

Research paper


Iranian EFL Teachers' Views on Professional Ethics and Students' Success

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Abstract

Professional ethics are standards and morals that individuals or organizations adopt in order to provide the best outcome in a profession and eventually create trust in public. In other words, they are the qualities that people expect to find in workers, teacher etc. Professional ethics have been explored in different vocations and jobs, but it has rarely been discussed in educational context especially in Iran. The aim of this study was to investigate the opinions of EFL teachers on professional ethics and whether teachers qualified as ethical, can improve the success of students. In order to reach the objectives of this study, the researcher asked 101 EFL teachers to fill out the professional ethics view questionnaire. Based on the results EFL teachers maintained positive idea regarding professional ethics in educational context and they believed that they should adhere to ethics in their profession. The participants also stated that commitment to professional ethics improves their teaching quality and eventually their students' success in classroom. Finally, the ethical code with the highest mean score was "EFL teachers should up-to-date their knowledge for their classes". This study has implications for EFL teachers and teacher trainers.

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Introduction

Teachers in their profession face challenges perhaps more than any other profession. Although teaching job in the eyes of ordinary people may seem an easy task but experts have always regarded this vocation as a challenging obligation. The way students learn, what they learn, how much they learn, and how they interact with the people and things around them, are all directly impacted by their teachers. Teachers have a strong and lasting effect on their students (Stronge, 2007). While scholars like Stronge and Tucker (2000) concur that the teacher plays the most significant role in a student's academic success within the school, there is still debate over what exactly qualifies as "effective" or "professional" teaching (Tichenor & Tichenor, 2004-2005). The duties and responsibilities of a teacher have changed over the years and teachers now face more difficulties than they did in the past (Mantiri, 2011). Since teaching is a moral profession, the field of ethics in education is strong and captivating. The topic of professional ethics has been around for years but few researchers have taken the topic as their purpose of the study. Professional ethics are a set of regulations that could either exist in an individual's mind or be rulings made by an office. The foundation of ethical behavior is based on social norms and values (Şahin & Yüksel, 2021).

Scholars, researchers, and practitioners are drawn to it due to its significance and integration into the field of education (Campbell, 2008). As Wren (2014) states, there is an interior and an exterior to morality and moral education. Regarded externally, morality offers a means of fostering positive relationships with others; internally, it serves as a means of fostering positive relationships with oneself (Wren, 2014).

Many factors contribute to students' success but no one can deny the most important factor which is a qualified teacher. Some experts even believe if students are successful then the teacher is effective (Stronge, 2007). When a teacher or worker begins to work or teach, s/he is expected to adhere to some standards. Professional ethics are the qualities that people expect and desire to see in a worker, employee and teacher etc. These standards and codes of ethics exist in all professions, including teaching, for at least two interconnected reasons, to uphold public confidence in the field and to establish standards for professional behavior (Abbott, 1988; Banks, 2003; Sockett, 1990, as cited in Maxwell, 2017). Adherence to ethics in a profession can affect people's choice to meet their objectives or the service that they expect from the professionals.

In addition, the questions of right and wrong behavior of teachers have been around for a long time. Teaching ethics has been forgotten in many courses and education systems. Teaching ethics has long been a neglected field when compared to other professions (Barrett et al., 2012). Teachers also face challenges that make them ignore the ethics of work place. The income of EFL teachers in Iran is low. The institutes face a lot of issues from the side of teachers. Low and unstable income endangers the functionality of teachers in the classroom. Since they do not have any other income

source, they have to stick into this profession at all costs. But few teachers may adhere to ethical principles of teaching and others may lower their time and energy allocated to teaching. Thus, exploring this issue has great importance.

The innovative aspect of this study is finding out the views and thoughts of EFL teachers on professional ethics. The previous studies tried to measure the extent to which EFL teachers are committed to teaching ethics, but this study tried to find out their vision on this issue, therefore, experts can discover the roots of their commitment or indifference toward professional ethics. In addition, this study tried to find out the perspectives of teachers rather than their functions.

This paper aimed at answering the following research questions:

- Q1. What are Iranian EFL teachers' view on professional ethics?
- Q2. What are Iranian EFL teachers' opinions on the effect of teachers' commitment to professional ethics and EFL students' success in classroom?
- Q3. What are EFL teachers' beliefs on the relationship between teachers' commitment to professional ethics and their instruction quality?
- Q4. What is the most important ethics as perceived by Iranian EFL teachers?

Literature Review

Similar to other vocations, teaching also is regarded a profession and there are professional and naïve teachers. A person who is paid to teach is what is most fundamentally meant to be understood by the term professional teacher and at an elevated level, it can also allude to educators who epitomize excellence in their field and establish the greatest standards for optimal performance (Tichenor & Tichenor, 2004-2005). Since a profession is ever-changing, professionalism is not a set of fixed traits. As information and knowledge grow, so does the need for new abilities and knowledge (Mohamed, 2011). Without a doubt, teaching is a moral profession (Fenstermacher, 1990; Hansen, 1993; Sockett, 1993, as cited in Ta, 2016). In other words, there are a set of predefined standards that each teacher adheres for two reasons. First to comply with the work place rules or there are some internal ethics that teachers would like to go by. These standards be internally or externally are different throughout nations and as it may change over time. But sticking to these rules is what makes a teacher to be called professional. Therefore, to a great extent the rules of professionalism and ethics are somehow interrelated. Most of the time what makes a teacher a professional one has roots in ethics. The reversed status is also true, and the ethical teachers eventually become professional ones. Experts have provided definitions for professional teachers, ethical teachers and professional ethics of teaching. Cruickshank and Haefele (2001, as cited in Stronge, 2007) stated that "good teachers, at various times, have been called ideal, analytical, dutiful, competent, expert, reflective, satisfying, diversity-responsive, and respected (P. x). Therefore, according to Strike and Ternasky (1993), professional ethics are those norms, values,

and principles that should govern the professional conduct of teachers, administrators, and other educational professionals (Ta, 2016).

Kafi et al (2018) in their study through postulating a model, examined university instructors' teaching experience and their perception of professional ethics. They collected data from 200 EFL university instructors. Through a Pearson correlation, the researchers tried to find the relationship between EFL university instructors' teaching experience and their understanding of professional ethics. They also posterized the components of professional ethics through Friedman test. There was no statistically significant correlation found between the professional ethics of instructors and their teaching experience. According to the answers given by EFL instructors, the four components of the code of professional ethics were ranked from most to least important in terms of professional ethics constructs as follows: commitment to learners, commitment to profession, commitment to society and commitment to organization.

Alemi (2020) explored EFL learners' perceptions on classroom ethics. Through questionnaire and interview instruments she asked 60 EFL learners on their view about ethics in the classroom. She found out that EFL learners regarded ethics necessary in the classroom but their views on different types of ethics were varied. They believed that the most important issue regarding ethics was teachers' punctuality and the least important one was the appearance and dressing cod of the teacher. The EFL learners cared more about the orderly manner of teachers.

Gholampour et. al (2020) in their study tried to examine the components of teachers' professional ethics. Adopting a systematic review and using descriptive method they evaluated 29 papers on professional ethics' components. They provided 4 dimensions and 14 factors. The dimensions include”

“An individual dimension (consists of personality factors, perceptive skills, religious commitment and neatness in terms of one's appearance), organizational dimension (consists of commitment, professional development and communication), social dimension (consists of social values and social relations) and teaching and learning process (consists of observing the educational rules, teaching content, method of teaching, assessment and research)” (Gholampour et. Al, 2020, p. 145).

Şahin and Yüksel (2021) made an effort to find out what moral teaching behaviors prospective and experienced educators believed to be appropriate. Thirty participants were interviewed for this qualitatively planned study, which used the phenomenology design. This study employed a qualitative design, utilizing the phenomenology design and conducting interviews with thirty participants. The findings of the study demonstrated that the participants had a good understanding

of the duties of teachers, the value and respect accorded to the teaching profession, efficacious teaching practices, cultivating positive relationships with colleagues, and the ways in which a teacher's professional ethics benefit both students and society. The majority of participants expressed the opinion that distinct ethical codes should apply to the teaching profession.

Fazlali (2022) in a study titled “professionalism and commitment among Iranian EFL teachers: do educational context and gender make a difference?” examined professionalism and commitment of 137 EFL teachers from Tehran, Iran. The researcher used teachers’ and organizational commitment questionnaire. The study concluded that the rate of professionalism and commitment were high among the participants. Besides, there was a positive correlation between professionalism and commitment of EFL teachers. The researcher in addition interviewed 40 teachers other than the main participants and found out that the teachers cared about their learners’ needs and actively sought out chances for professional growth. The findings also demonstrated that compared to their male counterparts, female EFL instructors exhibited a greater degree of professionalism and dedication. Furthermore, the findings showed that EFL teachers at language institutes were more committed and professionally trained than those at senior secondary schools.

Method

Design

In this paper a qualitative design was used to reach the objectives of the study and answer the questions mentioned earlier. Qualitative research provides deeper understanding and exploration of real-world issues (Moser & Korstjens, 2017, as cited by Tenny et Al., 2022).

Participants of the Study

The participants of this study were 101 EFL teachers that were found through convenient sampling. 33 school teachers and 68 EFL institute teachers participated in this study. They were from different institutes and regions of Iran. They were male and female but gender was not counted as a variable in this study.

Instruments

The researcher revised the questionnaire developed by Salehnia and Ashraf (2015). The old questionnaire had 33 items. The researcher studied the related literature, including books and articles so that he could come up with the best items for the questionnaire. Every item of the questionnaire was revised and nine more items were added as a result the new questionnaire had 41 items. Adding some new items, the researcher changed the old questionnaire to find the teachers ‘perspective without questioning their function in class. As a result, the teachers did not judge

themselves but provided the answer they thought is best. In this way the researcher could find out their real perspectives. The participants had to choose among five Likert-Type choices including:

1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree

Data collection and data analysis procedure

The collection of data phase, began by revising the questionnaire of professional ethics by Salehnia and Ashraf (2015). The researcher through online and printed versions of the questionnaire began collecting the raw data. First, he discussed the topic with each participant then sent the online or printed questionnaire. Once the accumulation of data was over the coding and analysis phase of study started. Through coding in Microsoft Excel and analyzing in statistical package for social science (SPSS V26) the analysis of data was concluded. The analyses resulted in a table and graph which provided frequencies of the mean score for each item of the questionnaire.

Findings

The results of the study are presented in this section. Table 1 presents the views of EFL teachers toward different items regarding professional ethics. The analysis of each question is based on the mean scores obtained from the choices of the participants. Nearly all of the participants maintained the idea that “EFL Teachers should adhere to ethics just like anyone else in their profession”, as the mean score of the first item (4.45) implies. Regarding the second item most of the respondents stated that there is no need for an EFL teacher to have an academic degree. This could be true at lower proficiency level. In addition, having an academic degree in TEFL does not necessarily imply a qualified teacher. But more research is needed to find out that whether a teacher can solely depend on his/her experience or not and if teachers can be successful without teacher training courses or related academic education. In many countries around to world that seek development they hire native English teachers but they insist on having a qualification certificates such CELTA or TEFL. But the answers of teachers to the third item may imply that they do regard supplementary courses as a necessary part of professional ethics. Regarding the fourth item which asked “A good EFL teacher needs experience more than teacher training courses and academic degrees” the mean score suggests that the participants had neutral idea.

Table 1

The mean scores of the items of the questionnaire

	N	Mean
Q1	EFL Teachers should adhere to ethics just like anyone else in their profession.	4.45
Q2	I believe that EFL teachers should have academic degrees in related fields such as English Language teaching, English language Literature and English translation studies.	2.80
Q3	EFL Teachers should participate in teacher training courses if they do not have a related academic degree.	4.04
Q4	A good EFL teacher needs experience more than teacher training courses and academic degrees.	3.53
Q5	EFL teachers specially at upper intermediate and advanced levels should have one of the international English language certificates like IELTS and TOEFL.	3.98
Q6	EFL teachers must use up-to-date materials in their classes.	3.89
Q7	EFL Teachers can use extra materials (supplementary) in classes.	4.43
Q8	EFL teachers should create challenges in the topics they teach to make their students think and form questions.	4.43
Q9	EFL teachers must use an appropriate methodology in classes.	4.46
Q10	An EFL teacher should use a lesson plan for teaching.	4.40
Q11	EFL teachers must be accountable to their duties as teachers.	4.48
Q12	EFL teachers should up-to-date their knowledge for their classes.	4.96
Q13	EFL Teachers should be careful of not using sensitive topics in.	4.44
Q14	EFL Teachers should consider their students' differences in classroom as teachers.	4.50
Q15	If an institute pays low, the teacher can lower his/her energy and effort for the class.	2.52
Q16	EFL Teachers should make their students independent.	4.50
Q17	EFL teachers should try to make teaching / classes interesting to students.	4.42
Q18	A good EFL teacher, feels much concerned with his/her students' questions and answers.	4.04

Q19	The quality of teaching should equal the income that a teacher gets.	4.47
Q20	A quality EFL teacher, feels much concerned with his/her students to help them understand the topic his/her teach.	4.48
Q21	EFL Teachers can have instrumental view to their students i.e. the benefits they (or their parents) can provide are important.	4.05
Q22	EFL teachers should have equal relationship with all of students in classes.	1.92
Q23	EFL teachers should not have discriminatory behavior in the classroom.	4.52
Q24	EFL Teachers can establish personal relationship with their students.	2.89
Q25	EFL Teachers should care about their appearances and dresses in classroom.	4.42
Q26	EFL Teachers can form a professional relationship (not a personal one) with their students in office hours.	4.48
Q27	An EFL teacher must try to create a situation that his/her students can trust in classroom.	4.54
Q28	When EFL teachers face a problem in classes, they can refer their students to a colleague who can help them with the issue.	4.49
Q29	A good EFL teacher keeps respect for his/her colleagues in institution/school even if they may not be a competent teacher in the view of institution or the students.	4.52
Q30	EFL teachers should assess the students, based on the contents and topics they teach or introduce in class.	3.57
Q31	EFL Teachers should have a non- biased assessment in classes even for the courses that are not assessed objectively in nature.	4.52
Q32	EFL Teachers should be respectful to the determined rules in the institutions they teach even if the pay does not satisfy them or is not on time.	4.03
Q32	EFL Teachers should attend their classes on time.	4.05
Q34	EFL Teachers cannot leave their classes before the determined time.	4.06
Q35	It is the duty of EFL teachers to make a pleasant atmosphere in classes.	3.45
Q36	EFL Teachers should preserve their class dignity.	4.07

Q37	Whenever an EFL teacher attends his/her classes, he/she should forget the outside world concerns.	4.06
Q38	knowing the views and comments of students' parents can improve EFL teachers, instruction quality.	1.43
Q39	I regard the items in this questionnaire as not related to EFL teachers' professional ethics.	1.97
Q40	If I adhere to the items of the professional ethics that were mentioned in this questionnaire my teaching quality will improve.	4.26
Q41	I believe that EFL teachers' commitment to professional ethics improves EFL students' success in classroom.	4.45

The majority of teachers hold neutral idea on the necessity of having IELTS or TOEFL certificate to be the instructor of these course as stated in item five. The replies to the first five questions imply that EFL teachers in Iran have a positive view toward professional ethics items but they still hold a traditional mentality by believing that experiences can beat EFL instruction. This could be the result of wrong route of credentialism in Iran. It is undeniable that most of the teacher training courses and academic degrees in Iran usually do not add to the professionalism of teachers in Iran. Eventually they value experience more than degrees and courses. Here the role of educational system in professional ethics is disclosed. It is the system of education of each country that makes teachers or institutions responsible. Their wrong interference and approaches in educational policies and the lack of fine monitoring on the functions of institutes and universities endanger the ethics of teaching. In question no 11 the participants agreed with EFL teachers being accountable to their duties as teachers (M=4.48). This item as well shows how much committed were the teachers in this study to ethics.

The results of the study also confirmed that EFL teachers in Iran have positive view towards professional ethics. Based on the questionnaire, specifically item 41, EFL teachers in this study believed that commitment to professional ethics improves their EFL students' success.

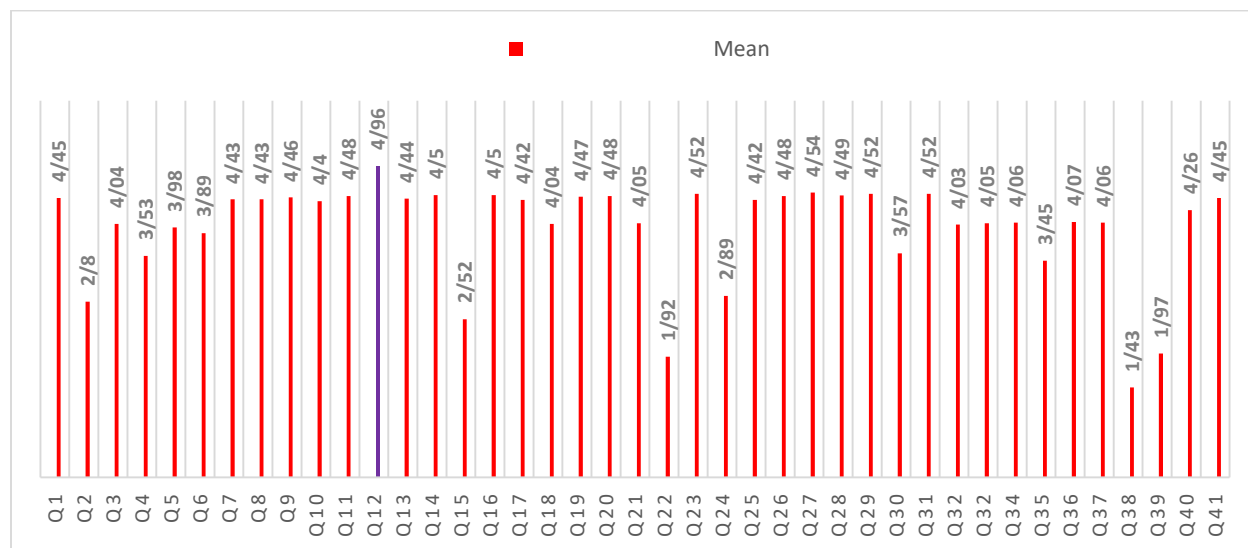


Figure 2 The mean scores of the items of the questionnaire

Figure 2 illustrates the visual data on the choices of EFL teachers in professional ethics questionnaire. As mentioned above, held fine stance toward professional ethics. Also, they agreed with attending teacher training courses if the teachers do not have academic degrees.

Based on the item 40 of the questionnaire “If I adhere to the items of the professional ethics that were mentioned in this questionnaire my teaching quality will improve” which had the mean score 4.26, it can be claimed that the participants in this study presumed that commitment to professional ethics improves teaching quality. According to the item 12, “EFL teachers should up-to-date their knowledge for their classes” had the highest mean (Mean = 4.96) indicating the highest prominence for teachers. This statistic is promising as it implies that the participants like to improve their knowledge of EFL Instruction. Finally, it can be claimed that the main stance toward professional ethics was positive among EFL teachers but they need more instruction and knowledge about these ethical factors.

Discussion

This study intended to realize the view of EFL teachers toward professional ethics factors. The researcher revised the questionnaire of Salehnia and Ashraf (2015), and by adding and removing some items tried to adjust it for the purposes of the study. The researcher discovered that the majority of teachers have positive stance toward professional ethics. Besides, they regard professional ethics as an effective factor in improving instruction quality and students’ success. There were some elements of the questionnaire which the teachers had controversial opinions such as their stance toward academic degree was negative. They believed that experience overcomes academic degree. This is an issue which needs further exploration to find out the causes underlying it. In a nutshell, the outcome of the study revealed that EFL teachers in Iran Prefer adhering to professional ethics. In other words, they believed that EFL teachers should be ethical. But the

researcher understood that they were mostly unaware of ethical factors in EFL classroom. Thus, school teachers and institute instructors need a lot training on professional ethics.

In reviewing the similar papers, the researcher discerned that there is a huge gap in the literature of studies examining professional ethics in EFL area. The researcher unfortunately did not find any similar study with the same variables as the current paper. Salehnia and Ashraf (2015) examined the relationship between EFL teachers' professional ethics and students' self-esteem. Their results showed that students' self-esteem is strongly correlated with EFL teachers' commitment to professional ethics. But the current study demonstrated the extent to which EFL teachers are adhered to each item of the questionnaire which in its own indicated an ethical code. In another study, Iranian EFL teachers were studied by Fazlali (2022) for their dedication and professionalism in EFL classroom. An organizational commitment questionnaire and teachers' responses were used by the researcher. The research findings indicate that the participants exhibited a high degree of professionalism and commitment. In addition, there was a strong relationship between EFL teachers' dedication and professionalism. In addition to interviewing the main participants, the researcher also spoke with forty other teachers, discovering that they genuinely looked for opportunities to further their professional development and were concerned about the needs of their students. The results further indicated that female EFL instructors were more professional and dedicated than their male counterparts. The research also revealed that EFL instructors at language institutes had higher levels of dedication and professional training than those at senior secondary schools.

The results of the study will aid teachers to improve their ethical codes and guide the students to know what to expect from teachers. Teacher trainers can familiarize future EFL instructors with the ethical codes so that they can be successful teachers. They can create moral models by defining the ethical codes for teacher trainees. Prospective teachers by studying the current paper will find out how they can be professional and ethical teachers. Teacher education programs should include ethics courses in their programs. Teacher trainers by providing definition for effect, professional and ethical teachers can pave the way for a great improvement in teaching EFL quality.

The present study was limited to a handful cities across the country. The number of studies regarding teaching's ethics was limited. The researcher had difficulty finding the proper instrument and previous studies to use in his literature review. Future studies can take into consideration the factors that could impact the ethics of teachers.

Conclusion

In the present paper the researcher tried to describe the current status of professional ethics in EFL education in Iran. The overall stance of Iranian EFL teachers on ethical codes mentioned in

this study was affirmative. Additionally, the positive effect of professional ethics on overall instruction quality and students' success in the opinions of EFL teachers of Iran was confirmed. It was found out that the participants of this study regard having up-to-date knowledge as the most important ethical factor.

Many teachers as the researcher witnessed had not the slightest idea of professional ethics when the researcher discussed the topic for the first time with them. There is an urgent need for teacher training courses to update their curriculum and add some teaching ethics materials. The researcher argues that EFL teachers need a type of education to learn the classroom ethics in general and some specific ethical codes that are specific for EFL classes. Since English classes require practicing a number of totally specific skills the teachers should take into consideration different dimensions of ethics. Experts should intervene effectively in the classroom ethics issues in order to improve EFL education. In return for professionals' vow to operate within publicly announced and internally upheld codes of ethical conduct, society grants them a comparatively large margin of autonomy and acknowledges their right to self-regulation (Maxwell, 2017). To sum up this study provided a snapshot of the current situation of professional ethics in EFL context in Iran. The study also stressed the necessity of conducting ethical courses for EFL teachers. Finally, a large-scale study by ministry of education is needed to investigate professional ethics not only in English classes but in all other lessons and increase the understandings of teachers about this criterion.

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Appendix: EFL Teachers' Professional Ethics Questionnaire

Kindly, respondent. The purpose of this survey is to investigate the professional ethics views by EFL teachers. We sincerely appreciate your sincere answers. We will keep the information you provide to us on this questionnaire private and use it only for research. Kindly check the section most appropriate for your current situation. An answer is never right or wrong.

Name: Age: Gender:

1. EFL Teachers should adhere to ethics just like anyone else in their profession.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

2. I believe that EFL teachers should have academic degrees in related fields such as English Language teaching, English language Literature and English translation studies.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

3. EFL Teachers should participate in teacher training courses if they do not have a related academic degree.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree
-

4. **A good EFL teacher needs experience more than teacher training courses and academic degrees.**

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

5. **EFL teachers specially at upper intermediate and advanced levels should have one of the international English language certificates like IELTS and TOEFL.**

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

6. **EFL teachers must use up-to-date materials in their classes.**

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

7. **EFL Teachers can use extra materials (supplementary) in classes.**

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

8. **EFL teachers should create challenges in the topics they teach to make their students think and form questions.**

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

9. **EFL teachers must use an appropriate methodology in classes.**

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

10. An EFL teacher should use a lesson plan for teaching.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

11. EFL teachers must be accountable to their duties as teachers.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

12. EFL teachers should up-to-date their knowledge for their classes.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

13. EFL Teachers should be careful of not using sensitive topics in.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

14. EFL Teachers should consider their students' differences in classroom as teachers.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree

Strongly agree

15. If an institute pays low, the teacher can lower his/her energy and effort for the class.

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

16. EFL Teachers should make their students independent.

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

17. EFL teachers should try to make teaching / classes interesting to students.

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

18. A good EFL teacher, feels much concerned with his/her students' questions and answers.

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

19. The quality of teaching should equal the income that a teacher gets.

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

20. A quality EFL teacher, feels much concerned with his/her students to help them understand the topic his/her teach.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

21. EFL Teachers can have instrumental view to their students i.e. the benefits they (or their parents) can provide are important.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

22. EFL teachers should have equal relationship with all of students in classes.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

23. EFL teachers should not have discriminatory behavior in the classroom.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

24. EFL Teachers can establish personal relationship with their students.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

25. EFL Teachers should care about their appearances and dresses in classroom.

- Strongly disagree

- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

26. EFL Teachers can form a professional relationship (not a personal one) with their students in office hours.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

27. An EFL teacher must try to create a situation that his/her students can trust in classroom.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

28. When EFL teachers face a problem in classes, they can refer their students to a colleague who can help them with the issue.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

29. A good EFL teacher keeps respect for his/her colleagues in institution/school even if they may not be a competent teacher in the view of institution or the students.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

30. EFL teachers should assess the students, based on the contents and topics they teach or introduce in class.

- Strongly disagree
- Disagree

- Neither agree nor disagree
- Agree
- Strongly agree

31. EFL Teachers should have a non- biased assessment in classes even for the courses that are not assessed objectively in nature.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

32. EFL Teachers should be respectful to the determined rules in the institutions they teach even if the pay does not satisfy them or is not in time.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

33. EFL Teachers should attend their classes on time.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

34. EFL Teachers cannot leave their classes before the determined time.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

35. It is the duty of EFL teachers to make a pleasant atmosphere in classes.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree

Strongly agree

36. EFL Teachers should preserve their class dignity.

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

37. Whenever an EFL teacher attends his/her classes, he/she should forget the outside world concerns.

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

38. knowing the views and comments of students' parents can improve EFL teachers, instruction quality.

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

39. I regard the items in this questionnaire as not related to EFL teachers' professional ethics. Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

40. If I adhere to the items of the professional ethics that were mentioned in this questionnaire my teaching quality will improve.

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

41. I believe that EFL teachers' commitment to professional ethics improves EFL students' success in classroom.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree