

SELF-AWARENESS OF PROFESSIONALISM AMONG TEACHER TRAINEES

¹Sevinc Ergenekon EMIR (PhD.), ^{2*}Mustafa OZDERE (PhD.), ³Pınar DEMIRKAYA

¹Gazi University, Ankara

²Omer Halisdemir University, Nigde

³National Defense University, Izmir

*Corresponding Author

ABSTRACT

Teachers need to know themselves. As a teacher, your personality and your professional ability are essential to help people learn. This study was conducted to enlighten the positive traits of self-awareness of teacher trainees. The purpose of the study was to investigate the department of English Language trainees' current perceptions of their professional identity versus their off-department counterparts. Data were collected from English Language Teaching Department students in Gazi University, and control groups from Omer Halisdemir University, bachelor degree students and NCO Vocational College associate degree students. The results of the study revealed that the majority of participants had a preference for instructors who had significant proficiency of their subject matter and who provided coaching and guidance. The results included a preference of a classroom management ability which contained entertainment, and awareness of different learning styles.

Keywords: positive qualities, professional identity, and self-awareness

INTRODUCTION

In today's world, there is no single factor determining the quality of education. The most common hypothesis about the value of education is that the role of the teacher has been becoming more significant within the digital age. Learning styles of students change so do the teachers' teaching styles.

This study focuses on teacher's knowledge of their professional identity in class. Teacher's perception of their own identity affects their efficacy and professional development as well as

their ability to cope with challenges and implement new techniques in their own teaching practice. (D. Beijaard et al, 2000)

Developing self-awareness as a teacher is a crucial quality in order to display success. To establish a personal system of values in teaching business enhances your success in teaching as well. Teacher trainee who has concerned him or herself with developing the self-awareness in his/her job as a language teacher easily recognizes the challenges and demands of the job and can develop the essential strategies to cope with the encountered difficulties in class. Self-awareness allows you to understand your learners, how they perceive you as a whole. Teachers' perceptions and beliefs have a considerable influence on their instructional practices, and those practices form their students' success (Ringstaff & Skyes, 1985; Johnson, 1992).

Hoyle defines (1975) professionalism as 'those strategies and rhetoric employed by members of an occupation in seeking to improve status, salary and conditions' (cited in Evans, 2007). Boyt, Lusch and Naylor (2001) explain the concept of professionalism as a multi-dimensional structure consisting of one's attitudes and behaviors towards his/her job and it refers to the achievement of high-level standards. Literally speaking, if you are getting paid for what you do, it means that you are a professional. On the other hand, belonging to a particular profession does not guarantee that the service you provide is a professional one. When it becomes to define what professionalism is in education, it may be said that it is the art or science of teaching. Hugh Sockett (1993) describes professionalism as the "manner of conduct within an occupation, how members integrate their obligations with their knowledge and skill in a context of collegiality, and their contractual and ethical relations with clients" (p. 9). Professional teachers should be keen on their interactions with students. As professionals, by their actions and words, teachers set the highest standard for best practice. Wise (1989) depicts the traits of professional teachers as having a firm grasp of the subjects they teach and being true to the intellectual demands of their disciplines; being able to analyze the needs of the students for whom they are responsible; knowing the standards of practice of their profession and being accountable for meeting the needs of their students (p. 304-305). Teaching at a professional level is an advanced and multifaceted task. Both Clement (2002) and Seifert (1999) point out that becoming a professional teacher is a process that takes some time to master. Professional teachers maintain some level of distance between themselves and their students. They are willing to re-evaluate their practices or learn from others when things don't go well. They certainly pay attention to their personal and professional growth, so they are in a cycle of learning their subject knowledge throughout their careers. Professional teachers also need to be up to speed with current educational practices and technology. Teachers are in a unique position to have a direct impact on their students, so they should be aware of the properties of age if they want to be one step further than their students. Professional teachers do not come into class hoping or guessing the attitude of 'everything will

be all right'. He or she must always plan lessons in advanced, so he/ she knows exactly what to do in various situations that might arise within the lesson. Most importantly, they care more about being effective than being liked. Küçükahmet (1999) interviews with university students and defines the ideal professional teacher as the one who loves his profession, invites students to participate and is aware of personal differences, unbiased, cultured, honest, humorous, and expert in the field.

LITERATURE REVIEW

The field of teacher education has been undergoing significant changes in both theoretical and practical ground since the new insights were needed in teachers' process of interpreting the theories into conceptual framework which will guide their actions in practice. (Eraut,1994)

In the 1950s and 1960s, many new methods and approaches were introduced to the field and the language learning process began to be defined as "a vehicle for the realization of interpersonal relations" (Richards and Rodgers, 2001: 21). With Communicative Language Teaching, Blum (1984, quoted in Nunan and Lamb, 1996:116) presented a list of 'teacher practices' of 'effective teachers' in the EFL classroom.

In the 1980s and into the 1990s, many scholars decided that what makes a teacher good is an expertise, in other words, proficiency in his/ her subject. Expert teachers are different from non-experts in three ways: having an extensive and accessible knowledge that is organized for use in teaching; being efficient and doing more in less time; and being able to arrive at innovative and appropriate solutions to problems (Steinberg &Horvath, 1995).

Korthagen, F., & Vasalos, A. (2005) introduce an exemplary image called onion model. In their model, they claim that there are various levels in people that can be influenced. From each perspective, there will be a different answer to the question of the essential qualities of a good teacher, because students can directly observe only the outer levels; environment and behavior. This model constitutes the core objective of our research study, because the professional traits of a teacher can be used interchangeably as essential qualities of a good teacher.

We may talk about two main questions at the heart of teacher education. The first one is about the essential qualities of a professional teacher while the second is about the self-awareness of the teacher trainees. Because, if we know the teachers' self perceptions, we may make some predictions about their teaching practices in class. Recent studies indicate that teacher education needs to go beyond methodology and pedagogy and should work on areas of personal development, and professional identity (Korthagen, 2004).

Teachers' beliefs about their own effectiveness is known as self efficacy. Instructional decisions derived from self-efficacy play an important role to shape students' learning environment and desire (Soodak & Podell, 1997) Notable teachers make use of their acquired skills to create a change in the classroom environment. Teachers' professional self image and how this self image comes into being are defined through their studying and working periods of their lives (Knowles, 1992). Self efficient teachers' attitudes and beliefs creates a change in the learning outcomes of students (Guskey, 1998). Learning outcomes includes any kind of evidence what teachers use to judge the effectiveness of their teaching methods and styles like students' exam results, motivation, attendance, etc.

It is not easy to formulate a definitive description of "self-aware teachers". Many attempts are being made to designate these qualities by means of lists of abilities, skills or competencies which are strongly supported and expected to be defined by policy-makers (Becker, Kennedy, and Hundersmarck, 2003). The concepts of traits may change drastically based on age groups, geographical settings, and so on. However, the scholars may offer a framework consisting of personality traits in the near future.

It is not the educators only responsible for creating a positive attitude towards learning. 'Our schools and classrooms must provide environments and encourage the students to develop a lifelong love for learning' (Adams, 2013 p.2). The importance of values and ethics in class is also noted by Pachler et al (2003). He suggests that the science of teaching is not adequate; teachers should also be concerned about the values, ethics, and pursue wider educational goals. Behavior management is a key factor in teaching. A magical blend of empathy, eagerness to teach, intellectual conscientiousness, creative thinking, and providing training focused on coaching and guidance make the teaching business more challenging than ever.

Problem of the study

The main problem of this study is to determine the personal traits of a professional teacher in a communicative classroom. To find out them, the following research questions have been formulated:

1. What are the most important self- aware characteristics of a professional teacher according to the English Language Department trainees?
2. What do teacher trainees think about their teaching skills and classroom instructions?
3. How do the perceptions of English Department teacher trainees differ than other students in the university setting?

The purpose of the study

The main purpose of this study is to find out if there is a relationship between the perception of self-awareness and positive personality traits. The sub-purpose is to detect the different personal attitudes between the English language department responders and university or vocational college responders.

The importance of the study

Studies exploring teachers' roles and skills anticipated by learners have varied over the years. In this respect, this study aims to investigate students' viewpoints on their teachers' professional skills and primarily the English Language Department students' personal beliefs about themselves. This study intends to put forward some insights for both ESP teachers and policy makers of Language Schools about what kind of teacher they need to hire. Besides, this study aims to reveal the present analysis of professional teacher qualities & skills, and to emphasize the role of a professional teacher.

Participants

The research is conducted with the participation of a total of 323 students from three different universities in Turkey. For this study, convenience sampling method is used. 180 students from English language Department in Gazi University, Ankara, 73 bachelor degree students from different departments in Nigde, and 70 associate degree students from vocational college in Izmir took part in the study by responding to the data collection instrument. Thus, the findings cannot be generalized to all universe concerned, nor does the study imply that the result represent a universal pattern. Table 1 shows the distribution of the participants.

Table 1. Participants

Education	n	%
ELT Students	180	56%
Bachelor Degree Students	73	23%
Associate Degree Students	70	22%
Total	323	100%

As can be seen in Table 1 the study was conducted with the participation of 232 students, of which 56% (n=180) were ELT students, 23% (n=73) were Bachelor degree students and %22 (n= 70) were Associate degree students.

METHODOLOGY

In this research, Thompson (2007) scales of traits & skills were used originally. Both scales were translated into Turkish language. A double blind translation method was applied to ensure impartiality and avoid errors arising from any kind of bias. The reason for choosing these particular scales were that they were created based on the studies of prominent academicians in ELT such as Harold B. Allen (quoted in Brown 2001, p. 429), Blum (1984, quoted in Nunan and Lamb, 1996, p.116), Karavas-Dukas (1995 in Hedge, 2001). The defined characteristics in both scales are still valid in modern-day articles as in Miller, P. (2012). There are two components in teaching. These are called mental and mechanical components. The mechanical component is about skills, whereas the mental component is about the teacher's beliefs or personality, Brown and Rogers (2002).

The first portion of the survey consists of the most frequent 60 adjectives in which 10 of them are to be chosen as the target qualities. As the second portion of the survey, there are 30 target sentences to define the teachers' skills in which 7 of them are to be chosen as the most necessary components of professional teaching. Learners mainly define the effectiveness and impact of teaching by attributing or designating adjectives to educators. The items in each section were randomly mixed up. For students who had a hard time understanding English instructions, the Turkish translation of questionnaires were supplied as well.

a. Research Design

The research was conducted in three different university settings as a total of 323 young adult trainees. A quantitative research method was applied throughout the research. The researchers conducted a questionnaire in order to collect data from targeted groups of students about their opinions regarding the professional qualities of teachers. The questionnaire was composed of a random use of adjectives. The items in each section were randomly mixed up. Using a questionnaire and choosing the appropriate adjectives had its limits because it led the trainees to be selective on the given list. Their selection was influenced by their experiences.

b. Data Analysis

Statistical Package for the Social Sciences (SPSS) for Windows, version 15.0 was used to analyze the quantitative data, which tested the hypotheses, to support the conclusion. Analyses of qualitative data, which drew out patterns from concepts and insights, were categorized and coded by a common theme in order to establish a framework of thematic ideas about the study (Gibbs, 2007).

In this research:

- Statistical analyses were performed using the Statistical Package for the Social Sciences (SPSS) for Windows, version 15.0.
- Descriptive statistics were represented as frequency and percentage.
- Variables in Turkish and English scales were compared by chi-square test.
- Kendal W correlation coefficient was calculated between English and Turkish responders and used for assessing agreement among raters.
- The statistical significance of alpha error was set at $p < 0.05$.

ASSUMPTIONS

The following assumptions guided the study:

- The outcome was thought to be equally correlated among the participants who rated the scales in Turkish and English languages.
- Students were assumed to participate in rating the scales with full concentration.
- Students were expected to be honest in their responses in the interview part.
- The results of the study would contribute to the professional development of EFL teachers.

FINDINGS

For this study, participants were asked to choose the top ten most valuable qualities out of sixty that they think a good ELT teacher should have. The data were analyzed separately for each group of participants. Figure 1 shows the ELT student' opinions regarding the top ten most valuable qualities of a good ELT teacher in general perspective.

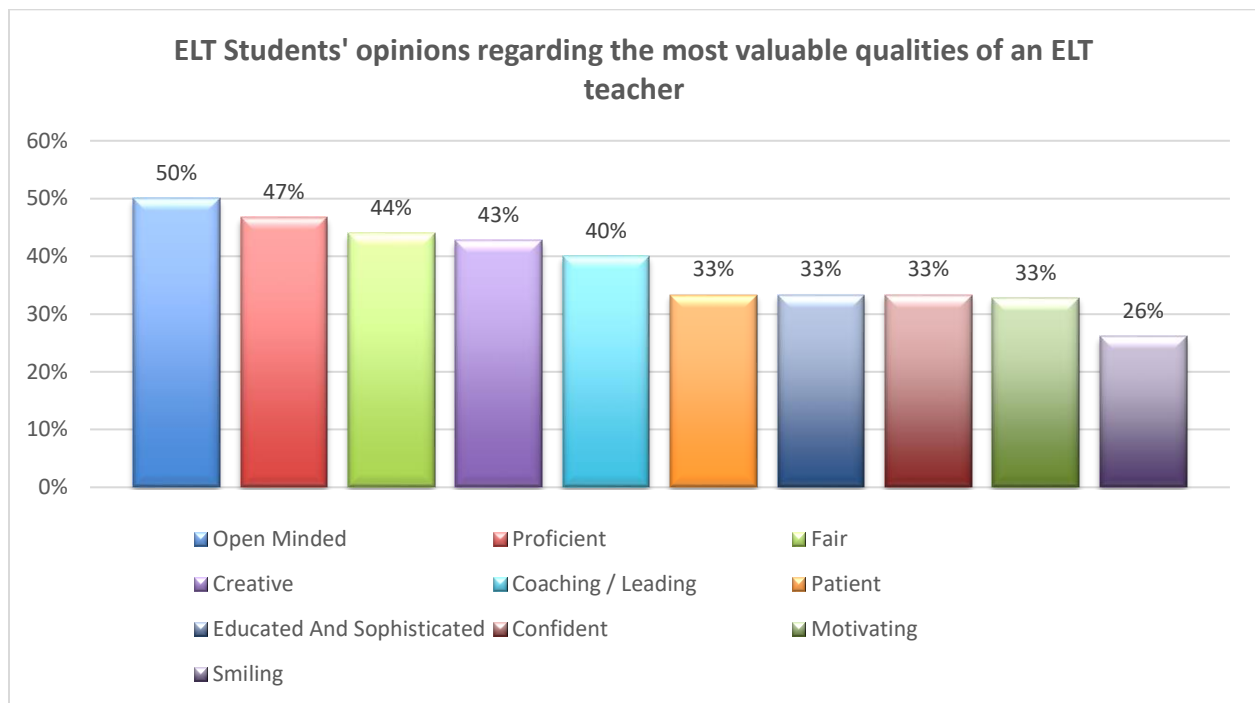


Figure 1. ELT student’ opinions regarding the top ten most valuable qualities of a good ELT teacher

According to the ELT students, the most valuable qualities that a good ELT teacher should have are as follows. A good ELT teacher, by order of importance, should be open minded, proficient , fair, creative, a good coach/ leader, patient, well-educated and sophisticated, confident, motivating and smiling.

As can be seen in Figure 1, the most marked quality (50%) of a good ELT teacher is being open minded while the second most marked quality (47%) is being proficient. Being fair, the third most marked quality (44%) on the list, is followed by the quality being creative (43%). The quality “coaching/leading” with 40% comes in the fifth on the list. Being patient, educated & sophisticated, confident and motivating are the qualities of a good ELT teacher are in the sixth place on the list with 33%. The last but not the least most valuable quality of a good ELT teacher should have is smiling (26%).

According to the participating ELT students, the foremost valuable quality of a good ELT teacher is that he/she should be open minded and keep an open mind on the advances in the field of ELT and in life. The second most valuable quality of a good ELT teacher is that he/she should have good proficiency in English. In other words, being a good teacher requires knowledge of the subject and the skill of a good communicator. The third most valuable quality is considered

to be fair. Being fair means to apply the same rules to everyone as well as treating everybody equally, not favoring certain individuals. The fourth most valuable quality of a good ELT teacher is that he/she should be creative. The world and the classroom are in a constant change, so a good teacher should be creative to adapt to be successful. The fifth most valuable quality of a good ELT teacher is that he/she should be a good coach or leader. A good leader sets an example to the others. He/she is enthusiastic about his/her work and he/she is a passionate, creative, resourceful and dedicated person as well as many other qualities. The participants think that the sixth most valuable quality a good teacher should have is that he/she is patient. Being patient means acting calmly in the face of frustration or adversity. Given that being a teacher is a tiresome job and teachers face challenges all the time, patience is a virtue a teacher should have if he/she aims to lead a successful, fruitful and satisfying professional life. Being educated and sophisticated comes in the seventh place on the list of the most valuable qualities a good ELT teacher should have. Being educated does not mean hold a degree in something but keeping up to date, following the new advances, studies, findings and put them into practice in his/her classroom. The eighth most valuable quality of a good ELT teacher should be confident. Self-confidence in one's ability enables him/her to be successful in every possible way. A teacher should teach with confidence when he/she knows what to teach, how to teach, how to speak to the students, how to act in the classroom, how to overcome problems, how to adapt and so on. The next most important quality of a good ELT teacher should have is to be motivating. Motivation is the drive to perform well. A motivated teacher can motivate his/her students by using different methods of teaching. The last but not the least most valuable quality of a good ELT teacher is that he/she has a smiling face. Smiling is the most powerful expression we have and it can convey the meaning we care for the others.

Following the opinions of ELT students, the data related to the opinions of bachelor degree students were analyzed. Figure 2 shows the bachelor degree student's opinions regarding the top ten most valuable qualities of a good ELT teacher in general perspective.

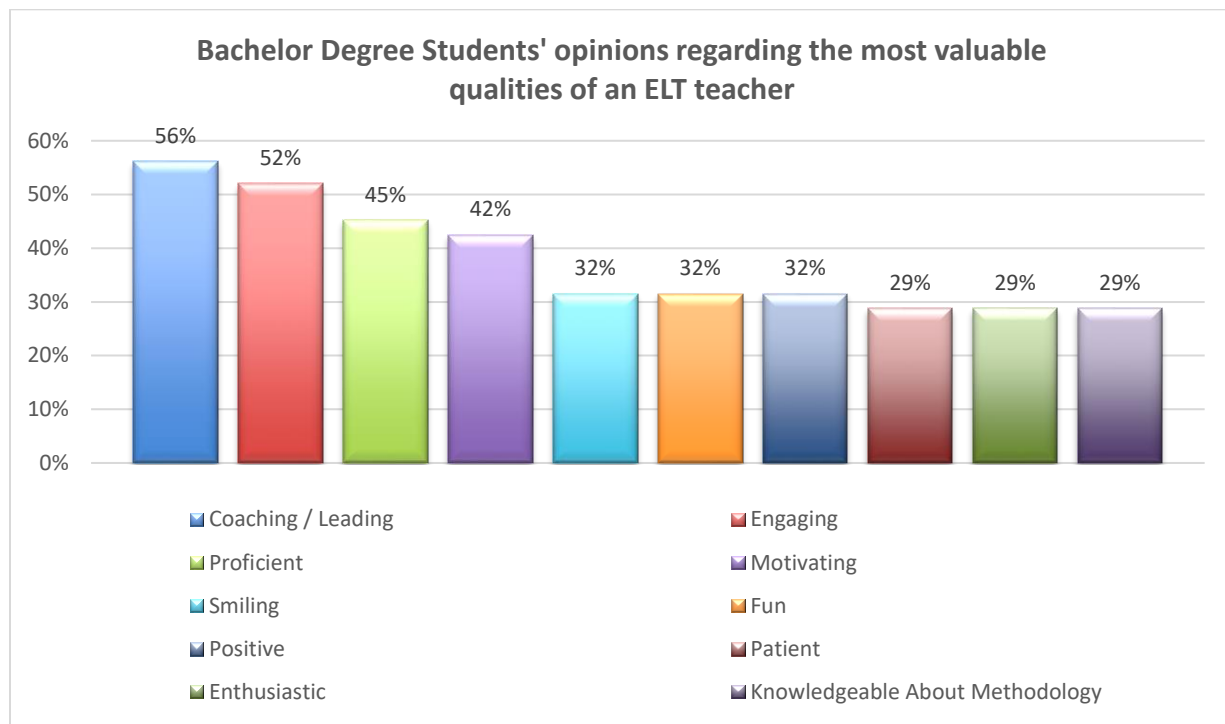


Figure 2. Bachelor degree student’ opinions regarding the top ten most valuable qualities of a good ELT teacher

According to the Bachelor degree students, the most valuable qualities that a good ELT teacher should have are as follows. A good ELT teacher, by order of importance, should be coaching/leading, engaging, proficient, motivating, smiling, fun, positive, patient, enthusiastic and knowledgeable about methodology.

As can be seen in Figure2, the most marked quality (56%) of a good ELT teacher is being coaching/leading while the second most marked quality (52%) is being engaging. Being proficient, the third most marked quality (45%) on the list, is followed by the quality being motivating (42%). The quality “coaching/leading”, “being fun” and “being positive” with 32% comes in the fifth on the list. Being patient, enthusiastic and knowledgeable about methodology are the qualities of a good ELT teacher are in the sixth place on the list with 29%.

According to the participating bachelor degree students, the foremost valuable quality of a good ELT teacher is that he/she should be a good leader. By that, it can be inferred that bachelor degree students think that managing a class, setting good example to students, coaching and leading them is more important than other qualities that a teacher should have. The second most valuable quality of a good ELT teacher is being engaging, that may be interpreted as the idea that

a good teacher need to be able to involve students in the lesson by applying different techniques. Interestingly, being proficient is the third most valuable quality. Given that professional proficiency to teach bachelor students isn't necessarily to be as high as teaching ELT students, that can be understandable. Being able to motivate students is also considered to be an important quality by the bachelor degree students. Being able to motivate requires being motivated himself. A motivated person reaches his/her goal eventually because motivation is the drive to perform well. From the figure, it can be inferred that personality of the teacher is more important for the bachelor degree students because they seem to care more for the personality traits of a teacher (fun, smiling, positive, patient etc.) than the knowledgeable about methodology.

Compared with ELT students, who seem to pay more attention to the teaching qualities of a teacher, bachelor degree students seem to care the personality of a teacher more. Following the opinions of bachelor degree students, the data related to the opinions of associate degree students were analyzed. Figure 3 shows the bachelor degree student' opinions regarding the top ten most valuable qualities of a good ELT teacher in general perspective.

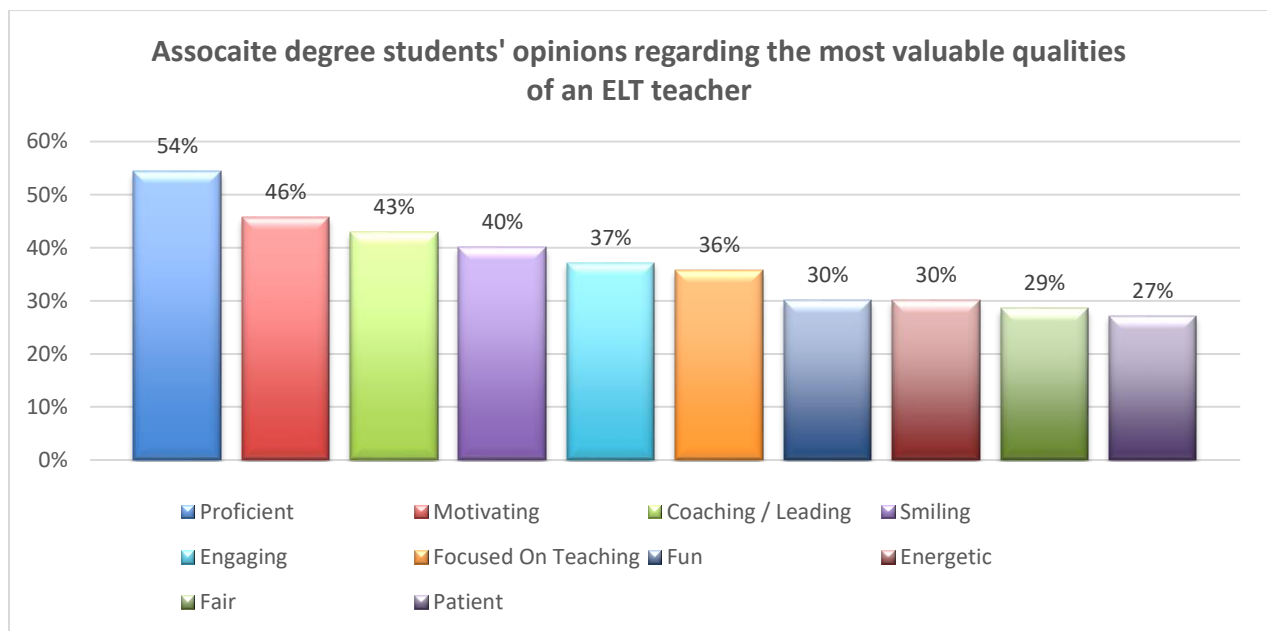


Figure 3. Associate degree student' opinions regarding the top ten most valuable qualities of a good ELT teacher

According to the Associate Degree Students, the most valuable qualities that a good ELT teacher should have are as follows. A good ELT teacher, by order of importance, should be proficient, motivating, coaching/ leading, smiling, engaging, focused on teaching, fun, energetic, fair and patients.

As can be seen in Figure 3, the most marked quality (54%) of a good ELT teacher is being engaging while the second most marked quality (46%) is being motivating. Coaching/leading, the third most marked quality (43%) on the list, is followed by the quality smiling (40%). While the quality “proficient” (37%) comes in the fifth place followed by the quality focused on teaching (36%). The seventh and eighth place on the list are for the quality “being fun and energetic” (30%). With 29%, the quality of fair is followed by the quality being patient (27%).

According to the participating associate degree students, the foremost valuable quality of a good ELT teacher is that he/she need to be able to students involve in the lessons. In other words, he/she need to make the lesson interesting, fun to join, satisfying and so on. The second most valuable quality of a good ELT teacher is being motivating. Given that the most important quality is being engaging, that may be interpreted as the idea that students do not enjoy their English lessons much. From the figure, it can be inferred that personality of the teacher is more important for the bachelor degree students because they seem to care more for the personality traits of a teacher (fun, smiling, positive, patient etc.).

When we look into three figures, we can conclude that for the bachelor and associate degree students, the personality of a teacher, is more important than his/her professional competency, proficiency and knowledge about methodology and so on. Following the opinions of associate degree students, the data related to the opinions of the participants’ opinions regarding the skills of a professional teacher were analyzed. Figure 3 shows the participants’ opinions regarding the skills a professional teacher need to have.

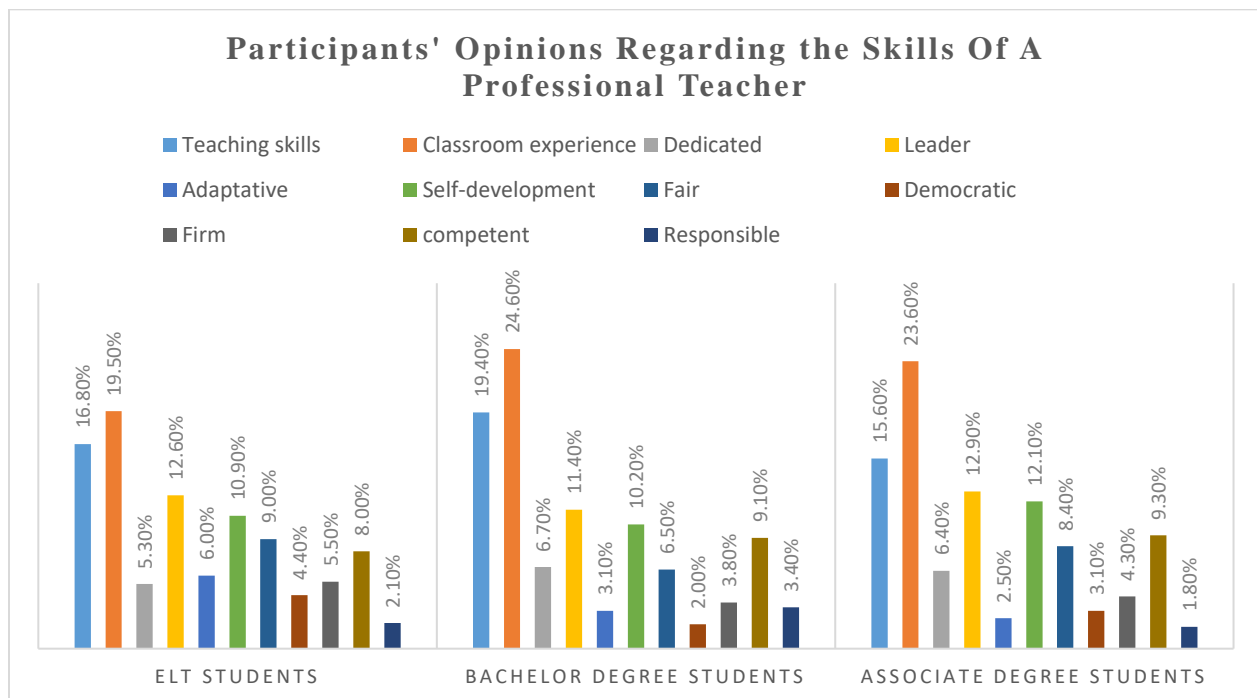


Figure 4. Participants’ opinions regarding the skills of a professional teacher

For this study, participants were given thirty statements about the valuable qualities a good ELT teacher may be expected to have and asked to order them by order of importance. The statements then classified under the headings teaching skills, classroom experience, dedicated, leader, adaptive, self-development, fair, democratic, firm, competent and responsible.

When the participants were asked what qualities they think a good ELT teacher should have, it is found that the opinions seem very much alike. As can be seen in Figure 3 regardless of their education, all the participants seem to agree that classroom experience is the most valuable quality a good ELT teacher should have. As for the classroom experience, participants seem to think a good ELT teacher should be aware of the learning styles of the students and incorporate it into his/her lessons, keep students’ attention alive, give extra time for students in need, write clearly on the board and so on. After the classroom experience, teaching skills comes second on the list. As for the teaching skills, according to the participants, a good ELT teacher need to plan interesting relevant lessons that keep interest, give clear, short, easy to-follow instructions, go neither too fast or too slow and so on. As can be seen on the figure, being a good leader in the class or school is another valuable quality a good ELT teacher should have. In addition, participants seem to agree that being a good teacher means being open minded and seek perfection as a professional. Therefore, self-development is another important quality for a

teacher, meaning a teacher need to be up-to-date on the latest methods of teaching, keep track of latest publications and so on.

However, unlike ELT students who seem to think being fair in the classroom is more important, bachelor and associate degree students seem to think that being competent in class is a more important quality while ELT. By being competent, it is meant that a good ELT need to answer student's questions with confidence, be able to provide error correction and so on, while for this study being fair means giving everyone in the class equal attention or treating students with respect.

Another disagreement seems to be for the sixth place on the list. While ELT students think being competent is less important being fair, associate degree students seem to think the otherwise whereas the quality of being dedicated comes in the sixth place on the bachelor degree students' list. As for the next quality, according to ELT students a good ELT teacher should be able to adapt to new advances, changes and so on whereas for bachelor degree students the quality of being fair and for associate degree students the quality of being dedicated is more important. However, being dedicated, showing an interest in students' progress, comes in the ninth place on the ELT students' list. For bachelor degree students, the quality of being responsible, checking homework assignments, taking responsibility for student's results and so on is more important than being democratic which comes 9th place for associate degree students and 10th place for the ELT students. While being open minded and ready to adapt changes and so on is the 10th most valuable quality for bachelor and associate degree students, being democratic, taking others point of views, is in the 10th place on the ELT students' list. As for the 11th most valuable quality an ELT teacher should have, ELT and associate degree students seem to think a good ELT teacher should be responsible while bachelor degree students think being democratic is the last but not the least valuable quality a good ELT teacher should have.

DISCUSSION

In order to judge each trait of a professional teacher, researchers should use valid criteria that are related to the particular exemplar that the teacher strives to emulate. In this research, the main results revealed that young adult students mainly prefer teachers who have a talent for motivating and coaching. The provision of the study was the preference of teachers who had eminent knowledge of his/her expertise. In the past, teachers good at discipline issues were in demand. In today's digital era, even the young adult trainees have a tendency to have interesting, creative and funny lessons since the highest ranking in both groups belongs to planning interesting relevant lessons. Learners also want to observe teachers' interest in their language learning styles. On the other hand, they do not want teachers to stick to the program. The differences between the choices among the raters are thought to stem from linguistics perception of the

adjectives and it definitely demands further research. The majority of ELT trainees emphasized the importance of fairness in the class. According to the majority of students, professional teachers should tend to make lessons more enjoyable for students because they are believed to have the right personality to act, and acting ability helps students believe that they are in progress. Hence, students become more attached to their lessons.

When we look at the frequency variables in Figure 1, we see that ELT trainees define the professional teacher as open-minded as their number one choice. They did not select any adjective belong to a group of methodology which was very interesting because their program in university mainly depend on methodological lectures. On the other hand, methodology found a spot in Bachelor degree trainees' list in Figure 2. Associate degree trainees put emphasis on being proficient as it was listed in Figure 3.

In today's world, developing self awareness is important because we can only access our true identity by questioning and this simple action leads us to our own awareness as a human being. We look with our eyes but in order to see the reality, we need to take a deeper look. This is called an establishment of a personal system. We also can define ourselves with our values. Teacher trainees who are concerned themselves with developing the self-awareness should navigate his or her own professional world by reading, searching and questioning. Teacher trainees should be able to define the challenges and demands of the classroom environment. By doing so, they can develop the necessary strategies for the challenges in teaching both theoretically and practically.

In spite of the fact that there are new methods and approaches in the ELT, students generally need and want the same things they always have: caring teachers who plan entertaining and relevant lessons (Thompson, 2007). This study has shown that the teaching styles that include awareness of different learning styles, inspiring success and showing an interest in students' success have a great impact on raters' views. Being stick to the curriculum, attending personal courses or leading colleagues do concern neither the teacher trainees nor the other participants. Though, ELT professors indicate the significant role of personal growth, teacher trainees unfortunately do not value this issue. If the teachers themselves are not interested in personal growth, how we can add value to our self-beings or teaching perspective is another topic to discuss.

Self-awareness includes the clear conception of your personality which consists of your core strengths, weaknesses, beliefs, thoughts, emotions and acts. Knowing yourself helps and allows you to understand other people, in our context, your students. It also defines your attitudes, acts, responses, or your instructions in a classroom atmosphere and helps you to accelerate your teaching style as well as students' acquisition of the language learning process. Knowing

yourself is the key of your knowing your diverse students' learning styles. Teachers have been trained to have a pulse on their own teaching or learning styles throughout their training years. This is a vital component of educational development. Although school cultures or professors have a huge impact on the professional identity of teachers, the way they perceive their own professional identity is reshaped by the experiences they get.

In the light of the different methodologies related to teacher professionalism in scholarly debates, it is apparent that the meanings attributed to teacher professionalism and the status of teaching have dynamic characteristics. These dynamic characteristics mainly stem from the political and social changes of the era and results in the shifting meaning and status of the teaching profession in historical context. Contemporary interpretations of teacher professionalism include multiple pressures, intensified work demands and more occupational control in recent times. Currently, teachers whose students pass standardized tests are praised (Bradley, 2000).

The key element on professional teacher education is to follow a constructive approach focused on teaching experiences and critical examination of trainees' own development both educational and personal. Teacher trainee's' backgrounds, experiences, knowledge, beliefs, and cultural heritage contribute to their cognitive process in the business of teaching. The more you dedicate yourself into being a professional teacher, the better you become one. The success starts with believing your both personal and educational strengths.

IMPLICATIONS

A new research or practices may be designed in the light of outcomes on both professional development of ELT teachers and effective leadership of them with respect to classroom management. Besides, new strategies for classroom settings may be developed and a new workshop model for the enhancement of highlighted attributes of professional teachers can be suggested.

CONCLUSION

The goal of this study was to provide some insights for both ELT teachers and the policy makers of Language Schools. Besides, this study aimed to reveal the present analysis of professional teacher traits, and emphasized the role of effective skills according to the perspective analysis of trainees. The data we gained from this research indicates a realistic awareness of the teacher trainees' perception of themselves and their classroom practice. In today's era, teaching is a very demanding and challenging work. While teaching is a gift that seems to come quite naturally for some, others have to work overtime to achieve professional teacher status. Professional teachers create a welcoming learning environment for all students. S/he has no fear of learning new teaching strategies or incorporating new technologies into lessons. Professional teaching seems

not to result from teacher's academic knowledge and skills but from the attitudes of teachers towards their students.

Teaching consists of various elements like technical knowledge, pedagogical skills, interpersonal skills and personal qualities. Whenever you walk in a classroom, you encounter and so you learn something new about yourself (Brown, 2007). Teachers' teaching style affects learners. This journey into the teaching profession goes on lifetime. Field knowledge is constructed on personal framework. Professors shape teachers-to-be in universities as teachers themselves shape their students in schools.

In the light of this research, it may be assumed that the more guidance the young adult learners get, the better they learn. In further studies, we might gain insight into the factors which influenced teacher's instructional decisions in class.

REFERENCES

Adams M. (2013) *Teaching That Changes Lives: 12 Mindset Tools for Igniting the Love of Learning*. Berret – Koehler Publishers.

Becker, B. J., Kennedy, M. M., Hundersmarck, S. (2003). Hypothesis about 'quality': A decade of debates. Paper presented at the annual meeting of the American Educational Research Association.

Beijaard, D., Verloop, N., & Vermunt, J. D. (2000). Teachers' perceptions of professional identity: An exploratory study from a personal knowledge perspective. *Teaching and teacher education*, 16(7), 749-764.

Blum, R. E. (1984). *Effective schooling practices; A research synthesis*. Portland, OR:

Boyt, T., Lusch, R. F. ve Naylor, G. (2001). The role of professionalism in determining job satisfaction in professional services: a study of marketing researchers, *Journal of Service Research*, 3(4), 321-330.

Bradley, A. (2000, March 22) L.A. purposes teacher pay to tests. *Education Week* 19 (28) 3.

Brown, H. D. (2007) *Teaching by Principles: An Interactive Approach to Language Pedagogy*^{3rd Edition}. Pearson Education.

Brown, J. D., & Rodgers, T. S. (2002). *Doing second language research: An introduction to the theory and practice of second language research for graduate/master's students in TESOL and applied linguistics, and others*. Oxford University Press.

- Clement, L. (2002). Welcome to a profession. *New Teacher Advocate*, 10(2), 4.
- Eraut, M. (1994). Developing professional knowledge and competence. London/ Washington, DC: Falmer Press.
- Evans, L. (2007). Professionalism, professionalism and development. *British Journal of Educational Studies*, 56, (1), 20-38.
- Gibbs, G. R. (2007). Thematic coding and categorizing. *Analyzing Qualitative Data*. London. SAGE Publications, Ltd
- Grossman, P. L., Reynolds, J. A., Ringstaff, C., & Sykes, G. (1985). From English major to English teacher: New approaches to and old problem. In *Annual Meeting of the American Educational Research Association, Chicago, IL*.
- Guskey, T. R. (1988). Teacher efficacy, self-concept, and attitudes toward the implementation of instructional innovation. *Teaching and Teacher Education*, 4, 63-69.
- Guskey, T. R. (1998). Teacher Efficacy Measurement and Change.
- Hedge, T. (2001) *Teaching and Learning in the Language Classroom*. Oxford, Oxford University Press.
- Johnson, K. E. (1992). The relationship between teachers' beliefs and practices during literacy instruction for non-native speakers of English. *Journal of reading behavior*, 24(1), 83-108.
- Karavas-Doukas, E. (1995). Teacher identified factors affecting the implementation of an EFL innovation in Greek public secondary schools. *Language, Culture and Curriculum*, 8(1), 53-68.
- Korthagen, F. A. J. (2004). In search of the essence of a good teacher: towards a more holistic approach in teacher education. *Teaching and Teacher Education*, 20, 77–97.
- Korthagen, F., & Vasalos, A. (2005). Levels in reflection: Core reflection as a means to enhance professional growth. *Teachers and Teaching*, 11(1), 47-71.
- Küçükahmet, L. (1999) “*İdeal Bir Öğretmen Nasıl Davranır?*” (Öğretmenlik Mesleğine Giriş), İstanbul:Alkım Yayınevi.
- Miller, P. (2012). *Ten Characteristics of a Good Teacher*. In English Teaching Forum (Vol. 50, No. 1, 36-38). US Department of State. Bureau of Educational and Cultural Affairs, Office of English Language Programs, SA-5, 2200 C Street NW 4th Floor, Washington, DC 20037. Northwest Regional Educational Laboratory.

Nunan, D. and Lamb, C. (1996) *The Self-Directed Teacher*. Cambridge.

Pachler, N. Daly C. and Lambert, D. (2003) *Teacher Learning; re-conceptualising the relationship between theory and practical teaching in master's level course development, Proceedings: Forum for Quality assurance in Distance-Learning*, University of London: Institute of Education

Richards, J. C. and Rodgers, T. S. (2001) *Approaches and Methods in Language Teaching 2nd Edition*. New York.

Seifert, K. L. (1999). *Reflective thinking and professional development: A primer*. Boston: Houghton Mifflin.

Sockett, H. (1993). *The moral base for teacher professionalism*. New York

Soodak, L. C., & Podell, D. M. (1997). Efficacy and experience: Perceptions of efficacy among preservice and practicing teachers. *Journal of Research and Development in Education*, 30(4), 214-221.

Thompson, S. (2007). How Is A 'Good Teacher' defined In A Communicative, Learner-Centered Efl Classroom?. *Unpublished master's dissertation*. University of Birmingham, UK.

Wise, A. (1989). Professional teaching: A new paradigm for the management of education.