

TEFL Professional Ethics: University Instructors' Awareness and Commitments

Dr. Salamah Embark Saleh

English Department /College of Arts & Education
Sabratha University - Libya

Abstract

Teaching English as a foreign language is a profession with significant professional ethical standards. During the 21st century, EFL teachers' adherence and commitment to ethical and professional standards are fundamental for succeeding in their careers. This study investigates 58 Libyan EFL university instructors' awareness and commitment to these standards. The data was collected through an online close-ended questionnaire. The results indicate that Libyan universities have no written ethical codes of teaching practice and do not account for the instructor's commitment to these codes. Nevertheless, the participants practiced some professional ethical behaviors according to their personal morals, values, and principles. There is a need for developing a consistent ethical code for the profession of teaching English as a foreign language in the Libyan context and maybe in other FL contexts.

Introduction

Teaching is a highly challenging and rewarding profession. It is a noble profession and therefore teachers should behave as role models within their communities in order to enhance the prestige of the profession. This requires the establishment of a governmental code with sets of standards of professional ethics for teachers to agree upon, uphold, and follow. A code of ethics is defined as a "statement of acceptable standards of behavior" (Nigro & Nigro, 1984: 377). For the teaching profession, it often includes key principles of teachers' good conduct and practice and offers a guide for their adoption of an informed approach appropriate to their teaching and their contexts.

Professional behavior is described as respecting and following a code of ethics in a workplace as a member. This involves a commitment to appropriate conduct, mutual respect, quality standards, responsibility, and personal integrity.

All professions have developed ethical codes of conduct (Obiudo, & Chinyeaka; 2013 & Tripathi,2016). For example, the National Association of State Directors of Teacher Education and Certification (here after NASDTEC) (2015) has outlined the main principles of the ethical code of the educator profession including responsibility to the profession, responsibility for professional competence, responsibility to students, responsibility to the school community and responsible and ethical use of technology. However, this issue has been neglected in the profession of language education (Tripathi,2016). Dickey (2006:17) pointed out that " in the field of teaching English as a foreign language (TEFL), none of the three major international societies (TESOL Inc, IATEFL, and Asia TEFL) has established ethical guidelines for teachers". Lack of these guidelines in schools and universities in ESOL and EFL contexts makes it difficult to guide or evaluate the process of English language teaching and learning. The EFL teachers' awareness of the principles of the standards of ethical behaviors can promote their commitment to these principles and can develop their performance ethically and professionally. It is possible to enhance this awareness through teaching professional ethics in classrooms (Waggoner,1993; Briones,2016) or through opening a multicultural online dialogue (Briones, 2016). Nevertheless, in EFL contexts, language teachers often experience some ethical conflicts as those reported by the participants of Alimorad (2014).

In Libya where English is taught as a foreign language, the concept of professional ethical principles and teacher standard behaviors seem to be not widely known by EFL university instructors due to the lack of these guidelines in these institutions. Moreover, little has been

documented on the obligations of university instructors which makes them enjoying unnecessary autonomy. For example, no one has been officially assigned the task of observing and evaluating their performance and conduct either professionally or ethically. To shed light on this issue, this study, therefore, investigates the awareness and practice of the ethics of TEFL by group of Libyan EFL university instructors.

Literature Review

The concept of ethics implies full respect for the human being as a person, human dignity, and provision of good life conditions (Singh et al, 2005). Professional ethics can be defined as a " system or code of conduct" (Silva, 1997: 359). In other words, professional ethics are classified as a field that deals with the ethical commitments of a craft and its ethical subjects (Dorudi & Ahari, 2015). Professional ethics is defined as a "collection of values, standards and norms that every individual regarded as a professional should consider' (Iroegbu & Uyanga, 2019: 548) or "a set of rules and principles that encompasses responsibilities among professionals, whether as colleagues, clients or society in general" (Otalor & Eiya 2013:73). In education, ethics involves "systematizing, defending and recommending concepts of right and wrong conduct" (Singh et al ,2005). For a better understanding of the concept of professional ethics, Dickey (1998:106) argued for the need for the distinction between professional ethics and overlapping concepts such as morals, ideals of right and wrong, values, and the sense of good and bad. Unlike these concepts which are developed through religious and parental teaching friends or society, professional ethics are developed through a combination of all of these in addition to formal teaching or established rules. Providing teachers with a code of such professional ethics can help them in recognizing the difficult areas of their job and in articulating and making ethical decisions about them (Hutchings,2016). Different sets of professional ethical standards have been developed for different disciplines including education. The NASDTEC (2015) outlined a detailed explanation of the ethical

standards of the profession of the educator in five responsibility principles: a responsibility to the profession, to professional competence, to students, to the school community, and responsible and ethical use of technology. The professional ethics principles list proposed by Ashraf et al (2015:6) includes 'content competence', 'pedagogical competence', 'dealing with sensitive topics', 'student professional development', 'dual relationship with students', 'respect for colleagues', 'valid assessment of students', 'respect for institution', 'respect for class' and 'confidentiality with students and collaboration with parents'. A more comprehensive ethical code with six key principles was developed by the Council of Teachers of the Ministry of Education in Malta : 'maintain trust in the profession', 'maintain professional relationships with students', 'respect the uniqueness and diversity of students', 'work in a collaborative manner with colleagues, parents, and guardians ', 'act with honesty and integrity' and 'keep their professional knowledge and practice up to date. (Ministry of Education & Employment, 2012). Fallahi et al (2019:95) classified the aspects of professional ethics of faculty members into : 'characteristics of professors', 'professors' capabilities', 'protect of respects', and 'promoting the university'. Iroegbu and Uyanga (2019) grouped the professional ethics into 'professional competence', 'professional integrity' and 'professional accountability'. However, it is necessary to think of these ethical principles as " a tool for professionals, not a cage." Wood (1996, p. 14).

The thoughts of fifteen faculty members who participated in Fallahi et al's study (2019-97) about professional ethics of the university staff member were analyzed and classified to include: 1)-'professor characteristics'- honesty, courage, moods, will, justice and fairness, loyalty and trust, faith, critic and critique, creativity, progressive, self-confidence, being responsible, tidy appearance. 2)- 'Professor's Capabilities'- appropriate communication, professional competence, management, discipline, power transfer concepts, teaching method, being a researcher, being up to date. 3)- 'Promoting the University'-

the importance of educating the student, the importance of educational and research-related, development of the university, the importance of the student's educational and research-based development. 4)- protect of respect, respect, and attention to culture, respect for others.

During the 21st century, there has been an increased interest in professional ethics (Cullen,2003; Hutchings, 2016; Briones,2016) which has led many organizations and institutions including schools and universities to "move deliberately in the direction of a focused emphasis on ethics" (Waggoner, 1993:114). Fallahi et al (2019:95) believed that professional ethics is more important for faculty members than other professions. This is because faculty members have an influential role not only in their educational institutions but also in their communities and environments. To fulfill this role, 21st-century teachers need to develop not only pedagogical knowledge but also awareness, commitment, and practice of highly professional ethical principles (Obiudo & Chinyeaka, 2013; Gluchmanova,2014 & Heidari et al., 2015). It is, therefore, necessary to train teachers on ethical conduct standards (Strike, 1990) and to integrate professional ethics in English language training (Tripathi, 2016) or opening an online international dialogue on moral dilemmas for improving ethics training in higher education (Briones, 2016).

The draft of the code of ethics for EFL/ESL/TESOL teachers was published online by TESOL Law Journal in December 2006. The draft urged teachers to highly consider the wellbeing of students, be fair and justice, practice lawful authority, be honest about qualifications and competence, act ethically and professionally in order to promote society's confidence and trust in the profession and respect and follow immigration laws of countries. Since then, the draft has been reviewed and discussed by many scholars (Tdol, 2006; Ford, 2006 & Dicky, 2006).). All these reviewers found most of the code items straightforward and sensible but they pointed out the issue of enforceability of the code as it did not come from a recognized

body. Ford (2006) cited the hopes of Paul Robertson, one of the draft authors, about the draft "persuasive powers" to make teachers act more professionally and encourage employers to be more serious about the profession. Believing that EFL teachers who teach for state universities often follow the codes of ethics of their institutions, the draft of this code was developed and introduced for those who teach for private universities.

However, in Libya, the context of this study, and in some other EFL contexts (Dickey,1998), it is not a common practice for many educational institutions to provide teachers with any professional ethical guidelines which leads the teachers in these contexts either follow their own values and personal ethics or to ignore ethics in their professional conduct. Hutchings (2016:55) pointed out the difficulty of distinguishing between personal and professional ethics in education. Nevertheless, in both cases, it is very likely to violate the teaching professional ethical standards either consciously or unconsciously.

Ethically, creating a non-threatening environment in classrooms, schools, and universities representing a fundamental task for all those who are involved in the teaching/learning process. The teacher has a major role in the creation of such an environment by developing a stress-free climate, establishing peer-support networks, promoting self-confidence, offering trust, encouraging independence, reflecting on personal assumptions, adopting a student-centered view of language learning, and acting as a learning resource center (Finch, 2002). Helping students to expand themselves and maintaining their well-being is a significant ethical professional aim that EFL teachers should seek to achieve. The American Association for Supervision and Curriculum Development (ASCD, 1964, cited in Finch,2002) describes some professional ethical behaviors:

1. Teachers should monitor students and listen to them with care and concern.

2. Promoting interaction through maintaining openness in pupil-teacher relationships.
3. Leading students towards realizing the objective of personal relevance.
4. Considering students' individualistic styles and needs when evaluating their responses.
5. Encouraging personal development through stimulating the creation and recreation of self-image.
6. Helping students to assume responsibility through questioning, probing, and responding properly.
7. Promoting learners' discovery and exercise of their own resources.
8. The main goal of teaching subject matter is the development of the learner.
9. Observing and measuring intellectual development by identifying the relevance of the free affective responses.
10. Maintaining spontaneous and constructive communication with learners.
11. Developing learners' sense of the living dynamics of man's old and recent creations.
12. Stretching learners' minds and abilities in creative self-fulfilling endeavors through clearing the way.

Teaching as a profession involves establishing relationships within school community members including students, parents, colleagues, administrators, and decision-makers. Therefore, any code of ethics should set some rules and standards for organizing these relationships. For example, the relationship between teachers and students is very important and sensitive and must be built on the highest standards of ethics with mutual respect and trust. This also applies to other relationships within the school community (Ministry of Education,2012). The research revealed a significant positive correlation between teacher-student dual relationship and development of students' emotional intelligence (Ashraf et al,2017). This involves using social media for online communication and adopting Computer-Assisted Language Learning (CALL) for

teaching (Wang & Heffernan, 2010). This increasing interest in using technology and the internet in language teaching and learning has raised ethical issues such as online privacy and security, and learners' personal data disclosure. In establishing online communication channels or platforms, teachers have to respect students' privacy and confidentiality (Electronic Privacy Information Center, 2002). In Japan, an EFL context, research involved 57 EFL university instructors revealed their lack of knowledge about privacy and personal data protection (Wang & Heffernan, 2010).

Testing and evaluation represent a critical task for EFL teachers and it often creates a serious tension between teachers and students and sometimes parents. It is because designing a standard ethical language test involves accounting for conflicting elements such as ministry education policy, pedagogic principles, ethical issues, and administration requirements. In other words, it is a matter of balancing conflicting interests (Finch, 2002). This makes the task of designing an ethical, fair, useful, feasible, and accurate language tests very challenging because it involves developing and following ethical professional standards. It is important to follow a code of ethical professional standards that describes the characteristics of a standardized ethical test. Finch (2002) reviewed the literature about self and peer assessment and presented learner centered types of assessment and outlined some of their ethical advantages rooted in humanistic education.

Adhering to such ethical standards represents a serious challenge for language teachers as they often find themselves struggling to balance between different and conflicting interests. Alimorad (2014:11) conducted a study to investigate the ethical conflicts experienced by 49 Iranian EFL teachers in the classroom context and reported conflicts between students' needs and basic values, imposed authority demands and teachers' needs, imposed authority demands and basic values, institutional requirements and student needs, parents needs

and basic values, institutional requirements and basic values, student needs and teacher needs, parents' needs and teacher needs, collegial support and basic values and institutional requirements and parents needs.

In conclusion, teachers' commitment to professional ethical guidelines can have a positive impact on students' learning. Salehnia and Ashraf (2015) conducted a study with a sample of 357 Iranian EFL teachers and 1785 students and the findings revealed a positive significant relationship between teachers' commitment to professional ethical standards with increasing students' self-esteem. Language teachers' adherence to these ethics has been reported to enhance productivity, promote public confidence in teaching, and improve English language graduates' proficiency levels (Obiudo & Chinyeaka, 2013:143). Moreover, commitment to language testing ethical standards can enhance students' motivation and achievement (Fitch, 2002; Briones, 2016 & Ashraf et al, 2017). Similarly, ethical education has been found useful for developing students' depth of knowledge and awareness of their own and other cultures (Gluchmanova, 2014). Moreover, values and ethics education can promote more cooperative learning and can empower emerging professionals to change and shape their workplace (Singh et al., 2005). More recently, the findings of Iroegbu and Uyanga (2019) revealed that university instructors' teaching ethics can significantly predict the quality of educational output. Therefore it is necessary to teach professional ethical principles in language education and to provide EFL teachers with a code of professional ethics.

Participants

The sample of this study consisted of 58 Libyan EFL university instructors teaching English in different English departments from different universities across the country (Sabratabh University, Zawia University, Tripoli University, Almageb University, Benghazi University, and Omar El-Mokhtar University). They all volunteered

to respond to the online invitation by completing the questionnaire which was designed and uploaded through Google Drive.

Research Tools and Procedure

This study adopted a quantitative approach to investigation utilizing an online close-ended questionnaire. The statements of the questionnaire were developed with reference to the professional ethical principles proposed by (Council of Teachers of the Ministry of Education in Malta, (2012); NASDTEC, (2015), Ashraf, et al,(2015) & draft of code of ethics –TESOL Law Journal, 2006). 5 statements addressed the professional ethical principles related to students and 13 statements addressed those related to professional conduct. They were designed to investigate the participants' awareness and practice of the professional ethical standards in TEFL. The link to the questionnaire was posted on the researcher's personal Facebook page https://www.facebook.com/?ref=tn_tnmn and on Facebook group pages of منبر الأستاذ الجامعي (The University Instructors' Platform' <https://www.facebook.com/groups/178131036239060/> and ملتقى أساتذة الجامعات (University Instructors' Gathering) <https://www.facebook.com/groups/363845197887222/?fref=nf> and English Libyan Speakers <https://www.facebook.com/englishlibyanspeakers/> . It was expected to get a large number of respondents but unfortunately, only 58 instructors completed their questionnaires.

Results

This study was set to investigate Some Libyan EFL university instructors' awareness and practice of professional ethics in TEFL. The 58 participants' quantitative responses have been manually analyzed based on the frequency of responses as an indicator of awareness and practice and yielded the following results:

1. Institution

Statement	Yes	No	I do not know
Does your institution have a written ethics policy?	26.9%	61.6%	11.5%
Does your institution require its teachers to sign an ethical code of conduct statement?	0%	74.4%	25.6%
Are ethical behaviors expected out of your leaders?	48.3%	33.3%	18.4%

The results in the table above indicate that educational institutions in Libya do not adopt professional ethics as a common traditional practice of the teaching/learning process. It is shown that the majority of the participants' institutions do not have a written ethics policy (61%) and therefore their staff members do not sign such a policy statement (74%). However, instructors' adherence to these ethical principles was expected by (48%) of the participants' leaders whereas the leaders of 33% did not expect this adherence.

2. Student

Statement	Never	Rarely	Sometimes	Usually	Always
I have regard to the safety and wellbeing of students under my responsibility	7.4%	0.0%	22.2%	22.2%	48.2%
I create learning experiences which engage, motivate and challenge students in an inclusive setting with a lifelong learning perspective	3.8%	3.8%	11.5%	34.6%	46.3%
I refrain from taking advantages of professional relationships with students for my own benefit	11.1%	3.7%	14.8%	22.2%	48.2%
I maintain fairness and promote equality irrespective of gender, race, religion, appearance, age, language or different needs or abilities	0%	14.8%	7.4%	14.8%	63%
I conduct assessment- and examination-related tasks with integrity and in compliance with official regulations and procedures	3.7%	0%	18.5%	18.5%	59.3%

The participant's instructors' responses shown in the table above indicate their awareness and practice of some professional ethical principles related to students. These principles include the majority's consideration of students' safety and well being, the creation of engaging, motivating, and challenging environment, establishing a fair teacher-student relationship, promoting quality among students, and conducting ethical assessment tasks.

3. Profession

statement	never	rarely	sometimes	usually	always
I respect the uniqueness and diversity of my learning community	3.7%	0%	14.8%	33.3%	48.1%
I take responsibility for maintaining the quality of my professional practice	3.7%	3.7%	11.1%	29.6%	51.9%
I uphold public trust and confidence in the teaching profession	3.7%	0%	7.4%	48.1%	40.7%
I behave in keeping with my unique position of trust and status as a role model	3.7%	3.7%	11.1%	25.9%	55.6%
I act with a professional attitude and <u>behaviour</u> at all times	0%	3.8%	7.7%	38.5%	50%
I work in a collegiate and cooperative manner with colleagues	3.7%	7.4%	11.1%	18.5%	59.3%
I comply with policies and procedures issued at school, college or national education level	3.7%	3.7%	11.1%	29.6%	51.9%
I represent myself, my experience, my professional position and qualifications honestly	3.8%	3.8%	7.4%	7.4%	77.8%
I keep my professional knowledge and skills updated throughout my teaching career	3.7%	0%	14.8%	18.5%	63%
I reflect upon and evaluate my practice as a part of my continuing professional development	3.7%	0%	11.1%	25.9%	59.3%
I am open and respond positively to constructive feedback regarding my teaching practices	3.7%	0%	11.1%	14.8%	70.4%
I seek support, advice and guidance where necessary	3.7%	3.7%	11.1%	25.9%	55.6%
I work in a collaborative manner with colleagues and other professionals	0%	4.8%	9.5%	23.8%	61.9%

The results presented in the table above indicate the participants' awareness about the main professional ethics related to their profession. The responses 'always' 'usually' and 'sometimes' were very frequent whereas 'rarely' and 'never' were very less frequent in their responses. The 'always' column shows (70.4%) as the highest percentage and (40%) as the lowest percentage of the total number of the participants. The highest percentage for 'Usually' is (48.1%) and

(7.4%) is its lowest percentage. (14.8%) is the highest percentage for 'Sometimes' and (7.4%) is its lowest. 'Rarely' was less frequent with (7.4%) as its highest percentage and (0%) is the lowest. The most less frequent answer is 'Never' with (3.8%) as the highest percentage' and (0%) as the lowest.

Discussion

Investigating EFL instructors' awareness of the professional ethics of TEFL represents a good step forward towards understanding and promoting their adherence to these ethics. Educational institutions often develop their codes of conduct and have the tradition of their members to sign on this code before starting their jobs (Waggoner, 1993 & Fallahi et al, 2019). However, there are some EFL contexts that do not follow this policy (Dickey,1998). Libya is one of these contexts where its state universities do not develop any codes of professional ethics as reported by the majority of the participants. Although many of them were not sure whether their universities have a written code of ethics or not, none of them signed any codes of ethics in their universities. It is possible that the leaders of these universities think that professional ethical values of the teaching of their staff members are already implied in their personal values and principles which are derived from the teachings of their religion, Islam. For example, commitment to the standards of the profession is implied in the prophet Mohammed Hadeith " إن الله يحب إذا عمل أحدكم " عملا أن يتقنه - "Allah loves someone who when works, performs it in perfect manner" and in other similar texts (Quran Verses and Prophet sayings). Language teacher's reliance on their personal ethical principles was also reported by (Dickey,1998). However, it is argued that professional ethics are different from personal values and morals and therefore the former should be taught to students in schools or universities (Hutching, 2016:106).

All education ethics codes prescribe some professional principles, rules, and behaviors that teachers should uphold, maintain and practice in order to provide students with effective and humanistic education (Ministry of Education & employment, 2012);

NASDTEC,2015; Ashraf et al,2015; Fallahi et al,2019 & Iroegbu & Uyanga,2019). Some of these principles and behaviors have been listed in the questionnaire of this study and the majority of the participant instructors emphasized their full and constant adherence to these principles. They were very concerned with the safety and well-being of their students, with creating appropriate learning contexts, with not taking advantage of their relationships with students, with maintaining fairness and promoting equality and with conducting ethical assessments. The research revealed that language teachers commitment to these principles enhanced students' self-esteem (Finch, 2002; Salehnia & Ashraf, 2015), promote productivity and public confidence in the teaching profession (Obiudo & Chinyeaka, 2013), motivation and achievement (Fitch, 2002; Briones, 2016), developing students' depth knowledge and awareness of their own and other cultures (Gluchmanova,2014) and predict the quality of educational output (Iroegbu & Uyanga,2019). However, as most of the institutions of the participants did not have a written policy of a code of professional ethics and they did not sign such a code, these instructor's commitment to these principles is based on their personal moral values. This disputes the argument for distinguishing between professional ethics and personal morals, values, and principles (Dickey,1998).

Members of any profession have to behave and act professionally and ethically in order to maintain and promote respect and appreciation for their profession. This implies a commitment to certain ethical and professional standard principles developed by and agreed upon by the professional community (Briones, 2016; Fallahi et al, 2019). Teaching in general, and language teaching in particular is one of the most sensitive professions that require such a commitment. This is due to the multidisciplinary nature of the aspects of the teaching/ learning process and the many social groups involved in it. Thus, ethical principles are necessary for promoting interaction and communication between teachers and students, teachers and parents, teachers and administrators, teachers and

inspectors, and other stakeholders (Wang & Heffernan, 2010; Finch,2002; Alimorad, 2014). Through the questionnaire, the 58 Libyan EFL teachers who participated in this study reported their adherence and commitment to some professional ethics principles and practices related to the teaching profession; despite the fact that their universities did not have any written ethics policy. For example, they respect the diversity and uniqueness of their learning community, maintain quality in their teaching practice, and always act with a professional attitude. For promoting their quality teaching, these instructors can follow the innovative ideas on teaching, cooperate with their colleagues, account for individual differences, promote and develop students' autonomous learning ability, enhance and encourage more language practice and update and develop their assessment strategies (Wang & Zhou,2016). Surprisingly, the positive attitudes of these instructors are different from the negative of Libyan high school teachers as reported by Youssef and Bose (2015). Collaboration with other colleagues is one more professional principle that has been emphasized by the majority of the participants. Collaborative teaching may involve 'co-planning', 'co-constructing' and co-'teaching' through sharing expertise, joined teaching, making decisions, and assessment. This model of teaching was found interesting and useful by four EFL Turkish university instructors (Taşdemir & Yıldırım, 2017).

Language testing and language learning assessment should not only account for learner's academic needs and conditions but also psychological Assessment represents a critical aspect of teaching that requires highly professional and ethical principles. This involves a commitment to these principles in test design, test administration, test marking, feedback, and announcement of results. The participants of this study confirmed their commitment to ethical standards in assessing student language learning. There is a significant positive relationship between teachers' commitment to professional ethical assessment standards and improvement in students' motivation, attitudes, and language proficiency (Finch,2002; Ashraf et al, 2018).

Conclusion

Language teaching is an ethical profession and therefore there is always a need for a code of professional ethics that outline the characteristics of teachers and ethical principles they have to uphold, maintain, and practice. All codes of professional ethics of education presented in the literature share the emphasis on the wellbeing of students and the respect of colleagues and the profession. Language teachers' adherence to professional ethical standards can definitely systemize and improve their conduct in schools and universities. No doubt about the significant role of upholding and maintaining high professional ethical standards in developing language teaching and learning. However, it is obvious that EFL teachers' commitment and practice of these ethical principles require imposed legislation, clear guidelines, good understanding, and sufficient institutional and community support. It is therefore urgent for the Ministry of Education in Libya to establish a code of ethics with clear guidelines in order to develop more systematic teaching and learning in Libyan universities. Due to the specific nature of language teaching and learning, English departments in Libya are second to none in their urgent need for establishing this code. It seems possible for these departments to use the draft of the code of ethics for TESOL (TESOL Law Journal, 2006) as a guideline for developing their codes. The link between Libyan EFL teachers' personal values and morals will make it easy for them to accept and apply any proposed professional ethical principles. Let us keep the profession of English language teaching as professional and ethical as it should be.

References

- Alderson, C. J. (May 2002). Ethics and politics, or politics as unethical behavior? Paper presented at The Language Assessment Ethics Conference. Pasadena, S. California.

-
- Alimorad, Z. (2014). Ethical conflicts experienced by Iranian EFL teachers in the classroom context. *TEFLON Journal*, Vol. 25, (1), pp:1-14.
 - Ashraf.H., Hosseinnia, M.,& Domsy, J. (2017). EFL teachers' commitment to professional ethics and their emotional intelligence: A relationship study. *Cogent Education*, vol. 4,pp:1-9.
 - Ashraf, H., Kafi, Z., & Saeedan, A. (2018). A Correlational Study: Code of Ethics in testing and EFL Instructors' Professional Behavior. *International Journal of Instruction*, 11(1), 283-294. <https://doi.org/10.12973/iji.2018.11120a>,
 - Briones, E. (2016). Teaching ethics in the university through multicultural online dialogue. *Media Education Research Journal*, vol. 47 (XXIV),pp:99-107.
 - Cullen, B. (2003). Ethical issues in language learning materials for engineering students. 2nd peace as a global language proceedings and supplement. <http://hosted.jalt.org/pansig/PGL2/index.html>.
 - Dicky, R. (2006). Assessing ethical standards for teaching professionalism. In .P. Robertson & J. Jung (2006). *TESOL Law. The TESOL Law Journal.* , vol. 1,pp: 16-23. <http://www.tesol-law.com>
 - Dorudi, F., & Ahari, A. E. (2015). Study of the relationship between professional ethics and emotional intelligence of administrators with their performance in female high schools in Tehran. *International Journal of Learning & Development*, 5, pp: 54–57.
 - Electronic Privacy Information Center (2002). Public opinion on privacy. Retrieved July 25, 2008, from <http://www.epic.org/privacy/survey/default.html>.
 - Fallahi, A.; Shahrbabaki, N.; Shahoei, R., Aala, F., & Ahmadi, S. (2019). Exploring the components of professional ethics in teaching, from the perspective of the faculty members in Iran. *Health Education and Health*

- Promotion, vol.7 (2),pp:95-102.
file:///C:/Users/alsafer2/Downloads/mdrsjrns-v7n2p95-en.pdf
- Finch, A. E. (2002). Ethical assessment: Implications for EFL educators in Korea. *English Teaching*, 57(3).
file:///C:/Users/alsafer2/Downloads/ethicalassessrevise.pdf
 - Ford, L. (2006). Ethical guidelines released for English language teachers. An article published in the *Guardian*, January 3rd.
<https://www.theguardian.com/education/2006/jan/03/tefl.lizford>
 - Gluchmanova, M. (2014). The importance of ethics in the teaching profession. *Procedia - Social and Behavioral Sciences*, vol. 176 ,pp: 509 – 513.
 - Green, S., Johnson, R., Kim, D., & Pope, N. (2007). Ethics in classroom assessment practices: Issues and attitudes. *Teaching and Teacher Education*, 23, 999–1011.
 - Heidari, M., Heshi, K., Mottagi, Z., Amini, M., & ShirvaniShiri, A. (2015). Teachers' professional ethics from Avicenna's perspective. *Journal of Educational Research and Reviews*, vol.10, pp: 2460–2468.
 - Hutchings, T. (2016). Protecting profession-professional ethics in the classroom. [RealClearEducation.com. https://www.ets.org/s/proethica/pdf/real-clear-articles.pdf](https://www.ets.org/s/proethica/pdf/real-clear-articles.pdf)
 - Iroegbu, E. & Uyanga, R. (2019). Teaching staff professional ethics and quality of educational output in federal universities, South-South Zone of Nigeria. *American Journal of Educational Research*. 2019, 7(8), pp:548-560. <http://pubs.sciepub.com/education/7/8/4/index.html>
 - Ministry of Education and Employment. (2012). Teachers' code of ethics and practice. Ministry of Education and Employment. The Council of Teachers in Malta.
<https://education.gov.mt/en/Ministry/Documents/New%20Code%20of%20Ethics%20Doc%20EN.pd>

-
- National Association of State Directors of Teacher Education and Certification (NASDTEC) (2015). Model code of ethics for educators (MCEE). https://www.nasdtec.net/page/MCEE_Doc
 - Nigro, F.A. & Nigro, L.G. (Eds.). (1984). *Modern public administration* (6th ed.). New York: Harper & Row.
 - Obiudo, E, & Chinyeaka,L.(2013). Making professional ethics count In language teaching And learning In Nigeria. *AJELLS: Awka Journal of English Language and Literary Studies*, Vol., 4 (1), pp:143-153.
 - Otolor, J. I., & Eiya, O. (2013). Ethics in accounting and the reliability of financial information. *European Journal of Business and Management*, 5(13): 73-81.
 - Salehnia, N. & Ashraf, H. (2015). On the relationship between Iranian EFL teachers' commitment to professional ethics and their students' self-Esteem. *Mediterranean Journal of Social Sciences*, vol. 6 (5 S1), pp:135-143.
 - Silva, T. (1997). On the ethical treatment of ESL writers. *TESOL Quarterly*, 31, pp:359-363.
 - Singh, N.; Rani, R. & Rajput,H. (2005). Importance of professional ethics and value education in teaching. *Agriculture and Food: e-Newsletter*, vol. 1 (1),Pp:47-50.
 - Strike, K. A. (1990). Teaching ethics to teachers: What the curriculum should be about. *Teaching and Teacher Education*, 6, pp: 47–53.
 - Taşdemir, H. & Yıldırım, T. (2017). Collaborative teaching from English language instructors’ perspectives. *Journal of Language and Linguistic Studies*, 13 (2), pp: 632-642. file:///C:/Users/alsafeer2/Downloads/715-2401-1-PB.pdf
 - Tdol, M. (2006). Code of ethics for EFL/ESL/TESOL teachers. UsingEnglish.com, Since 2002 UsingEnglish.com. <https://www.usingenglish.com/profiles/tdol/archives/000274.html>

- Tripathi R (2016). Professional Ethics in English Language Teaching. *Inter. J. Eng. Lit.*
- Waggoner, K. (1993). Teaching professional ethics. Professional ethics, a methodology for decision-making: expert systems in the classroom. *National Student Speech-Language Hearing Association Journal*, vol.20, pp:112-121.
- Wang, S. & Heffernan, N. (2010). Ethical issues in Computer-Assisted Language Learning: Perceptions of teachers and learners. *British Journal of Educational Technology*, vol.41(5), pp:796-813. <file:///C:/Users/alsafeer2/Desktop/Wang%20and%20Heffernan%20-%202009%20-%20Ethical%20issues%20in%20Computer-Assisted%20Language%20Learn.pdf>
- Wang, W. & Zhou, C. (2016). Analysis of effective strategies for promoting English language Teaching. *Information Science and Management Engineering (ISME)*, IV, pp: 194-197. <https://pdfs.semanticscholar.org/0c43/663e5ebeb352d983a11abc089425765e16ce.pdf>
- Wood, Jr. (1996). A code of ethics for all adult educators? *Adult Learning*, 8(2), 13-14.
- Youssef, A. & Bose, H. (2015). Challenges in the learning of English as a foreign language in Libyan high school. *International Journal of English and Literature (IJEL)*, Vol. 5, (1), pp: 17-22. <http://www.tjprc.org/publishpapers/2-40-1419587652-3.%20English%20-%20IJEL%20-%20CHALLENGES%20IN%20THE%20LEARNING%20OF%20%20%20%20Awad%20Mohamed%20S.%20Youssef.Pdf>