



BALEAP 2025

From Activism to Actionable: A World Café on Social Justice in EAP

EAP for Social Justice



Social Justice in EAP and ELT Contexts

Global Higher Education Perspectives

Edited by
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EAP 4 Social Justice SIG composed of practitioners who work in various EAP contexts and one of our goals is to foster discussions on where SJ fits into the broader activity of EAP.

What better way to do this (we thought) than to have an event such as this here at the BALEAP Conference in Plymouth!

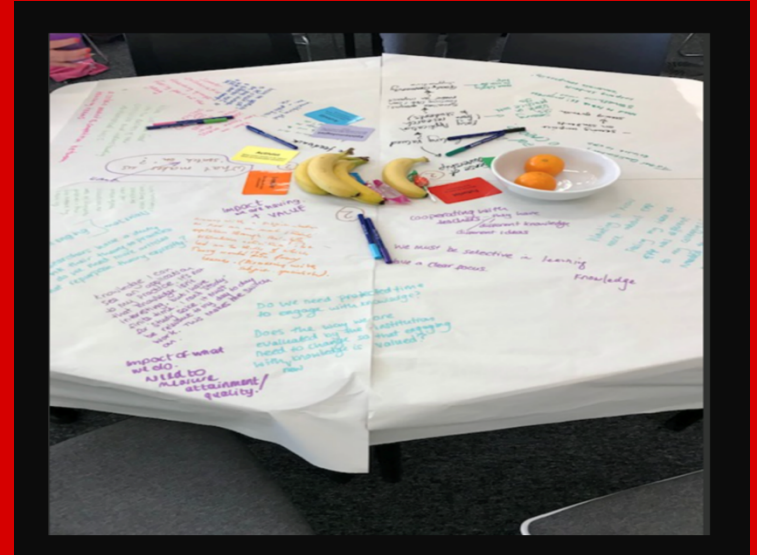


Objectives of the session:

- To explore how Social Justice initiatives can be meaningfully enacted within EAP.
- To look at examples of theory and how they might be enacted in practice.
- To discuss this through a World Café format



What a World Café is





It is only when the oppressed find the oppressor out and become involved in the organized struggle for their liberation that they begin to believe in themselves. This discovery cannot be purely intellectual but must involve action; nor can it be limited to mere activism but must include serious reflection: only then will it be a praxis.



Theory into practice

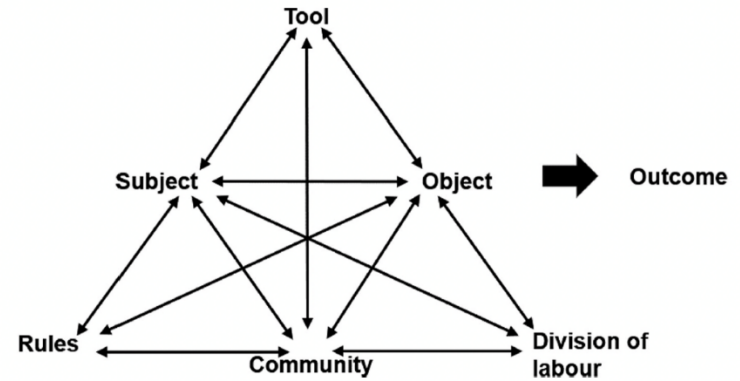


Figure 1.4 Engeström's third generation activity theory (2001).

AN ADAPTED FRAMEWORK FOR PUTTING SOCIAL JUSTICE INTO PRACTICE

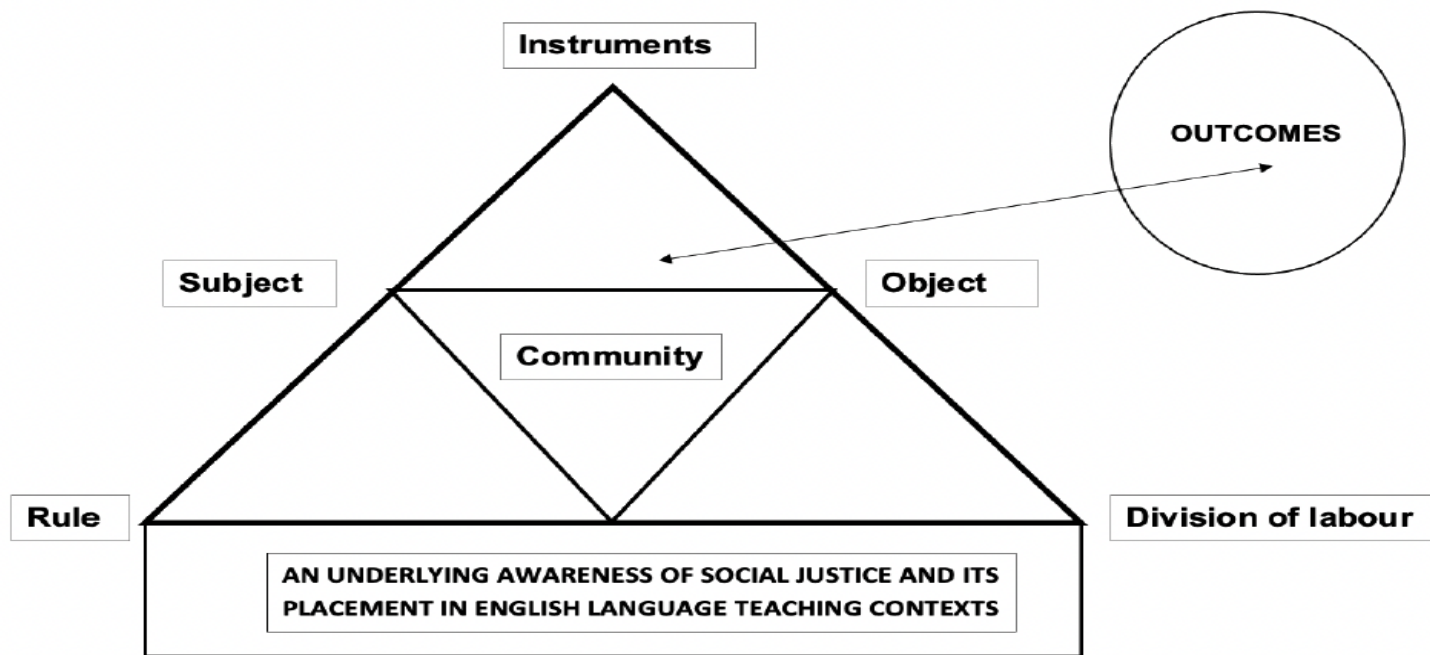


Figure 15.1 The SJ-ELT or SJ-EAP model of activity: a framework for integrating a social justice epistemology into the activity of English for Academic Purposes and English Language Teaching. Adapted from Engeström (2001) by Breen, Farag, Mansfield, McDowell, Page and Pereira (2023).



Iwona

Teacher education

Elective yr $\frac{3}{4}$
TESOL module

25+ home
students

Critical Pedagogy

(Paulo Freire)

Theory of recognition

(Axel Honneth)

**Teacher
education**

**Culturally responsive
pedagogy**

(Gloria Ladson-Billings)

**Mirrors, Windows & Sliding
Doors**

(Rudine Bishop)

employment opportunities

communication skills

personal development

to broaden horizons

cultures

fun

culture

personal growth

communication

understanding

helping people

expand global know

improve literacy

broadening

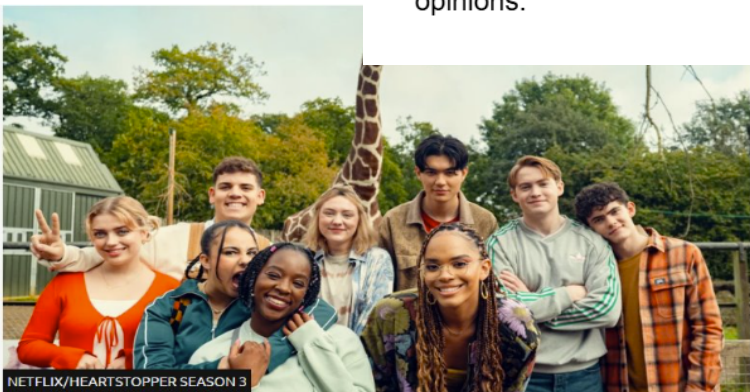
making

WHO ARE MISSING

The Queering of English Teaching

This essay will discuss whether English language teaching should include LGBTQ+ issues.

It will present the advantages and potential challenges of promoting LGBTQ+ representation when teaching English to speakers whose mother tongue is not English. I will do so by extrapolating arguments from various sources from both sides, concluding with my own opinions.



Gay
Lesbian
Bi
Trans
Nonbinary
Questioning
Asexual

TESOL HONOURS

Iwona Winiarska-Pringle & Jason Ho



Up!
d inclusive
English

R



Undoing Appropriateness

“Discourses of appropriateness involve the conceptualization of standardized linguistic practices as objective sets of linguistic forms that are understood to be appropriate for academic settings”

(Flores & Rosa, 2015, p. 150)



Raciolinguistic Ideologies

“Raciolinguistic ideologies frame the language practices of racialized populations as deficient in relation to the invisible, idealized linguistic practices of the white middle-class subject”

(Flores & Rosa, 2015, p. 151)

discourses of appropriateness → denaturalize standardized linguistic categories

Before: Assessment Criteria Grounded in an Appropriateness-Based Approach

Criterion	High mark example
Grammar	Exceptional use of language characteristic of an educated native speaker
Vocabulary	Sustained and entirely appropriate use of complex vocabulary
Pronunciation	Near-perfect approximation of native speaker phonemes, stress and intonation
Fluency	Able to compose complex utterances spontaneously and paraphrase effortlessly

After: Assessment Focused on Collaborative Critical Engagement

New criterion

Building on Ideas

Participation and Collaborative Management

Incorporating Sources

Critical Evaluation

High mark example

Consistently listens to and builds on others' ideas, asking thoughtful questions to clarify, expand, or challenge ideas.

Consistently supports participation and collaborative management of the discussion; functional language used effectively to facilitate turn-taking and encourage contributions

Consistently uses sources to support ideas and arguments, with material fully understood and accurately represented.

Consistently demonstrates insightful critical engagement with source material and contributions of others, deeply considering alternative viewpoints.



References

Flores, N., & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. *Harvard Educational Review*, 85(2), 149–171.
<https://doi.org/10.17763/0017-8055.85.2.149>



References

Breen, P. and Le Roux, M (eds). (2024). *Social Justice in EAP and ELT Contexts: Global Higher Education Perspectives*. London, Bloomsbury Academic.

Engeström, Y. (1999). 'Activity theory and individual and social transformation'. In Y. Engeström, R. Miettinen & R-L. Punamäki-Gitai (eds.) *Perspectives on Activity Theory*: pp.19–38. Cambridge: Cambridge University Press.