

**English Teacher Education Programs and Professionalism:
The case of Iranian Novice/Experienced Teachers**

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Abstract

A key issue in language teacher education is what teachers need to learn in language teacher programs and how this learning impacts their language teaching practices. The seeds for teacher professionalism are planted and nourished during teacher education programs to develop independently after graduation from pre-service teacher educations. The purpose of this study was to investigate English teacher education programs and their effects on novice/experienced English language teachers' professionalism in Iran. The researchers used purposeful sampling to select 150 participants from five Farhangian University Branches in Iran (2016-2017). For this purpose, a computerized questionnaire was constructed and validated. A one-way ANOVA indicated that out of the four dimensions of professionalism-- professional development, reflection, responsibility, and ethics-- only two-- professional development and reflection-- were statistically significant for both novice and experienced teachers. The programs had a positive impact on teachers' professional development and reflection. The study has implications for teacher educators, developers of instructional materials, and syllabus designers in the context of Iran.

Keywords: English language education, Experienced teachers, Novice teachers, Teacher education, Teacher professionalism

1. Introduction

Student teachers are often repeatedly confronted with a challenge in school during their first teaching practices for which they do not find themselves prepared. Unpreparedness to teach is referred to a "reality shock" (Korthagen, Loughran, & Russell, 2006, p. 1021). Such a dramatic first teaching experience reflects a large gap between teacher education and its attempts to prepare students for the challenges they meet in today's school (European Commission, 2013). This being so, teacher education programs in Iran is not an exception.

Teacher education programs emphasize three vital elements. Those elements include preparing aspiring educators to possess and demonstrate the knowledge, skills, and dispositions needed for an effective instructor. Teacher education programs, similar to textbooks, are designed, developed, and authorized by the Ministry of Education. English teacher Education program in Iran consists of courses related to the classroom, curriculum, and teaching methodologies and assessment. The main aims of such programs are to help teachers improve their teaching skills, as well as their understanding of curriculum and management. Specifically, with regard to pedagogy, they aim to help teachers develop in three ways: (a) understanding of theories of learning and pedagogical principles, (b) ability to apply the appropriate methodology to achieve course objectives and (c) awareness of how effective teaching contributes to successful learning. The expectations of such courses are, then, that teachers develop their theoretical knowledge, understanding of learning theories and teaching methodologies, as well as reflect on and improve their actual classroom practices.

Teacher professionalism, therefore, should be a focus of every teacher education program. In this regard, Smith (2005) points out that "during teacher education, the seeds for professionalism in teaching are planted and nourished in order to develop independently after graduation from pre-service teacher education" (p.177). Due to the context-boundedness nature of professionalism, Creasy (2015) believes that despite the significant role that professionalism plays, there is a lack of a universally-accepted definition of professionalism in teacher education programs. This implies that the status, dimensions, characteristics, perceptions, and concepts related to teacher professionalism vary in different educational context.

Traditional teacher education programs in Iran may offer a consistent and standards-based methodology through prescribed curricula and methods; however, the autonomy and creativity, responsibility of teachers are neglected in the process.

To date, to the best knowledge of the researchers, English language teacher education and its impact on teacher professionalism in Iran has received no serious attention. Due to the lack of consensus relating to the meaning of professionalism and insufficient research on this issue, the dimensions of teacher professionalism is defined differently by different authorities in the Ministry of Education in Iran. Furthermore, the authors of the current study could not find any study conducted specifically on English language teacher education programs and teacher professionalism in Iran.

2. Literature Review

The concept of professionalism is used in different senses and it is somehow difficult to define. For example, in daily language, it is generally used to mean an activity for which one is paid as opposed to doing voluntarily. The term is also used to classify the status of occupation groups in terms of respectability (Kennedy, 2007). In the light of the different approaches to teacher professionalism in scholarly debates, it is obvious that the meanings attributed to teacher professionalism and the status of teaching has a dynamic characteristic. In this regard, Demirkasmoglu (2010) asserts that this dynamism stems from the political and social changes and results in the shifting meaning and status of the teaching profession in historical context.

Fox (1992) states that "professionalism means different things to different people "(p. 2). In teacher education literature, most of the definitions agree that a professional demonstrates behaviors which portray the knowledge and skills of the profession. According to Pratte and Rury (1991), professionalism is defined as "an ideal to which individuals and occupational groups aspire, in order to distinguish themselves from other workers" (p. 60). Hoyle (1980) portrays professionalism as the quality of one's practice. In other words, "the behaviors exhibited by a professional teacher are what identify a teacher's professionalism" (p. 90).

Furlough et al. (2000) define teacher professionalism in terms of the capacity to use knowledge to perform work. When defining professionalism, Brown and Ferrill (2009) emphasize the importance of identifying the unique characteristics of one's profession and how much its traits differ from other professions. The notion of professionalism in public service occupations such as teaching and social work have all stressed the central importance of specialized knowledge and expertise, as well as ethical codes and conduct (Eraut, 1994).

Regardless of the lack of a universally-accepted definition of professionalism, what is consistent in literature is that professionals are expected to have specific knowledge which they utilize to make sound judgments, specialized training, characteristics that are unique to their field, and standards to which they are accountable.

2.1. Dimensions of Teacher Professionalism

The most commonly-cited dimensions of teacher professionalism in the literature refers to the multi-dimensionality, as well as culture-sensitivity, nature of teacher professionalism. Brehm et al. (2006) argue that professionalism is divided into three categories: (a) professional parameters, (b) professional behaviors, and (c) professional responsibilities. Professional parameters focus on the legal and ethical issues to which a professional must adhere. Professional behaviors are observable actions that demonstrate individual's appropriate behaviors as maintaining appropriate relationships with students, parents, and colleagues, modeling of the appearance and attitudes of a professional, as well as promptness. Professional responsibilities for a teacher include demonstrating responsibility to the profession, students, the school district, and the community.

McBer (2000), through a series of interviews conducted with teachers, discovered sixteen characteristics for a professional teacher, including personality traits and individual attitudes, which she then classified into five groups (a) professionalism: commitment, confidence, trustworthiness, and respect; (b) thinking: analytic and conceptual thinking; (c) expectations: disposal of achievement of high objectives and disposal for permanent comprehension of reality (e.g., the learner) and undertaking of initiatives; (d) leadership: flexibility, accountability, and passion for learning; (e) relations with others: fertile interaction involved in the educational process, skills of common work.

David (2000) refers to five often-cited professionalism criteria. They are (a) professions provide an important public service, (b) they involve a theoretically, as well as practically, grounded expertise, (c) they have a distinct ethical dimension which calls for expression in a code of practice, (d) they require organization and regulation for purposes of recruitment and discipline, and (e) they require a high degree of individual autonomy for effective practice.

In the context of Iran, Adel, Zareian, and Mardekhoda (2015) tried to find out the relationship between English teachers' and learners' perceptions on professional development. The findings of their study suggested that teachers and learners agreed on some aspects of professionalism such as being knowledgeable, using a variety of engaging teaching methods,

and staying current in their subject areas. However, there were also important areas of disjuncture between learners and teachers' perceptions. The results also revealed that the teachers in their research were not much familiar with the issues of professionalism such as analyzing the learners' needs.

In the present study, the researchers focused on four most commonly-cited dimensions of teacher professionalism in the literature: reflection, professional development, professional ethics, and responsibility.

2.2. Teacher Education and Teacher Professionalism

According to Kumaravadivelu (2003), teacher education programs generally, attempt to transfer a set of predetermined body of knowledge and skills from the teacher educator to the teachers. However, even if teachers want to put into practice the knowledge and skills prescribed in a method, there are some local factors influencing their decision and application of theories (Ur, 2013). Therefore, instead of prescribing a method or some specific methods, teachers should be helped to become professional. A key issue in second language teacher education is what teachers need to learn in language teacher programs and how this learning impacts their language teaching practices. Pivotal to this issue has been research concerned with establishing a common understanding of the core knowledge base that teachers need to develop in order to succeed as teachers. The European Commission (2013), in this regard, stress that one of the most important goals of teacher education is "to inspire teachers to be proactive, reflective professionals who take ownership of their own professional development" (p. 35).

Professionalism has been the subject of many studies over the last century. Nir and Bogler (2007) remark that one issue related to the professionalism of the teaching force refers to the necessity to bridge the gap between knowledge acquired during formal pre-service studies and further developments accruing while teachers are employed. Teachers are responsible for creating and increasing learning chances in very complex ways, fulfilling both academic and social roles (Kumaravadivelu, 2003). Teachers can renew their own knowledge and teaching skills by taking part in professional development activities.

Adel et al. (2015) maintain that by reviewing the key concepts of professionalism and professional development, it can be claimed that such issues are not evident in EFL contexts, in general, and in the Iranian context, in particular. What is evident in EFL situations in

regard to teacher education is in line with what Rogers and Webb's (1991) assertion that "all too often teacher education focuses on the set of skills to be learned and ignores the development of educational and ethical decision making, thus missing the heart of the work the teachers do" (p. 176). Moreover, Sabzian, Ismail, and Fathi Vajargah's (2013) evaluation of the effectiveness of teachers' professional development in Iran showed how stakeholders identify the strengths and deficiencies of teachers' professional development with respect to in-service training.

Having implied that more attention should be directed to teacher education programs and teacher professionalism, the present article intends to fill this gap by investigating the impact of English language teacher education programs on novice/experienced teacher professionalism. To this end, the following research questions were posed:

1. To what extent does the English teacher education program improve novice teachers' professionalism?
2. To what extent does the English teacher education program improve experienced teachers' professionalism?

3. Methodology

3.1. Design of the Study

The present study benefited from a hybrid design, combining both qualitative and quantitative approaches to collect data at five Farhangian Universities (Tehran, Qazvin, Khorramabad, Shiraz, and Zanjan) in Iran.

3.2. Participants

This study employed the use of purposeful sampling (Creswell, 2008), meaning the participants were intentionally chosen for their relevance to the research questions. In the qualitative phase, four experts in language testing and teacher educators and two student teachers participated in the study. The experts and student teachers were asked to fill out the open-ended questionnaire designed and validated for the present study (see Appendix A). In the quantitative phase, a total of 150 novice/experienced English teachers (61 experienced and 89 novice) at five different Branches of Farhangian University responded to the questionnaire. Teachers' teaching experience ranged between 3- 26 years. The participants consisted of 61 experienced and 89 novice English language teachers.

3.3. Instrument

A computerized professionalism questionnaire named CPQ was constructed and validated based on the open-ended questionnaire answered by two experts in language testing, two experts in teacher educators, and also by two student teachers. The instrument was piloted in two stages with 190 novice/experienced English student teachers, studying at different branches of Farhangian University. The final validated questionnaire contained the topic and the instructions for the task and demographic questions concerning respondents' names, sex, age, and years of teaching experience. The main themes of the questionnaire were about the participants' *reflection* (4 items), *responsibility* (5 items), *professional development* (5 items), and *ethics* (4 items) that impacted performance in the classroom. The Likert-scale questionnaire included 18 items with 'strongly disagree' at one end and 'strongly agree' at the other. The minimum and maximum scores were 1 and 5, respectively (see Appendix B). The construct validity of the questionnaire was examined through the use of Exploratory Factor Analysis (EFA) and Cronbach's Alpha estimated the reliability of the questionnaire items as 0.73., which is almost high reliability.

The instructional material utilized in this study, in order to identify the effect of teacher education on novice/experienced teacher professionalism, was the centralized content for all English language teachers studying in Farhangian Universities in Iran.

3.4. Data Collection Procedure

To carry out this study and collect the required data related to the research questions, the following procedures were followed. During a one-year interval, the participants covered the centralized syllabi in various Farhangian Universities. The participants filled out the Likert-scale questionnaire (CPQ) at the start of the term and also they answered the same questionnaire at the end of the next term with one-year interval (2016-2017).

3.5. Data Analysis Procedure

Having collected all the data for describing and analyzing the data, using the SPSS (Statistic Package for the Social Science) software version 23, the principles of descriptive statistics and One-way ANOVA were applied to compare two sets of scores obtained from the same group of respondents in two different administrations.

4. Results

To begin, the relevant data emerged from the two administrations was analyzed with respect to the four major factors of teacher professionalism; namely: ethical professionalism, professional development, reflection, and responsibility. To discover whether there is any significant difference among the factors for novice/experienced teachers mentioned above, 'Analysis of variance' (more precisely, 'one-way analysis of variance', usually referred to as 'ANOVA') was run. Before probing into analyzing the data related to the research questions of the study, a descriptive statistic for the whole participants is presented to better help the reader to make a rough guide into subsequent interpretations. Table 1. shows the normality of data before running the test.

Table 1.

Tests of Normality for Novice/Experienced Teacher Professionalism

	factors	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig
Novice	ethical	.135	89	.070	.948	89	.071
	development	.129	89	.071	.918	89	.070
	reflection	.133	89	.071	.927	89	.080
	Responsibility	.119	89	.083	.942	89	.081
Experienced	ethical	.166	61	.070	.942	61	.066
	development	.153	61	.061	.941	61	.066
	reflection	.168	61	.080	.930	61	.072
	responsibility	.120	61	.090	.965	61	.089

a. Lilliefors Significance Correction

As it is shown in Table 1, the results met the assumption of the normality test; namely in all of them sig. is more than 0.05. Therefore, it can be concluded that the distribution of scores in all stages is normal. Since a non-significant result (Sig value of more than 0.05) indicates normality, in novice teacher case the Sig. value is .07, .07, .07, and .08, and in experienced case the Sig. value is .07, .06, .08, and .09 for ethical professionalism, professional development, reflection, and responsibility, respectively. Since the data were confirmed to be normally distributed, then, the researchers ran One-way ANOVA to find out the difference between the four components of novice/experienced teacher professionalism.

Table 2 shows the means and standard deviations of the *Novice teachers'* scores for ethical (M= 15.28; SD=2.23), development (M= 19.93; SD=2.38), reflection, (M= 19.46; SD=2.58), and responsibility (M= 18.61; SD=2.63).

Table 2.

Descriptive of Means and Standard Deviations for Novice Teacher Professionalism

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Ethical	89	15.28	2.23	.23	14.81	15.75	8.00	20.00
Development	89	19.93	2.38	.25	19.42	20.43	10.00	24.00
Reflection	89	19.46	2.58	.27	18.91	20.00	10.00	24.00
Responsibility	89	18.61	2.63	.27	18.06	19.17	9.00	25.00
Total	356	18.32	3.05	.16	18.00	18.64	8.00	25.00

A one-way ANOVA indicated that there was a significant difference amongst the scores of novice teachers' professionalism obtained from ethical professionalism, professional development, reflection, and responsibility. Based on the results presented in Table 2 and 3, it is evident that there was a statistically significant difference at the $p < .05$ level in students' scores for the four sets of scores.

Table 3.

ANOVA for Novice Teacher Professionalism

	Sum of Squares	df	Mean	F	Sig.
Between Groups	1177.154	3	392.385	64.521	.000
Within Groups	2140.697	352	6.082		
Total	3317.851	355			

ANOVA produced multiple comparisons in two steps. First, an F value was computed (64.5) and checked for significance (.000). Since the value was significant, it means that there was at least one significant difference amongst the group means. To find the exact difference,

we need a second step to determine which factor(s) is/are significant. For this purpose, the researchers computed a *post hoc* test. As Table 4 shows, Post-hoc comparisons using the Tukey Honest Significant Difference (HSD) test indicated the exact difference among the mean scores for novice teachers' professionalism components. The asterisks (*) next to the values listed show that all of the factors compared were not significantly different from one another at the $p < .05$ level. The exact significance value is given in the column labeled Sig. Multiple comparisons for novice teacher professionalism (see Table 4) demonstrated that the four factors were significantly different from one another except for professional development and reflection since the significant value is more than .05 for these factors. It can be concluded that *Novice teachers'* performance on reflection and professional development were better than their performance on responsibility and ethical professionalism during proposed English language teacher education.

Table 4.

Multiple comparisons for novice teacher professionalism

(I) factors	(J) factors	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
ethical	development	-4.65169*	.36968	.000	-5.6901	-3.6132
	reflection	-4.17978*	.36968	.000	-5.2182	-3.1413
	responsibility	-3.33708*	.36968	.000	-4.3755	-2.2986
development	ethical	4.65169*	.36968	.000	3.6132	5.6901
	reflection	.47191	.36968	.653	-.5665	1.5104
	responsibility	1.31461*	.36968	.006	.2762	2.3531
reflection	ethical	4.17978*	.36968	.000	3.1413	5.2182
	development	-.47191	.36968	.653	-1.5104	.5665
	responsibility	.84270	.36968	.160	-.1958	1.8812
responsibility	ethical	3.33708*	.36968	.000	2.2986	4.3755
	development	-1.31461*	.36968	.006	-2.3531	-.2762
	reflection	-.84270	.36968	.160	-1.8812	.1958

*. The mean difference is significant at the 0.05 level

In order to answer the second research question, the extent to which teacher education programs improve *Experienced teacher* professionalism, the principles of descriptive statistics were applied to identify and describe the data for experienced teachers. The measures of mean and standard deviation of the data were calculated (see Table 5) and also the normality of the data was checked before running the test (see Table 1).

Table 5 shows the means and standard deviations of the scores for ethical professionalism, development, reflection, and responsibility for experienced teacher professionalism.

Table 5.

Descriptive of Means and Standard Deviations for Experienced Teacher Professionalism

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Ethical	61	16.95	1.84	.23	16.47	17.42	12.00	20.00
Development	61	20.77	1.84	.23	20.29	21.24	15.00	24.00
Reflection	61	19.46	1.43	.18	20.38	21.12	17.00	23.00
Responsibility	61	18.61	1.99	.25	19.34	20.36	14.00	24.00
Total	244	18.32	2.37	.15	19.28	19.88	12.00	24.00

Applying the statistical formula of one-way ANOVA, the researchers examined the significant difference between the *Experienced teachers'* scores obtained from ethical professionalism, professional development, reflection, and responsibility, as measured by the ANOVA. The results showed a statistically significant difference at the $p < .05$ level in experienced teachers' scores for the four sets of scores [$F(3, 147) = 61.78, p = .01$] (see Table 6). Taking the mean scores which were 16.95 for ethical professionalism, 20.77 for professional development, 20.75 for reflection, and 19.85 for responsibility, the results demonstrated that *Experienced teachers'* performance on professional development and reflection were better than their performance on responsibility and ethical professionalism.

Table 6.

ANOVA for Experienced Teacher Professionalism

	Sum of Squares	df	Mean	F	Sig.
Between Groups	596.738	3	198.913	61.788	.000
Within Groups	772.623	240	3.219		
Total	1369.361	243			

Table 7 presents Post-hoc comparisons using the Tukey's HSD test suggested the exact difference between the mean score for experienced teachers' components that was significantly different among the four components.

Table 7.

Multiple Comparisons for Experienced Teacher Professionalism

(I) factors	(I) factors	Mean Differences (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
ethical	development	-3.81967*	.32488	.000	-4.7344	-2.9050
	reflection	-3.80328*	.32488	.000	-2.9050	-2.8886
	responsibility	-2.90164*	.32488	.000	-3.8163	-1.9870
development	ethical	3.81967*	.32488	.000	2.9050	4.7344
	reflection	.01639	.32488	1.000	-.8983	.9311
	responsibility	.91803*	.32488	.049	.0033	1.8327
reflection	ethical	3.80328*	.32488	.000	2.8886	4.7180
	development	-.01639	.32488	1.000	-.9311	.8983
	responsibility	.90164	.32488	.055	-.0130	1.8163
responsibility	ethical	2.90164*	.32488	.000	1.9870	-1.8163
	development	-.91803*	.32488	.049	-1.8327	-.0033
	reflection	-.90164	.32488	.055	-1.8163	-.0033

*. The mean difference is significant at the 0.05 level.

5. Discussion

Based on the findings of the study, it can be concluded that teacher professionalism is developed when teachers are provided with both the professional knowledge and skills to improve their capabilities, as well as opportunities to translate professional knowledge and skills into classroom and school activities. This is in line with Rogers and Webb's (1991) finding, "all too often teacher education focuses on the set of skills to be learned and ignores the development of educational and ethical decision making, thus missing the heart of the work the teachers do" (p. 176). The results of the study further confirm the findings of Freeman (2002) which emphasize that teacher education can fully equip a teacher for a career in the classroom. Subject matter knowledge increases over the course of teacher education and continues to increase with teaching experience. The result was also compatible with the

studies by Andrews (2003) and Richards (2011) as they focused on the professional knowledge base of language teachers.

Novice/experienced teachers believe that professionalism is acquired through years of teaching and interacting with other teachers at school. Different dimensions of teacher professionalism reviewed in this study indicated that the impact of teacher education on teacher reflection and professional development was greater than teacher responsibility and ethics for novice/experienced teachers. It may be due to the lack of enough courses relating to teacher professionalism in teacher education program in Iran and also the main focus on knowledge and skill has resulted in ignorance of ethics and responsibility, the two other dimensions of teacher professionalism. According to Abdullahi and Ghaemi (2016), In Iran English teachers are expected to do some special responsibilities. English teachers are to teach the recommended textbook by ministry of education. Their language classes should integrate all language skills (listening, speaking, reading, and writing).

Teacher professionalism is certainly much more beyond that four or five dimensions. It is context-sensitive, and, based on educational system of every country, its dimensions may vary differently. Professionalism is the quality of being professional and must yield to a synchronization of an internal code of ethics and responsibility. Therefore, to make teacher professional, it is required that ethics and responsibility become part of the educational mainstream, and certainly of teacher training programs.

6. Conclusion

The changing nature of teacher professionalism presents an important challenge to teacher education programs. The present study has demonstrated that the discussion on professionalism in most of the studies stretches beyond identifying a set of particular qualities expected of ELT teachers. The study acknowledges that the process of developing teacher professionalism is complex and that it will be the blend of different elements in teacher education program and in the schools; it means that context and policy will determine how professionalism can best be fostered in a particular educational system.

There is overwhelming literature on teacher professionalism that clearly shows teachers' work includes far more domains than only subject matter and pedagogical knowledge. The most important and most addressed domain is professionalism and

professional development. As such, professionalism is a process rather than a product and the interplay of various elements will shape and improve this process.

Despite a growing body of literature on the educational system and policies in Iran, there has been little research on teacher professionalism. Such a study will fill the gap in the current scholarship on teacher professionalism and informs educators and policymakers to plan appropriate educational policy for future pre-service teachers in Iran.

To sum up, based on the results of the present study, being knowledgeable is a prerequisite for teacher professionalism; however, it does not guarantee of being good and successful teacher in class. It is suggested that educational policy-makers in Iran revisit the curriculum for English language teacher education and include different domains of teacher professionalism as follows:

(a) subject knowledge and four basic skills, (b) reflections on the relationship between students and teacher, (c) professional ethics as teachers, (d) preparation for good teaching in pedagogy and subject matter didactics, (e) classroom management and support for learning processes, (f) good cooperation and communication skills, and (h) coping with change and professional development.

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Appendix A

Open-ended questionnaire

Name: -----

Age:

Instructor

Teacher educator

Teacher

SEX: MALE FEMALE

Years of teaching experiences

The aim of this questionnaire is to investigate “THE EFFECT OF TEACHER EDUCATION ON NOVICE/ EXPERIENCED TEACHER PROFESSIONALISM”

Please read all the questions below carefully and answer them briefly. Thank you for the time you allocated.

1. Is “English Teacher Education Program” necessary for teaching English?
2. Does “English Teacher Education Program” have any impact on “Teacher Knowledge”?
3. What are the dimensions of “English Teacher Professionalism” in Iran?

Appendix B

English Teacher Professionalism

Name:	Age:	Gender: Male <input type="checkbox"/> Female <input type="checkbox"/>	Years of teaching experiences: Email:							
<p><i>Dear participants:</i> The aim of this questionnaire is to investigate “THE EFFECT OF TEACHER EDUCATION ON THE NOVICE/EXPERIENCED TEACHER PROFESSIONALISM”.</p> <p>Please read all the questions below carefully and answer them. Thank you in advance.</p> <p>Numbers 1 to 5 stand for:</p>										
Strongly Disagree		Disagree	Undecided	Agree	Strongly Agree					
1		2	3	4	5					
No	Statement					1	2	3	4	5
1	It is important to contribute human development of English students.					<input type="checkbox"/>				
2	You know how to interact in English with your students in the classroom.					<input type="checkbox"/>				
3	English teachers should collect information about students' progress in a systematic manner.					<input type="checkbox"/>				
4	Content knowledge in English is necessary to provide learners with accurate information to be learned and later applied in life situations.					<input type="checkbox"/>				
5	English teachers should state the strengths and weaknesses of lessons based on data.					<input type="checkbox"/>				
6	Your colleagues can influence your teaching styles.					<input type="checkbox"/>				
7	Language teachers should follow proper procedures for reporting students' progress.					<input type="checkbox"/>				
8	English teachers present information more effectively if audio-visual materials are used.					<input type="checkbox"/>				
9	An English teacher must have trust in her students.					<input type="checkbox"/>				
10	English teachers should be a model for their students.					<input type="checkbox"/>				
11	An English teacher should observe religious values in his/her job.					<input type="checkbox"/>				
12	English teachers should dress professionally in school settings.					<input type="checkbox"/>				
13	English teachers should maintain confidentiality in all situations/settings.					<input type="checkbox"/>				
14	Being an English teacher requires collaborative participation to improve educational standards.					<input type="checkbox"/>				
15	English teachers should articulate an understanding of lessons' goals and objectives.					<input type="checkbox"/>				
16	An English teacher deals with not only the students' minds but also their moods and emotions.					<input type="checkbox"/>				
17	An English teacher should challenge stereotypical attitudes.					<input type="checkbox"/>				
18	An English teacher should accept students feedback and implement it in his/her classes.					<input type="checkbox"/>				

Thank you for your participation in the survey.