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

Day 1 Workshop 1

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Flow



- Introductions
- Project overview
- What is social justice?
- What is social justice language education?
- Critical literacy and material evaluation
- Time for practice

Introductions



The project team



From the UK:

- Adnan Yilmaz, University of Stirling
- Deniz Ortaçtepe Hart, University of Glasgow
- Steve Brown, University of Glasgow
- Aiman Jamilah Abdul Rahman, University of Stirling

From Pakistan:

- Samina Rana, Higher Education Department, Punjab
- Shahabullah, Abbottabad University Of Science & Technology
- Malik Ajmal Gulzar, Allama Iqbal Open University

From Türkiye:

- Servet Çelik , Trabzon University
- Bilal Karaca, Trabzon University

Let's learn about you...



- Full name
- Affiliation
- Reasons for being interested in social justice issues or this project

Warm-up activity: Paper folding



1. Fold the paper in half.
2. Fold the paper in half again.
3. Tear off the bottom right corner.
4. Turn the paper upside down.
5. Tear off the other bottom right corner.

United States Institute of Peace (n.d.)

Warm-up activity: Paper folding



1. What do you notice?
2. How did you feel comparing your paper to others? Did anyone think they did it wrong?
3. Why were there so many interpretations of the same instructions?
4. If the paper represents your perspective, what does this activity say about perspectives?
5. Why is it useful to see things differently? What can we learn from different viewpoints?

Project Overview



Purpose of the project

To investigate the **integration of inclusive and social justice-oriented pedagogies in language teacher education** by focusing on pre-service English language teachers and teacher educators from three underrepresented geographical and cultural contexts in the literature: **Türkiye, Pakistan, and Scotland (UK)**

<https://justpedagogies.stir.ac.uk/>



Project milestones



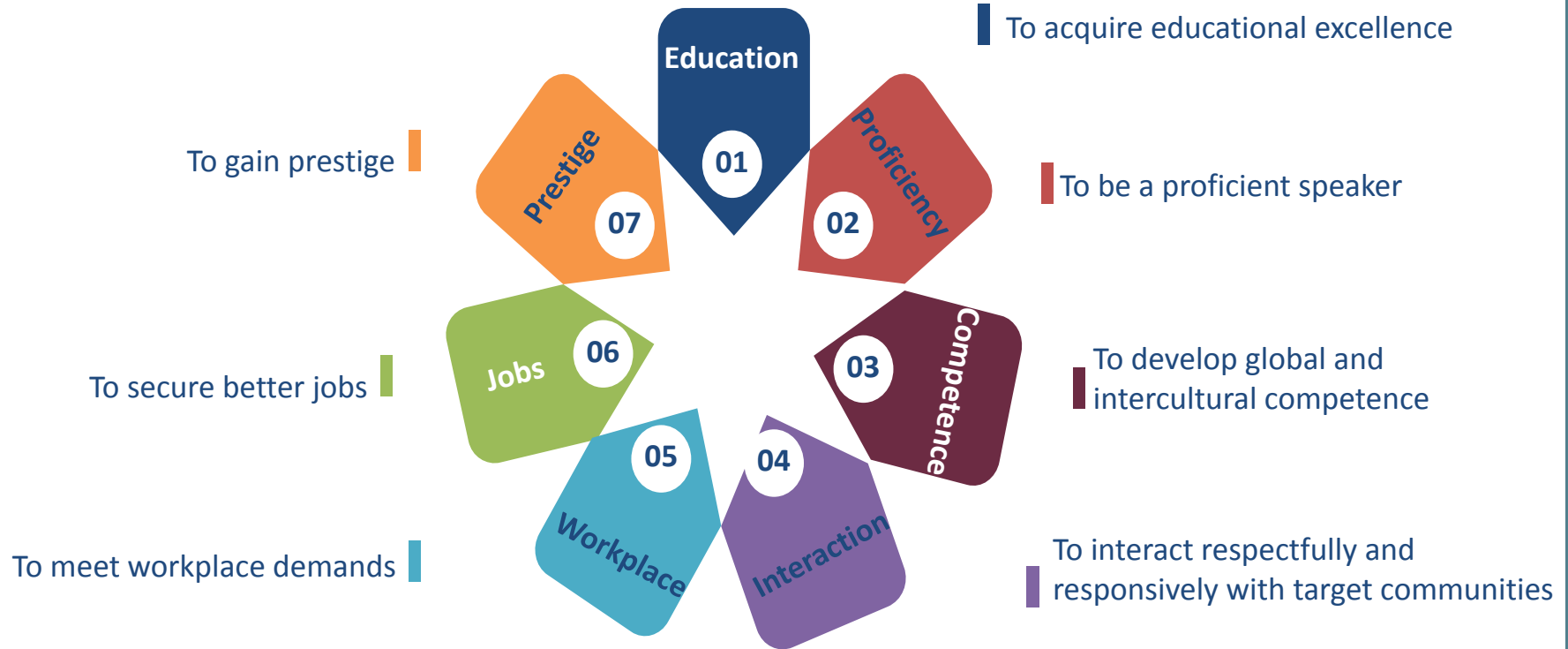
- An online transnational kick-off meeting (August 2024)
- Pre-workshop data collection (October 2024 - January 2025)
- Online transnational colloquium (December 2024)
- **In-person and online workshops (January-February 2025)**
- Post-workshop data collection (March-April 2025)
- Online multiplier event (May 2025)

<https://justpedagogies.stir.ac.uk/>

What is social justice?



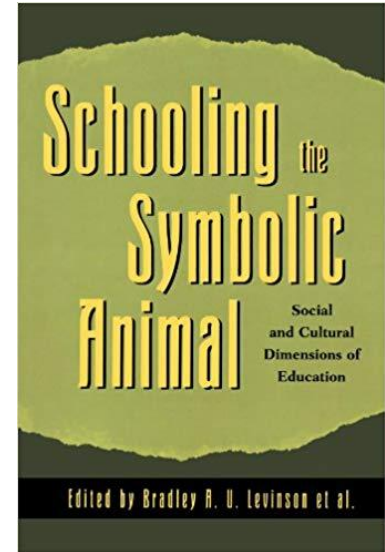
Reasons for learning another language



Language teacher education

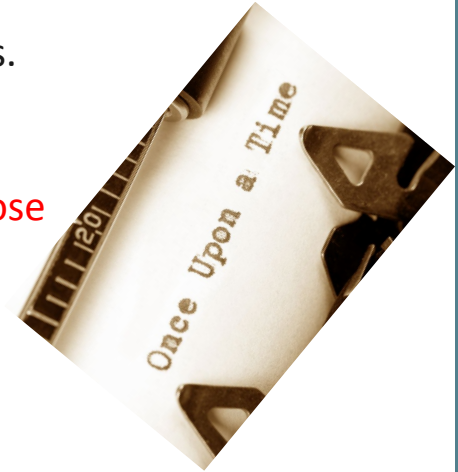
Based on the aforementioned reasons for learning another language:

- there is a high demand for teachers to effectively support English language learners, despite limited consensus on best practices in educational literature.
- almost all teachers across all regions and disciplines must be equipped to educate students from diverse linguistic and cultural backgrounds.



Problems in language teacher education

Often newly qualified teachers of English may demonstrate sensitivity to individual learners' abilities and weaknesses and organize learning activities that expose learners to simulated acquisition-rich situations. They are keen to organize drama, debate, writing and other activities and offer genuine feedback on performance. **But as they gain experience and make sense of their work environment,** they soon lose confidence in their own efforts when they cannot determine how to meet the specific learning needs. And this is especially because the system demands good grades from everyone and does not cater to individuals. The teachers resort to the routines prescribed by the examination syllabus, anxious to identify with their immediate social groups in the schools that evaluate them. They feed students on the discrete grammar of English, composition writing in the form of creative writing and reading comprehension without much care for the functional approach. (Kye-yune, 2011, p. 91 in Hawkins, 2011)



Defining 'social justice'

Q1- What keywords do you think of when you hear the phrase 'social justice'?

Insert the Mentimeter QR code to elicit responses.



Defining “social justice”

“a philosophy, an approach, and actions that embody treating all people with **fairness, respect, dignity, and generosity**” (Nieto, 2010, p. 46)

“a **commitment to equity and equality** for all people in society” (Garmon, 2004, p. 206)



Defining “social justice”

“social justice is an **individual, collective, and institutional journey** that involves **self-identity awareness**, learning **with** students, developing meaningful relationships, developing multilingual/multicultural knowledge, challenging racism and other biases, **having a critical stance**, and working with a community of critical friends” (Nieto, 2000, p. 5; cited in Grant & Agosto, 2008, p. 187)



Why???



Why do we talk about social justice in relation to education/language teaching?

“Why should I talk about social justice in my classes?”

Why am I in this project?

What is social justice language education?



Defining 'social justice language education'

Q2- What does 'social justice language education' mean?

**Insert the Mentimeter QR
code to elicit responses.**

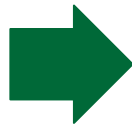


Social justice language education

(n):
equity, ethical
values, care &
respect



(v):
a goal and a
process



creating equitable and inclusive
schooling and education

- by examining issues of race, diversity, gender, age, class, ability, and sexual identity from a critical perspective
- by cultivating a sense of advocacy and activism for social, cultural, and economic transformation.

Bilingualism and migration

Three overlapping browser window screenshots illustrating media coverage of Princess Charlotte's bilingualism:

- Daily Star:** Shows the article title "Princess Charlotte" and the sub-header "The two-year-old is already bilingual".
- ELLE:** Shows the article title "Princess Charlotte" and the sub-header "The two-year-old is already bilingual".
- The Independent:** Shows the article title "Princess Charlotte" and the sub-header "The two-year-old is already bilingual".

Overlaid on the bottom screenshot is a photograph of Princess Charlotte holding a bouquet of flowers, with the text:

PRINCESS CHARLOTTE IS ALREADY BILINGUAL AT AGE TWO

Social justice language education



Underlying frameworks

- Critical pedagogy
- Anti-racist pedagogy
- Feminist pedagogy
- Anti-oppressive education
- Critical language awareness
- Critical applied linguistics
- Critical multicultural education
- Culturally responsive/sustaining pedagogies

Social justice language education



Everything involved in the teaching/learning process:

- Beliefs, values, and ideologies
- The curriculum and language learning policies (i.e. **hidden curriculum**)
- Teaching approaches, methods, strategies, and techniques
- Lesson planning, setting up objectives and goals
- Textbooks and various multimodal materials
- The questions, the decisions, and the interaction patterns in the classroom
- The relationship with and advocacy for students, parents, colleagues and communities

Critical Literacy and Materials Evaluation



Critical literacy

- The practice of challenging texts through a critical analysis (Frey & Fisher, 2005, p.1)
- Critical analysis of visual, aural, and digital multimodal texts and reflection to transform relations of cultural, social, and political power
- The use of texts in a range of communications to analyse, critique, represent and alter inequitable knowledge structures and social relations of school and society (Luke & Dooley, 2011, p. 856)



The hidden curriculum behind textbooks

Textbooks as ideological tools:

- tend to endorse and reproduce the existing power relations in the society (i.e., social class, race, gender, and sexual orientation, able-bodiness) (Bori, 2020; Risager, 2021; Shin, Eslami, & Chen, 2011; Tajeddin & Teimournezhad, 2015).

Textbooks as cultural artefacts:

- reflect ways of being, ways of speaking in other languages/cultures, as well as the values attached to it (Canale, 2016; Gray, 2010; Vinall & Shin, 2019).



The hidden curriculum behind textbooks

P olitics

A lcohol

R eligion

S ex

N arcotics

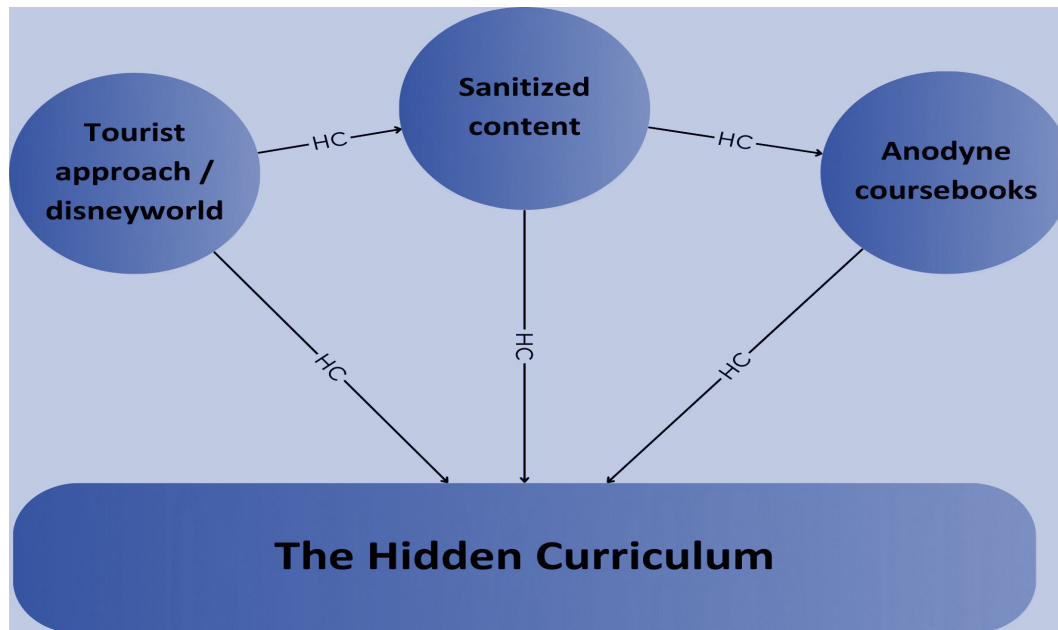
I “sm” (e.g., communism, atheism...)

P ork



Thornbury, 2010

The hidden curriculum behind textbooks



“the soft, fudgy, sub-journalistic ... world of EFLese course materials”
(Mario Rinvoluturi, cited in Thornbury, 2010).

Common themes that occur in traditional textbooks



#	Themes	Topics
1	School	classes, supplies and materials, schedules
2	House	furniture, rooms, chores
3	Clothing	shopping, clothing items, colors, styles
4	Health	Illnesses, going to the doctor
5	Travel	Hotel, transportation
6	City	Places found in a city, leisure time activities
7	Education and Work	Professions, education system
8	Relationships	Family, friends, marriage, divorce
9	Environment	Recycling, responsibilities, natural and manmade disasters

Environmental education and justice



Traditional ESL/EFL Topic	Environmental Angle
Transportation	- Carbon emissions - Car-free cities
Food	- Industrial agriculture and meat production - Organic and community gardening - Genetically modified organisms
Tourism	- Environmental impacts of traditional tourism - Ecotourism - Local green directory
Business	- Sustainable business case studies - Environmental impacts of famous companies - True cost economics
Marketing	- Greenwashing - Label reading

Environmental education and justice



Art/Literature	- Representations of nature - Ecohumanities
Psychology/Sociology	- Consumerism and mental health - Nature-deficit disorder
Health	- Effects of pollution/indoor air pollution - Effects of biking, walking vs. driving - Effects of eating less meat/processed food
Weather	- Climate change - Use of climate control
Technology	- Mining precious metals - Recycling and disposal of toxic materials
Hobbies/Interests	- The prevalence of consumption-based hobbies - Environmental impacts of different hobbies
Housing	- Environmental footprint - Average house size around the world - Natural building/Green building

Time for 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

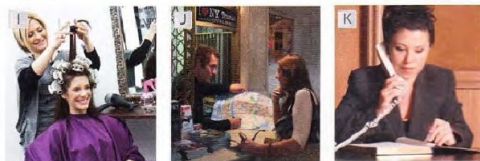
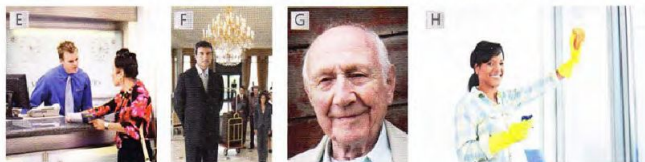
Part III: Adaptation

Ortactepe Hart, 2023

Who is doing what?

1A Match the jobs with photos A–N.

- 1 cleaner
- 2 cook/chef
- 3 hairdresser
- 4 hotel manager
- 5 IT worker
- 6 musician
- 7 office worker A
- 8 personal assistant
- 9 pilot
- 10 police officer
- 11 receptionist
- 12 retired
- 13 shop assistant
- 14 tourist information assistant



B Put the jobs in the correct group.

sportsman actor businesswoman waitress
actress waiter sportswoman businessman

sportsman	



- What common professions are taught when we teach vocabulary about professions?
- What professions are not taught? Which words are privileged?
- What do the visual representations used in the textbook, on posters, on worksheets, or on visual flash cards say about who typically works in each profession?

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



Material: A textbook page that involves matching job titles to photos (Task A) and categorizing jobs (Task B)

Learning Goals: To help learners develop vocabulary related to professions and enhance their ability to categorize and identify jobs based on context

Target Population:

- **Age:** Likely adolescents or adults
- **Educational Level:** Pre-intermediate English learners
- **Language Proficiency:** Pre-intermediate
- **Language Background:** Learners from diverse linguistic and cultural backgrounds
- **Goals:** To enhance practical vocabulary for jobs and to improve visual-literacy skills by matching images to job descriptions

Part II: Evaluation of the material



2.1. From the Teacher's Perspective

- **Teacher's Take:** The material is straightforward and practical for vocabulary building. However, it may oversimplify complex concepts of work and identity.
- **Intention:** Likely created to provide a light and engaging introduction to job-related vocabulary.
- **Preparation:** Teachers should anticipate student questions about job roles unfamiliar to them and prepare culturally relevant examples.

Part II: Evaluation of the material



2.2. From the Students' Perspective

- **Appropriateness:** May not fully reflect the cultural or socio-economic diversity of the student population.
- **Cultural Relevance:** While relatable to some learners, the material risks being Eurocentric or stereotypical in its depiction of professions.
- **Potential Differing Views:** Students may interpret the roles and stereotypes differently based on their backgrounds (e.g., a “chef” might be depicted as a male role, which might not align with all students' views).

Part II: Evaluation of the material



2.3. Praxis Considerations

- **Biases:** The material appears to privilege Western-centric job portrayals, with limited representation of diverse cultures and non-traditional career paths.
- **Stereotypes:** Some photos risk perpetuating gender norms (e.g., women as receptionists or assistants, men in professional or authoritative roles).
- **Voices and Realities:** Eurocentric and middle-class realities seem foregrounded; realities of jobs in non-Western settings or among marginalized groups are absent.
- **Representation:** Limited diversity in the portrayal of ethnicities, gender roles, and socio-economic backgrounds.

Part III: Adaptation



Adding Social Justice Objectives

1. Discuss non-stereotypical roles in professions (e.g., women in STEM, male nurses, or diverse family-run businesses).
2. Encourage students to explore how job opportunities differ across cultures and socio-economic contexts.

Supplementing Content

1. Include images and descriptions of jobs from non-Western or diverse cultural contexts.
2. Provide examples of job titles in emerging fields, such as technology or climate-focused careers.

Part III: Adaptation



Encouraging Critical Analysis

1. Pose questions: “Why do you think these professions are depicted this way?” or “What jobs do you think are missing, and why?”
2. Facilitate discussions on gender roles and cultural stereotypes in professions.

Integration of Authentic Materials

1. Use videos or articles showing real people discussing their jobs across different cultures.
2. Incorporate interviews with professionals from diverse backgrounds.

Part III: Adaptation



Promoting Multimodality

1. Add audio files of people describing their jobs.
2. Include visual or dramatic activities, like role-playing a day in a worker's life.

Investigating Larger Issues

1. Discuss how job opportunities and access differ globally.
2. Analyze the impact of automation and globalization on job markets.

Equitable Perspectives

1. Add more inclusive visuals representing different ethnicities, ages, genders, and abilities in a range of professions.
2. Ensure all professions are valued equally, from cleaners to CEOs.

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THANK YOU!

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