

*Full Length Research Paper*

# An investigation of English Language teachers and students' views on ethical principles towards students

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Received 28 November, 2014; Accepted 24 March, 2015

The purpose of this study is to raise the quality of teaching English language and to contribute to the improvement of ELT Teachers profession by investigating the extent to which English teachers at Muğla Sıtkı Koçman University apply the ethical code towards students during their teaching process. The study was conducted in Preparatory School of English at Muğla Sıtkı Koçman University. The participants of the study were both teachers and students of the departments concerned. The data gathered from the study were analyzed both quantitatively and qualitatively. To analyze the results of the quantitative data, SPSS (version 20) was used. 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, it was found that there are significant differences between the views of the students and the teachers of English about the application of those ethical principles such as catering for varied learning needs of diverse learners, dealing considerately and justly with each student and seeking to resolve problems, including discipline according to law and school policy.

**Key words:** English Language Teachers, ethical principles, students.

## INTRODUCTION

At Muğla Sıtkı Koçman University, Preparatory School of English (PSE) is an intensive one. Due to this intensive program, the students' interest and participation is very low and so is the level of success. 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. Considering that ethics is a social and psychological dynamic, driving teachers to make instructional choices in and outside the classroom, it is important to unravel how ethical codes of the teachers are constructed and enacted. However, the literature of both pre-service and in-service teacher education lacks scholarly insights on this issue. To this end, the present study tries to offer a comprehensive understanding of what ethical code is and

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why it counts in pedagogical practices, specific to English language teaching context in the present study. In addition, yet another 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.

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.

In a study by Oktay et al. (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 from Oktay et al. (2010), morality is a cognitive structure that includes not only conscious judgment, decision-making but also behavior 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 behavior (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 et al. (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 to them, the concept of moral responsibility has been insufficiently analyzed and

too little attention has been paid to the real motivation of teachers.

We must carefully and continuously cultivate in our students that living in an ethical life is an achievement. 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.

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 offers 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 for the ideal 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. Teachers need to have an awareness of moral issues, a sense of right and wrong, good judgment, integrity, and courage as 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).

Providing that a teacher is aware of the moral messages he might convey into the classroom, the 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

Related to the above mentioned ethically acceptable conduct of a 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.

Another principle of the ethical teacher is the ethic of justice which dates 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.

## METHODOLOGY

### Research question

1. Are there any significant differences between teachers' and students' views about teachers' application of the ethical principles towards students at a tertiary preparatory English program?
2. Are teachers of Preparatory School of English (PSE) and ELT Department at Muğla Sıtkı Koçman University aware of ethical code towards students?
3. Are instructors of the ELT Department at Muğla Sıtkı Koçman University aware of ethical code towards students?
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)?

### Participants

The first participants were nine teachers of Preparatory School of English (PSE) who teach English at preparatory school to students who will study departments of engineering and political sciences. Those participants were chosen on a voluntary basis and via a convenient sampling method. The age of the participants in the study ranged from 30 to 45 and had language teaching experience ranging from 15 to more than 20 years.

In the questionnaire survey phase, 180 students were chosen randomly and were asked about their teachers' applications of ethical principles towards them. Among the surveyed participants, 22 students were randomly chosen from PSE for the student interviews. Those interviewed students were instructed by the nine participant teachers of the study.

### Instruments

The design of this study was mixed-method research. Mixed-method research is an approach that attempts to yield multiple viewpoints, perspectives and positions. In that sense, the mixed research in the present study secured to cross check the quality of the data obtained and to strengthen the weaknesses of offering merely a questionnaire survey. In addition, a triangulation was performed via collecting both qualitative and quantitative data.

There were three types of instruments used in the study. One of them was a questionnaire, the other was a classroom observation rubric, and the third one was interviews both with teachers and

students. The questionnaire derived from the Association of American Educators and New Zealand Teachers Council was used to gather data about the study.

### Questionnaire

In order to get a deeper understanding how much English teachers at Muğla Sıtkı Koçman University, Preparatory School of English (PSE) apply ethical principles 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 PSE. There were 13 items in the questionnaire conspiring ethical principles towards students.

There was a five Likert Scale to determine the frequency of application of ethical principles 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 principle 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 principles towards students.

### Classroom observation

In order to get a deeper understanding of how much English teachers at Muğla Sıtkı Koçman University, PSE apply ethical principles towards students during their teaching process, the same questionnaire designed by the Association of American Educators and New Zealand Teachers Council was also 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 principles by each of the nine participant teachers (see Appendix B).

### Teacher interviews

The questionnaire designed by the Association of American Educators and New Zealand Teachers Council was also used as an open ended questionnaire to interview teachers teaching English at PSE in order to gather data about the frequency of application of ethical principles towards students (see Appendix C).

### Students' 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 principles towards students. 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).

### Procedure

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 interview the teachers and to observe the classes of those teachers. 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 principles towards students. The same questionnaire was also used as an instrument to interview students at PSE. 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. The questionnaire was also used in Symposium Papers for Nzare (2007). 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 interviews were transcribed and content analysis of the transcription was made. In March, 2014 the content analysis of the teacher interviews was compared to the content analysis of student interviews to see the differences in teacher and student views about the application of ethical principles towards students.

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

## FINDINGS

In Table 1, significant differences between Preparatory School of English (PSE) teachers and students in PSE teachers' application of ethical principles 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 principles item 2 which is catering for the varied needs of diverse learners, item 3 which is dealing considerably 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.

## 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 that their teachers develop and maintain professional relationships with students and all the interviewed teachers state that 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 do not think their teachers cater for varied learning needs of diverse learners and 5 of the 11 teachers do not 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 considerably 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 considerably and justly with each student and 6 of the 11 teachers do not think that they can deal considerably and justly with each student as they feel that 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 discipline, 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 discipline according to law and school policy. There are no problems to be solved during the observations.

**Table 1.** Preparatory School of English (PSE) Teachers and Students' views about the Teachers' Application of Ethical Principles 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	<b>.022</b>
	teacher	11	2.90	.83		
I3	student	206	4.53	.84	3.106	<b>.002</b>
	teacher	11	3.72	.78		
I4	student	206	4.50	.75	4.046	<b>.000</b>
	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

Establishing open, honest and respectful relationships with students: While quantitative data from the questionnaire shows that there is no significant difference, all of the students except for one believe that their teachers are open, honest and respectful to them. All of the interviewed teachers believe that 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 that their teachers promote equality of opportunity for all of the students in different ways but six interviewed teachers do not 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 from teacher to teacher.

Teaching and modeling those positive values which are widely accepted in society: While quantitative data from the questionnaire show that there is no significant difference, all, except 2, of the students report that their

teachers are 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 do not 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, do not deny giving their personal prejudices as they think that it is unavoidable or not always possible to give facts without personal judgments. However, they say that 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 there is 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 physical wellbeing 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 the 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 that their teachers promote their social wellbeing in different ways. All of the interviewed teachers say that 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 disadvantaged 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 that 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 did not 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 that they encourage learners to think crucially about significant social events. During the observations no data was obtained about the principle (Table 2).

## DISCUSSION

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 principles 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 dealing considerately and justly with each student, catering varied learning needs of learners, the literature suggests that the ethical principles teachers underpin during their interactions with students provide the basis of their moral responsibilities (Campbell, 2003). 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. 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 sensitive to the needs of the students (Starratt, 1994).

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. 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. In order to apply the ethic of justice to the school setting, 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

**Table 2.** 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:	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

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.

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'. 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 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 (Starratt, 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.

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.

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). 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).

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 is 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, teaching process in the classroom continues smoothly with less confusion and students understand clearly what they should do to perform something.

There are some criteria for good school rules. Literature suggests that good school rules 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 should not 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 with 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 do not 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 thinks that we need to keep in our minds that criticizing or punishing students will not make them change the inappropriate behavior for the better. In that sense, our definition of 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 cannot learn those standards we hold in the classroom by transference or by trial. 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 of a behavior that is appropriate in one place or on one occasion might not 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 differences 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.

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.

Given the afore mentioned practical steps to solve classroom problems, one thinks 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 discipline problems would be reminding the fact that even after 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.

### 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 codes towards students is implemented by teachers in different contexts.

### Conclusion

The result of statistical data about the application of ethical principles towards students by English teachers of Muğla Sıtkı Koçman University, PSE shows that there are mismatches between application of ethical principles towards students and the relevant literature for ethical principles. 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 do not understand the presentations.

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 do not think that they can cater for varied learning needs of diverse learners due to time constraint and crowded classes. 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; there are exceptional situations where teachers

cannot push reluctant students as they are concerned with following the curriculum.

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 do not think that they can deal considerately and justly with each student due to the fact that they feel that they have to pay more attention to linguistically disadvantaged or slow learners.

For seeking to resolve problems, including discipline according to law and school policy the analysis of qualitative data from classroom observations shows that there seemed to be no problems to be resolved by the teachers.

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 discipline, 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 discipline according to law 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.

### Conflict of Interests

The author(s) have not declared any conflict of interests.

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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					
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 Classroom Observation

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					

**Appendix C: Teacher Interview Questions**

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?

**Appendix D: Student Interview Questions**

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