

## عنوان مقاله:

Language Curriculum Transformation through Action Research in Iranian EFL Context

## محل انتشار:

ششمین همایش بین المللی مطالعات زبان و ادبیات در جهان اسلام (سال: 1399)

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## خلاصه مقاله:

During the last two decades, many countries have experienced a shift away from core knowledge towards curricula which focuses on general skills. In addition, the position of teachers in this process is undeniable. The present study aimed to investigate if Iranian EFL teachers' engagement in curriculum development contributes to more desirable curriculum. In addition, it aimed to study Iranian EFL teachers' responsibilities in light of their involvement in curriculum development. In so doing, a number of 35 teachers teaching in schools in Isfahan, Iran during the academic year of 2018-2019 were chosen through purposive sampling, and the data were gathered using interviews. In this research, qualitative instrumental case study design was adopted. English is a required subject during the secondary education in Iran and three 40-minute periods are allocated to this course during each week. A qualitative instrumental case study design was adopted in the present study. The data of the research were collected by using a semi-structured interview and some open ended questions. The results revealed two main categories, namely, curriculum development at the local level and curriculum development at the central level, each with some subcategories. The subcategories included roles and responsibilities in curriculum development, opportunities for participation in curriculum development, impact on curriculum decision-making process, outcomes of participation in curriculum development. The findings of this study can be of use for the officials at the ministry of education who are involved in the process of developing curriculum for Iranian EFL learners so as to incorporate EFL teachers' opinions .in the process of material development

## کلمات کلیدی:

Curriculum Development Process, Teacher Involvement, Action Research, EFL Context

## لینک ثابت مقاله در پایگاه سیویلیکا:

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