
Inclusive and social justice-oriented pedagogies in English language classrooms: Insights from Türkiye, Pakistan, and the UK

Day 1 Workshop 2

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Flow



- Purpose
- Materials evaluation and adaptation practice
- Critical reflections

Purpose



Purpose of the workshop



- To evaluate and adapt activities through the lens of social justice language teaching.

Materials Evaluation and Adaptation Practice



A critical framework for material evaluation and adaptation



Part I: Describe the material, the context, and learners

Part II: Evaluation of the material

- 2.1. Evaluating the material from the teacher's perspective
- 2.2. Evaluating the material from the students' perspectives
- 2.3. Evaluating the material in terms of praxis

Part III: Adaptation

Activity: Time for practice



In this activity, we will have a critical discussion centred on critical literacy and materials evaluation and adaptation from different textbook.

- Work in groups of 5 people.
- Choose a writer for your group.
- Work on the [textbook page/s](#) you are assigned to.
- Analyse and discuss them using the [rubric](#) you are given.
- Adapt the activities in the given page/s through a social justice lens.
- Share your responses using the [Google Form](#) link shared with you.
- Be ready to report back when you are finished.

Activity: Time for practice



Evaluation and Adaptation Rubric

[Insert the Google Drive link to enable access to the rubric.](#)

Insert the Google Drive QR code to enable access to the rubric.

Textbook Page/s

[Insert the Google Drive link to enable access to the textbook pages.](#)

Insert the Google Drive QR code to enable access to the textbook pages.

Activity: Time for practice



Google Forms

Insert the Google Forms link to elicit responses.

Insert the Google Forms QR
code to elicit responses.

Critical Reflections



Guiding questions



Morning workshop

1. What aspects of social justice did you find relevant to English language education? Why? What are some practical ways social justice can be integrated into English language education?
2. What potential challenges might teachers face when trying to incorporate social justice principles into their language teaching materials, and how could these be addressed?
3. In what ways can the evaluation and adaptation of language materials promote or hinder social justice, and what strategies can be employed to ensure inclusivity and equity?

Guiding questions



Afternoon workshop

1. What challenges did your group face while adapting the textbook page using the rubric? How did you address them?
2. How does the process of adapting materials for social justice differ from simply teaching the content as it is?
3. Reflecting on your group's adaptation activity, how might these changes affect student engagement and inclusion?

THANK YOU!

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