

Teachers' Positionality on Dietary Life Education: focusing on the Classroom Discourse

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Abstract

The purpose of this paper is to clarify how the position of teachers influences students when teaching dietary life education.

"Teachers' positionality" refers to the way in which the presence of teachers or their roles and functions in the process of education are positioned by students or others. This study utilized discourse analysis which was derived from Jon Davison's theory(2000).

I analyzed the following three positions of discourses between teachers and students; (1) the ways that teachers use their power over students, (2) teachers' interactive skills and (3) the ways of teaching their knowledge.

The teachers used a strategy of appreciating students' dialogues in class through a perspective of rhetoric and meta knowledge.

Key words; dietary life education, home economics curriculum, elementary school students, teachers' positionality, discourses analysis