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Research Paper

Developing and Validating a Model of EFL Teacher Classroom Fairness

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Abstract

The present study aimed to develop and validate a model of Iranian EFL teacher classroom fairness using a sequential exploratory mixed methods design (QUAL + qan). The participants consisted of two groups. The first group consisted of 250 Iranian EFL teachers selected through available sampling through virtual groups in social networks. The second group of participants included 150 Iranian EFL learners at the intermediate level from different private language institutes in Iran who were selected through available sampling from different virtual groups in WhatsApp or Telegram. The following instruments were used for data collection in the present study: A Demographic information scale and a closed-ended questionnaire. Data analysis was conducted through thematic analysis by MAXQDA software and Structural Equation Modeling (SEM), using exploratory and confirmatory factor analysis through SPSS and AMOS 24 software. Finally, the reliability of the developed model of Iranian EFL teacher classroom fairness was estimated using Cronbach's alpha coefficient. According to the results, a model of Iranian EFL teacher classroom fairness developed in four main components, including teaching fairness, evaluation fairness, classroom management fairness, and classroom communication fairness. Finally, the proposed model of Iranian EFL teacher classroom fairness was found to be valid and reliable. The findings have some implications for policymakers, teacher educators, teacher education administrators, and curriculum developers

Keywords: Classroom fairness; Distributive classroom fairness; Interactive classroom fairness; Perceptions; Procedural classroom fairness

تدوین و اعتبارسنجی مدل انصاف معلم در کلاس درس زبان

پژوهش حاضر با هدف تدوین و اعتبارسنجی مدلی از عدالت کلاسی معلم زبان انگلیسی زبان ایرانی با استفاده از طرح روش‌های ترکیبی اکتشافی متوالی (QUAL + qan) انجام شد. شرکت کنندگان شامل دو گروه بودند. گروه اول ۲۵۰ نفر از مدرسین زبان انگلیسی زبان ایرانی بودند که به روش نمونه‌گیری در دسترس از طریق گروه‌های مجازی در شبکه‌های اجتماعی انتخاب شدند. گروه دوم شرکت کنندگان شامل ۱۵۰ زبان آموز ایرانی زبان انگلیسی در سطح متوسط از موسسات زبان خصوصی مختلف در ایران بودند که از طریق نمونه‌گیری در دسترس از گروه‌های مجازی مختلف در واتس‌آپ یا تلگرام انتخاب شدند. ابزارهای زیر برای جمع‌آوری داده‌ها در پژوهش حاضر استفاده شد: مقیاس اطلاعات دموگرافیک و پرسشنامه بسته. تجزیه و تحلیل داده‌ها با استفاده از نرم‌افزار MAXQDA و مدل سازی معادلات ساختاری (SEM) و با استفاده از تحلیل عاملی اکتشافی و تأییدی با استفاده از نرم‌افزارهای SPSS و AMOS 24 انجام شد. در نهایت پایایی مدل توسعه‌یافته انصاف معلم زبان انگلیسی با استفاده از ضریب آلفای کرونباخ برآورد شد. بر اساس نتایج، مدل انصاف کلاس درس معلم زبان انگلیسی زبان ایرانی در چهار مولفه اصلی شامل انصاف در تدریس، عدالت ارزشیابی، انصاف مدیریت کلاس و انصاف در ارتباطات کلاسی تدوین شد. در نهایت، مدل پیشنهادی انصاف در کلاس معلم زبان انگلیسی معتبر و قابل اعتماد تشخیص داده شد. این یافته‌ها پیامدهایی برای سیاست‌گذاران، مربیان معلمان، مدیران آموزش معلمان و توسعه‌دهندگان برنامه درسی دارد.

کلمات کلیدی: انصاف در کلاس درس، انصاف کلاس درس توزیعی، انصاف کلاس درس تعاملی، انصاف کلاس رویه‌ای

Introduction

Any educational system, including English as a foreign language (EFL), is characterized by a massive load on teachers' shoulders for they constitute an essential component of learners' success (Pishghadam et al., 2021). Thus, EFL teachers' diverse behavior dimensions are paramount in EFL classrooms (Coombe, 2020). A feature of EFL teachers that is directly related to their teaching quality and outcomes is their fairness in educational settings (Chory et al., 2017). Teachers' fairness is of significance since teaching cannot be separated from the morale of teaching (Kazemi, 2016). As defined by Chory-Assad (2002), classroom fairness refers to learners' fairness perceptions of the outcomes, processes, and relations that exist in instructional environments. As suggested by Chory-Assad and Paulsel (2004b), classroom fairness contains three elements, including distributive, procedural, and interactional fairness, each run via diverse fairness principles (Greenberg, 1993).

As uncovered by the previous research, students are profoundly willing to be taught by fair teachers (Mameli et al., 2018). Students' welcome fair teachers in classrooms (Chory et al., 2017) since they regard teacher fairness as a strong point and a mark of teaching quality and success (Mameli et al., 2018). In fact, besides teachers, students also have their perceptions of their teacher's fairness in the classroom (Rasooli et al., 2019). However, as shown by field observations, students are frequently upset about their teacher's unfairness in the classroom (Gasser et al., 2018). Given that teachers' unfairness in the classroom may reversely affect students' feelings, personal and social behavior, and more importantly, academic achievement (Rasooli et al., 2019), teachers should not ignore this professional aspect of their work.

Teachers and learners should be aware of classroom fairness components and implement them in managing the classroom. This is why teachers' and learners' perceptions of classroom fairness have been touched on in some studies, among which the studies by Ehrhardt, Pretsch, Herrmann, and Schmitt (2016), Ehrhardt-Madapathi et al. (2018) and Sonnleitner and Kovacs (2020) can be enumerated. However, implementing classroom fairness would be more effective when teachers provided with a model of EFL teacher classroom fairness wherein the components of classroom fairness have been determined. However, reviewing the existing literature shows that no model of EFL teacher classroom fairness has proposed in the context of Iran, to the best knowledge of the researcher. This is while such a model can help add to the knowledge base on classroom fairness and make implementation of classroom fairness easier in educational settings (Grazia et al., 2020). This study sought to fill this gap using Structural Equation Modeling (SEM). In so doing, the following research questions proposed:

RQ1. What model of Iranian EFL teacher classroom fairness can be proposed?

RQ2. Is the proposed model of Iranian EFL teacher classroom fairness valid and reliable?

Literature Review

Classroom Fairness

Today, the conceptions of fairness theories have generalized to the educational settings under the title of classroom fairness (Fitzgerald et al., 2014). This has led to a widening of the volume of applied research on classroom fairness within the last 15 years (Rasooli et al., 2018). As a result, organizational fairness theories have used with the aim to probe students' and teachers' classroom perceptions in educational settings with the justification that several organizational acts as well as many organizational concepts, including organizational cultures, decision-making methods, outcomes, and quality, also apply to educational contexts.

According to Cropanzano and Greenberg's (1997) argument of fairness, classroom fairness refers to "fairness perceptions of outcomes or procedures that take place in the educational context" (Chory-Assad & Paulsel, 2004b, p. 254). It consists of three dimensions, including

distributive, procedural, and interactional fairness. Thorkildsen (1989) defined classroom unfairness as the incongruity between the general classroom fairness representations and students' perceptions of fairness. In this regard, classroom fairness has represented as perceptions of the teachers or students of the amount of fairness of the results, procedures, and interactions/relations in the classroom (Chory-Assad & Paulsel, 2004b).

Previous Studies on Classroom Fairness

Among the few studies conducted on classroom fairness, Berti et al. (2016) reported that students' perceptions of their teacher fairness can significantly predict their attitudes towards a fair world, motivation to learn, and classroom engagement. Mameli et al. (2018) investigated the effect of teacher-classroom fairness on students' psychological health. As shown by the results, components of psychological health, including personal functioning, social performance, psychological disorders, and negative symptoms, significantly impacted by students' fairness perceptions. It attributed to the mediating role of student's perceptions of emotional involvement and classroom belonging as two main elements of their school-related well-being.

Argon and Kepekcioglu (2016) explored the interplay between the three aspects of classroom fairness and perceived teacher credibility, behavior fluctuation strategies, classroom interaction, and clarity (Chesebro et al., 2004). As unraveled by the results, there was a significant association between classroom fairness aspects and the other four variables.

Ehrhardt et al. (2016) on touched teachers' perceptions of their classroom fairness in primary-level classrooms. In so doing, they designed a questionnaire. The findings revealed that perceptions of teachers of their classroom fairness were positive. In a recent study, Ehrhardt-Madapathi et al. (2018) investigated the longitudinal impact of classroom unfairness on students' behavioral problems and willingness to learn. The results confirmed the negative effect of unfairness on behavioral problems and willingness to learn among students.

In a study by Sonnleitner and Kovacs (2020), teachers' perceptions of classroom fairness examined regarding assessment procedures. To do this, the Fairness Questionnaire used. The results documented that assessment fairness dimensions were vividly sensed by teachers and students. Additionally, it was demonstrated that teachers perceived that students did not consider them fair in assessing and grading their exams. Overall, the findings show that teachers' and students' perceptions of classroom fairness suffer from research scarcity. Therefore, more investigations needed in this research area.

Method

Research Design

In this study, a correlational-survey design was used. In general, surveys conducted to gather information on people's attitudes, behaviors, opinions, and beliefs which are not directly observable through questionnaires, interviews, and other practical tools (Ary, Jacobs & Sorensen, 2010). That is, the assumptions of both Cronbach's Alpha test and SEM which run to check the reliability and validity of the developed model, based on correlational analysis (Ary et al., 2019).

Participants

The participants consisted of two groups. The first group consisted of 250 (150 males and 100 females) Iranian EFL teachers. They were B.A., M.A., and Ph.D. holders in TEFL, English Language and Literature, and English Translation fields. They had teaching experience from 4 to 25 years in different private language institutes in different provinces of Iran. They were selected through available sampling through virtual groups in social networks, including WhatsApp and Telegram. Their first language was Persian. The second group of participants consisted of 150 (100 males and 50 females) Iranian EFL learners at the intermediate level from different private

language institutes of Iran. They selected through available sampling from different virtual groups in WhatsApp or Telegram. This group was interviewed and asked to fill out an open-ended questionnaire at the beginning of the study to extract their perceptions of teacher classroom fairness as well as their perceptions of the main problems of their English teachers' implementation of classroom fairness. Their first language was Persian. To observe ethical issues, the consent of the participants was taken for participation in the study. Moreover, they were ensured anonymity and confidentiality of their personal information.

Instruments

The following instruments were used for data collection in the present study:

Demographic Information Scale

A demographic information scale was developed and used to collect the information about the participants. The information covered in the scale included the participants' age, teaching/learning experience, gender, major, academic level, English language proficiency and province. In fact, to observe research ethics, no sensitive information was gathered about the participants.

Closed-ended Questionnaire

A closed-ended questionnaire was developed by the researcher based on the proposed model of Iranian EFL teacher classroom fairness. It contained four sub-scales including teaching fairness, evaluation fairness, classroom management fairness, and class communication fairness in 18 items in the five-point Likert format ranging from 1= strongly disagree to 5= strongly agree. This questionnaire was developed to validate the proposed model of Iranian EFL teacher classroom fairness. To be more precise, a standard procedure in research in the modeling area is that developed models are validated by converting them to a closed-ended questionnaire and distributing them among a relatively large sample to be filled. This procedure was also followed in the present study. The construct validity of the questionnaire (and consequently the proposed model) was confirmed through SEM (i.e., exploratory and confirmatory factor analysis). Its reliability was assessed through Cronbach's Alpha. It is worth noting that the validity and reliability indices of this questionnaire were taken as the indices of the validity and reliability of the proposed model of Iranian EFL teacher classroom fairness, the results of the validity and reliability of the questionnaire will be presented in the section on the results of the study.

Procedure

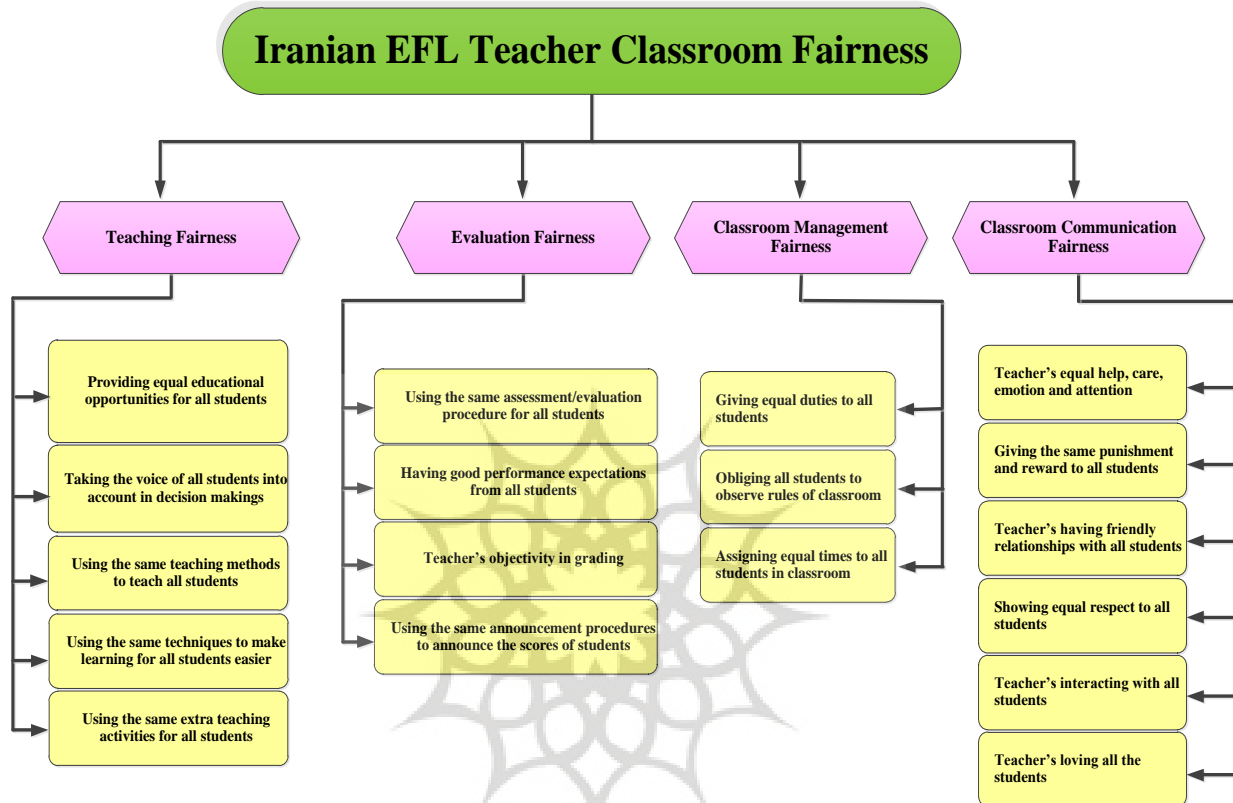
To collect the data, first, the themes extracted as EFL teachers' and learners' perceptions of EFL teacher classroom fairness by the researchers of the present study in previous qualitative research (Sadeghi, Jalali & Fatehi Rad, in-press) were entered into the MAXQDA software to produce a model of Iranian EFL teacher classroom fairness. Then, the Google Form of the closed-ended Likert questionnaire (developed based on the proposed model for the purpose of validating the proposed model) was distributed among the participants through social networks including WhatsApp and Telegram to see whether the proposed model is valid and reliable from the participants' perspectives.

Part of the data analysis related to proposing the model of Iranian EFL teacher classroom fairness was conducted through thematic analysis by MAXQDA software. The quantitative data gathered from the researcher-made closed-ended questionnaire were analyzed via SEM, using SPSS and AMOS 24 software to validate the proposed model of Iranian EFL teacher classroom fairness and estimate its reliability.

Results

To answer the first research question *What model of Iranian EFL teacher classroom fairness can propose using an SEM analysis approach?* the following model of Iranian EFL teacher classroom fairness was developed by merging the themes in the study by Sadeghi, Jalali and Fatehi Rad (in-press) by MAXQDA:

Figure 1
The Model of Iranian EFL Teacher Classroom Fairness



As can be seen in Figure 1, the developed model of Iranian EFL teacher classroom fairness consists of four main components, including teaching fairness, evaluation fairness, classroom management fairness, and classroom communication fairness. The teaching fairness component consists of the following sub-components: Providing equal educational opportunities for all students, taking the voice of all students into account in decision-making, using the same teaching methods to teach all students, using the same techniques to make learning for all students more accessible, and using the same extra teaching activities for all students. Evaluation fairness includes using the same assessment/evaluation procedure for all students, having reasonable performance expectations from all students, the teacher's objectivity in grading, and using the same announcement procedures to announce the scores of students as its sub-components. The sub-components of classroom management fairness are giving equal duties to all students, obliging all students to observe the rules of classroom, and assigning equal times to all students in the classroom. Finally, classroom communication fairness consists of the following sub-components: The teacher's equal help, care, emotion and attention; giving the same punishment and reward to all students, teacher's having friendly relationships with all students; showing equal respect to all students, teacher's interacting with all students, and teacher's loving all the students.

To answer the second research question: *Is the proposed model of Iranian EFL teacher classroom fairness valid and reliable?* Exploratory factor analysis used. Bartlett Sphericity test and Kaiser-Meyer-Olkin (KMO) test (as shown in Table 1) indicated that content sampling is adequate and warrants applying factor analysis.

Table 1

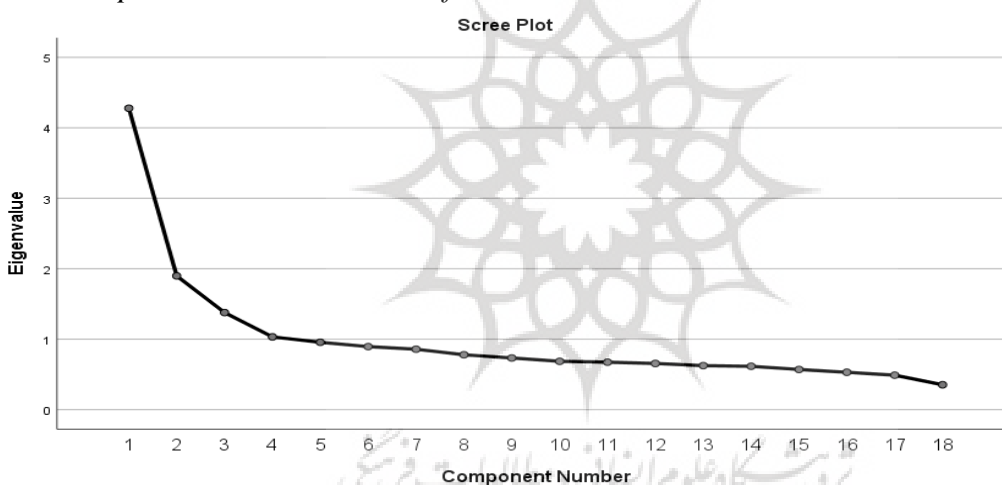
The Results of Bartlett and KMO

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.71
Bartlett's Test of Sphericity	Approx. Chi-Square	8547.12
	df	1723
	Sig.	0.0001

As shown in Table 1, the Bartlett's Test of Sphericity is significant at the 0.0001 level. The KMO measure is 0.71, meaning the content sampling is adequate and applying exploratory factor analysis is unimpeded. In the next step, the Scree plot test was used to determine the best solution applicable to the data (See Graph 1).

Graph 1

The Scree plot test to determine the factor numbers



As seen in Graph 1, based on the eigenvalues greater than 1, 4 factors are extractable. Then a 4-factor solution using Principal Components Analysis with Varimax rotation was applied to the data. The sums of squared loadings for each factor after rotating components are presented in Table 2.

Table 2

The Sums of Squared Loadings

Component	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
1	2.644	14.688	14.688
2	2.160	11.999	26.687
3	1.978	10.991	37.678
4	1.803	10.018	47.696

As seen in Table 2, the total variance explained by the four factors is 47.70 percent. In Table 3, the rotated component matrix and factor loading of each item resulting from exploratory factor analysis are presented.

Table 3

The Rotated Component Matrix and Factor Loading of Items

Component							
Item No.	Teaching Fairness	Item No.	Evaluation Fairness	Item No.	Classroom Management Fairness	Item No.	Classroom Communication Fairness
1	0.842	6	0.678	10	0.501	13	0.417
2	0.662	7	0.434	11	0.811	14	0.623
3	0.625	8	0.717	12	0.628	15	0.512
4	0.714	9	0.696			16	0.396
5	0.458					17	0.489
						18	0.547

As seen in Table 3, all items have acceptable factor loading on their corresponding factor. For more assurance of the models' validity, the obtained 4-factor solution was examined by higher-order confirmatory Factor Analysis and the goodness of fit indices for the proposed model of Iranian EFL teacher classroom fairness was examined.

Tables 4 to 6, the estimated path coefficients, the standard error of the estimates, the critical ratio, and the significance of each sub-component predicted by its correspondence factor are presented. Table 4 shows the path coefficients of the sub-components of Teaching Fairness.

Table 4

The Path Coefficients of Sub-Components of Teaching Fairness

Sub-components	B	β	S.E.	C.R.	Sig.
1. Providing equal educational opportunities for all students.	1	0.73			
2. Taking the voice of all students into account in decision-making.	0.13	0.50	0.26	10.25	0.0001
3. Using the same teaching methods to teach all students.	0.19	0.68	0.28	13.90	0.0001
4. Using the same techniques to make learning for all students easier.	0.46	0.70	0.66	15.08	0.0001
5. Using the same extra teaching activities for all students.	0.12	0.49	0.24	6.57	0.0001

It can be seen in Table 4 that all the sub-components of Teaching Fairness have significant path coefficients and standardized coefficients ranging from 0.49 to 0.73. In Table 5, the path coefficients of the sub-components of Evaluation Fairness are presented.

Table 5*The Path Coefficients of Sub-Components of Evaluation Fairness*

Sub-components	B	β	S.E.	C.R.	Sig.
6. Using the same assessment/evaluation procedure for all students.	1	0.63			
7. Having good performance expectations from all students.	0.11	0.50	0.22	10.86	0.0001
8. Teacher's objectivity in grading.	0.19	0.71	0.27	16.11	0.0001
9. Using the same announcement procedures to announce the scores of students.	0.26	0.64	0.41	14.22	0.0001

As revealed in Table 5, all the sub-components of Evaluation Fairness have significant path coefficients and standardized coefficients ranging from 0.50 to 0.71. In Table 6, the path coefficients of the sub-components of Classroom Management Fairness are indicated.

Table 6*The Path Coefficients of Sub-Components of Classroom Management Fairness*

Sub-components	B	β	S.E.	C.R.	Sig.
10. Giving equal duties to all students	1	0.58			
11. Obliging all students to observe the rules of the classroom	0.39	0.79	0.49	18.20	0.0001
12. Assigning equal times to all students in the classroom	0.62	0.70	0.89	15.37	0.0001

As shown in Table 6, all the sub-components of Classroom Management Fairness have significant path coefficients and standardized coefficients ranging from 0.58 to 0.79. Table 7 uncovers the path coefficients of the sub-components of Classroom Communication Fairness.

Table 7*The Path Coefficients of Sub-Components of Classroom Communication Fairness*

Sub-components	B	β	S.E.	C.R.	Sig.
13. Teacher's equal help, care, emotion, and attention.	1	0.73			
14. Giving the same punishment and reward to all students.	0.06	0.50	0.03	11.44	0.0001
15. Teacher's having friendly relationships with all students.	0.53	0.68	0.36	14.58	0.0001
16. Showing equal respect to all students.	0.71	0.70	0.50	15.27	0.0001
17. Teacher's interacting with all students.	0.39	0.49	0.19	9.13	0.0001
18. Teacher's loving all the students.	0.68	0.37	0.25	4.91	0.0001

As demonstrated in Table 7, all the sub-components of Classroom Communication Fairness have significant path coefficients and standardized coefficients ranging from 0.37 to 0.73.

Finally, in Table 8, the path coefficients between the components of Iranian EFL Teacher Classroom Fairness and the higher-order construct of Classroom Fairness are presented.

Table 8
The Path Coefficients of the Components of Classroom Fairness

Components	B	β	S.E.	C.R.	Sig.
Teaching Fairness	1	0.70			
Evaluation Fairness	2.27	0.49	1.11	10.23	0.0001
Classroom Management Fairness	3.61	0.66	2.38	17.48	0.0001
Classroom Communication Fairness	0.19	0.57	0.11	15.19	0.0001

As seen in Table 8, all components predict Classroom Fairness significantly. The standardized coefficients between the components and the higher-order construct of Classroom Fairness ranged from 0.49 to 0.70. Then, the multiple fit indices of the model were examined to evaluate the goodness of model fit. The results are shown in Table 9.

Table 9
Fit indices of the Iranian EFL Classroom Fairness Model

	X ² /df	TLI	CFI	GFI	AGFI	RMSEA
Fit indices	2.35	0.94	0.90	0.98	0.92	0.03
Acceptable Fit indices	< 3	> 0.90	> 0.90	> 0.90	> 0.90	< 0.08

As shown in Table 9, the proposed model is well-fitted with the data. So, the result of higher order confirmatory factor analysis of the model is satisfactory and this reflects the model validity. The graphical depiction of the results is presented in Figure 2.

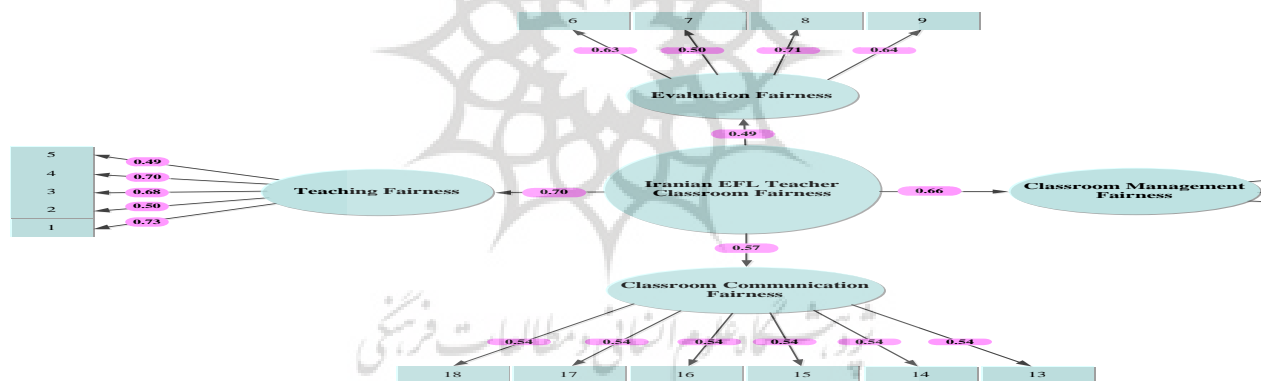


Figure 2: *The Visual Presentation of Confirmatory Factor Analysis of the Classroom Fairness Model*

To check the reliability of the proposed model, Cronbach's Alpha Coefficients were calculated. The results are shown in Table 10:

Table 10
Cronbach's Alpha Coefficients of the Proposed Model

	N of items	Alpha coefficients'
Teaching Fairness	5	0.76
Evaluation Fairness	4	0.79
Classroom Management Fairness	3	0.68
Classroom Communication Fairness	6	0.80
Total	18	0.89

As can be seen in Table, 10, all the components of the proposed model have an acceptable reliability.

Discussion

In the present study, a model of Iranian EFL teacher classroom fairness developed in four main components including, teaching fairness, evaluation fairness, classroom management fairness, and classroom communication fairness. The teaching fairness component consists of the following sub-components: Providing equal educational opportunities for all students, taking the voice of all students into account in decision-making, using the same teaching methods to teach all students, using the same techniques to make learning for all students more accessible, and using the same extra teaching activities for all students. Evaluation fairness includes using the same assessment/evaluation procedure for all students, having reasonable performance expectations from all students, the teacher's objectivity in grading, and using the same announcement procedures to announce the scores of students as its sub-components. The sub-components of classroom management fairness are giving equal duties to all students, obliging all students to observe the rules of the classroom, and assigning equal times to all students in the classroom. Finally, classroom communication fairness consists of the following sub-components: The teacher's equal help, care, emotion, and attention; giving the same punishment and reward to all students; the teacher's having friendly relationships with all students; showing equal respect to all students; teachers interact with all students, and teacher's love all the students. Additionally, the proposed model of Iranian EFL teacher classroom fairness found to be valid and reliable.

The proposed model is consistent with the findings of Estaji and Zhaleh (2022) and Rasooli et al. (2019) that they also reported classroom fairness as composed of a series of dimensions related to teaching procedures, assessment processes, classroom behavior, and control. In the findings of these studies, the researchers have notified that classroom fairness can be implemented via subdomains of the teaching, learning, and interaction domains, such as interpersonal relationships, teacher feedback, teacher availability, teacher treatment of the students, and attending to the student's needs and characteristics. The result also gives support to Pishghadam et al.'s (2015) proposition of classroom justice as built upon just teacher-student interactions, teachers' caring and behaviors, teachers' appropriate feedback, teachers' understanding and attention to students' needs and wants, and fair evaluation of learners' knowledge and learning. Apparently, in line with these studies, enacting equity and equality in different aspects of the classroom, including teaching, evaluation, interactions, and classroom management, with the final aim of fulfilling students' diverse needs are at the heart of classroom fairness.

The developed model and its approved reliability and validity are justifiable concerning the theoretical bases and fundamentals of distributive, procedural, and interactional fairness and their effects on how classroom fairness can enact in practice in different classroom domains (Kobs et al., 2021) which elaborates at length in the second chapter of the study. A typical classroom intermingles with a kind of dynamicity without which no effective teaching or learning can expect to take place. To teach pretty in such a class, all the classroom dimensions, including, teaching, assessment, management and, interactions, should approach fairly. Otherwise, classroom fairness cannot be warranted as it deserves.

Given that the model was proposed based on EFL teachers' and learners' perceptions, all the points mentioned in interpreting the previous findings of the study are also true about this finding. The bottom line is that classroom fairness is expected to be enacted in four domains including teaching, evaluation, classroom management and communication.

Conclusion

Based on the findings, it can be concluded that for teacher-classroom fairness to be implemented, teaching procedures should be fair. This can materialize by providing equal educational opportunities for all students, taking the voice of all students into account in decision-making, using the same teaching methods to teach all students, using the same techniques to make learning for all students more accessible, and using the same extra teaching activities for all students. Also, this conclusion can be put forth that without fairness in classroom management, teacher-classroom fairness cannot be fully enacted. This can be achieved by giving equal duties to all students, obliging all students to observe the rules of the classroom, and assigning equal times to all students in the classroom. The other worth-noting conclusion is that class communication contaminated with unfairness prevents teacher-classroom fairness from being implemented. Indications of fair classroom communication are the teacher's equal help, care, emotion, and attention, giving the same punishment and reward to all students, the teacher's having friendly relationships with all students, showing equal respect to all students, teacher interacting with all students, and teacher's loving all the students. Finally, it can conclude that evaluation processes should be fair in all its aspects. For this, the same assessment/evaluation procedure should use for all students; teachers should have reasonable performance expectations from all students; teachers should be objective in grading; and teachers should use the same announcement procedures to announce the scores of students.

The results of the present study can be beneficial for different groups of stakeholders. As the first group, EFL teachers can improve their practices related to the implementation of classroom fairness by taking positive insights from the results. The second group for whom this study is beneficial is EFL learners, who are the leading group affected by the implementation of teacher classroom fairness. As the third group, ELT policymakers can be referred to who can take appropriate measures to encourage EFL teachers to implement classroom fairness. The fourth group is teacher educators, who can be helped by this study to provide prospective teachers with the necessary knowledge and skills to implement fairness in different aspects of classrooms. As the fifth group, EFL material developers can take advantage of the findings by developing EFL materials in a way that the importance of classroom fairness is reflected in them. The final group of stakeholders is researchers in the ELT field who can take new topics for further research from this study.

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