerning political and issues about social structure of Turkey.

When the student interviews about encouraging students to think critically about significant social issues are analyzed it is noticed that while twelve students state that they didn't have the opportunity or that their teachers rarely encourage them to think critically about significant social issues, ten students believe that their teachers encourage them to think critically about significant social issues by telling them to express different ideas, to seek information about things, to travel and read a lot and not to accept everything as things are stated by some people.

From the qualitative data obtained from the teacher interviews we can conclude that all of the interviewees, except for one, say they encourage learners to think crucially about significant social events. Six of them think what they tell their learners about social issues might not be true, socially significant issues change from person to person, nothing about social issues should be accepted as they are stated, students should refer to other sources of information as they are the posterity of the country and there is no one truth about social issues, and that universities are the places for critical thinking because there is no other educational institution for the students to mentally develop themselves after universities.

Comparing Questionnaire, Student / Teacher Interviews and Class Observation for PSE

Developing and maintaining professional relations with your students based upon their best interest: while there is no significant difference from the questionnaire for this principle, most of the interviewed 22 students believe their teachers develop and maintain professional relationships with students and all the interviewed teachers state they develop and maintain professional relations with students, too. Class observations show that all of the teachers try to make students feel comfortable

Catering for the varied learning needs of diverse learners: While quantitative data from the questionnaire shows that there is significant difference, 3 of the 22 interviewed students don't think their teachers cater for varied learning needs of diverse learners and 5 of the 11 teachers don't think they can cater for varied learning needs of diverse learners due to the time

constraint and crowded classes. Classroom observations show that all of the teachers are careful about answering different questions.

Dealing considerately and justly with each student: While quantitative data from the questionnaire shows that there is significant difference, 20 of the interviewed students report that their teachers deal considerately and justly with each student and 6 of the 11 teachers don't think they can deal considerately and justly with each student as they feel they have to pay more attention to linguistically disadvantageous or slow learners. Class observations show that most of the teachers put in extra effort to involve all of the students into the process by addressing all of the students.

Resolving problems, including discipline, according to law and school policy: While quantitative data from the questionnaire shows that there is significant difference, the students report that the teachers are divided into two about resolving problems, including disciple, according to law and school policy. They report that while almost half of the teachers are strict about resolving those problems according to law and school policy, the other half of them try to resolve the problems on their own. However, all of the interviewed teachers are against resolving problems including disciple according to low and school policy. There are no problems to be solved during the observations.

Establishing open, honest and respectful relationships with students: While quantitative data from the questionnaire shows that there no significant difference, all of the students except for on believe that their teachers are open, honest and respectful to them. All of the interviewed teachers believe they are open, honest and respectful in their relations with students. During the observations, all of the teachers were open to their students; they were treating their students kindly.

Promoting equality of opportunity for all of the students: While quantitative data from the questionnaire shows that there is no significant difference, all of the interviewed students report their teachers promote equality of opportunity for all of the students in different ways but six interviewed teachers don't promote equality of opportunity as students are reluctant and they need to spend more time with low achievers. Observations show that promoting equality of opportunity for all of the learners was changing form teacher to teacher.

Teaching and modeling those positive values which are widely accepted in society: While quantitative data from the questionnaire shows that there is no significant difference, all,

except 2, of the students report that their teachers were interested in widely accepted positive values in society while 3 of the teachers are against teaching those positive values which are widely favored in society as they believe everybody can create his/her own values. The teachers were just modeling the values during the observations.

Presenting facts without distortion, bias or personal prejudice: While quantitative data from the questionnaire shows that there is no significant difference, 12 students state that although their teachers give their personal views about the facts stated above but they say their teachers don't distort the reality. 10 students report that their teachers present facts about us without giving their personal views. 9 of the teachers, on the other hand, don't deny giving their personal prejudices as they think it is unavoidable or not always possible to give facts without personal judgments. However, they say they avoid distorting reality by being respectful to different student ideas. There was no data about it during the observations.

Promoting physical wellbeing of learners: While quantitative data from the questionnaire shows that thereis no significant difference, 17 students state that their teachers give them advice on sleeping properly, playing sports, and healthy nourishment. All of the interviewed teachers, except for 1, remember giving advice about students' nourishment and hygiene; telling them to do sports, to sleep well in order to be mentally fit as well as giving advice on studying methods and saving time for their private times. Few teachers were promoting students physicall welbeing in the observations.

Promoting emotional wellbeing of learners: While quantitative data from the questionnaire shows that there is no significant difference, all the students report that their teachers try to have students do activities that alleviate language related stress, that some of the teachers meet with students both outside and inside class to give them advice on how to overcome language related difficulties. All of the interviewed teachers state that they promote emotional wellbeing of learners by giving the chance to express themselves, by watching out for their ups and downs of students and helping those who need emotional support. All of the teachers were careful enough about promoting emotional wellbeing of students in the observations.

Promoting social wellbeing of learners: While quantitative data from the questionnaire shows that there is no significant difference, 20 of the interviewees believe their teachers promote their social wellbeing in different ways. All of the interviewed teachers say they promote

social wellbeing of learners by socializing with students for them to socialize with each other and respecting their social identities, by integrating the socially or economically disadvantageous groups into classroom atmosphere, by teaching and modeling a positive social attitude that instills social responsibility into learners, by encouraging learners to do group work activities. During the observations, the teachers were organising pair or group work activities to encourage the learners to communicate with each other.

Protecting the confidentiality of information about learners obtained in the course of professional service: While quantitative data from the questionnaire shows that there is no significant difference, all of the interviewees trust their teachers and are sure that their teachers protect the confidentiality of information obtained in the course of teaching profession. There is no disagreement between the students and the teachers as all of the interviewed teachers believe it is essential that they protect the confidentiality of information obtained in the course of teaching profession. No data was revealed during the observations.

Encouraging learners to think critically about significant social issues: While quantitative data from the questionnaire shows that there is no significant difference, 12 students state that they didn't have the opportunity or that their teachers rarely encourage them to think critically about significant social issues, 10 students believe that their teachers encourage them to think critically about significant social issues. However, all of the interviewees, except for one, say they encourage learners to think crucially about significant social events. During the observations no data was obtained about the principle.

Table 4 Quantitative/Qualitative Data about Teacher / Student Interviews and Class Observations

Ethical Principle	Questionnaire	Teachers Interviews	Students Interviews	Class observations
Developing and maintaining professional relationships with learners based upon the best interests of those learners	No significant difference	All of them: yes	All of them:yes	All of Ts do
Catering for the varied learning needs of diverse learners	significant difference	19/22 Ss: yes	6 /11 Ts: yes	All Ts do
Dealing considerately and justly with each student: she includes all of the learners into the learning situation	significant difference	19/22 Ss: yes	5/11 Ts: yes	Most of Ts do
Seeking to resolve problems, including discipline, according to law and school policy	significant difference	All of them: yes and no	None of Ts: yes	No problems
Establishing open, honest and respectful relationships with students	No significant difference	All of them: yes	All of Ts:yes	All of Ts do
Promoting equality of opportunity for all of the students	No significant difference	All of them: yes	5 /11 Ts: yes	Not all of Ts do
Teaching and modeling those positive values which are widely accepted in society	No significant difference	20/22 students: yes	9/11 Ts: yes	Modeling
Presenting facts without distortion, bias, or personal prejudice	No significant difference	21 / 22 Ss: yes	3/11 Ts: yes	No data
Promoting physical wellbeing of learners	No significant difference	17/22 Ss: yes	10/11 Ts: yes	Few Ts do
Promoting emotional wellbeing of learners	No significant difference	All of Ss: yes	All of Ts: yes	All of Ts do
Promoting social wellbeing of learners	No significant difference	20/22 Ss: yes	All of Ts: yes	All of Ts do that
Protecting the confidentiality of information about learners obtained in the course of Professional service	No significant difference	All of Ss: yes	All of Ts: yes	All of Ts do
Encouraging learners to think critically about significant social issues	No significant difference	12/22 Ss: yes	All of Ts: yes	No data

Research question 4: Are there any significant differences amongst prep school (PSE) teachers in their application of ethical code towards students?

Pre test and Post test Findings Related to Mean, Standard Deviation and Paired-Samples t-Test for Preparatory School of English (PSE) Teachers' Application of Ethical Code towards Students:

In table 4 pre test and post test findings related to mean, standard deviation and paired-samples t-test for Preparatory School of English (PSE) teachers' application of ethical code towards students are presented.

Tablo 4- Prep School (PSE) Teachers' Views about the Application of Ethical Code towards Students

Items	Gruplar	N	Mean	Sd	t	Sig.
Item 1	Pretest	11	3.81	.98	-1.026	.329
	Postest	11	7.54	12.13		
Item 2	Pretest	11	2.90	.83	-2.516	**.031**
	Postest	11	3.72	1.00		
Item 3	Pretest	11	3.72	.78	.000	1.000
	Postest	11	3.72	.64		
Item 4	Pretest	11	3.54	.93	3.135	**.011**
	Postest	11	2.36	.80		
Item 5	Pretest	11	4.72	.46	1.000	.341
	Postest	11	4.54	.52		
Item 6	Pretest	11	4.36	.67	.265	.796
	Postest	11	4.27	.78		
Item 7	Pretest	10	3.90	1.10	2.090	.066
	Postest	10	3.20	.91		
Item 8	Pretest	11	3.63	1.02	.232	.821
	Postest	11	3.54	.03		
Item 9	Pretest	11	3.72	1.34	.000	1.000
	Postest	11	3.72	.64		
Item 10	Pretest	10	3.60	1.26	-.231	.823
	Postest	10	3.70	.67		
Item 11	Pretest	10	3.70	.94	-.896	.394
	Postest	10	4.00	.81		
Item 12	Pretest	11	4.18	.75	-.363	.724
	Postest	11	4.27	.90		
Item 13	Pretest	11	3.45	1.21	-.711	.493
	Postest	11	3.72	1.10		

Quantitative data for research question 4

According to the statistical calculations obtained from the pre test and post test of the participants in table 4, in item 2 (t=-2,516, p<.05) there is a significant increase from pre test to post test. In item 4 (t=-2,516, p<.05) there is a significant decrease from pretest to post test.

According to this statistical data, there is significant difference between pre test and post test for ethical principle 2 which is catering for the varied learning needs of diverse learners. According to the statistical data, there is also significant difference between pre test and post test for ethical principle ethical principle 4 which is seeking to resolve problems, including discipline, according to law and school policy.

No significant difference has been found between pre test and post test conducted for the actual implementation of ethical code towards students by teachers of PSE for ethical code item1 which is developing and maintaining professional relationships with learners based upon the best interest of the students. The qualitative data from classroom observations indicates that all of the teachers greet their students at the beginning of the lesson with a smiling face. They try to make students feel comfortable by letting students express their ideas about language learning and their personal problems through genuine interaction with them. While most of the teachers are close enough to their students, they are also far enough to the students to remind them the responsibilities they have to take on as students.

Qualitative Data for Research Question 4

The qualitative data from classroom observations shows that all of the teachers are careful about answering different questions that are asked by different students when they don't understand the presentations. They try to walk around in the classroom to monitor student progress while the students practise the language presented. There are activities in the curriculum done by the teachers to practise four skills. However, not all of the teachers manipulate extra video materials or interesting extra materials like games or songs to make learning more enjoyable and take different learning styles into consideration.

The students who were interviewed stated that they need to acquire grammar, vocabulary, four skills by use of different type of activities and materials. Those students who are able to

express ideas about their learning needs believe that it is of great importance to teach visually using outstanding materials that draw students' attention. They believe teaching that way will make learning easier. Those students who are studying department of engineering report that they need to develop academic writing and oral presentation skill due to their department.

When the qualitative data from student interviews for item 2, catering varied learning needs of diverse learners is analyzed, a great number of the students report that their teachers try to explain grammar and vocabulary by using gestures, movements, slides, the white board, concrete examples, and visuals to make it easier for the students who can't understand the presentations to understand. They believe that their teachers revise for exams, consolidate the presentations well enough, address those students who have different learning styles by using different materials and methods for them and that their teachers prepare extra materials and give extra assignment for students to practice four skill and reading comprehension. Some of the students state that their teacher tries to have low achievers communicate with high achievers in the target language to practice new language items. The students who study department of engineering state that every week their teacher gives writing assignments and revises them in the classroom and that she shows films and listening activities followed by student comment made about those videos to develop oral presentation skills.

However, three of the students are critical of the teachers' catering for varied learning needs of diverse learners in that one of them believes that their teacher can't allot enough time for listening and speaking as she has to follow the curriculum while the other students believe respectively that there aren't enough visual aids to make learning more enjoyable and that the high achievers get bored when the teacher caters for learning needs of the low achievers. Besides, another student stated that although their teacher does her utmost to cater for varied learning needs for learners, she can't push those students who show no interest when they are not interested and that she lets those students go if they want to leave the classroom.

Qualitative data from teacher interviews for catering for varied learning needs of diverse learners shows that an interviewee believes she does not need to cater for varied learning needs of diverse learners as the main course books already do that. One of the interviewed teachers stated that she believes she must do more about that issue because she sometimes manipulates a certain technique that is good for student A but not for student B. she confessed

that she was a little bit egoistic here by clinging to a certain way of teaching that is okay for her. One of them stated that he could cater for varied learning needs of diverse learners to a certain extent while another one postulated that she could do that if the classes were not too crowded. While one of the interviewees said he was trying to take into consideration the departments of the learners to some extent, another one claimed that he couldn't cater for those learning needs as the learners have different learning needs that change according to the departments they study. However, he also told that he changes the way he teaches and the times he repeats something as every student has a different character. 2 of the other interviewees reported that they try to teach both verbally and visually but other 2 of the interviewees were complaining about not being able to catering for those learner needs since time limit and the curriculum poses pressure on them.

According to the statistical data, there is significant difference between pre test and post test for ethical principle ethical principle 4 which is seeking to resolve problems, including discipline, according to law and school policy. However, the qualitative data gathered from classroom observations indicates that there seemed to be no problems to be resolved by the teachers although there were infrequent times when teachers had to warn students about the noise very few of those uninterested students were rarely making. The teachers were tolerant to very few of those late comers, almost all of the learners showed interest in the classes and there were not many students who didn't bring the language materials such as main course, grammar books, or extra hand outs that had been delivered for assignment.

Most of the problems stated by the students are attendance, lack of motivation, the obligation to bring the materials and to do assignments. It is reported in the student interviews, on the other hand, that the teachers are divided into two about resolving problems, including disciple, according to law and school policy. While almost half of the teachers are strict about resolving those problems according to law and school policy, the other half of them try to resolve the problems on their own by communication with students, being flexible and being tolerant to students when problems occur.

However, from the teacher interviews for resolving problems it is understood that all of the interviewees are against resolving problems including disciple according to low and school

policy and they say they try to resolve those problems on their own if the problems are not so exceptional as to give institutional harm and require application of law or school policy.

From the qualitative data gathered from student interviewees for developing and maintaining professional relations we understand that most of the interviewed 22 students believe their teachers develop and maintain professional relationships with students. They report that their teachers are helpful, interested in teaching and equal to all of them by explaining things they don't understand. They believe the teachers are close enough and kind enough to the students for them to express themselves by praising them for their efforts and serious enough for learning to take place by remind them of their responsibilities. They think their teachers teach and convince students well by communicative to them and drawing their attention when they are distracted. However, 3 of the interviewed students claim that their teachers are too good to the students, treat students like close friends and that the teacher takes student side too much. They believe this is unfavorable as every student behavior becomes acceptable, students forget that it is not their friend but their teacher and that it causes the students to expect even exaggerated things from the teacher.

When the interviewed teachers were asked if they develop and maintain professional relations with their learners, they stated that they are a friend who tries to guide and transfer knowledge, have a flexible kind of relation, establish good relations with students for them to learn the language easily, improve communication between them and students and establishing sincere relations.

No significant difference has been found between pre test and post test conducted for the actual implementation of ethical code towards students by teachers of PSE for ethical code item 3 which is dealing considerately and justly with each student. The qualitative data from the observations shows that there are exceptional situations where teachers can't push reluctant students as they are concerned with following the curriculum although most of the teachers put in extra effort to involve all of the students into the process by addressing all of the students, asking questions to different individual students, allotting more time for slow learners.

 Qualitative data from student interviews for dealing justly and considerately with each student indicates that 20 of the interviewed students report that their teachers deal considerately and

justly with each student by explaining things in a different way when students don't understand something, by making learning enjoyable for the learners, by allotting equal time for each learner in accordance with their language needs, by dealing more with those students who need more help, by explaining both in English and in Turkish when needed, by listening to each student very carefully and answering their questions. However, two of the interviewed students report that their teacher deals considerately with only those who know English better than others.

One of the participant teachers from Preparatory School of English (PSE) whose views were asked for dealing justly and considerately with each student believes she tries to deal justly and considerately with each learner as, she says, they are with her for a long time and she feels she has to. Another one believes that this may not be possible in practice due to time limit and student boredom. He believes he can't be considerate since if you deal more with slow learners then the fast learning one will cause discipline problem or they will get bored. Other two state that they try to be just as much as possible but they complain about the heavy burden of teaching and crowded classes which prevent them, they state, from dealing considerately and justly with each a hundred percent or thoroughly. Two of the interviewees believe they are not just and considerate to linguistically advantageous learners in that they spend more time with disadvantageous students. The other two interviewees believe the students can determine this in that if the students want us to be more interested in them, we should be interested in them. Another one, on the other hand, believes it changes because we don't have the chance to deal with each student one to one in every situation but in some cases we can so she believes it changes according to the situation.

No significant difference has been found between pre test and post test conducted for the actual implementation of ethical code towards students by teachers of PSE for ethical code item 5 which is establishing open, honest, and respectful relations with students. The qualitative data from the classroom observations shows that all of the teachers were open to their students in that they were expressing clearly what is expected of the students and the teachers during the lessons. They were treating their students kindly during their interactions with their students and by the way they were addressing their students, they adopted a

respectful tone of appeal. The teachers were honest enough not to pretend to know everything when very few of them made mistakes about the language unintentionally.

All of the students, except for one, interviewed for their teachers' establishing open, honest, and respectful relations with them reported that that their teachers are open, honest, and respectful to them as they tell them clearly what is expected of the students and of the teachers themselves. They think their teachers talk to them respectfully by treating them as individuals who deserve to be taken seriously. Those 21 students also believe that their teachers are honest as they do what they have promised to do, they render their responsibilities as teachers, they don't pretend to do know everything and they confess that teachers can make mistakes, too. However, one of the interviewed students believes his teacher communicates better with some of the students and that it becomes more important for the teacher to be honest to some of the students.

All of the teachers interviewed for establishing open, honest and respectful relations with students believe they are open and honest in their relations with students and all of the teaching processes and that this brings respect and this brings trust and respect on the part of the students. Some of the interviewees believe that an open, honest and respectful relation should be mutual in the frame of proximity of area.

No significant difference has been found between pre test and post test conducted for the actual implementation of ethical code towards students by teachers of PSE for ethical code item 6 which is promoting equality of opportunity for all of the learners. From the classroom observations it is noticed that promoting equality of opportunity for all of the learners was changing form teacher to teacher in that although some of the of the teachers were paying particular attention to allotting equal time for each student irrespective of their language background, some were purposefully allotting more time for the slow learners who were doing their utmost but needed more professional help.

All of the interviewed students, on the other hand, report their teachers promote equality of opportunity for all of the students in different ways. However, some of them state that some of the students are not interested in learning the language although the teachers try to promote that equality. They also state that the teachers have to follow the curriculum. One of those students who complain about lack of student interest believes that there are students who come

to class just to sigh the attendance sheet. Three of those students who believe that their teachers promote equality of opportunity state their teacher allots equal amount of time irrespective of their background knowledge of English. The remaining students believe their teachers allot justly more time for low achievers or for those whose back ground knowledge is insufficient as they claim it is enough for high achievers just to revise. Only few of the students state their teachers allot more time for high achievers while one of the students believes that his teachers promotes equality of opportunity for all of the students, he gives more priority to ladies due to the fact that men have to be kind to ladies according to our customs.

The qualitative data obtained for promoting equality of opportunity from the teacher interviews shows that 6 interviewees don't promote equality of opportunity for different reasons. Two of them say they want to but students are reluctant to participate in lessons so they believe those students exclude themselves from learning process on their free will and that all of the students should be eager to participate and solicit information from teachers. Two of those interviewees don't promote equality of opportunity as they believe they usually favor both linguistically and socially disadvantageous students more than the other ones in order for the disadvantageous group to catch up with the advantageous group the last interviewee in that group thinks he can't promote equality of opportunity due to difference in English level of students. One of the interviewees is neutral in that she believes that sometimes we have to be equal to all of them but sometimes it might be better not to be equal. Furthermore, she believes that some students need more help than others and that we have to make extra endeavors to help them more. Four of the interviewees have different reasons why they promote equality of opportunity for all of the learners. One of them believes he tries to be equal to all of the students because if one deals more with slow learners, then the fast learning students cause discipline problems or they get bored. While one of the other three interviewees confesses that teachers are inclined to favor hardworking students, she claims that she has to keep the balance between the hardworking ones and those who are not studying so much and that we should treat them justly. If a student does not put up hands, she states, to answer a question, she does not always prefer the ones who put up hands. The other two interviewees who promote equality of opportunity point out respectively that they can promote that

opportunity as long as the curriculum gives her the freedom to do so or as long as he is not in a bad mood due to hard work.

No significant difference has been found between pre test and post test conducted for the actual implementation of ethical code towards students by teachers of PSE for ethical code item 7 which is teaching and modelling positive values which are widely accepted in society. During the classroom observations the teachers were not teaching any positive values due to the pressure imposed on them by the presence of the observer. However, they were modelling values such as punctuality, professional responsibilities, tolerance and respect by coming to the classrooms on time teaching as ideally as they could and by being respectful and tolerant to their students as individuals who deserve being treated accordingly.

When the participant students in the interview group were asked if their teachers teach and model those positive values, all, except two, of the students reported that their teachers were interested in widely accepted positive values in society. Eleven students out of the twenty-two students interviewed state their teachers both teach and model the positive values such as honesty, punctuality, respect, tolerance, responsibility, generosity and equality while nine students state that their teachers model but don't give and advise on the afore mentioned values which are widely accepted in society. Two students reported that their teacher does not include those values into teaching due to time constraint imposed by the curriculum.

The qualitative data which was obtained from teacher interviews indicates that 3 of the interviewees are against teaching those positive values which are widely favored in society. While two of them believe everybody can create his/her own values and that every value presented in society might not be right, the other one who doesn't teach values asserts that there is no point in insisting on the positive values which are widely accepted in society. Five interviewees express reservations about teaching and modeling those positive values which are widely accepted in society in that one of them thinks those values have nothing to do with language teaching but if there some values that are related to our lessons, it is okay. While two of the interviews expressing reservations believe that they pay attention to certain merits like honesty, hardworking so on and so forth, they say they don't teach or model if those values are those unnecessary ones or the ones they disagree. Another interviewee in the reservation group claims that if the social values are religion and nationalism, he doesn't model and teach those

values and that he frequently models and teaches the students if the social value under discussion is an ethical one. The last interviewee expressing reservations about teaching and modeling positive values believes during the teaching hours, we don't have so many opportunities to teach those values due to the age group we appeal to so, she says she doesn't spent too much time on positive values but she models those values which are widely accepted. One of the two interviewees who incorporates those values into his teaching states that he prefers modeling those values rather than teaching by putting the rubbish into the dust bin himself instead of telling the students to do so and by not getting late for class as a teacher instead of telling them not to be late for class. The last interviewee defending the values also prefers modeling those values rather than teaching them.

No significant difference has been found between pre test and post test conducted for the actual implementation of ethical code towards students by teachers of PSE for ethical code item 8 which is presenting facts without distortion, bias of personal prejudice. During the classroom observations, both due to the observer effect and as the teachers submerged themselves especially in teaching English, they showed no interest in exchanging ideas about social events or facts taking place in Turkey or all over the world. For that reason they didn't express any personal bias or personal prejudices about social facts. However, they were teaching language-related facts correctly and were not distorting the language via personal judgements or facts about English as they seemed to be well-prepared for the lessons.

The students from the group on the other hand, believe that facts are actual things about our religious, national, social, educational, artistic and political situations. Twelve students state that although their teachers give their personal views about the facts stated above, they don't distort the reality. Those twelve students also believe that it is impossible to state something without giving your opinions and that it is natural for their teacher to give their personal views unless they distort the reality. Ten students, on the other hand, report that their teachers either present facts about us without giving their personal views or never talk about facts in our society as they think English classes are not the right places to talk about such things.

From the qualitative data acquired form teacher interviews it was understood that two of the interviewed teachers present facts without distortion, bias or personal prejudice: One of them

prefers hiding her feelings about social facts she says she doesn't like giving her judgments about the issue while the other one is against giving his personal views about facts for fear that this makes students form their own personal views about social facts according his views. The rest of the interviewed participants don't deny giving their personal prejudices. One of them thinks that sometimes our feelings or strongly embraced contentions become more dominant, four of them think it is unavoidable or not always possible to give facts without personal judgments and two of them give their opinions without offending students and by being respectful to different views of their students.

No significant difference has been found between pre test and post test conducted for the actual implementation of ethical code towards students by teachers of PSE for ethical code item 9 which is promoting physical wellbeing of learners. Out of 36 classroom observations it was observed that only eight times students' physical wellbeing was promoted. Those few teachers who try to promote the physical wellbeing of learners give students advice on proper nourishment, getting enough sleep and paying attention to doing physical exercise.

The problems determined by the students from the interview group about their physical wellbeing are smoking, malnourishment, lack of physical exercise, lack of proper sleep. Seventeen students state that their teachers give them advice on sleeping properly, playing sports, and healthy nourishment while five of the students state their teachers don't talk about anything to promote their physical wellbeing.

All of the interviewees from the teacher interview group, except for one, remember giving advice about students' nourishment and hygiene; telling them to do sports, to sleep well in order to be mentally fit as well as giving advice on studying methods and saving time for their private times. One of those interviewees reported that he gives students the chance to have breakfast or lunch as soon as possible by finishing the lesson earlier. The interviewee who doesn't promote physical wellbeing of students have different reasons: he states that he doesn't want to give students advice on nourishment because he knows that students are financially deprived of healthy food and that they can only eat what they can find.

No significant difference has been found between pre test and post test conducted for the actual implementation of ethical code towards students by teachers of PSE for ethical code item 10 which is promoting emotional wellbeing of learners. The qualitative data which was

obtained from classroom observations for promoting emotional wellbeing of learners shows that all of the teachers were careful enough about promoting emotional wellbeing of students as they didn't want to discourage students from acquiring language. They were trying to motivate students by encouraging them, especially shy ones, to take risk to make sentences; feeling sympathy with those shy students whose background knowledge of English is inadequate by telling them that they used to have the same difficulties with the language. The teachers were also being tolerant to those students who were making mistakes and were thanking them for their participation.

The other type of qualitative data obtained from student interviews indicates that the main emotional problems listed by the interviewed students are being away from parents, problems caused by emotional state of mind, stress resulting from learning a new language, boredom caused by intensive teaching hours and lack of self confidence.

All, except one, of the students believe that their teachers promote their emotional well being. They state that their teachers try to help them when they have problems by encouraging them not to give up but to keep on trying, by praising those students who take part in the lessons and by feeling sympathy with the students about the difficulty of learning a language. The students also report that their teachers try to have students do activities that alleviate language related stress, that some of the teachers meet with students outside to give them advice on how to overcome language related difficulties. One of the students stated that their teacher gives a break and makes students talk about something different when the students are bored with the monotonous language processes. Additionally, the students report that there are some if not a lot of teachers who can discern how difficult it is for students to be away from their parents.

When the teachers from the interview group were asked if they promote the emotional wellbeing of their students, all of the interviewees stated that they promote emotional wellbeing of learners by giving the chance to express themselves, by watching out for their ups and downs of students and helping those who need emotional support, by having empathy with the learners, by smiling and avoiding from face threatening acts amongst their peers, by giving them a positive energy with their appearance, by not getting angry with them when they make mistakes and by providing a relaxed learning atmosphere.

No significant difference has been found between pre test and post test conducted for the actual implementation of ethical code towards students by teachers of PSE for ethical code item 11 which is promoting social wellbeing of learners. From the qualitative data obtained from classroom observations it was observed that the participant teachers organise pair or group work activities to encourage the learners to communicate with each other in the target language. Although there is no specific teaching about the promotion of social wellbeing of the learners, all of the teachers contribute to social wellbeing of the learners by paying particular attention to getting the message conveyed to the students about the teaching of the target language by means of a method of question/ answer exchange. They are careful about being cheerful towards the students to invite them express themselves.

Social problems stated by the interviewees from the student interview group are inability to respect different political views, financial problems causing discrimination, inability to make friends due to living in a different city.

Twenty of the interviewees from the student interview group believe their teachers promote their social wellbeing in different ways. The teachers organize out of class and in class activities or projects to help students from different social backgrounds to come together, express themselves and socialize. They give advice to their students on the fact that there are people who come from different social or cultural backgrounds even inside the borders of our country. It is also stated by the interviewees that their teachers tell them to listen to different ideas and respect them although they don't agree with them. However, two of the students don't think their teachers say and or do anything to promote their social wellbeing.

The qualitative data gathered from teacher interviews, on the other hand, indicates that all of the interviewees promote social wellbeing of learners by socializing with students for them to socialize with each other and respecting their social identities, by integrating the socially or economically disadvantageous groups into classroom atmosphere, by teaching and modeling a positive social attitude that instills social responsibility into learners, by encouraging learners to do group work activities that can enable them to introduce their socially favorable traits, by encouraging learners to take up hobbies, cultural and sportive activities in order for them to socialize.

No significant difference has been found between pre test and post test conducted for the actual implementation of ethical code towards students by teachers of PSE for ethical code item 12 which is protecting the confidentiality of information about learners obtained in the course of professional service. The qualitative data which was obtained from classroom observations shows that throughout the four-time observations carried out for each of 9 classrooms, none of the teachers reveal any personal information about the students in the lessons. Nor do the teachers share personal information about their students obtained in the course of teaching service with someone else outside the classroom.

The qualitative data which has been obtained from student interviews endorses the results from classroom observations as all of the interviewees trust their teachers and are sure that their teachers protect the confidentiality of information obtained in the course of teaching profession. They believe that every student can share their personal information with their teachers as they have never witnessed their teachers sharing anything personal about their students.

All of the interviewees from the teacher interview group believe it is essential that they protect the confidentiality. They say students can share confidential information about themselves as long as they trust you. However, they also state that they would share the information about the students not with other students but with peer teachers or people in charge of administrating the school if sharing this information is for the benefit the students and if it does not give any kind of damage but makes a positive contribution to the students.

No significant difference has been found between pre test and post test conducted for the actual implementation of ethical code towards students by teachers of PSE for ethical code item 13 which is encouraging learners to think critically about significant social issues. It was observed in the classrooms that, as all of the teachers are mainly focused on teaching language and due to the possible effect of presence of an observer, almost none of them- accept for the teacher who was teaching those students of the department of political science- try to encourage learners to think critically about socially significant issues. Very few teachers ask students questions to encourage them think critically about the political events happening in our country for the time being. The teacher who was teaching those students of political

science asks them statistical questions to enable them talk about basic scientific data concerning political and issues about social structure of Turkey.

When the student interviews about encouraging students to think critically about significant social issues are analyzed it is noticed that while twelve students state that they didn't have the opportunity or that their teachers rarely encourage them to think critically about significant social issues, ten students believe that their teachers encourage them to think critically about significant social issues by telling them to express different ideas, to seek information about things, to travel and read a lot and not to accept everything as things are stated by some people.

From the qualitative data obtained from the teacher interviews we can conclude that all of the interviewees, except for one, say they encourage learners to think crucially about significant social events. Six of them think what they tell their learners about social issues might not be true, socially significant issues change from person to person, nothing about social issues should be accepted as they are stated, students should refer to other sources of information as they are the posterity of the country and there is no one truth about social issues, and that universities are the places for critical thinking because there is no other educational institution for the students to mentally develop themselves after universities. Two of the interviewees, who encourage learners to think critically about significant social issues, do so as one of them realizes that the social side is taken into consideration in the new language policies and the other asks students critical questions, gets them to do critical thinking activities as a result of his interest in critical thinking skills.

Conclusion

In this chapter, the data gathered from questionnaire, classroom observations, and teacher/student interviews has been analysed. Qualitative data gathered from classroom observations, teacher, and student interviews was manipulated to support quantitative data gathered from questionnaires administered both to the students and the teachers.

From the data analysis it has been found out that both teachers in PSE and the teachers in Department of ELT are highly aware of ethical code towards students. However, it has also

been found out that there are significant differences between the students and the teachers of department of ELT in the actual implementation of those ethical code by the teachers for ethical principles such as item 1 which is developing and maintaining professional relationships with learners based upon the best interest of those learners, item 3 which is dealing considerately and justly with each student, item 6 which is promoting equality of opportunity for all of students, item 7 which is teaching and modelling those positive values which are widely accepted in society and item 8 which is presenting facts without distortion, bias or personal prejudice.

Significant differences have also been found between the teachers and students of PSE about the application of those ethical principles such as item 2 which is about catering for varied learning needs of diverse learners, item 3 which is about dealing considerately and justly with each student, item 4 which is about seeking to resolve problems, including discipline, according to law and school policy. From the analysis of pre test and post test conducted for the actual implementation of ethical code towards students by teachers of PSE, significant differences have been found between the pre test and post test for item 2 which is about catering for varied learning needs of diverse learners, item 4 which is about seeking to resolve problems, including discipline, according to law and school policy.

In this chapter, the research design, the specific research questions, the setting of the study were described described. Then, the participants the instruments, procedure, data collection techniques as well as data analysis have been presented. In the next chapter findings and discussion will be presented.

CHAPTER IV

FINDINGS AND DISCUSSIONS

The major findings of the study will be presented in four aspects: the extent to what English teachers at Muğla Sıtkı Koçman University, Preparatory School of English (PSE) and department of ELT are aware of ethical code towards students, the extent to what English teachers at Muğla Sıtkı Koçman University, department of ELT apply ethical code towards students, the extent to what English teachers at Muğla Sıtkı Koçman University, PSE apply ethical code towards students, and significant differences in ethical code towards students between English teachers at Muğla Sıtkı Koçman University, PSE according to the pre test and the post test results.

English teachers' Awareness of Ethical Code towards Students at Muğla Sıtkı Koçman University PSE, Department of ELT and the Literature

According to the data analysis for ethical code towards students it can be inferred that both the English teachers of PSE and department of ELT are aware of all of the ethical code towards students. These ethical principles can listed as developing and maintaining professional relations with your students based upon their best interest, catering for the varied learning needs of diverse learners, dealing considerately and justly with each student, resolving problems, including discipline, according to law and school policy, establishing open, honest and respectful relationships with students, promoting equality of opportunity for all of the students, teaching and modeling those positive values which are widely accepted in society, presenting facts without distortion, bias or personal prejudice, promoting physical wellbeing of learners, promoting emotional wellbeing of learners, promoting social wellbeing of learners, protecting the confidentiality of information about learners obtained in the course of professional service and encouraging learners to think critically about significant social issues.

This finding is in harmony with the literature as, According to literature, teaching is a significant social service not only because it contributes to the growth of students (Higgins, 2003) but also because it serves the interests of society. Teaching does this service by making it possible for our students to become independent and responsible adults who can contribute to the well-being of society. Contribution to the well-being of society via education or teaching can be achieved by promoting the general progress and well-being of individual pupils and any class or group of pupils and by providing guidance and advice to pupils on educational and social matters as well as their further education and future careers (Thompson, 1997).

This defined characteristic of education or teaching profession is the responsibility for people's children. Taking his responsibility into consideration, it would not be wrong to claim that a moral aspect is assigned to teaching profession or education. The moral purpose of education is described by Fullan (1993) as making a difference, no matter what their backgrounds are, for the better in the lives of students and helping them become citizens who can live and work productively in society.

Teachers have a sustained influence on the actions, beliefs, aspirations and motivations of their students. Students are particularly vulnerable to their teachers' actions and motivations. Therefore, teachers should have special moral responsibility (Bull, 1993).

Due to this moral responsibility, there is an increasing demand on teachers to contribute to the intellectual and physical as well as moral and social development of children. The moral responsibility on the part of teachers is drawing their attention to the key role they play in creating quality in education. As of result of the key role teachers play in creating quality and the moral responsibility which is imposed on them by society, teachers should be known by parents and children as people who can be trusted (Sockett, 1990).

Children first develop the rudiments of skills like language fluency, maths, and reading literacy at home and then they are enriched and honed at school with additional training and practice. Moral literacy too is an ability that is acquired through parents, religious institutions and, Tuana (2007) believes that it best developed with careful instruction and practice at school. Education, in this respect, is regarded as something that reinforces and enhances the skills whose rudiments are begun at home. Students acquire the importance of personal virtues

such as honesty, respect and sensitivity to others in the course of interaction with others. What is more, scientific research shows that students are influenced by the teachers whose personal values they admire (Campbell, 2003). So it is hoped that home and community environments will support and augment the learning that is happening in the schools.

In that sense morality should be taught to students in schools by teachers. Morality is a cognitive structure that includes not only includes conscious judgment, decision-making but also behaviour about justice and injustice, right and wrong, good and bad (Oktay et al., 2010). Researchers claim that moral development should be taught at the personality shaping years of preschool in order to raise Individuals with a strong sense of morality because people with highly developed moral judgment can listen to and critically evaluate ideas other than their own, instead of blindly rejecting them; and they consequently delay, revise or change their own ideas (Oktay et al., 2010).

Considering the issue of moral development from a perspective of democracy, the researchers believe that raising individuals with a strong sense of moral development is a pre-requisite for the establishment of democratic citizenship in a society. So the researchers draw attention to the role and responsibility of teachers in establish a society whose individuals who can think rationally and critically, make free decisions, and take responsibility for their decisions and actions, too. Therefore, it is of utmost importance that teachers involved in morality education act as models for children by displaying ethical and moral behaviour Oktay et al., 2010).

Strike (1990) suggests that teachers can learn a good deal about the essential values pertaining to the practice of teaching indirectly through the curriculum and directly through a study of moral concepts that are highly important to the practice of teaching Strike (1990). In order to attain this goal, Strike believes, a curriculum for teacher education should encourage the development of more ethical teacher decision making. That is to say, teachers should learn to be reasonable in their decision making processes in compliance with moral concepts according to which conduct may be judged. They should be able to know, understand and apply them to causes in a plausible manner.

For that reason, teachers need to have an awareness of moral issues, a sense of right and wrong, good judgment, integrity, and courage. More concretely speaking, he or she must empathize with students and colleagues; try to be fair, careful, trustworthy, responsible, honest

and courageous and appreciate the importance of such virtues because students learn lessons about morality through their experiences with teachers.

Teachers must take responsibility for meeting the needs of children and young people, establish positive relationship with every child and be attentive to the learner as an individual. Successful relationships with children are based on being warm and affectionate, setting clear limits, being quick to recognize pupils' needs, accepting their failures, being predictable and consistent, respecting the individual and recognizing a child's good qualities (Thompson, 1997).

The Application of Ethical Code towards Students by English teachers at Muğla Sıtkı Koçman University, Department of ELT and Preparatory School of English (PSE)

it has also been found out from the data analysis that there are significant differences between the students and the teachers of department of ELT in the actual implementation of ethical code by the teachers for ethical principles such as item 1 which is developing and maintaining professional relationships with learners based upon the best interest of those learners, item 3 which is dealing considerately and justly with each student, item 6 which is promoting equality of opportunity for all of students, item 7 which is teaching and modelling those positive values which are widely accepted in society and item 8 which is presenting facts without distortion, bias or personal prejudice. The data analysis has also shown that there are significant differences between the students and the teachers of PSE in the actual implementation of ethical code by the teachers for ethical principles such as item 2 which is catering for the varied learning needs of diverse learners, item 3 which is dealing considerately and justly with each learner and item 4 which is seeking to resolve problems, including discipline, according to law and school policy.

For developing and maintaining professional relationships with learners based upon the best interest of those learners, dealing considerately and justly with each student, promoting equality of opportunity for all of students, catering varied learning needs of learners, teaching and modelling those positive values which are widely accepted in society the literature

suggests that the ethical principles teachers underpin during their interactions with students provide the basis of their moral responsibilities.

For that reason, teachers who are of their moral responsibilities have an awareness of moral issues, a sense of right and wrong, good judgment, integrity, and courage. More concretely speaking, they must empathize with students and colleagues; try to be fair, careful, trustworthy, responsible, honest and courageous and appreciate the importance of such virtues because students learn lessons about morality through their experiences with teachers. So it is not a big claim to say that the moral impact of what students see and hear around on them is significant.

Moral or ethical principles of a teacher which influence the classroom and school context can be exemplified out of his conduct or beliefs. More precisely speaking, an ethical teacher should be tolerant to students, act in a reasonable manner, be willing to explain things to students, be free from prejudice and should be sensitivity to the needs of the students (Starratt, 1994).

The ethical teacher should start moral classroom with respect for children, their interests, feelings, values and ideas. This respect can be expressed in teacher's interaction with children, classroom organization as well as classroom activities (DeVries and Zan 1994). Respect, on the part of a teacher, can be manifested by avoiding negative actions or unprofessional behavior such as being late, gossiping about students and being careless with students. Starting from kindergarten to senior classes, one might argue that it is ethically inappropriate to embarrass or humiliate individual students for the purpose of ridicule. Rather than that, the respectful teacher should manifest his respect to students by being engaged in one-to- one conversations with them for the purpose of protecting their privacy rather than publicly embarrassing or humiliating students.

Related to the above mentioned ethically acceptable conducts of an ethical teacher, the virtue of acting in a reasonable manner comes to our minds. A teacher who is able to act in a reasonable manner in all cases is an autonomous person. The ethic of autonomy is an intuition of knowing what is right or wrong in a given situation (Starratt, 1994). Rather than acting the way others tell them or out of fear of the people in authority, an autonomous teacher acts in accordance with his own personal choices of what is right or wrong. Because an autonomous

teacher makes informed decisions of his own free will, he is ready to take responsibility for those decisions. The ethic of autonomy plays a key issue in improving ethical school culture in circumstances where the traditions of a collective school do not serve the needs of the school. In such circumstances walking in different direction from the crowd i.e. being autonomous, can help one break free from standardized and routine habits of thinking of the collective soul and create new ways of thinking and acting for the benefit of the school community.

Of all the moral qualities a teacher might possess, a habit of being fair is surely one of the most highly praised one by students. Fairness calls for treating all students equally (Campbell, 2003). If a teacher wants to be fair to students, what students expect their teachers to be, he or she should be someone to trust. Trust, on the other hand, can be built by being honest. Indeed, students are so intuitive that they can understand whether a teacher is telling lies or not. Students learn lessons about morality during their interaction and experience with their teachers and they can sense the genuine care of the teacher about them or teacher's hypocrisy. For that reason, the ethical teacher feels the moral need to be honest and avoid any form of deception not only in the area of relations but also in student evaluation and the accurate representation of subject matter (Campbell, 2003). The virtue of honesty, in this regard, is being sincere about what one says and does as well as a mark of respect for the student to respect the integrity of the content.

It is widely accepted by teachers that the best way to achieve fairness is being equally attentive to each student's capacity and needs. As the needs and capacities of students differ, the level of attention to their needs and capacities will quite naturally differ. However, no matter what the good intention and motive might be, widely differing treatment to some students may be unfair in the eyes of the other students. In that case, the ethical teacher should make endeavors to balance the need to be fair to certain students and the need to be fair to the others because the ethical teacher consciously and continually weighs, and balances, between the specific needs of individual students and the general common good of the whole class. The intent of the ethical teacher in applying the lenses of equality, impartiality is being fair-minded and just in one's actions.

Another principle of the ethical teacher is the ethic of justice which date back to Aristotle, Rousseau, Hegel, Marx and Dewey who viewed society as a place where individuality develops. In their point of view, one learns the lessons of morality through experience and through living in society. Because individuals participate in the life of community, they learn to adjust their behavior to the common good of the community. Morality, in that sense, is grounded in practice within society because the ability to form a responsible selfhood in order to cooperate within the society develops through living in a society (Starratt, 1994). Hence, the individual develops the moral quality of establishing good relationships to protect human dignity.

In order to apply the ethic of justice to the school setting, one can say that, as teachers participate in living in school community, they are expected to apply moral reasoning of being just to students for the common good of school. Justice, in this respect, should be understood in two perspectives: the individual teacher should be just to students as a result of communal requirements and the teacher should also be just because the school community decides to direct the actions of the teacher justly. So, in practice teachers are obliged to make individual choices of justice with an awareness of the community's choices i.e. school policies in our case. In order to promote a just social order in the school, school communities must re evaluate, with a critical lens, those structural features of the school that work against students and must make amendments (Starratt, 1994). By way of example, issues of testing should be examined from the perspective of justice in order to develop alternatives that will serve the benefit of the disadvantaged students. Teachers should treat students equally during classroom routines such as treatment to late comers, proportion of students' participation in in-class activities, error correction and prompt return of assignments. An ethical teacher who takes the ethic of justice as his motto in daily teaching practice, is tolerant to all of his students, is consistent in acting in a reasonable manner to all students. It is also the moral responsibility of a just teacher to be willing all the time to explain things to all of his students and to be free from prejudice regardless of students' racial, political and ethnical origin as well as gender

The ethical teacher is a kind and caring person, as well. This can be achieved by anticipating sensitive situations and avoiding emotional harm to students and by smiling at students as

fellow human beings for their mistakes. Reliability in temperament and attentiveness to students' anxieties on the part of the teacher are some other ways of being a king and caring person.

Teachers are aware of what do while they teach. In order to do this, apart from having the knowledge of what is right and wrong, they should also have the ability to reason and think critically (Boss, 1998). Knowledge of what is right and what is wrong, reasoning and critical thinking are components which make up conscience. The well-developed conscience of the ethical teacher should apply his ethical knowledge to the professional context of teaching practice.

If teachers are aware of the fact that they will influence their students in living as persons who act out of autonomy, justice and care for others in their personal and social relations, they will have to act, during their interaction with students, as people who strive to live this way. Teachers' moral responsibility will also require them to take the ethical challenges much more seriously than they do at present. Apart from form treating students with respect and fairly, teaching requires that teachers comprehend the complexity of ethical landscape (Strike and Ternasky 1993).

In the field of philosophy Immanuel Kant argued (Noddings, 1993) that human beings base their ethical actions on reason. Being ethical, according to Kantian approach of morality, is having principles and justifying action in the light of those principles. In this philosophy, morality is completely defined by reasoning in which people judge their behavior against a list of values. In that sense, Kantian philosophy of ethics was lacking in the affective nature of moral life. For that reason, Kantian ethics was criticized by Noddings (1993) simply because of devaluing emotions and putting emphasis on human rationality. Theorized by Gilligan (1982), ethic of was more fully articulated by Noddings (1984).

According the ethic of care there is a reciprocal relationship between the 'one caring' and the 'cared for' in which the teacher has the role of the one caring while the students are those who the teacher cares for. In this relationship Owens and Ennis (2005) suggests that teachers should approach student needs from the perspective of 'I must do something' rather than 'something must be done'. This approach makes it the responsibility of the teacher to empower their students. According to the philosophy of ethic of care teachers are motivated

to be with students and do for them for the sake of them. The student in the role the one cared, on the other hand, shares the responsibility to establish caring relations by means of being both receptive and responsive to the efforts of the one caring (Owens and Ennis, 2005). The question that comes to one's mind, after the definition of the ethic of care, is the difference between the Humanistic Psychology and the ethic of care.

The ethic of care is demonstrated by relationships with the pupil. It requires fidelity to persons, a willingness to acknowledge their right to be who they are, openness to encounter them in their authentic individuality, a loyalty to the relationship (Strarratt, 1994). It demands a caring relationship that honors the dignity of students. Contrary to the image of the teacher as a severe authoritarian, suspicious and disdainful of students, teachers can establish this kind of relationship by projecting an image of a king and caring person.

According to the principle of the ethic of care, it is the responsibility of teachers to treat students as people of equal worth and to make sure that the students are enjoying a fulfilling life in the classroom. This responsibility can be fulfilled through an authentic relationship between teacher and students with a safe classroom atmosphere in which pupils can expect acceptance, respect and even warmth from their teachers (Thompson, 1997).

Teachers take responsibility for meeting the needs of children and young people, establish positive relationship with every child and are attentive to the learner as an individual. Successful relationships with children are based on being warm and affectionate, setting clear limits, being quick to recognize pupils' needs, accepting their failures, being predictable and consistent, respecting the individual and recognizing a child's good qualities (Thompson, 1997). Inconsistent care, being cold, hostile and unresponsive, rejecting, unpredictability or lack of respect and emphasizing a child's bad qualities affect relationships adversely.

Apart from being a caring person, an ethical teacher needs to have knowledge of teaching competence. Teaching competence requires an understanding of children and young people, of human development, of motivation and learning and the factors that influence learning including social environment and developing values in children.

The success of professional practice is dependent on competence in the application of pedagogical knowledge, competence to maintain intellectual accountability as well as

competence to establish learning relationships. Therefore, the capacity to form relationships with children will motivate them to respond, think and learn. Another factor determining the success of professional practice is competence in continuing one's professional development to enhance the quality of one's practice.

Knowledge of pedagogy should be viewed as the moral imperative of the profession since it is the duty of schools and teachers to demonstrate that learning takes place due to their expertise (Thompson, 1997). Pedagogy requires an understanding of children, of human motivation, development and learning, of factors influencing learning, of the dynamics of human interaction as well as an understanding of the principles governing the efficient planning, implementation and evaluation of learning experiences (Eraut, 1993). Throughout the history of pedagogy numerous pieces of research concerning how well pupils make progress have been carried out. Based on the evidence gathered from these pieces of research, teachers must review their teaching techniques and evaluate their use of different strategies in teaching practice in order to make informed choices on which methods or approaches can be adopted during their teaching processes. The ultimate purpose of teachers' pedagogical knowledge is to pave the way for self-confident and self- regulating learners who can day by day take responsibility for their own learning (Thompson, 1997).

Not only should teachers be furnished with a good command of pedagogical knowledge and apply it to their teaching practices, they should also be able to continue this competence in their subjects and disciplines. In a community of adult learners it is another responsibility to engage oneself actively in one's own learning and enjoy this active engagement in learning. Therefore, teachers should value the tradition of human learning and should be accustomed to reflection and speculation that is specified in the curriculum they teach. Regardless of unfavorable their teaching experience, they should be active learners who continuously seek, assess, apply and communicate fresh knowledge about the subject they teach to those they teach. As stated by Thompson (1997), in order to improve the quality of one's management, pedagogy and decision- making, teachers are obliged to review the nature and effectiveness of their practices periodically.

Professionalism in that sense means continuous development in one's practical knowledge not only by personal reflection but also through interaction with others because self – evaluation

alone cannot be sufficient to maintain professional competence. Teachers need to seek and use good quality feedback from others even when such a feedback is adverse or distressing because such a commitment produces a stronger version of reflective practice (Fullan and Hargreaves 1993). The power of professional collaboration is that it introduces others' perspectives to each individual's teaching and thus, becomes a pre-requisite to the enhancement of the competence of the profession. The contribution of professional collaboration can be accomplished through team teaching, appraisal and mentoring as well as through joint collaborative inquiry outside the classroom in the form of collaborative planning and support groups.

As long as teachers are competent in their domain of expertise and they continue to develop their practical knowledge, they will become self-confident in their daily practice. This sense of self-efficacy acquired through continuous development and competence will bring a sense of personal security since teaching is fundamentally a moral activity, this moral responsibility requires that teachers have the expertise to engage thoughtfully in decisions which affect their professional activity and that they participate in decision-making processes of their profession.

However, the lack of professional development and a feeling of being incompetent will cause teachers to have a preoccupation of quilt resulting from inability to do something that is expected from them for their children (Hargreaves, 1994) because professionalism requires conscience and conscientiousness. Lack of professionalism in teachers will cause teachers to have a sense of inadequacy, insecurity and even worthlessness. For that reason, in the pursuit of developing general competence in their profession, teachers are obliged to practice ways of sustaining their own morale, emotional and physical well-being as well as a sense of self worth in order to enhance their sense of self-efficacy (Thompson, 1997).

For resolving problems, including discipline, according to law and school policy literature suggests that in a well-controlled school in which teachers can teach and students can learn, one of the necessary things are school rules as a good set of school rules or regulations which provide good expectations (Rosen, 1992). According to research, school rules have certain benefits: they let students understand what is expected of them and makes it possible for students to understand the learning task better (paraelink), teaching process in the classroom

continues smoothly with less confusion (paraelink) and students understand clearly what they should do to perform something (paraelink).

If the expectations in a learning atmosphere are clear and shared, the relationship between the cause and the consequence will be fostered. If there is no clarity and shared understanding between teachers and students about what is expected of students, there will be less benefit and more punishment for students and this will result in less change in behavior and resentment on the part of students. The absence of expectations will cause practical problems and when the expectations of teachers are not met by students, there will be an atmosphere in which students in the classroom are confused and uneasy due to the frustration and hostility experienced by teachers as a result of expectations that are not fulfilled. When expectations are intentionally promoted by teachers via classroom rules, students will be able to interpret events and actions, which will result in learning.

There are some criteria for good school rules. Literature suggests that good school rulers are clear and specific, are easily understood and appropriate for the age group they are intended to, the process for people who break them are clearly described, they are well designed to achieve the intended purpose, they shouldn't be discriminatory, they should be possible to apply and fair to all concerned (Rosen, 1992). Teaching students self- discipline, teaching students the standards, compatibility of the standards to occasions and environment are certain recommendations to be followed to prevent problems from happening are determined in literature (Logan, 2003).

First, teachers should teach students self- discipline. If we don't teach our students how to learn self discipline, we cannot correct any inappropriate behavior and the inappropriate behavior will be happening again and again. While doing this, one think that we need to keep in our minds is that criticizing or punishing students will not make them change the inappropriate behavior for the better. In that sense, our definition discipline must also include efforts to teach students appropriate behavior that will help them learn to be self- disciplined.

Secondly, the standards we have in classroom should be taught to our students since they can't learn those standards we hold in the classroom be transference or by trial and error experience. As we have different teachers in our schools, our standards may be so different that they may change from teacher to teacher, from class to class and from year to year. Therefore, in our

definition of discipline efforts should also be made to teach our students the standards which are held in our classrooms.

Thirdly, our standards must be compatible with the occasion and the environment. To put it in a different way, we can never expect our students to behave the same way in the classroom as they do in the gymnasium. Certain type a behavior that is appropriate in one place or on one occasion mightn't be that appropriate in another place or on another occasion. For that reason, we must get together to decide about expectations from our students about appropriate behavior and teach our students these difference about appropriate behavior in different places.

More practical steps for teachers who are having problems with their classes are also recommended in literature by Logan (2003). One of those steps is about the teacher. The teacher should fully understand what he or she is teaching and should anticipate beforehand the problems students may have. Those problems might be about the difficulty of the presented material, about how much the presented material is related to the students and how much the material is presented in a caring manner by the teacher. Teachers should also be careful about the impression they give while they present the material. If the teacher presents the material in an insecure way, students can really sense this state of insecurity and this might cause problems.

Teachers should go over homework only after allowing time to explain the new material. If very little time is spent to present the new material and the new homework is assigned at the last minute, students will be truly frustrated. In that sense, teachers should spend enough time to clearly present a lesson, they should give students time to practice in class and they should walk around the classroom to see how much students can do and if any need help.

Logan (2003) suggests that rather than complaining about how horrible some students are, teachers should invite someone they trust to their classroom. Having someone visit our classroom to give ideas about the lesson structure, our presentation and sitting arrangements in our classroom will provide the help and support we need to solve problems in the classroom. If students find out that their teachers complain about them, things will get worse. While getting help from someone we trust, however, we should pay particular attention to be

ourselves rather than the teacher next door as the type of discipline approach we use should make us feel comfortable.

When solving discipline problems in which only one or two students are involved, it is best to find out as much as possible about each student. As some students might act appropriately by being talked to outside the classroom, they should be talked to after the class is over without letting other students from the same class notice. Some students become more receptive when they know other students are not watching or listening to the interaction between them and the teachers. It is important to show care to students by learning their names quickly with the correct pronunciation, taking an interest in their hobbies and by taking interest in students when they are absent.

Given the afore mentioned practical steps to solve classroom problems, one think we need to remember the fact that there might be some behaviors that can never be tolerated and need immediate intervention. Immediate action must be taken if the teacher or any of the students are threatened. In cases where the teacher cannot handle the situation on her own, she should immediately seek help. Teachers should be knowledgeable about discipline procedure and should never allow any student give harm to others.

The concluding remarks about disciple problems would be reminding the fact that even after years of many years of teaching, there will be good days and bad days. Although teaching is very challenging, it can get better. We need to remember that a clear lesson structure presented fairly and in a caring non- threatening atmosphere with clear expectations can make a good teaching.

For presenting facts without distortion, bias or personal prejudice lliterature suggests that teachers lecture an individualized view of democracy and that they think their role is to inform students (Mcavoy & Hess, 2013). Polarization which is going to the extremes in ideology causes crowded voices in the middle and leaves no room for political compromise. It also endangers the likelihood of peoples' having a high-quality political discussion (Mcavoy & Hess, 2013). Polarization is troublesome because it reduces trust between citizens. Distrust, on the other hand, paralyzes democracy as citizens no longer think sensibly or feel secure enough (Allen, 2004).

Instead of giving an individualized view of democracy and informing students, lecturers should bring politics into classroom to create an engaging experience for students (Mcavoy & Hess, 2013). They should attune their political discussions to the changing political climate because the political discussion inside the classroom is influenced by the political discussions taking place outside the classroom. When teachers bring controversial current political discussions into classroom, they should be careful about not indoctrinating political views which give damage to democracy.

When respectful political discussions are brought to classroom by lecturers, students can interact with others who have different political views. Respectful political discussions make it possible for students to become politically tolerant, to be informed of facts happening around us and to take more interest in politics. Engaging students in political discussions can additionally provide an opportunity for students to attain democratic characteristics that will help them value other points of view and see others as political equals who try to be informed about political issues that they will face in the future (Mcavoy & Hess 2013). Addressing public controversial issues is educative for students as it will introduce them to a number of different views they will encounter as they grow into adulthood. Introduction of controversial political issues is also educative in the sense that students will be more likely to enhance decision making skills because they hear a variety of competing views about controversial issues.

For that reason, teachers should teach about issues which are authentic and representations of conflicting basic values. Some students might have some ideological diversity in classrooms and the teachers should benefit from this diversity of views of young people by means of engaging students in the best practices of political discussions. Although there might be times that it might be appropriate for teachers to share their views, teachers should carefully monitor their behavior about controversial political issues lest they interfere with the political potential in the classroom and introduce divisive and polarized political views.

Significant Differences in Ethical Code towards Students between English Teachers at Muğla Sıtkı Koçman University, Preparatory School of English (PSE) according to the Pre Test and the Post Test Results.

The questionnaire was used twice for teachers at PSE. It was first administered to those teachers before they were given a treatment about ethical code to students and then after the treatment to see if there are any significant differences amongst teachers at PSE in their application of ethical code towards students. Cronbah's Alpha for the pre test was r = 0, 87 and r = 0, 80 for the post test.

According to data analysis collected from pre test and post test results there are significant differences between English teachers at PSE in their application of ethical code item 2 which is catering for the varied learning needs of diverse learners and item 4 which is seeking to resolve problems, including discipline, according to law and school policy.

For catering for learner needs research carried out about the effectiveness of teacher literature shows that positive and productive interactions between teachers and students are an important element of effective learning (Thomson, 1997). In that sense, there is a correlation between the quality of learning and the quality of instruction. Research suggests that organization and sequencing of instruction, orientation of the classroom towards cohesive and cooperative goals, using a variety of instructional activities and approaches and effective classroom management with a classroom climate oriented towards learning results in learning (Thompson, 1997). Factors that affect the school effectiveness are emphasis of high academic expectations, monitoring students' progress, promotion of collaboration between teachers as well as professional development.

Emphasis on teachers' professional development implies teachers' knowledge of pedagogy. Teaching competence requires an understanding of children and young people, of human development, of motivation and learning and the factors that influence learning including social environment and developing values in children. According to the ethic of care, there is a reciprocal relationship between the 'one caring' and the 'cared for' in which the teacher has the role of the one caring while the students are those who the teacher cares for. In this relationship Owens and Ennis (2005) suggest that teachers should approach student needs from the perspective of 'I must do something' rather than 'something must be done'. This

approach makes it the responsibility of the teacher to empower their students. According to the philosophy of ethic of care teachers are motivated to be with students and do for them for the sake of them. The student in the role the one cared, on the other hand, shares the responsibility to establish caring relations by means of being both receptive and responsive to the efforts of the one caring (Owens and Ennis 2005).

The success of professional practice is dependent on competence in the application of pedagogical knowledge, competence to maintain intellectual accountability as well as competence to establish learning relationships. Therefore, the capacity to form relationships with children will motivate them to respond, think and learn. Another factor determining the success of professional practice is competence in continuing one's professional development to enhance the quality of one's practice.

Knowledge of pedagogy should be viewed as the moral imperative of the profession since it is the duty of schools and teachers to demonstrate that learning takes place due to their expertise (Thompson, 1997). Pedagogy requires an understanding of children, of human motivation, development and learning, of factors influencing learning, of the dynamics of human interaction as well as an understanding of the principles governing the efficient planning, implementation and evaluation of learning experiences (Eraut, 1993). Throughout the history of pedagogy numerous pieces of research concerning how well pupils make progress have been carried out. Based on the evidence gathered from these pieces of research, teachers must review their teaching techniques and evaluate their use of different strategies in teaching practice in order to make informed choices on which methods or approaches can be adopted during their teaching processes. The ultimate purpose of teachers' pedagogical knowledge is to pave the way for self-confident and self- regulating learners who can day by day take responsibility for their own learning (Thompson, 1997).

Not only should teachers be furnished with a good command of pedagogical knowledge and apply it to their teaching practices, they should also be able to continue this competence in their subjects and disciplines. In a community of adult learners it is another responsibility to engage oneself actively in one's own learning and enjoy this active engagement in learning. Therefore, teachers should value the tradition of human learning and should be accustomed to reflection and speculation that is specified in the curriculum they teach. Regardless of

unfavorable their teaching experience, they should be active learners who continuously seek, assess, apply and communicate fresh knowledge about the subject they teach to those they teach. As stated by Thompson (1997), in order to improve the quality of one's management, pedagogy and decision- making, teachers are obliged to review the nature and effectiveness of their practices periodically.

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correct pronunciation, taking an interest in their hobbies and by taking interest in students when they are absent.

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 In this chapter findings and discussion of the study have been presented. To conclude the last chapter, a summary of the study will be followed pedagogical implications, limititations of the study and a few concluding remarks.

CHAPTER V:

CONCLUSION

In this chapter, a summary of the study will follow pedagogical implications, limititations of the study and the last chapters will be concluded.

Summary

In this thesis, basic terms about ethics in teaching such as value, virtue, ethical knowledge, ethical code towards students and conceptualization of en ethical teachers, were first introduced in thie literature review chapter. Then, the components of methodology of the study such as research questions, setting, participants, instruments, data collection techniguewere explained and the data were presented and analyzed both qualitatively and quantitatively.

As it is the aims of the study to investigate the extent to which English teachers at Muğla Sıtkı Koçman University are aware of ethical code towards students and determine how often those teachers apply ethical code towards students during their teaching process, the study was conducted with 215 students, 20 teachers. In collecting and processing the data, three aspects were emphasized: if teachers of Preparatory School of English (PSE) and ELT Department at Muğla Sıtkı Koçman University are aware of ethical code towards students, how ethical code towards students are implemented at Muğla Sıtkı Koçman University PSE and ELT Department, and the views of the teachers and the students at Muğla Sıtkı Koçman University PSE and ELT Department about the actual implementation of ethical code towards students.

The assessment of the awareness of the teachers was made by the questionnaire. The assessment of the actual implementation was made by classroom observations through the use of the questionnaire. The assessment of data concerning the views of the teachers and the students about the actual implementation of ethical code towards students was made by means of questionnaires and interviews. The questionnaires were analyzed quantitatively via frequency, percentage, mean, standard deviation, independent samples t-test, and paired-

samples t-the questionnaire results. This chapter will summarize the findings related to the research questions. The pedagogical implications, limitations of the study and suggestions for further research will be presented.

Pedagogical Implications

The result of data analysis collected statistically about English teachers' awareness of ethical code towards students at Muğla Sıtkı Koçman University, Preparatory School of English (PSE) and department of ELT has shown that there is no difference between those the teachers' awareness of ethical code towards students and the relevant literature. To put it another way, the teachers aware of developing and maintaining professional relations with your students based upon their best interest, catering for the varied learning needs of diverse learners, dealing considerately and justly with each student, resolving problems, including discipline, according to law and school policy, establishing open, honest and respectful relationships with students, promoting equality of opportunity for all of the students, teaching and modeling those positive values which are widely accepted in society, presenting facts without distortion, bias or personal prejudice, promoting physical wellbeing of learners, promoting emotional wellbeing of learners, promoting social wellbeing of learners, protecting the confidentiality of information about learners obtained in the course of professional service and encouraging learners to think critically about significant social issues. In that sense, as stated in the literature, the teachers aware of moral responsibility imposed on them by the society in their teaching profession.

However, the result of data analysis about the application of ethical code towards students has shown there are mismatches between the applications of ethical code towards students by teachers at Department of ELT and the relevant literature. According to the result of statistical data collected from the differences between the views of the students and the teachers at Muğla Sıtkı Koçman University, Department of ELT about those teachers' application of ethical code towards the students, there are mismatches between the relevant literature and the application of ethical code item 1, item 3, item 6, item 7, and item 8. Statistically speaking, significant differences have been observed between the teachers and the students for etical principles such as developing and maintaining professional relationships with learners based

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upon the best interest of those learners, dealing considerately and justly with each student, promoting equality of opportunity for all of students, teaching and modelling those positive values which are widely accepted in society and presenting facts without distortion, bias or personal prejudice. These differences show that the English teachers at Department of ELT think they develop and maintain professional relations with learners, deal considerately and justly with each learner, promote equality of opportunity for all of the learners, teach and model positive values which are widely accepted in society, present facts without bias but the students disagree with their teachers about their application of ethical code.

The analysis of qualitative data gathered from interviews with the English teachers at Mu, Department of ELT for developing and maintaining professional relationships with learners based upon the best interest of those learners, dealing considerately and justly with each student, promoting equality of opportunity for all of students, teaching and modelling those positive values which are widely accepted in society and presenting facts without distortion, bias or personal prejudice are not contradictory to the result of quantitative data. According to the analysis of the interviews, most of the interviewed teachers believe they develop and maintain professional relationships with students, deal considerately and justly with each student promote equality, teach and model positive values; and present facts without distortion or personal prejudice.

The result of statistical data about the application of ethical code towards students by English teachers of Muğla Sıtkı Koçman University, PSE also shows that there are mismatches between application of ethical code towards students and the relevant literature for ethical code item 2 which is catering for the varied learning needs of diverse learners, item 3 which is dealing considerately and justly with each learner and item 4 which is seeking to resolve problems, including discipline, according to law and school policy. The significant differences between the teachers and students of PSE about the teachers application ethical principles catering for the varied learning needs of diverse learners, dealing considerately and justly with each learner; and seeking to resolve problems, including discipline, according to law and school policy show that although the teachers believe they apply those ethical principles, the students disagree with their teachers.

The analysis of qualitative data from classroom observations for catering the varied learning needs of diverse learners shows that all of the teachers at PSE are careful about answering different questions that are asked by different students when they don't understand the presentations. They try to walk around in the classroom to monitor student progress while the students practise the language presented. There are activities in the curriculum done by the teachers to practise four skills. However, not all of the teachers manipulate extra video materials or interesting extra materials like games or songs to make learning more enjoyable. It is understood from this analysis that there should be more fun in the teaching process taking place at PSE through the use of more interesting activities because organization and sequencing of instruction, orientation of the classroom towards cohesive and cooperative goals, using a variety of instructional activities and approaches and effective classroom management with a classroom climate oriented towards learning results in learning.

The analysis of qualitative data gathered from teacher and student interviews shows that the majority of the students think their teachers cater for varied learning needs of diverse learners while half of the teachers don't think they can cater for varied learning needs of diverse learners due to time constraint and crowded classes. It is understood from this analysis that necessary changes should be made in the curriculum to take different learning needs of diverse learners and that the classes shouldn't be too crowed for teachers to cater for different learning needs of different learners.

The analysis of data from classroom observations for dealing considerately and justly with each learner shows that although most of the teachers put in extra effort to involve all of the students into the process by addressing all of the students, asking questions to different individual students, allotting more time for slow learners; there are exceptional situations where teachers can't push reluctant students as they are concerned with following the curriculum. This is related to the ethic of care which suggests teachers are motivated to be with students and do for them for the sake of them. The student in the role the one cared, on the other hand, shares the responsibility to establish caring relations by means of being both receptive and responsive to the efforts of the one caring.

The analysis of qualitative data from teacher and student interviews shows that majority of the interviewed students report that their teachers deal considerately and justly with

each student while some teachers don't think they can deal considerately and justly with each student due to the fact that they feel they have to pay more attention to linguistically disadvantageous or slow learners. This is related to the fact that, no matter what the good intention and motive might be, widely differing treatment to some students may be unfair in the eyes of the other students. In that case, the ethical teacher should make endeavors to balance the need to be fair to certain students and the need to be fair to the others because the ethical teacher consciously and continually weighs, and balances, between the specific needs of individual students and the general common good of the whole class.

For seeking to resolve problems, including disciple according to law and school policy the analysis of qualitative data from classroom observations show that there seemed to be no problems to be resolved by the teachers although there were infrequent times when teachers had to warn students about the noise very few of those uninterested students were rarely making. The teachers were tolerant to very few of those late comers, almost all of the learners showed interest in the classes and there were not many students who didn't bring the language materials such as main course, grammar books, or extra hand outs that had been delivered for assignment.

According to the results of qualitative data from teacher and student interviews, the students report that the teachers are divided into two about resolving problems, including disciple, according to law and school policy. They report that while almost half of the teachers are strict about resolving those problems according to law and school policy, the other half of them try to resolve the problems on their own. However, all of the interviewed teachers are against resolving problems including disciple according to low and school policy. In a well-controlled school in which teachers can teach and students can learn, one of the necessary things are school rules as a good set of school rules or regulations which provide good expectations. The absence of expectations will cause practical problems and when the expectations of teachers are not met by students, there will be an atmosphere in which students in the classroom are confused and uneasy due to the frustration and hostility experienced by teachers as a result of expectations that are not fulfilled.

The result of statistical data obtained from the pre test and the post test about the implementation of ethical code towards students by the English teachers at MU, PSE show

that there are mismatches between the implementation ethical code and the relevant literature. According to the data, there are significant differences between the pre test and post test for ethical principles catering for the varied learning needs of diverse learners and seeking to resolve problems, including discipline, according to laws and school policy. This result shows that the English teachers at Muğla Sıtkı Koçman University, PSE need more training about the importance of catering for the varied learning needs of diverse learners and seeking to resolve problems, including discipline, according to law and school policy.

Suggestions for Further Studies

This study can be replicated with a larger number of participants in other contexts across the whole country or regions. In addition, the training that was given to the participant teachers would also be given to the participant students to collect more data about the implementation of ethical values towards students. Another suggestion would be evaluating the effectiveness of ethical code towards students by designing another experimental study. The results of the control group and the experiment group would be compared to see how effective ethical code towards students is in teaching language.

It has been found in the study that there are significant differences between the teachers in their application of ethical principles catering for varied learning needs of diverse learners and seeking to resolve problems, including discipline, according to law and school policy. Further studies could also be conducted to evaluate how these two ethical code towards students is implemented by teachers in different contexts.

Conclusion

The findings of the study reveal that both the teachers of MU, Department of ETL and PSE are aware of ethical code towards students. However, it has been found out that there are mismatches between the applications of ethical code towards students by teachers at MU, Department of ELT and the relevant literature for developing and maintaining professional relationships with learners based upon the best interest of those learners, dealing considerately and justly with each student, promoting equality of opportunity for all of students, teaching

and modelling those positive values which are widely accepted in society and presenting facts without distortion, bias or personal prejudice.

The findings of the study also reveal that there are significant differences between the students and the teachers of PSE in the actual implementation of the ethical code by the teachers for catering for the varied learning needs of diverse learners, dealing considerately and justly with each learner and seeking to resolve problems, including discipline, according to law and school policy. The pre test and post test results of the study, on the other hand, show that there are significant differences between English teachers at SYDYO in catering for the varied learning needs of diverse learners and seeking to resolve problems, including discipline, according to law and school policy.

The research was has been described in this thesis aims to find out the extent to which English teachers are aware of ethical code towards students and the extent to which English teachers implement the ethical code. In doing so, some recommendations have been made to solve problems related to the implementation of ethical code towards students. The results of this study will be used to improve the implementation of ethical code towards students by English teachers of MU, Department of ELT and PSE.

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APPENDICES

Appendix A: Questionnaire for ELT Teachers

Think about your teaching while reading the statements below. Respond by indicating (**with an X**) Please mark **only one** (**X**) for each item.

Never: 1   Rarely: 2   Sometimes: 3   Often: 4   Always: 5

no	AS A teacher I try to:	1	2	3	4	5
1	develop and maintain professional relationships with learners based upon the best interests of those learners,					
2	cater for the varied learning needs of diverse learners					
3	deal considerately and justly with each student					
4	seek to resolve problems, including discipline, according to law and school policy					
5	establish open, honest and respectful relationships with students					
6	promote equality of opportunity for all of the students					
7	teach and model those positive values which are widely accepted in society					
8	present facts without distortion, bias or personal prejudice					
9	promote physical wellbeing of learners					

no		1	2	3	4	5
10	promote emotional wellbeing learners					
11	promote social wellbeing of students,					
12	protect the confidentiality of information about learners obtained in the course of professional service					
13	encourage learners to think critically about significant social Issues					

Appendix B: Questionnaire for ELT Students

Think about how your teachers teach English while reading the statements below. Respond by indicating (**with an X**) Please mark **only one** (**X**) for each item.

Never: 1   Rarely: 2   Sometimes: 3   Often: 4   Always: 5

no	My teachers try to:	1	2	3	4	5
1	develop and maintain professional relationships with learners based upon the best interests of those learners,					
2	cater for the varied learning needs of diverse learners					
3	deal considerately and justly with each student					
4	seek to resolve problems, including discipline, according to law and school policy					

5	establish open, honest and respectful relationships with students					
6	promote equality of opportunity for all of the students					
7	teach and model those positive values which are widely accepted in society					
8	present facts without distortion, bias or personal prejudice					
9	promote physical wellbeing of learners					
10	promote emotional wellbeing learners					
11	promote social wellbeing of students,					
12	protect the confidentiality of information about learners obtained in the course of professional service					
13	encourage learners to think critically about significant social Issues					

Appendix C: Pre test / Post test for Teachers of Preparatory School of English (PSE) and the Treatment program

Think about your teaching while reading the statements below. Respond by indicating (**with an X**) Please mark **only one** (**X**) for each item.

Never: 1   Rarely: 2   Sometimes: 3   Often: 4   Always: 5

no	AS A teacher I try to:	1	2	3	4	5
1	develop and maintain professional relationships with learners based upon the best interests of those learners,					
2	cater for the varied learning needs of diverse learners					
3	deal considerately and justly with each student					
4	seek to resolve problems, including discipline, according to law and school policy					
5	establish open, honest and respectful relationships with students					
6	promote equality of opportunity for all of the students					
7	teach and model those positive values which are widely accepted in society					
8	present facts without distortion, bias or personal prejudice					
9	promote physical wellbeing of learners					
10	promote emotional wellbeing learners					

11	promote social wellbeing of students,						
12	protect the confidentiality of information about learners obtained in the course of professional service						
13	encourage learners to think critically about significant social Issues						

Treatment program

1st Week (26th April 2013): Introduction to Ethics in Teaching.

2nd week (5th March 2013): Some Basic Terms of Ethics in Teaching (Moral Agency and Ethical Knowledge).

3rd Week (12th March 2013): Conceptualization of the Teacher character as a Moral Agent.

4th Week (19th March 2013): Conceptualization of the Teacher character as a Moral Agent Continued.

5th Week (26th March 2013): Ethical Dillemas in Teaching and Suspended Morality.

6th Week (16th April 2013: Professional ethics for Teachers.

7th week (23th April 2013): The Ethic of Care.

8th week (30th April 2013): The Ethic of Care Compared to Humanistic Psychology.

9th Week (7th May 2013): The Ethic of Competence.

10th Week (14th May 2013): The Ethic of Commitment.

11th Week (21th May 2013): The Application of the Ethic of Care.

1st Week (26th April 2013): Introduction to Ethics in Teaching

Teaching is a significant social service not only because it contributes to the growth of students (Higgins, 2003) but also because it serves the interests of society. Contribution to the well-being of society via education or teaching can be achieved by promoting the general progress and well-being of individual pupils and any class or group of pupils and by providing guidance and advice to pupils on educational and social matters as well as their further education and future careers (Thompson, 1997). The moral purpose of education is described by Fullan (1993) as making a difference, no matter what their backgrounds are, for the better in the lives of students and helping them become citizens who can live and work productively in society.

Because teaching is of such importance to individuals and society, , it can be stated that not only should teachers develop skills and talents of students but also they should consider the importance of being moral in their attitude to students. The moral responsibility on the part of teachers is drawing their attention to the key role they play in creating quality in education. Due to the key crucial role teachers play in creating quality and the moral responsibility imposed on them by society, teachers should be known by parents and children as people who can be trusted (Sockett, 1990).

Providing that teachers have come to the realization of this responsibility, it is hoped that they will make informed decisions and treat their students during their teaching practice accordingly. This state of teachers' being responsible for their teaching practice is called accountability in the domain of ethics in teaching which is the ultimate goal of promoting ethics in teaching.

2nd week (5th March 2013): Some Basic Terms of Ethics in Teaching

Ethics cannot be conceptualized as moralizing or dictating what is to be done, ethics is not another form of dogmatism, either. Rather than that, ethics offer us some tools for thinking about difficult matters (Weston, 1997). For that reason, struggle and uncertainty should be deemed to be parts of ethics.

In conjunction with ethics, professional ethics in teaching, on the other hand, can be defined as the realization of good and the struggle against bad during every day practices of teachers as individuals and collective professional groups. Therefore, rather than the identification of particular interpretations, the focus is placed on general terms of ethics such as fairness and honesty.

<div align="center">Moral agency</div>

In terms of education moral agency imparts information about how teachers treat students and what they teach their students about moral or ethical issues (Campbell, 2003). What teacher acquires out of moral agency is the acquisition of ethical knowledge which will be studied next.

Ethical Knowledge:

Teachers have a sustained influence on the actions, beliefs, aspirations and motivations of their students. Students are particularly vulnerable to their teachers' actions and motivations.). In that sense, ethical knowledge is teachers' understanding and acceptance of demands of moral agency (Campbell, 2003). That is to say, teachers who have ethical knowledge are aware of what they teach their students or they do not teach their students at random and they know they have to take care of ethically important issues. The ethical knowledge of teachers enlightens facts about school life and the teaching role.

  In making ethical knowledge more visible, it is hoped that it will enable a renewed sense of professionalism in teaching   for the purpose of redefining the profession in ethical terms. Not only will ethical knowledge guide teachers' orientation to their work but it will also help teachers deal with dilemmas and complexities that challenge a clear picture of this ethical professionalism.

  3rd Week (12th March 2013): Conceptualization of the Teacher character as a Moral Agent

For that reason, the ethical teacher as a moral agent needs to have an awareness of moral issues, a sense of right and wrong, good judgment, integrity, and courage. More concretely speaking, he or she must empathize with students and colleagues; try to be fair, careful, trustworthy, responsible, honest and courageous and appreciate the importance of such virtues because students learn lessons about morality through their experiences with teachers.

Students acquire the importance of personal virtues such as honesty, respect and sensitivity to others in the course of interaction with others. What is more, scientific research shows that students are influenced by the teachers whose personal values they admire (Halstead and Taylor 2000).

Providing that an ethical teacher does possess such personal virtues and is aware of the moral messages he might convey into the classroom, the ethical teacher should start moral classroom with respect for children, their interests, feelings, values and ideas. This respect can be expressed in teacher's interaction with children, classroom organization as well as classroom activities (DeVries and Zan 1994). Respect, on the part of a teacher, can be manifested by avoiding negative actions or unprofessional behavior such as being late, gossiping about

students and being careless with students. Starting from kindergarten to senior classes, one might argue that it is ethically inappropriate to embarrass or humiliate individual students for the purpose of ridicule. Rather than that, the respectful teacher should manifest his respect to students by being engaged in one-to-one conversations with them for the purpose of protecting their privacy rather than publicly embarrassing or humiliating students.

Related to the above mentioned ethically acceptable conducts of an ethical teacher, the virtue of acting in a reasonable manner comes to our minds. A teacher who is able to act in a reasonable manner in all cases is an autonomous person. The ethic of autonomy is an intuition of knowing what is right or wrong in a given situation (Starratt, 1994). Rather than acting the way others tell them or out of fear of the people in authority, an autonomous teacher act in accordance with his own personal choices of what is right or wrong. Because an autonomous teacher makes informed decisions of his own free will, he is ready to take responsibility for those decisions. The ethic of autonomy plays a key issue in improving ethical school culture in circumstances where the traditions of a collective school do not serve the needs of the school.

Of all the moral qualities a teacher might possess, a habit of being fair is surely one of the most highly praised one by students. Fairness calls for treating all students equally (Campbell, 2003). If a teacher wants to be fair to students, what students expect their teachers to be, he or she should be someone to trust. Trust, on the other hand, can be built by being honest. Indeed, students are so intuitive that they can understand whether a teacher is telling lies or not. Students learn lessons about morality during their interaction and experience with their teachers and they can sense the genuine care of the teacher about them or teacher's hypocrisy. For that reason, the ethical teacher feels the moral need to be honest and avoid any form of deception not only in the area of relations but also in student evaluation and the accurate representation of subject matter (Campbell, 2003).

4th Week (19th March 2013): Conceptualization of the Teacher character as a Moral Agent

Continued

The best way to achieve fairness is being equally attentive to each student's capacity and needs. As the needs and capacities of students differ, the level of attention to their needs and capacities will quite naturally differ. However, no matter what the good intention and motive might be, widely differing treatment to some students may be unfair in the eyes of the other students. In that case, the ethical teacher should make endeavors to balance the need to be fair to certain students and the need to be fair to the others because the ethical teacher consciously and continually weighs, and balances, between the specific needs of individual students and the general common good of the whole class.

Another principle of the ethical teacher is the ethic of justice which date back to Aristotle, Rousseau, Hegel, Marx and Dewey who viewed society as a place where individuality develops. In their point of view, one learns the lessons of morality through experience and through living in society. Because individuals participate in the life of community, they learn to adjust their behavior to the common good of the community.

In order to apply the ethic of justice to school setting, In order to promote a just social order in the school, school communities must re evaluate, with a critical lens, those structural features of the school that work against students and must make amendments (Starratt, 1994). Teachers should treat students equally during classroom routines such as treatment to late comers, proportion of students' participation in in-class activities, error correction and prompt return of assignments. It is also the moral responsibility of a just teacher to be willing all the time to explain things to all of his students and to be free from prejudice regardless of students' racial, political and ethnical origin as well as gender

5th Week (26th March 2013): Ethical Dilemmas

Ideally, when faced with ethical decisions, individual teachers who are aware of their role as moral agents would draw on an extensive body of personal and professional ethical knowledge to provide guidance and direction. However, this does not happen during teachers' struggle to react and respond to often complicated situations and because of complicated situations

dilemmas occur haphazardly (Colnerud, 2001) as teachers are morally uncertain about what constitutes the right response to a given situation.

In lacking a sound moral and ethical foundation as a guiding principle for their professional practice, teachers may become confused about how sometimes conflicting principles of right and wrong in practical terms apply to such dilemmas (Campbell, 2003).

<div align="center">Suspended morality</div>

A phenomenon termed by Campbell, (2003) as suspended morality. In cases of suspended morality, even though they do not believe, teachers comply with what is going on no matter whether it is ethical or not. Because teachers compromise with the current trend, their subjective beliefs about right and wrong changes and this change leads them to suspending or abandoning their moral responsibilities. Therefore, both good and bad behavior becomes acceptable while doing one's job. This routine, to barrow Starratt's term, becomes a narcotic as it prevents anything really significant from happening (Strratt, 1994).

<div align="center">6th Week (16th April 2013: Professional ethics for Teachers</div>

Professional ethics for teachers can be described as a statement of the fundamental values of the teaching profession and the broad ethical principles originating from those values of teaching profession (Thompson, 1997). Those professional ethics are so important responsibilities of the teaching profession that their corruption or cancellation in the profession removes the possibility of professional practice of teaching. Professional ethics are not peculiar to a moral code of a particular society or even a particular professional association. Rather than that, they are derived from purposes of the teaching profession (Macmillan, 1993). For that reason it will be necessary to consider the profession's purposes and teachers' roles. In the following discussion, three broad principles, derived from the analysis of the purposes of teaching profession are presented: the ethic of care, the ethic of competence and the ethic of professional commitment.

<div align="center">7th week (23th April 2013): The Ethic of Care</div>

In the field of philosophy Immanuel Kant argued that human beings base their ethical actions on reason. Being ethical, according to Kantian approach of morality, is having principles and

justifying action in the light of those principles. In this philosophy, morality is completely defined by reasoning in which people judge their behavior against a list of values. In that sense, Kantian philosophy of ethics was lacking in the affective nature of moral life. For that reason, Kantian ethics was criticized by Gilligan (1982) simply because of devaluing emotions and putting emphasis on human rationality. Theorized by Gilligan (1982), ethic of was more fully articulated by Noddings (1984).

The underlying basis of ethic of care is the assumption that there is a reciprocal relationship between the 'one caring' and the 'cared for' in which the teacher has the role of the one caring while the students are those who the teacher cares for. In this relationship Noddings (1992) suggests that teachers should approach student needs from the perspective of 'I must do something' rather than 'something must be done'. This approach makes it the responsibility of the teacher to empower their students. According to the philosophy of ethic of care teachers are motivated to be with students and do for them for the sake of them. The student in the role the one cared, on the other hand, shares the responsibility to establish caring relations by means of being both receptive and responsive to the efforts of the one caring (Owens and Ennis, 2005). The question that comes to one's mind, after the definition of the ethic of care, is the difference between the Humanistic Psychology and the ethic of care.

8th week (30th April 2013): The Ethic of Care Compared to Humanistic Psychology

The Ethic of Care Compared to Humanistic Psychology

Both the ethical of care and Humanistic psychology have common grounds in that they posit that the interaction between the teacher and the students is the requisite requirement for the learning to take place. According to Humanistic Psychology (Rogers, 1977) education should facilitate change and learning, which can be attained through the establishment of interpersonal relationships between learners. In this regard Humanistic Psychology, like the ethic of care, puts more emphasis on affective factors. Likewise, the ethic of care is demonstrated by relationships with the pupil. It requires fidelity to persons, a willingness to acknowledge their right to be who they are, openness to encountering them in their authentic individuality, a loyalty to the relationship (Strarratt, 1994). It demands a caring relationship that honors the dignity of students. Contrary to the image of the teacher as a severe

authoritarian, suspicious and disdainful of students, teachers can establish this kind of relationship by projecting an image of a king and caring person (Noddings, 1984).

However, a discernible difference between the ethic of care and Rogers's Humanistic Psychology in their approaches to affective dimension of learning is available: while it is suggested in both of the theories that learning should take place in a nonthreatening atmosphere, in Rogers's theory the nonthreatening environment is so nonthreatening that the facilitative tension for learning to take place is absent in this theory. It is proved by substantial research that competitiveness that does not damage self-esteem have some positive effects in a classroom (Bailey, 1983).   In the ethic of care, the one caring, the teacher establishes a relationship with the cared for in which the caring teacher fulfils the needs of the one cared for in a special act of receptivity. But the cared for has to contribute to the relationship by being receptive and responsive to the efforts of the caring teacher otherwise, during the absence of response from the cared for, the caring teacher might even admonish the cared for as the responses from the cared to the efforts of the caring teacher constitute the essential material by which the quality of the caring can be monitored (Noddings, 1993).

<div align="center">9th Week (7th May 2013): The Ethic of Competence</div>

Apart from being a caring person, an ethical teacher needs to have knowledge of teaching competence. Teaching competence requires an understanding of children and young people, of human development, of motivation and learning and the factors that influence learning including social environment and developing values in children.

Knowledge of pedagogy should be viewed as the moral imperative of the profession since it is the duty of schools and teachers to demonstrate that learning takes place due to their expertise (Eraut, 1991).   Pedagogy requires an understanding of children, of human motivation, development and learning, of factors influencing learning, of the dynamics of human interaction as well as an understanding of the principles governing the efficient planning, implementation and evaluation of learning experiences (Eraut, 1993). The ultimate purpose of teachers' pedagogical knowledge is to pave the way for self-confident and self- regulating learners who can day by day take responsibility for their own learning (Thompson, 1997).

10th Week (14th May 2013): The Ethic of Commitment

Not only should teachers be furnished with a good command of pedagogical knowledge and apply it to their teaching practices, they should also be able to continue this competence in their subjects and disciplines. In a community of adult learners it is another responsibility to engage oneself actively in one's own learning and enjoy this active engagement in learning. Therefore, teachers should value the tradition of human learning and should be accustomed to reflection and speculation that is specified in the curriculum they teach. Regardless of unfavorable their teaching experience, they should be active learners who continuously seek, assess, apply and communicate fresh knowledge about the subject they teach to those they teach. As stated by Eraut (1991), in order to improve the quality of one's management, pedagogy and decision- making, teachers are obliged to review the nature and effectiveness of their practices periodically.

However, the lack of professional development and a feeling of being incompetent will cause teachers to have a preoccupation of quilt resulting from inability to do something that is expected from them for their children (Hargreaves, 1994) because professionalism requires conscience and conscientiousness. Lack of professionalism in teachers will cause teachers to have a sense of inadequacy, insecurity and even worthlessness. For that reason, in the pursuit of developing general competence in their profession, teachers are obliged to practice ways of sustaining their own morale, emotional and physical well-being as well as a sense of self worth in order to enhance their sense of self-efficacy (Thompson, 1997).

 In order to promote the spirit of ethical professionalism, teachers should learn to create an ethical culture. Learning to live in an ethical culture can be achieved through making individual teachers aware of their role as moral agents. Such an ethical culture will, in turn, lead teachers to reflect on their actions and intentions from a perspective of moral principles and virtues. The increased consciousness of teachers about their individual character and their practical practices can cause ethical knowledge to be shared and augmented among the society of teachers. The sharing and augmentation of ethical knowledge or a teacher's knowledge of ethical issues among teachers will make the extension of this knowledge possible throughout a community of practitioners. These practitioners will apply this ethical knowledge to any ethically challenging dilemmas they face throughout their practices and as a result of the

newly acquired ethical knowledge, those teachers will contribute to a principle-based foundation of a renewed ethical professionalism. Through such a renewed ethical professionalism, teachers can take the lead not only to be professional in their competence and mastery of subject matter but also to have the wisdom to reflect on dilemmas and challenges. In doing so, they can assume responsibility for the students who are the future of societies.

The primary focus in learning to create an ethical culture should be on teachers since they have to take hold of themselves both collectively and individually with a view to attain professional self determination that is achieved through adherence to ethical knowledge. Literally speaking, teachers should embrace ethical knowledge as the criterion for making ethically appropriate independent choices and apply this knowledge to their teaching. In order for teachers to bring together the building blocks of a renewed school culture attained through applied ethical knowledge, they will have to examine the old norms and attitudes and replace them with the new ones that are formed on the basis of ethical principles and virtues (Champbell, 2003). This transformation of existing ethically inappropriate actions, beliefs, norms and attitudes will demand that teachers share ideas, experiences, and dilemmas with each other and expose themselves to potential peer critique. In doing so, they will be able to draw intellectual, philosophical and experiential conclusions that can be used to make practical links between ethical principles and realities, dilemmas and challenges of teaching.

For that reason, teachers should be provided with opportunities to engage themselves solitarily in spontaneous because, due to the demanding teaching routines, they rarely have time to look over their actions, beliefs, intentions, attitudes. As a result of a lack of time in reviewing their actions, beliefs, intentions, attitudes, teachers may not be able to make predictions about the potential outcomes of haphazardly performed actions. So, they should be encouraged to be proficient in evaluating consciously the moral dimension of their in class actions. This consideration is worthy of notice because deep-seated beliefs and attitudes influence the nature of interactions between teachers and students as well as the moral climate of the school (Grant, 1993) observed. So, teachers can collaborate to express ,and debate in some cases, their beliefs and attitudes about academically, socially, culturally, and behaviorally important issues for the purpose of exposing the moral and ethical aspects of

teaching to scrutiny. Having clarified some issues vital to the application of the ethic of care to ethical professionalism, now it is time to discuss the application of ethic of care.

11th Week (21th May 2013): The application of ethic of care

The ethic of care is demonstrated by relationships with the pupil. It requires fidelity to persons, a willingness to acknowledge their right to be who they are, openness to encountering them in their authentic individuality, a loyalty to the relationship (Strarratt, 1994). It demands a caring relationship that honors the dignity of students in which the teacher engages himself in a work of attentive love (Noddings, 1996). This attentive love   requires that the teacher the caring one holds himself responsible for the physical, emotional and spiritual well-being of the student or the cared for.   Contrary to the image of the teacher as a severe authoritarian person suspicious and disdainful of students, teachers can establish this kind of relationship by projecting an image of a king and caring person. Teachers, as the ones caring, take care of the ones cared for in a nonselective way of attention (engrossment). Engrossment can be achieved by a caring relationship in which the one caring accepts the feelings and acknowledges the experiences of all of the cared for (Noddings, 1992). By doing so, the one caring sees, hears and feels what there is in the other i.e. the cared for. In addition to this engrossment on the part of the one caring, Taggar (201) draws to attention to a shift in the role of the one caring for teacher in that the caring for teacher should displace the focus on self as a teacher by a focus on the students as the others. As a result of this displacement, a shift of caring in the motivation of the teacher through which teachers can view the world in the eyes of the students can occur. This will allow the one caring teacher to determine motivators for the cared for such as what they may want to accomplish or ways to connect the subject matter to the lives of the ones cared for

However, Taggar (2011) suggests this motivational displacement of caring occurs naturally and is supported on the condition that the one cared for is responsive to the efforts of the one caring teacher. In that sense, it is vitally essential that the one cared contribute to the relation by being both receptive and responsive to the efforts of the one caring. This contribution of the one cared for is also essential in the sense that it provides essential material by which the caring one can monitor the quality and efforts of caring via a continuous process of attention and response.

According to the principle of the ethic of care, it is the responsibility of teachers to treat students as people of equal worth and to make sure that the students are enjoying a fulfilling life in the classroom. This responsibility can be fulfilled through an authentic relationship between teacher and students with a safe classroom atmosphere in which pupils can expect acceptance, respect and even warmth from their teachers (Nias, 1988). For that reason, the ones caring are always interested in the preservation, growth and acceptability of those cared for (Thompson, 1997). The ones caring want to promote the growth and support the ones cared for in an acceptable behavior by preserving their lives and well-being.

Teachers must take responsibility for meeting the needs of children and young people, establish positive relationship with every child and be attentive to the learner as an individual. Successful relationships with children are based on being warm and affectionate, setting clear limits, being quick to recognize pupils' needs, accepting their failures, being predictable and consistent, respecting the individual and recognizing a child's good qualities (Thompson, 1997). Inconsistent care, being cold, hostile and unresponsive, rejecting, unpredictability or lack of respect and emphasizing a child's bad qualities affect relationships adversely.

Appendix D: Questionnaire for SKYDYO Students

Aşağıdaki maddeleri Öğretmeninizin dersini düşünerek 1 ila 5 arası değerlerle işaretleyin

Asla: 1   Nadiren: 2   Bazen: 3   Sık Sık: 4   Daima: 5

No	ÖĞRETMENİM AŞAĞIDAKİLERİ YAPMAYA ÇALIŞIR:	1	2	3	4	5
1	EN İYİ DERECEDE FAYDALANABİLECEK ŞEKİLDE ÖĞRENCİLERLE PROFESYONEL İLİŞKİLER KURAR, BU İLİŞKLERİ SÜRDÜRÜR					
2	FARKLI ÖĞRENCİLERİN ÇEŞİTLİ ÖĞRENME İHTİYAÇLARINI DİKKATE ALIR					
3	ADİL VE DÜŞÜNCELİ BİR ŞEKİLDE HER BİR ÖĞRENCİYLE İLGİLENİR					
4	DİSİPLİN DÂHİLİNDEKİ SORUNLARI KANUNLARA VE OKUL KURALLARINA GÖRE ÇÖZMEYE ÇALISIR					
5	ÖĞRENCİLERLE AÇIK, DÜRÜST VE SAYGIYA DAYALI İLİŞKİLER KURAR					
6	BÜTÜN ÖĞRENCİLER İÇİN FIRSAT EŞİTLİĞİ YARATIR					
7	TOPLUMDA HERKES TARAFINDAN KABUL GÖREN OLUMLU DEĞER YARGILARINI ÖĞRETİR VE BU DEĞER YARGILARINI BİR MODEL OLARAK SERGİLER					
8	GERÇEKLERİ ÇARPITMADAN, ÖNYARGISIZ OLARAK VE ŞAHSİ HÜKÜMLERİNİ DÂHİL ETMEDEN SUNAR					
9	ÖĞRENCİLERİN BEDENSEL SAĞLIĞINI GELİŞTİRİR					
10	ÖĞRENCİLERİN DUYGUSAL SAĞLIĞINI GELİŞTİRİR					
11	ÖĞRENCİLERİN TOPLUMSAL HUZURUNU GELİŞTİRİR					
12	PROFESYONEL HİZMET SÜRESİNCE ÖĞRENCİYE DAİR EDİNİLEN BİLGİNİN GİZLİLİĞİ İLKESİNİ KORUR					
13	ÖĞRENCİLERİ TOPLUMSAL KONULAR HAKKINDA ELEŞTİREL BİR ŞEKİLDE DÜŞÜNMEYE TEŞVİK EDER					

Appendix E: Questionnaire for Classroom Observation and Transcriptions of the Observations

Never: 1   Rarely: 2   Sometimes: 3   Often: 4   Always: 5

no	The teacher tries to:	1	2	3	4	5
1	develop and maintain professional relationships with learners based upon the best interests of those learners,					
2	cater for the varied learning needs of diverse learners					
3	deal considerately and justly with each student					
4	seek to resolve problems, including discipline, according to law and school policy					
5	establish open, honest and respectful relationships with students					
6	promote equality of opportunity for all of the students					
7	teach and model those positive values which are widely accepted in society					
8	present facts without distortion, bias or personal prejudice					
9	promote physical wellbeing of learners					
10	promote emotional wellbeing learners					
11	promote social wellbeing of students,					
12	protect the confidentiality of information about learners obtained in the course of professional service					
13	encourage learners to think critically about significant social Issues					

Transcriptions of the Observations

F1

Developing and maintaining professional relationships with learners based upon the best interests of those learners: she asks how students really feel at the beginning of the lesson and continues her genuine interaction with students

Does the teacher cater for the varied learning needs of diverse learners: She is doing her best to help different students with different activities.

Dealing considerately and justly with each student: she includes all of the learners into the learning situation

Seeking to resolve problems, including discipline, according to law and school policy: no problems occur during the teaching session.

Establishing open, honest and respectful relationships with students: the students are already informed of what is expected from them by the lecturer and she respects her students by means of being kind and taking what students say or ask seriously.

Promoting equality of opportunity for all of the students: She invites all of the students to take part in the lesson.

Teaching and modeling those positive values which are widely accepted in society: she models an ideal teacher who renders her responsibilities.

Presenting facts without distortion, bias, or personal prejudice: she presently her subject correctly but there is no data about other social facts.

Does the teacher promote the physical wellbeing of learners?

No data about that item is observed about that.

Promoting emotional wellbeing of learners:

She encourages students not to be shy.

Promoting social wellbeing of learners: she enables students to communicate with each other.

Protecting the confidentiality of information about learners obtained in the course of Professional service: she shares nothing in public about students.

Encouraging learners to think critically about significant social issues: no data about that item is observed.

<center>F2</center>

Developing and maintaining professional relationships with learners based upon the best interests of those learners: she asks students what they ate for lunch.

Catering for the varied learning needs of diverse learners: she repeats her sentences both in English (for foreign students) and in Turkish (for Turks) when they can't understand her saying something for the first time. She uses both the board and audios to do her presentation.

Dealing considerately and justly with each student: she walks around and checks students' activities.

Seeking to resolve problems, including discipline, according to law and school policy: she doesn't let late comers in.

Establishing open, honest and respectful relationships with students: not only is she respectful to different alternatives offered by different students, she is also pretty determined about the rules the students have to obey by not letting late comers in.

Promoting equality of opportunity for all of the students: she lets different students to participate in the lesson.

Teaching and modeling those positive values which are widely accepted in society: she models an ideal student who is kind to those who are benefiting from the social service of teaching.

Presenting facts without distortion, bias, or personal prejudice: she teaches correctly but no data is observed about facts about social issues.

Promoting the physical wellbeing of learners:

No data is observed about that item.

<center>145</center>

Promoting emotional wellbeing of learners: she encourages students to participate by thanking them for risk taking.

Promoting social wellbeing of learners: no data obtained.

Protecting the confidentiality of information about learners obtained   in the course of Professional service: she shares no confidential information about students.

Encouraging learners to think critically about significant social issues: no data obtained.

<p style="text-align:center">F3</p>

Developing and maintaining professional relationships with learners based upon the best interests of those learners: she exchanges some ideas about how they feel about the learning process both inside and outside the classroom.

Catering for the varied learning needs of diverse learners: during the teaching hour, she tries to help students develop their four skills.

She dealing considerately and justly with each student by being careful about letting all of the students participates in learning process.

Seeking to resolve problems, including discipline, according to law and school policy: there are no problems regarding disciple, attendance or provision of materials by the students.

Establishing open, honest and respectful relationships with students: both the students and the teacher are open, honest and respectful to each other as the lesson goes on well and side is informed about the duties they have to render.

Promoting equality of opportunity for all of the students: she tries to allot equal amount of time for each student while helping them acquire the language.

Teaching and modeling those positive values which are widely accepted in society: Although there is not much data to be obtained about positive values accepted in society, she models an ideal teacher who does her best to teach.

Presenting facts without distortion, bias, or personal prejudice: she doesn't talk about anything related to her personal views about social issues.

She doesn't promote the physical wellbeing of learners as she gives no advice about promoting their physical wellbeing.

Promoting emotional wellbeing of learners: she congratulates students on their being responsive to her questions.

Promoting social wellbeing of learners: she enables student to communicate well by having them for different learning groups.

Protecting the confidentiality of information about learners obtained   in the course of Professional service: she shares no confidential information about students.

Encouraging learners to think critically about significant social issues: she doesn't talk about social issues to encourage them think critically.

F4

Does the teacher develop and maintain professional relationships with learners based upon the best interests of those learners?

She is both close enough to communicate well and far enough to make them learn the language.

Does the teacher cater for the varied learning needs of diverse learners?

She uses extra visual material to consolidate the learning needs of diverse learners.

Does the teacher deal considerately and justly with each student?

She is particularly careful with dealing each student considerately by asking questions and answering questions from different students.

Does the teacher seek to resolve problems, including discipline, according to law and school policy?

There seems to be no problems to resolve because the students are very attentive.

Does the teacher establish open, honest and respectful relationships with students?

When there is rarely something that she makes mistakes about, she confesses that she has made a mistake.

Does the teacher promote equality of opportunity for all of the students?

She answers questions individually while walking around the class to check their performance.

Does the teacher teach and model those positive values which are widely accepted in society?

She talks about responsibilities every person has to render.

Does the teacher present facts without distortion, bias, or personal prejudice?

She doesn't give her personal views about social issues.

Does the teacher promote the physical wellbeing of learners?

From time to time, she reminds students that they should take good care of themselves.

Does the teacher promote emotional wellbeing of learners?

She feels sympathy with shy students and encourages them to participate.

Does the teacher promote social wellbeing of learners?

She put students in to groups to communicate in the target language.

Does the teacher protect the confidentiality of information about learners obtained   in the course of Professional service?

She doesn't share anything personal about students.

Does the teacher encourage learners to think critically about significant social issues?

They don't talk about social issues.

Appendix F: teacher Interview Questions and Transcriptions of Teacher Interviews

1. Do you develop and maintain professional relationships with learners based upon the best interests of those learners?
2. Do you cater for the varied learning needs of diverse learners?
3. Do you deal considerately and justly with each student?

4. Do you seek to resolve problems, including discipline, according to law and school policy?

5. Do you establish open, honest and respectful relations with students?

6. Do you promote equality of opportunity for all of the learners?

7. Do you teach and model those positive values which are widely accepted in society?

8. Do you present facts without distortion, bias or personal prejudice?

9. Do you promote physical wellbeing of learners?

10. Do you promote emotional wellbeing of learners?

11. Do you promote social wellbeing of learners?

12. Do you protect the confidentiality of information about learners in the course of professional service?

13. Do you encourage learners to think critically about significant social issues?

Transcriptions of Teacher Interviews

Int: Let me first ask you what you understand by the term professional relations

F: After 17 years of teaching I can say that it is that I am not their mother, I do my best to teach students at school because I am their teacher but I am not their mother. Although feel a kind of discomfort on the face of the students as a mother, I am more wary of my treatment. I mean I still show interest in my students but it is not as emotional as it was 17 years ago. Now I remind students of responsibilities that are expected of them as they are grown-ups. Therefore, I believe professional relations mean reminding students of their duties and making them embrace those duties or responsibilities. However, professional relation in that sense does not mean I shouldn't deal considerately with students

Int: You develop and maintain professional relations with your students based upon their best interest by reminding students of responsibilities that are expected of them as they are grown-ups?

F: Yes. My students know I maintain professional relations with my students in that sense but they are also sure that I show sincere interest in them, as well and I can say they students who feel this care from the teacher are more motivated.

Int: Do you cater for the varied learning needs of diverse learners?

F: Here I always feel the difference between the theory and the practice. I mean I know it must definitely be catered for. I believe different teaching techniques must be applied due to different learning styles of students. However, I am not quite sure about my ability or percentage of doing so. I believe I must do more about that issue because I sometimes apply a technique that is good for student A but not for student B and I honestly say that I am a little bit egoistic here by clinging to a certain way of teaching that is okay for me

Int: you think we should deal considerately and justly with each student?

F: I think we definitely should do so and I try to deal considerately and justly with them as much as I can. It is necessary because the students are not with me for a short time but almost 25 or 30 hours a week so I feel I have to deal with them that way and give them that opportunity.

Int: Do you seek to resolve problems, including discipline, according to law and school policy?

F: This depends on how severe the discipline problem is. I usually try to resolve discipline problems on the basis of the rules or regulations I have organized about classroom management but if the problem is something more serious than classroom management or something that I cannot resolve by my own methods, then I apply school laws and rules.

Int: Do you establish open, honest and respectful relationships with students?

F: I think I do. To give an example about being honest, if I don't let a late comer in, then I never let the others in when they are late. In this case, students realize that you are just and they begin to trust you. During the first years of teaching, there were times I wouldn't tell students that I don't know the answer to some of their questions but from now on, I can say that I don't know the answer and that I will look for it and find the answer. Respect is especially important so I am really respectful to students.

Int: Do you promote equality of opportunity for all of the students?

F: Of course. It is necessary because it is the natural right of a student who has come here to learn English. I can confess that teachers are inclined to favor hardworking students but we have to keep the balance between the hardworking ones and those who are not studying so much so we should treat them justly. If a student does not put up hands to answer my question, I do not always prefer the ones who put up ands and the to promote equality for the ones who d don't know the answer

Int: Do you teach and model those positive values which are widely accepted in society?

F: During the teaching hours, we don't have so many opportunities to teach those values but due to the age group we appeal to, I don't spent too much time on positive values accepted in society but I model those values which are widely accepted.

Int: Do you present facts without distortion, bias or personal prejudice?

F: Openly speaking, I try to present those facts directly. Of course I have a personal judgment about social facts but I don't like presenting my judgments to learners, at all. For that reason, I prefer hiding my feeling about social facts in order not to make them explicit to the learners.

Int: Do you promote physical wellbeing of learners?

F: Unfortunately, I give them advice about that maybe because I am a mother as I didn't do so in the past. I tell them to sleep and eat well in order to be mentally fit and to be able to study and learn in English. I also remember telling my students many times not to give any harm (like driving after drinking alcohol and making harmful friends) to them and not to make their parents feel sorry for that. I am surprised to say these things because before being a mother, I would never utters such remarks

Int: Do you promote their emotional wellbeing?

F: This wellbeing is as import as physical one or social wellbeing, in fact. If learners are well physically, emotionally and socially it is fine. As it is their first year away from their parents, they might have emotional problems. I tell them if there is a problem, it should be solved and that I can help them outside to solve their emotional problems because I

remember from my university years that emotional wellbeing is a requisite for success in language learning.

Int: Do you promote social wellbeing of learners?

F: When I was having university education, there was a social gap between students and most of the time I could never communicate with other students so I was lonely. For that reason, if I notice students who are not included into the social atmosphere of the classroom, I tell the others to include those students into the atmosphere

Int: Do you protect the confidentiality of information about learners obtained in the course of professional service?

F: Definitely. I can share that information only on the condition that sharing the knowledge with the school principals will be beneficial for the student. Otherwise, I find it wrong to share personal information about students with others.

Int: Do you encourage learners to think critically about significant social issues?

F: Yes I do without including my views. I remind them that it is important to think critically as they are the posterity of the country. I occasionally provoke my students to think differently but I never allow any kind of social event to be manipulated in the direction of certain political views as the students are young people who are ardent. You have to be careful about some socially sensitive issues not to hurt students who have different views about social events; you have to respect their cultural social and geographical values.

Teachers of ELT Department

Int: Let me first ask you what you understand by the term professional relations

Su: Ok. Because of the word professional, I understand that I have to always keep my relations err in this framework of my profession as a teacher. I should always keep in mind that I

am a teacher and they are students so I have to keep a certain distance. I cannot go too cold; I cannot be like a friend. I have to keep a certain distance because other students might have different ideas or may be concerned about our relations with other students so it has to be on a professional basis. I cannot come too close to let's say some female students because they might misunderstand it so I have to keep a distance but I don't want to keep the distance too far either because I don't want the students to think that this teacher is uninterested or not sincere. The situation and the gender are important.

Int: Do you cater for the varied learning needs of diverse learners?

Su: yes, I would say because there is always a difference in the standard of their knowledge of English in my classrooms so I have to cater for the varied learning needs of those students but it is not always possible to do it in a good way, in a sufficient level because if you go down to a low level, the ones in the high level will be offended.

Int: Do you think we should deal considerately and justly with each student?

Su: I think err yes, you should deal justly with each student, it is necessary. I try to but it is not always possible. If you have 30 students or more that 20 students, it is not really possible.

Int: Do you seek to resolve problems, including discipline, according to law and school policy?

Su: In fact, I haven't encountered any such situations yet where I had to apply to the laws of school. The best way is to stay within these rules because otherwise, you will have problems yourself because if it gets known that we have done something different, we will get into trouble. I want to avoid trouble.

Int: Do you establish open, honest and respectful relationships with students?

Su: Certainly. It has to be open; it has be honest and based on respect on both sides. I have respect, I try to respect my students, I want respect from them and it is important but it should not be at that stage which disturbs the distance or which puts too much distance. It should not be at a cold distance

Int: Do you promote equality of opportunity for all of the students?

Su: Err, yes. I promote that because they should have all the equal opportunities and in fact, it is related to the former question because if I always talk to one student, then I will feel that I have been eerr not fair to the other students so I always try to talk to all students, try to look in the eyes of all students so that's why it is important.

Int: Do you teach and model those positive values which are widely accepted in society?

Su: yes, well, if I personally agree with those values, I want to model them, of course. Let's say honesty, of course I want to be a model of honesty, I want to be a model of hard working.

Int: Do you present facts without distortion, bias or personal prejudice?

Su: not always, of course. Most of the time it is impossible to keep away from your personal prejudice but it depends on what you teach. If I teach English, I will not put my personal bias in it. When you are talking about social issues it is not possible to exclude your views.

Int: Do you promote physical wellbeing of learners?

Su: Usually, yes. For instance, students come to classes without having breakfast and I always recommend them to have breakfast, to get up early or to go to bed early so that they can get up early but as far as I can see, it doesn't work because they usually come without having breakfast so what I do is I give them the chance to have breakfast as soon as possible. If I see that they are hungry, I give them the chance to have breakfast or I give them some time to have their lunch, for instance. I finish the class earlier than usual so that they can go and have their lunch.

Int: Do you promote their emotional wellbeing?

Su: yes, I do. I always believe that their emotional wellbeing is quite affected by the teacher's behavior so I always have a smiling face and I give them a positive energy with my appearance.

Int: Do you promote social wellbeing of learners?

Su: It is only possible again by my social behavior. I always try to solve problems positively, I give them this positive attitude and I try to teach them this positive attitude. Otherwise, of course, I cannot intervene in any social situation, I am outside the classroom.

Int: Do you protect the confidentiality of information about learners obtained in the course of professional service?

Su: Surely. They have to be confidential, I believe that. If a student gives me a personal secret, I keep in confidential, it is very important. I will not even tell it to another student.

Int: Do you encourage learners to think critically about significant social issues?

Su: Usually we don't discuss many social issues. Of course I would like to encourage them to think critically about social issues. I would like to get their own judgment even if I am biased.

Appendix G: Student Interview Questions and Transcription of Student Interviews

1. Öğretmeniniz sizin en iyi derecede faydalanabileceğiniz şekilde sizinle profesyonel ilişkiler kurup bu ilişkileri sürdürür mü?

2. Öretmeniniz farklı örencilerin çeşitli öğrenme ihtiyaçlarını dikkate alır mı?

3. Öğretmeniniz adil ve düşünceli bir şekilde her öğrenciyle ilgilenir mi?

4. Öğretmeniniz disiplin dâhilindeki sorunları kanunlara ve okul kurallarına göre çözmeye çalışır mı?

5. Öğretmeniniz sizinle açık, dürüst ve saygıya dayalı ilişkiler kurar mı?

6. Öğretmeniniz bütün öğrenciler için fırsat eşitliği sağlar mı?

7. Öğretmeniniz toplumda geniş kabul gören değer yargılarını öğretip bu değer yargılarını bir model olarak sergiler mi?

8. Öğretmeniniz gerçekleri çarpıtmadan ön yargısız olarak şahsi hükümlerini katmadan sunar mı?

9. Öğretmeniniz öğrencilerin bedensel sağlığını geliştirir mi?

10. Öğretmeniniz öğrencilerin duygusal sağlığını geliştirir mi?

11. Öğretmeniniz öğrencilerin toplumsal huzurunu geliştirir mi?

12. Öğretmeniniz profesyonel hizmet esnasında öğrenciye dair edindiği bilgilerin gizliliği ilkesini korur mu?

13. Öğretmeniniz öğrenciler önemli toplumsal konularda eleştirel düşünmeye teşvik eder mi?

Transcription of Student Interviews

Müz/ 3 Erasmus students

Int: Let me first ask you what you understand by the term professional relations

Ss: She must be friendly; it is better than being cold. There must be a balance between getting too close and still being careful.

Int: Does your teacher develop and maintain professional relations with you based upon your best interest?

Ss: Yes, she tries to be more helpful, she always explains things when students don't understand. She is both friendly and Professional.

Int: what varied learning needs do you have?

Ss: we have to see what the teacher says. It is hard to make a sentence when you don't know the Turkish grammar; the pronunciation of the Turkish words is difficult.

Int: Does your teacher cater for the varied learning needs of diverse learners?

Yes, she always tries to explain grammar, pronunciation. She uses the board to write sentences but we didn't have a master copy of the original Turkish book.

Int: Do you think your teacher deals considerately and justly with each student?

Ss: She tried to but all the students have different characters, it was difficult because some wanted to communicate while the others didn't want to participate in the lessons. She couldn't push them.

Int: Does your teacher seek to resolve problems, including discipline, according to law and school policy?

Ss: There were no problems. Just when there were some late comers, she talked to them.

Int: Does your teacher establish open, honest and respectful relationships with students?

Ss: yes, she cared everybody. When there were some students who were ill, she tried to help them by giving medical advice.

Int: Does your teacher promote equality of opportunity for all of the students?

Ss: she was really correct as far as possible because some of the students didn't want to participate in the lessons.

Int: what are the positive values which are widely accepted in your society?

Ss: Honesty, being punctual, doing your duty, respect for different ideas and respect for authority.

Int: Does your teacher teach and model those positive values which are widely accepted in

society?

Ss: Yes, she did her job very well and she was punctual. If some students didn't agree with her, she tried to understand their viewpoints.

Int: Does your teacher present facts without distortion, bias or personal prejudice?

Ss: she seems to be objective but there is still her bias. For example, about politics she tells her views and it is impossible not to give her opinion but she doesn't distort the reality about facts.

Int: what are the problems that deteriorate your physical wellbeing?

Ss: Different food and different eating habits were the main problem during our stay here in the first semester because they caused stomachache.

Int: Does your teacher promote physical wellbeing of learners?

Ss: Yes, she gave advice to us by telling us which food is healthier.

 Int: Does your teacher promote your emotional wellbeing?

Ss. Yes, she helped us solve our emotional problems.

Int: Does your teacher promote social wellbeing of learners?

Ss: We don't have lessons with Turkish students here so we can't communicate well with them; I miss my family and my own language.
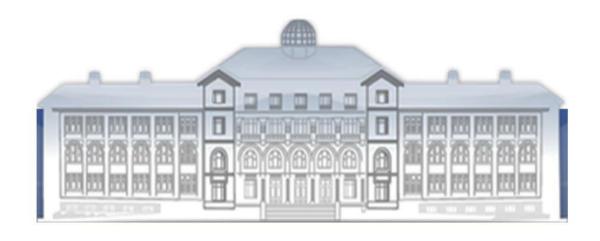
We didn't tell her that there was a lack of communication between us and the Turkish students. We didn't tell her that we were homesick.

Int: Does your teacher protect the confidentiality of information about learners obtained in the course of professional service?

Ss: yes, we are pretty sure that she protects the confidentiality of information obtained in the course of the service.

Int: Does your teacher encourage learners to think critically about significant social issues?

Ss: we talked about politics. She implied that we don't have to accept everything about socially significant issues as they are.

Gazi Gelecektir…