

عنوان مقاله:

A study on Iranian English teachers' attitudes on Social Justice in ELT setting

محل انتشار:

دومین کنفرانس ملی تحقیقات کاربردی در مطالعات زبان انگلیسی (سال: 1393)

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خلاصه مقاله:

As far as pedagogy is concerned, there have been lots of changes over the second half of the twentieth century. These changes epitomize a shift from a positivist-oriented perspective to a constructivist-oriented one where democratic approaches of teaching have come to the fore. As a result, social justice has become a topic of significance in mainstream education. There are, however, no specific instruments to measure this construct in ELT settings. Therefore, this study aimed at developing a social justice instrument specific to ELT setting. To this end, based on information obtained from the literature and the researcher's conceptualization of social justice, a tentative theoretical framework of social justice in ELT setting was developed. In the next stage, 19 English teachers were interviewed to find their opinions about and perceptions of justice in education. The tentative theoretical framework was then crosschecked with the results obtained from interviews, and a Likert-type ELT context-specific social justice instrument was developed. Validation of the instrument was done through administration to 380 English language teachers.

کلمات کلیدی:

Social Justice, ELT Social Justice Instrument

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