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# Inclusive and Social Justice-Oriented Pedagogies in English Language Classrooms: Insights from Türkiye, Pakistan, and the UK

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On behalf of the team:

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# Flow

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1. Project overview
2. Methodology
3. Findings of teacher educator interviews
4. Overall findings
5. Discussion and recommendations

# Project Overview

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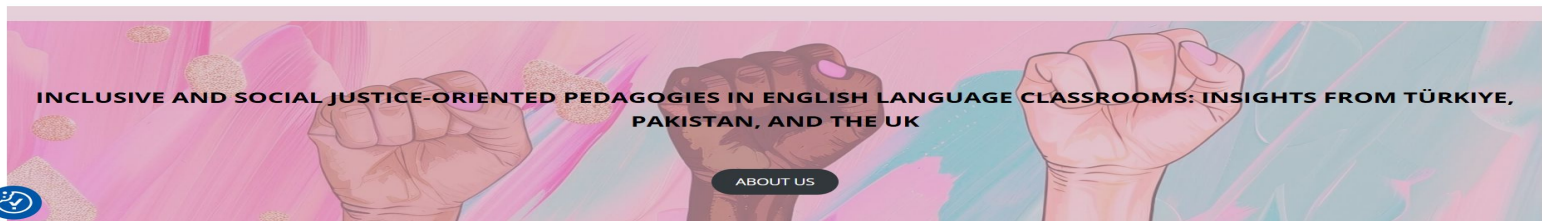


# Purpose of the project

To investigate the **integration of inclusive and social justice-oriented pedagogies in ELT** by focusing on learning teachers, teacher educators, and policy documents from three underrepresented contexts in the literature: **Türkiye, Pakistan, and Scotland**

## Inclusive and Social Justice-Oriented Pedagogies in ELT

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

# The project team

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## From Scotland - 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 (ODA-recipient country):

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

## From Türkiye (ODA-recipient country):

- Servet Çelik , Trabzon University & Akhmet Yassawi University
- Bilal Karaca, Trabzon University

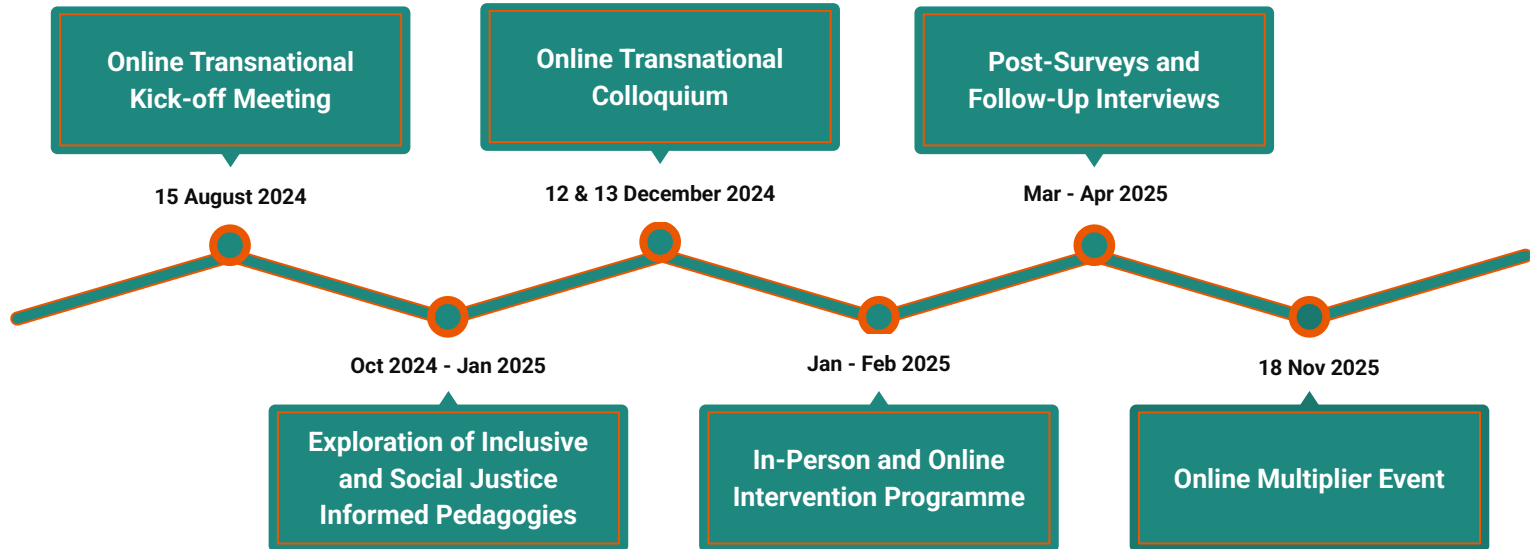


# Research questions

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- A. What are **teacher educators' perspectives** regarding the promotion of inclusive and social justice-oriented pedagogies in language teacher education?
- B. What are **language teachers' perspectives** regarding the promotion of inclusive and social justice-oriented pedagogies in language teacher education, and how do their perspectives change through interventions based on these pedagogies?
- C. To what extent do the **policy and pedagogy documents** (e.g., teacher education curriculum at higher education institutions, national teacher education policy) embody the promotion of inclusive and social justice-oriented pedagogies in language teacher education?

# Project milestones



# The theoretical rationale for this project

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## The traditional approach in ELT

- Confined to ‘content’ delivery through prescribed methodologies (Wright 2015, p.19):
  - command over prescribed disciplinary content, methods, or strategies
  - lesson planning and execution
  - conventional classroom management
- Limited attention to the impact of social, cultural, and political ideologies on language use and the existing power dynamics in the classroom (Hawkins 2011; Yilmaz et al., 2024a, 2024b)

# The theoretical rationale for this project

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## The social justice turn in ELT > Social justice language teacher education (SJLTE)

- To equip teachers with the skills, knowledge, and dispositions to address the existing inequities and injustices within and beyond systems of schooling (Hastings & Jacob, 2016; Hawkins, 2011; Ortactepe Hart, 2023)
  - To discuss issues such as race and ethnicity (e.g., Flores & Rosa, 2019), social class (e.g., Block, 2018), gender and sexuality (e.g., Paiz, 2020) in the language classrooms as well as other issues that relate to peace, conflict, environment, migration, and human rights
  - To disrupt existing hierarchies, encourage learners' critical thinking, and lead to educational and social transformation at large (Freire, 1971; Glynn et al., 2014; Nieto, 2010)

# Social justice language education

Feminist pedagogy

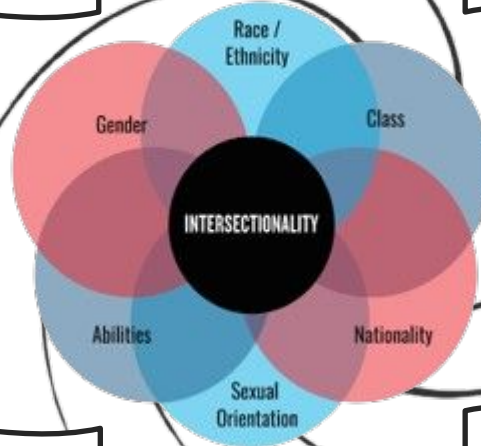
Anti-oppressive education

Critical pedagogy

Culturally responsive pedagogies

Critical language awareness

Critical applied linguistics



# Methodology

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# Settings and participants

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<b>Türkiye</b>	8 teacher educators	19 learning teachers
<b>Pakistan</b>	10 teacher educators	23 learning teachers
<b>Scotland</b>	10 teacher educators	24 learning teachers

# Research procedure

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## Pre-intervention

- Pre-surveys with learning teachers
- Pre-interviews with learning teachers
- Interviews with teacher educators

## Intervention

- In-person workshops in Türkiye and Scotland
- Online workshops in Pakistan

## Post-intervention

- Post-surveys with learning teachers
- Post-interviews with learning teachers

# Data sources

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Pre- and post-surveys with learning teachers



Pre- and post-Interviews with learning teachers



Interviews with teacher educators



Policy documents



Workshops artefacts (e.g., material evaluations and lesson plans)

# Data analysis

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A mixed-methods approach

- Quantitative analysis (Dörnyei & Dewaele, 2023)
  - Descriptive statistics - e.g., means, percentages
- Qualitative analysis (Braun & Clark, 2022; Seidman, 2019)
  - Thematic analysis
  - Within-case and across-case analysis (via axial coding)

# Findings of Teacher Educator Interviews



# Shared commitment to inclusion and social justice

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- A shared commitment to **equity, inclusion, and social justice**
- Grounded in personal values, lived experiences, and critical reflection
- ISJPs conceptualised as:
  - Developing student agency
  - Encouraging critical questioning
  - Valuing diverse identities and voices
  - Creating democratic learning spaces

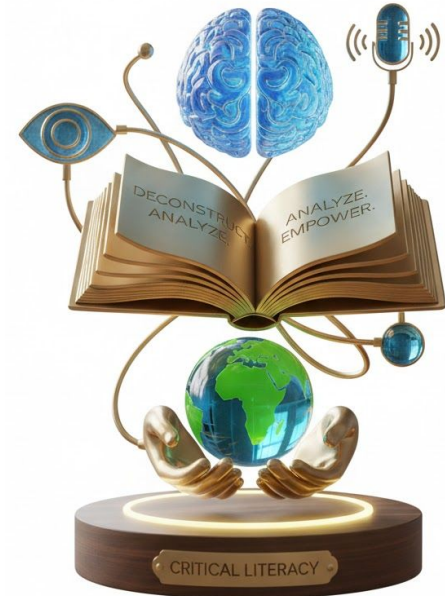
# Contextualisation central to enacting ISJPs

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- Context as the entry point for ISJPs
  - Adapting materials to local cultural and linguistic realities
  - Using students' lived experiences as learning resources
  - Challenging stereotypes in texts and media
  - Encouraging multilingual and culturally relevant examples

# Critical literacy as a key strategy

- The frequent use of critical literacy to surface injustice, including:
  - Questioning representation (gender, ethnicity, class)
  - Analysing multimodal texts
  - Asking “who is represented, who is silenced, and why?”
  
- Critical literacy as a practical, accessible way to implement social justice in language teacher education



# Structural and cultural barriers for implementation

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- Challenges to implementation:
  - Rigid, centralised, or overloaded curricula
  - Institutional framing of ISJPs as “add-ons” rather than core content
  - Social, cultural, and political resistance
  - Inequities affecting refugee, rural, and marginalised students
- Insufficiency of **individual effort without systemic support**

# Key suggestions for intervention

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- **Bridge theory-practice:**
  - Translate complex issues into concrete pedagogies,
  - Connect content to students' lived experiences,
  - Contextualize teaching materials
- **Foster a critical stance**
  - Use critical literacy to analyse texts, language, and power
  - Encourage reflexivity and awareness of positionality and bias
- **Value multilingualism**
  - Treat students' linguistic repertoires as assets
  - Use culturally and linguistically relevant examples

# In-person and online workshops



## Day 1: Social Justice and SJLE

- Workshop 1: Conceptual grounding for SJ and SJLE
- Workshop 2: Textbook analysis through critical literacy



## Day 2: Intersectionality and Inclusive Pedagogies

- Workshop 3: Conceptual grounding for intersectionality and inclusivity
- Workshop 4: Lesson plan development



# Overall Findings

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# Pre-workshop: Converging patterns

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## High attitudinal alignment but low practical familiarity

- Strong **agreement** with the goals of ISJPs across all three contexts  
→ but **limited** prior education, exposure, or classroom experience

## Gap between motivation and capacity

- Strong **motivation** to embed ISJPs  
→ but **lack** of concrete strategies, confidence, and models for practice

# Pre-workshop: Varying starting points

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## Türkiye

- Lowest baseline familiarity; high conceptual ambiguity
- Concerns around cultural resistance, refugees, gender norms
- Needs: foundational orientation + low-risk, practical examples

## Pakistan

- Moderate familiarity through informal exposure (workshops/media)
- Strong commitment, but structural barriers (norms, curriculum, access)
- Needs: resources, institutional support, culturally relevant models

## Scotland

- Somewhat familiar but limited formal education
- Value of ISJP in language learning
- Needs: concrete classroom models and practice-oriented PD

# Post-workshop: Cross-context findings

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## Structural barriers, not personal limitations

- Institutional resistance
- Curriculum rigidity
- Cultural/societal norms
- Lack of resources
- Assessment pressures

## Transformative value of workshops

- Increased knowledge of ISJPs
- Greater confidence and readiness
- Value in practical tools, lesson planning, and reflection

# Post-workshop: Contextual nuances

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## Türkiye

- Strong recognition of systemic constraints (curriculum, ministry)
- Workshops seen as “eye-opening”; desire for ongoing institutional support

## Pakistan

- Agency through reflection; planning concrete actions
- Interest in collective initiatives (curricula, publishing, advocacy)
- Need for sustained professional development and community dialogue

## Scotland

- Expanded conceptual understanding (e.g., through intersectionality)
- Small yet meaningful entry points (images, warm-ups, material selection)
- Pragmatic focus on incremental integration within limits

# Overarching synthesis

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## 1. Motivation is high, but capacity is uneven.

Teachers care deeply about equity but need structured support.

## 2. Systemic barriers persist across all contexts.

Implementation is shaped far more by **institutions and culture** than by teacher willingness.

## 3. Professional development makes a measurable difference, as it:

- bridges the theory–practice gap
- builds teacher agency
- provides actionable strategies
- supports reflective, sustainable practice

# Overarching synthesis

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## 4. Tailored, not one-size-fits-all professional development is needed:

- Türkiye → foundational, low-risk, practice-first
- Pakistan → resources + institutional alignment
- Scotland → classroom-level adaptations within constraints

## 5. Lasting change requires:

- Policy alignment
- Curriculum flexibility
- Resource allocation
- Sustained, practice-focused PD
- Communities of practice to support implementation

# Policy analysis: Commitment rhetoric vs reality

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- Broad contextual commitments to inclusion, equity, and social justice
- Varying depth and clarity of these commitments across contexts
- Funding, governance, teacher education, and resources as key enablers
- Strong policy rhetoric versus concrete pedagogical guidance
- The gap between policy and practice, causing weak implementation

# Policy analysis: Teacher education as the central Driver

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- More structured, inclusion-aligned professional pathways in Türkiye
- Lack of explicit inclusion and social-justice competencies and perpetuating underfunding in Pakistan's teacher-education system
- Encouragement of multilingual, learner-centred approaches but limited pedagogical direction in Scotland

# Policy analysis: Language ideologies and equity

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- English dominance restricts equitable access and marginalises local languages (Pakistan)
- Scotland protects some heritage languages but overlooks many minority home languages
- Türkiye ties linguistic inclusion to wider equality initiatives, though regional disparities persist

# Policy analysis: Context-responsive inclusion

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- Policy enactment shaped by local social, political, and economic realities
- Access to inclusive education influenced by Türkiye's regional inequalities
- Implementation hindered by instability and limited funding in Pakistan
- TESOL provision shaped by international recruitment priority in Scotland

# Policy analysis: Vision requires action!

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- Policies need clear values *and* explicit expectations for practice.
- Sustainable inclusion depends on systemic support, training, and resources.
- Successful implementation must align with local linguistic and social contexts.

# Discussion and Recommendations

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# Cross-country patterns

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- Teaching was mostly seen through traditional, transmission-based models.
- Participants in all three contexts wanted more guidance on ISJPs.
- Interest came from awareness of inequality, not formal preparation.
- Institutional and cultural barriers were common concerns before and after workshops.

# Türkiye

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- Learning teachers shifted from seeing English teaching as language transmission to social and cultural mediation.
- Implementation felt difficult due to sensitive topics and restrictive contexts.
- Teacher educators valued ISJPs but lacked space, resources, and institutional backing.
- Policy documents mentioned inclusion but provided little operational guidance.
- Progress depended on individual efforts, not systemic support.

# Pakistan

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- Teachers endorsed ISJPs but feared social and institutional resistance.
- Teacher educators relied on activism and personal scholarship to integrate inclusion and social justice themes.
- Rigid curricula and societal norms limited consistent practice.
- Policies promoted equity rhetorically while privileging English and neglecting local languages.
- A clear gap existed between policy claims and classroom realities.

# Scotland

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- Policies promoted inclusion but lacked guidance, funding, and coherence.
- Neoliberal pressures shaped curricula and limited space for critical approaches.
- ISJPs appeared as an “add-on” rather than embedded practice.
- Learning teachers saw social justice as relevant but difficult to connect to prescribed curricula.

# Impact of workshops

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- Addressed a clear need for guidance on ISJPs across all contexts.
- Strengthened conceptual understanding and clarified the role of ISJPs in language teaching.
- Increased teachers' confidence and sense of agency to implement these approaches.
- Provided practical strategies for lesson planning, materials, and classroom activities.
- Created supportive spaces for reflection, dialogue, and shared professional purpose.

# Recommendations: Institutional and policy-level

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- Provide clear, practical guidance on applying ISJPs.
- Allocate resources for materials, training, and curriculum flexibility.
- Allow local adaptation rather than rigid top-down models.
- Reduce exam-driven pressures by including reflective or project-based assessment.

# Recommendations: Curriculum level

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- Provide clear, practical guidance on applying ISJPs.
- Allocate resources for materials, training, and curriculum flexibility.
- Allow local adaptation rather than rigid top-down models.
- Reduce exam-driven pressures by including reflective or project-based assessment.

# Recommendations: Teacher education and CPD

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- Offer ongoing, structured development instead of one-off sessions.
- Combine conceptual work with practical strategies.
- Strengthen teacher agency as curriculum designers and reflective practitioners.
- Provide collaborative spaces for sharing challenges and solutions.

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# THANK YOU!

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