A QUALITATIVE STUDY OF EFL LEARNERS' AND TEACHERS' PERCEPTIONS ON PROFESSIONALISM

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ABSTRACT
The purpose of this qualitative study was to investigate the relationship between English teachers' and learners' perceptions on professional development. The study employed a qualitative approach, using interviews as its main concern. Twenty representative teachers and learners from Khorasan, Iran, were selected to participate in the interview meetings. Findings suggested that teachers and learners agreed on some aspects of professionalism. However, there were also important areas of disjuncture between learners and teachers' perceptions. The results also revealed that the teachers of our sample were not much familiar with the issues of professionalism and sought to enhance their professional development. They also stressed the importance to be offered for more opportunities for lifelong learning education.

Key words: Professionalism, Learners' Perception, Teachers' Perception

1. INTRODUCTION

Teachers are an ultimate key, if not the key, to successful education and that they play a vital role in bringing about educational reform (Hargreaves & Fullan, 1992; Suwandee, 1995). Although authors such as Tucker, Strong, & Gareis, (2002) agree that the teacher is the most important school-based factor in learner achievement, there remains an uncertainty of what comprises "effective" or "professional" teaching. Therefore, it is not surprising that an extensive range of language education research has addressed the characteristic features of successful language teachers, and the ways language teacher education programs can induce the enhancement of such features (Birjandi & Bagherkazemi, 2010). Teacher professionalization so has been a centre of much concern among educators and researchers (Nkwanga, 1992). According to Lewis, Parsad, Carey & Bartfai (1999) the quality of teachers is a complex phenomenon, and there is a little compromise on what it is or how to evaluate it.

A considerable part of the research has focused on teachers' professionalism and professional development and the factors which affect their formation. As Evans (2008) contends further and detailed research on professionalism is demanded to understand "the service that professionals provide to society and how this service may be improved" (p. 35). However, as it has been indicated, little is known about the views of teachers themselves regarding these issues (Swann, McIntyre, Pell, Hargreaves, & Cunningham, 2010). No one yet has brought together a coherent set of research papers on the work of a national professional body attempting to establish a system of teacher evaluation for career development: for example, the process of developing teaching standards; the development of evidence gathering methods for assessing teachers' performance on the standards; the setting of performance standards; and the selection and training of teachers to provide reliable assessments of the evidence that applicants submit (Ingvarson & Hattie, 2008). But basically, the most important evaluation of professional services are conducted or commissioned by professional themselves (Stufflebeam & Shinkfield, 1985). In Gordon's (2008) words, a part of the evaluation process is the understanding of principles and elements that contribute to a successful design.

Therefore, based on these concerns on doing research in the domain of professional teaching and learning, this study is going to fill this vital gap in an EFL situation, where a decline of teacher professionalism is going to be sought through an in-depth analysis of both quantitative and qualitative study.

2. LITERATURE REVIEW

Professional development of teachers in general, and in our case ELT teachers in particular, has a tremendous effect in every society. In Killion's words (2008), "Evaluating professional development enables program managers and participants to make data-based decisions about useful evaluation results from a desire to improve both the program and its results…" (p. 140). As teacher quality takes center stage in education reform, evaluation strategies are helping teachers at all career stages grow professionally (Danielson, 2001).

In an ever-altering world where almost nothing can be taken on faith for long, the education has also been exposed to some essential changes (Wallace, 1991). Learners' cognitive ability is not the only factor affecting on the learning quality in the classroom, teachers' role in creating motivating learning environments is essential (Brophy, 2004; Dornyei, 2001). This is the teachers' responsibility to create and increase learning chances in different ways, fulfilling both academic and social roles (Kumaravadivelu, 2003). Teachers' role leads to improvements in quality of education and it is really important in changes to teaching methodology and especially EFL teachers who have to meet the standards of English as an international language (Hargreaves, 1994). With evidence

that teacher quality is a primary determinant of educational outcomes, teacher evaluation has gained prominence among strategies to reform education (Danielson, 1996). Educators have discovered that they can use a long-neglected requirement—teacher evaluation—to support teacher quality.

Using formative feedback based upon a common framework of essential teaching practices could be of great value to a community of teachers committed to improving their craft. Charlotte Danielson (1996) in her seminal work, Enhancing Professional Practice, pointed out that "Research has clearly demonstrated that the effects of reflection improve teaching. Using a framework to guide such reflection enhances the value of the activity and makes teaching more purposeful, thoughtful, and rewarding" (p. 53).

While the current literature describes the complexities of being a professional teacher, these descriptions are mostly theoretical in nature and informed by general observations rather than empirical research. To determine what teachers think about effective teaching and professionalism, we conducted a research with English teachers and high school learners. The intent of this study was to analyze the recent educational literature and existing rubrics and frameworks that focus on the practice of effective teaching, and from such analysis construct a list of core, essential practices of high quality teaching and learning that cut across all content areas and grade levels**.** This study was designed to synthesize existing research, rubrics and frameworks and produce a list that is common, succinct and observable.

A study of teachers' early professional experience in New Brunswick, Canada revealed that the most difficult teaching roles in the school are routinely assigned to novice professional teachers. They have to teach subjects in which they often have little background, inadequate resources are provided for them, left to work in isolation, not only administrators but their closest colleagues are disturbing early professional experience (Betts, 2006). Based on these problems, Halford (1999) points out that "teaching is a profession that eats its young" (p. 14). Hargreaves (2003) believes that, "teaching has a long history of isolation" (p. 109). Palmer (1998) asserts that "we pay a high price for that privatization. The growth of any craft depends on shared practice and honest dialogue among the people who do it" (p. 141). Hargreaves (2003) commented that teachers have to re-professionalize in order to gain back their place again among society's most respected intellectuals, in order to prepare today's learners for tomorrow's society. By working in groups, sharing practice, collaborating with parents, and being involved in whole-school development planning, new skills are developed and teachers becomes re-professionalized as their levels of professionalism become extended (Hall, 2001).

Sykes (1989) proposed creating professional developmental schools for teachers. He argues that through raising the standards the quality of the individual teachers should be promoted. This call for standards might be possible through a professional development school for the teachers. This school for beginning teachers is as a practice community and the company of fellows for professional ones. Darling & Hammond (1989) believe that the professional development school, prepare teacher professional, and produce knowledge in teaching.

The following list was also recommended by various proponents for teacher professionalization:

1. Empower teachers at school decision making and create shared governance schools (Ambrosie & Haley, 1988).

2. Establish career ladder in teaching .Then, teacher commitment enhancement, curriculum enrichment and instructional practice, and higher learner achievement have been projected as the outcomes of teacher professionalization (Firestone, 1993).

3- Joyce & Showers (2002); McLaughlin & Zarrow (2001) place professional development within a "problem solving" paradigm which links development to making improvements to issues like learner achievement needs.

From a review of the literature regarding professional features of teaching, a number of studies mentioned by Anitha & Krishnaveni (2013) report some specific attributes of a professional teacher. These research studies have identified characteristic lists of an effective teacher. The Purdue studies from the 1920s to the 1960s (McCombs & Whisler, 1997), the Michigan studies of the 1950s (Pintrich, Brown, & Weinstein, 1994), studies by McKeachie (1990, 1992, 1995) all reported characteristics for effective teachers. They illuminate factors, such as: interest and enthusiasm in their subject and learners, respect for all learners, concern about learner learning, fairness and sympathy toward learners, and others that are associated with learner-centered teachers (Albee & Piveral, 2003). In another study, Mkhize (2000) examined the role of principals in promoting teacher professionalism. The study made use of questionnaires to determine what principals do/ do not do to promote and maintain teacher professionalism. Responses were obtained from 31 principals and 62 teachers. The data was processed manually. On the basis of views from respondents, the study concluded that teachers in the areas studied, perceive some principals as promoting professional behavior. The research project established that there are teachers who are unprofessional in some of the schools that were investigated. McBer (2000), through a series of interviews conducted with teachers, discovered 16 characteristics for a professional teacher, including personality traits and individual attitudes, which she then classified into five groups: a) Professionalism: commitment, confidence, trustworthiness, respect; b) Thinking: analytic and conceptual thinking; c) Expectations: disposal of achievement of high objectives, disposal for permanent comprehension of reality (e.g. the learners, the order), and undertaking of initiatives; d) Leadership: flexibility, accountability, passion for learning; e) Relations with other: fertile interaction involved in the educational process, skills of common work, comprehension.

By reviewing the key concepts of professionalism and professional development we can claim that such issues are not evident in the Iranian context in general and in EFL contexts in particular. What is evident in EFL situations in regard to teacher education is in line with what Rogers and Webb (1991) believe. Rogers and Webb (1991) explained "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). Rastegar Haghighi Shirazi, Bagheri, Sadighi, & Yarmohammadi (2013) believe that "Iranian teachers do not have regular meetings for reflection and inquiry. There is no team teaching or open door policy for teachers to observe each other classes. These shortcomings surely lay evidence for a pressing need to renovate teacher professional development in the Iranian context "(p. 110). Sabzian, Ismail, & Fathi Vajargah (2013), also conducted an evaluation of the effectiveness of teachers' professional development (TPD) in Iran using Akker Spider Web Model. This paper shows how stakeholders identify the strengths and deficiencies of teachers' professional development (TPD) with respect to in- service training and ten components of Akker Spider Web Model. The aims of this paper was to define evaluation, elaborate educational system in Iran, clarify teacher education, describe effectiveness teachers' professional development, explain teaching, state the necessity of evaluation, discuss the necessity of teachers' training and describe ten components of Akker Model.

Few studies, however, have been done to consider the professional development issue from the points of views of both teachers and learners.

3. RESEARCH QUESTIONS

In view of the foregoing introduction and review and based on the objectives of our study, we have the following qualitative research questions:

1.   What is the Iranian EFL learners' perception about EFL teacher-standard-based professional development?

2.   What is the Iranian EFL teachers' perception about EFL teacher-standard-based professional development?

4. METHODOLOGY
4.1. PARTICIPANTS

First, 20 teachers and 20 learners were chosen as participants in the pilot study for validating the first stage of the research. Learners were of junior or senior status in urban and suburban settings. The teachers were working in junior high schools, senior high schools, and language institutes from provinces of Khorasan. Teachers had a mean age of 43 years ranging from 24 to 57 years, and they had different ranges of experience from less than five years to more than 25 years of teaching experience. Thirty three percent of the teachers had more than 20 years of experience; a relatively small number of teachers fell in the category of less than 5 years of teaching experience. Regarding the context of education, teachers were divided into eight groups of teachers teaching in (1) junior high school; (2) senior high school; (3) language Institutes; (4) pre university; (5) junior high school + language Institutes (6) senior high school+ language Institutes; (7) senior High school+ pre university and (8) both schools and institutes. In order to differentiate among teachers holding different degrees of education, teachers were attributed to 4 levels of (1) AD, TEFL, (2) BA, TEFL, (3) MA, TEFL, (4) PhD, TEFL. The teachers having associate degree of TELF composed the least percent among different academic degrees in the sample, namely, 1.1%, teachers in the second group were 67%, teachers holding TEFL MA comprised 29 % of the sample and the last group of PhD-TEFL was 00.7 %. The mean age of learners was about 16 years ranging from 13-19 years. As the main concern of this qualitative study was on interview, twenty representative teachers and learners were selected to participate in the interview meetings.

4.2. INSTRUMENTS
4.2.1. INTERVIEWS

An interview is a face-to-face oral / verbal dialogue between a researcher (interviewer) and a respondent (interviewee) (Kombo & Tromp, 2006), where ideas are exchanged and recorded. Based on the degree of structuring, interviews can be divided into three categories: structured interviews, semi-structured interviews, and unstructured interviews (Fontana & Frey, 2005).

1. Structured Interview

A structured (or standardised) interview is one in which every effort is made to exclude procedural reactivity by asking every subject exactly the same question in the same way and in the same order. The emphasis is upon `equivalence of stimulus' (Harvey, 2012).

2. Semi-structured Interview

Semi-structured interviews are as the name suggests based on an outline structure or some key questions but with a degree of latitude for the interviewer to explore the topic in more detail, depending on how the conversation is going. Semi-structured interview is usually one in which the interviewer has a check list of questions that the respondent is asked to address. The intention is to get respondents to talk in their own terms, hence questions tend not to be too specific (Harvey, 2012).

3. Unstructured Interview (sometimes referred to as 'open-ended interview')

Unstructured interviews have, as their name suggests, no formal structure and are more like everyday conversations. There will be a topic or set of topics, which may be quite broad, that the researcher wants to discuss in the interview but there will be no set questions (Harvey, 2012).

The researchers used a semi structured interview format. Cohen, Manion, & Morrison (2003, p. 146) commented that "The qualitative interview tends to move away from the pre-structured, standardized form and toward the open-ended or semi-structured interview, as this enables respondents to project their own ways of defining the world". The semi-structured interview permits greater flexibility than the closed situation of a structured interview. It allows for the participants' perspectives on the issue to unfold, and is more like a conversation with a purpose (Merriam, 1998). It also allows participants to raise issues and new ideas that may not have been included in the schedule (Cohen, Manion, & Morrison, 2003).

The aim of our study was to gain a rich understanding of the participants' views surrounding the concepts of teacher professionalism and teacher leadership and therefore prompts and probes around the question were part of the interview.

4.3. PROCEDURE OF THE STUDY

A digital audio recording device was used to record the interviews. Audio files were kept in a secure location and respondents were assured of complete confidentiality. The interview was developed based on the literature review. Questions were constructed out of the characteristics that made up an effective professional teacher as discussed in the literature review. Interview data were collected from purposefully selected participants. Interviews were approximately 10-15 minutes in length. The interviews were carried out in each school on a day that was suitable to all involved. A room was chosen where no interruptions would hinder the audio-taping of the discussions.

In order to obtain teachers' spontaneous responses, none of the groups were informed of the topic of the interviews beforehand. Each participant was interviewed on an individual audiotape to ensure there was no confusion and the participants were identified only by an alphabetical order system. Our desire was to allow the interview to remain fairly conversational and situational to gain a collection of comprehensive study data. Each teacher was interviewed once. Each audio taped interview was transcribed. A copy of the transcript was sent to a group of participants in order for them to verify or make any changes they wished. Transcription was seen as a very important step in the process and one, as it is open to interpretation, in which care needs to be taken. The researchers were mindful that Cohen, Manion, & Morrison (2003) stated: "This is a crucial step, for there is the potential for massive data loss, distortion and the reduction of complexity" (p. 281). It was therefore necessary to try to overcome this, and so giving the transcripts back to some participants for verification purposes was one way to do this. After this process we analyzed the transcripts looking for trends and patterns.

5. ANALYSIS, RESULT AND DISCUSSION OF THE STUDY

The questions were created to allow teachers and learners to report their experiences and understandings of their professionalism. The following tables summarize the characteristics of interview participants:

Data set to be analyzed by the researchers included all responses done by teachers and learners participated in this stage of the study i.e. semi-structured interviews. In order to analyze the interview results thematic analysis was used. "Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data" (Braun & Clarke, 2006, p. 79). Thematic analysis includes familiarization with data, generating initial codes, searching for themes among

codes, reviewing themes, defining and naming themes, and producing the final report (Braun & Clarke, 2006). Therefore, the researcher followed the following stages:

1. Creating initial codes
2. Revisiting initial coding
3. Developing an initial list of categories
4. Modifying the initial list based on additional rereading
5. Revisiting categories and subcategories
6. Moving from categories to themes

The researchers also switched between reading the codes line by line and tried to process the data in an attempt to identify meaningful qualitative units for analysis. A code might either consist of one line of text or part of a text including several lines. Brief phrases were used as codes. Then, it was tried to rename initial codes, delete redundant ones and integrate those which seemed to be indicators of a similar concept. Many codes were generated and were organized into larger categories where some codes were considered as subsets of those larger categories. Some codes were taken from participants' own words which are called "in vivo codes" (Glaser & Strauss, 1976).

We will discuss each of the interview questions in turn and then sum up the themes derived from interview sessions in table 4.25.

1- Are you (your teacher) familiar with learners' skills, cultural backgrounds, families and knowledge? How?

In response to this question which was related to the knowledge construct, teachers tried to put forward their different ideas based on their different backgrounds. Following are some of the teachers' responses:

T1: *"It is a good idea and next year I try to become familiar with learners' family background information"* (Male, 35 years old, 17 years of experience).

T2: *"I am a native teacher in this village and I know just those learners that are from my village but I have no information from other learners' families and problems. Although this information is very helpful, I do not have enough time to know all of my learners"* (Male, 48 years old, 25 years of experience).

T3: *"I become familiar with learners background knowledge and some information related to their families and problems in the first session through a questionnaire, and this information is very useful"* (Female, 39 years old, 17 years of experience).

T4: *" I try to know my learners in the first session by oral questions such as their last year English score, parents' job... and in my opinion, this information is a need for a successful teacher"* (Female, 35 years old, 13 years of experience).

One teacher believed very strongly in the role that learner information played in teaching and she said:

T5: *"I collect the information in the first sessions of the course by observing their behavior, a diagnostic test in the first session ..."* (Female, 33 years old, 10 years of experience).

But most teachers reported that they did not collect information about families except for problematic learners and generally they complained about populated classrooms, and limited time for instruction.

According to learners' interview, teachers just knew about learners' skills through oral and printed exams during the course, and the teachers communicated just to those eager families that came to school in order to know about their learners' level of education.

L1: *"Families become informed about learners' individual progress through the final exam results"* (Female, 16 years old, senior high school).

L2: *"My teacher knows learners through oral and printed exams. She also asks some questions in the first session to become familiar with our level"*. (Male, 17 years old, Senior high school).

2- How do you (your teacher) update yourself and get knowledge on the subjects you (he/she) teach?

In response to the second question which was related to the first domain relating to the knowledge constructs, all teachers interviewed discussed the need to be continually up skilled in the areas of professional content knowledge in order for them to maintain their status as an effective teacher. Teachers also recognized that research into educational practices played a very important part. Although the ongoing development of professional content knowledge was of high importance in the schools in this study, many of those interviewed acknowledged that they do not spend much time on research projects or updating their knowledge.

It is also noteworthy that learners' rating of their teachers, reflect a reality for many teachers that most learners do not view their teacher engaging in teacher research or action research to improve their own practice. While engaging in teacher research or action research to improve one's own practice is not in itself an indicator of the professionalism of a teacher, experienced teachers who receive lower ratings on this issue is important.

Following are some instances as teachers' and learners' codes regarding their knowledge construct experiences.
T1: *"professional development and updating knowledge is necessary for every teacher but I am too busy and I do not have any free time to renew my knowledge"* (Male, 36 years old, 15 years of experience).
T2: *"Nowadays it is a must for all teachers to up skill and develop their knowledge, but unfortunately there is not enough extrinsic motivation to update ourselves"* (Female, 39 years old, 21 years of experience).
L1: *"My teacher is not updated at all and he has no information about new technologies"* (Male, 18 years old, pre university).
L2: *"My teacher hates technology and did not use it in our classroom. She is not eager to develop"* (Female, 17 years old, senior high school).
L3: *"My teacher is not a fan of research, development, renew. She teaches in traditional ways"* (Female, 17 years old, senior high school).

3- How is your classroom physical setting for instruction?

The third question is related to environment construct asking the teachers' and learners' perceptions on the classroom physical setting. Their overall responses showed that they were not satisfied with their physical context of teaching. Following are some instances of the teachers and learners responses:

 T1: *"Eager learners hang some posters on the problematic and difficult parts of each lesson on the walls"* (Female, 31 years old, 11 years of experience).

T2: *"The school manager does not allow us to use physical setting of the classroom"* (Male, 36 years old, 14 years of experience).

T3: *"We can't use physical space because we work in two morning and evening shifts with junior and elementary learners"* (Female, 38 years old, 12 years of experience).

   According to learners, the teachers did not encourage learners to use the physical space and this was not very important to their teacher. Sometimes eager learners willingly did this task themselves.

   L1: *"This is not common for all learners; only clever learners are responsible for posters and the like"* (Male, 17 years old, senior high school).

4- How do learners play a role in developing the educational system?
Concerning this question which was related to the instruction construct, most teachers commented that they received feedback on teaching through the result of each lesson. If majority of their learners mentioned that they have grasped the content and have no further questions, so the teaching method was considered to be successful; otherwise, they tried to revise their methodology.

T1: *"I seek feedback at the end of the course to know about learners' ideas regarding my teaching method and this information is useful for the next year"* (Female, 42 years old, 18 years of experience).

T2: *"My learners' final exam results are important to me and I change my teaching method according to this information"* (Female, 40 years old, 17 years of experience).

   Learners also believed that their teacher didn't care about their ideas and did not seek feedback about their teaching methods and they choose their teaching method based on their own knowledge and experience not the learners.

   L1: *"Our teacher did not care for our views and all the time he had the same teaching method"* (Male, 16 years old, senior high school).

   L2: "*Our teacher had his own way of teaching and do not change it at all"*. (Male, 18 years old, Pre University).

5- How do you (your teacher) have interactions with other teachers in your school or other schools?
The last interview question was related to the professional responsibility construct asking for the interaction of teachers and learners. Most of the teachers were positive in regard to their perceptions on interaction and considered it as a professional construct. Here are some instances:

 T1: *"Teaching is a lot to do with relationships and communication and the kind of person you are and that you genuinely care for people, you genuinely care for children, you want to be part of the education process. As a person I think you have to be aware of differences and be inclusive. You have to be reflective, you have to be able to get on with people and work together as a team"* (Female, 39 years old, 15 years of experience).

Another teacher stated that the value placed on others' opinions was important in fostering effective relationships. She stated:

T2: *"I think also that everyone's opinions are valued and that there is not a hierarchy within our school. I have heard a novice teacher talk at staff meetings and their opinion is valued as much as an experienced teacher". A teacher stated: "I don't see it (relationship) as something that's directed in our group; I think probably there would be a higher focus on effective relationships first in order to achieve collective responsibility"* (Female, 45 years old, 24 years of experience).

Furthermore, positive professional relationships with all stakeholders in the school were seen as being an important part of the role of the teacher but according to the majority of teachers break time was a good time for any interaction but it was very short.

T3:*"Teachers did not specify a special time to this interaction but in the group meetings, they often have the opportunity to learn from the comments of their colleagues".*

The codes identified in analyzing interviews of twenty teachers and learners resulted in the following categories and themes which are shown in table 4.25:

Table 5.1

Themes and Their Corresponding Categories for Teachers based on Interviews

Domain	Questions	Themes	Frequency	Percent
Knowledge	1- Do you become familiar with your learners' skills, cultural back grounds, families and knowledge? How?	Printed exams	8	0.80
		Oral questions	8	0.80
		Last year score	7	0.70
		Group work	7	0.70
		Other colleagues	3	0.30
		Level diagnostic test	3	0.30
		Manager	1	0.10
		Behavior	1	0.10
			N= 10	Total=100%
	2- How do you update yourself and get knowledge on the subjects you teach?	Experience	9	0.90
		websites	5	0.50
		Books, articles, Movies…	5	0.50
		Colleagues	4	0.40
		Continue my education	3	0.30
			N= 10	Total=100%
Environment	3- How is your classroom physical setting for instruction?	Group work	8	0.80
		Encourage good learners	5	0. 50
		Real objects	3	0.30
		Chairs in a circle	3	0.30
		Educational games on the board	1	0.10
			N= 10	Total=100%
Instruction	4- How do your learners play a role in developing the educational system?	Talk orally	7	0.70
		Write on papers	5	0.50
		Observe reactions	5	0.50
		I involve them…	N= 10	Total=100%

Domain		Themes	Frequency	Percent
Professional Responsibilities	5- How do you have interactions with other teachers in your school or other schools?	In staff meetings	10	**0.100**
		Phone interaction	8	**0.80**
		email and weblog	5	**0.50**
		As a team in viber, face book...	4	**0.40**
		I don't see any relationship between English group	3	**0.30**
			N= 10	**Total=100%**

Table 5.2

Themes and Their Corresponding Categories for Learners based on Interviews

Domain	Questions	Themes	Freque ncy	Percent
Knowledge	3- Does your teacher become familiar with your learners' skills, cultural back grounds, families and knowledge? How?	Printed exams	10	**0.100**
		Oral questions	8	**0.80**
		Observe Behavior	7	**0.70**
		Group work	7	**0.70**
			N= 10	**Total=100%**
	4- How does your teacher update herself/himself and get knowledge on the subjects he/she teach?	Experience	9	**0.90**
		websites	5	**0.50**
		Books, articles, Movies…	4	**0.40**
			N= 10	**Total=100%**
environment	3- How is your classroom physical setting for instruction?	Group work	7	**0.80**
		Encourage good learners	5	**0. 50**
		Chairs in a circle	3	**0.30**
			N= 10	**Total=100%**
Instruction	4- How do learners play a role in developing the educational system?	Talk orally	7	**0.70**
		Write on papers	2	**0.20**
		she involves us…	N= 10	**Total=100%**
Professional Responsibilities	5- How does your teacher have interactions with other teachers in your school or other schools?	In staff meetings	10	**0.100**
		Phone interaction	5	**0.50**
		email and weblog	3	**0.30**
		As a team in viber, face book..	2	**0.20**
			N= 10	**Total=100%**

6. GENERAL CONCLUSION AND PEDAGOGICAL RECOMMENDATIONS

Regarding the questions of the interviews, we tried to analyze levels of agreement or discrepancies among all interview respondents. The results showed a deep level of discrepancy between the perceptions of these two groups; however, it was found that some teachers were not aware of professionalism' standards such as analyzing the learners' needs and this shows that we need to raise consciousness of professional standards if we are going to move toward effective teaching.

The results also indicated that both teachers and learners expected a professional teacher to be knowledgeable. Effective teachers were described as having abundant content knowledge and using a variety of engaging teaching methods. They noted that are effective teacher stay current in their subject areas**.** Subject knowledge was also identified as the foremost characteristic of a professional teacher through the literature review. Numerous studies have portrayed subject knowledge as an important characteristic of a teacher or of any professional. A study by Winch (2004) contended that subject knowledge is a characteristic of any occupation that is a profession. Veldman & Peck (1963) also found that friendly, cheerful, knowledgeable are the characteristics which are always looked up by learners in a teacher. According to Ellis & Castle, (2010) the aptitude and the dexterity of the educator is positive and rich as his knowledge is updated, keeping abreast of current professional training through new books, in-service work, conferences, professional reading and by being a member of professional organization, resulting in a justified articulation of his proficiency.

Furthermore, experience in any profession is considered as an asset. This holds true for teaching also. Keeping the importance of experience in mind, teachers considered it as a vital competency. Lieberman, Saxl, & Miles (2000) reported that experience of a teacher gives him confidence and improves his performance in teaching, motivating, encouraging and leading learners.

According to learners, decision making capability was also a preferred competency of teachers. Professional engagements and other classroom affairs can be managed efficiently if the teacher takes appropriate decisions. Bolin (1989) contends that decision making capability must be developed in teacher for personal and professional growth.

The findings of this research lay the foundation for interventions at educational reform level and the recording of teachers' needs may, partially, ensure that the study programs for initial training are designed according to the needs of the teachers, as these are shaped through their pedagogical work. Findings showed that teachers' needs vary based on their personal. The relevant findings could, therefore, be used for a more effective planning of in-service training programs on pedagogical matters, according to their diverging needs.

However, there are some shortcomings which should be compensated by further studies. This paper was concerned with EFL learners. It should be replicated with different proficiency levels of the EFL learners including a different population in different contexts and using different kinds of research measures.

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