

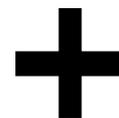
EAP  
4  
SOCIAL  
JUSTICE

BECOMING SOCIALLY JUST EDUCATORS:  
A TRIOETHNOGRAPHIC STUDY OF  
EXPLORING PROFESSIONAL  
IDENTITY THROUGH DIALOGUE, ETHICS  
OF CARE AND CREATIVITY

*please share and tag us*  
*#eap4sj @eapforsj #baleap2023*

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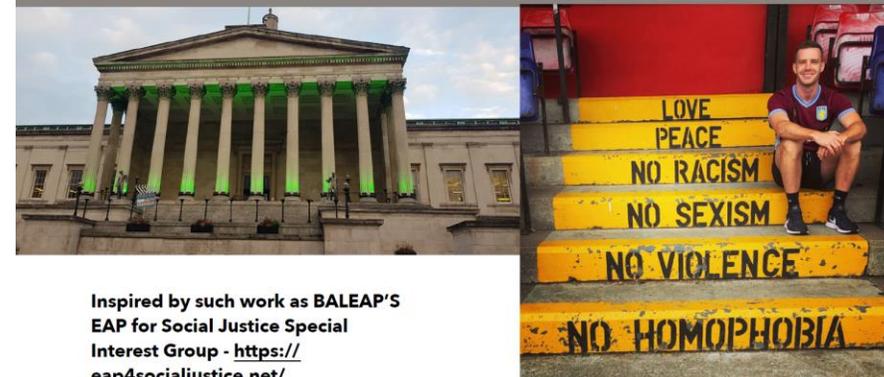


## The beginnings - Bloomsbury's 'Social Justice in Action - a model of praxis in EAP & ELT' ed. by Michele Le-Roux and Paul Breen.

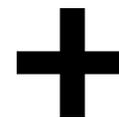
The time is now for EAP and English Language educators to take the lead in the struggle for social justice. This is why *EAP 4 Social Justice* advocates Paul Breen and Michèle le Roux are putting together an edited volume of articles, chapters and personal reflections in this area. This book is provisionally titled ***Social Justice in Action - a model of praxis in EAP & ELT***. The finished book is intended for publication with Bloomsbury Academic in late 2022 or early 2023.

This is a first call for formal submissions on any theme relating to social justice and/or EDI, including but not limited to such areas as racial equality, resource distribution, ownership of English, gender identities, decolonisation, curriculum design, environmental awareness, teaching of marginalised groups and pedagogic frameworks for social justice. Proposals should come in the form of 500-1000 word abstracts in the first instance, outlining the intended content, style, length and genre. Length is likely to be between 1000 and 5000 words depending on genre. Proposals should be sent to both [paulbbreen@hotmail.com](mailto:paulbbreen@hotmail.com) and [michele.a.le-roux@durham.ac.uk](mailto:michele.a.le-roux@durham.ac.uk) on or before Friday 14th January 2022.

## Formal call for chapters in Social Justice publication



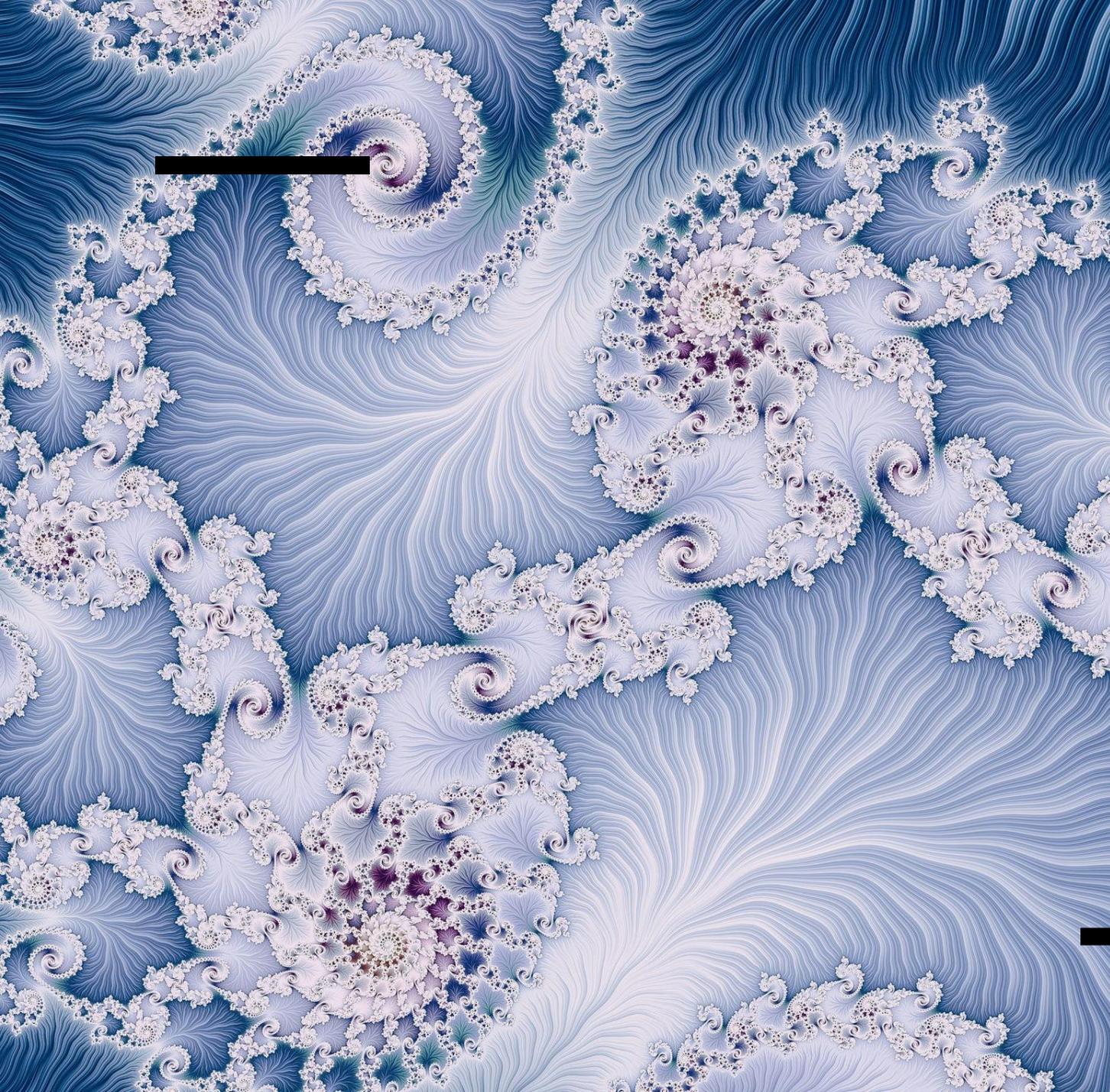
Inspired by such work as BALEAP'S  
EAP for Social Justice Special  
Interest Group - [https://  
eap4socialjustice.net/](https://eap4socialjustice.net/)



# Guiding Principles

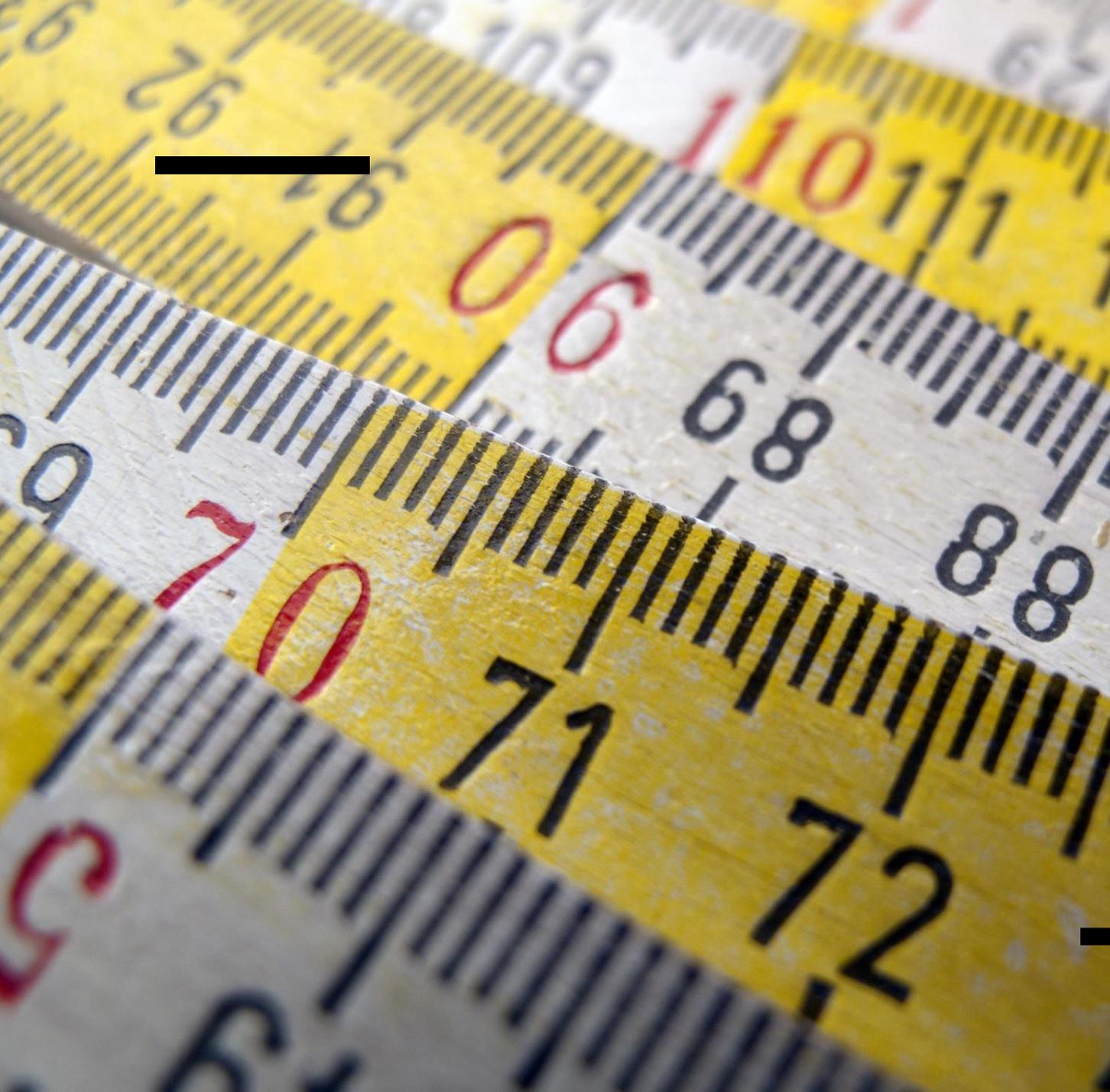
- Not a quest for book knowledge
- Learning with and through each other
- Ensuring each other's safety
- Respecting each other's boundaries





# Methodology

- Biesta (2012)
  - Public Pedagogy
- Bakhtin (1981)
  - The Dialogic Imagination
- Swayer & Norris (2013) & Lowe & Lawrance (2020)
  - Duoethnography



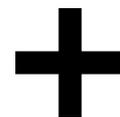
# Methods

- Langar's Five Stances
  - Edge & Olan (2021)
- Rhizomatic Approach
  - (Deleuze and Guattari, 1987; Gravett, 2021)
- Blackout Poetry



“It’s potentially catalytic speech because it’s more than speech: it is associative, metaphoric, dialectical, visual, musical; in poetry words can say more than they mean and mean more than they say.

In a time of frontal assaults both on language and on human solidarity, poetry can remind us of all we are in danger of losing – disturb us, embolden us out of resignation”



(Interview with Adrienne Rich -  
Radcliffe Quarterly (Fall  
1998))

A network of brass pins connected by thin wires on a dark wooden surface. The pins are arranged in a roughly circular pattern, with several wires connecting them to a central point. The background is a dark, textured wooden surface. A white plus sign is located at the bottom center of the image.

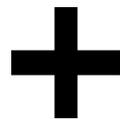
Points of  
resistance,  
tensions and  
'revelations'





# Conclusions

- There is a canon of work it is currently under-utilised in EAP
- Engaging with 'under-utilised' methods/methodologies can enrich EAP
- Valuing the Gift of Listening and Being Heard
- The potential of dialogic research methods for understanding and community building





Q & A

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# Blackout Poetry Workshop



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# Our poems

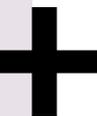
In this space we consciously and compassionately cultivated [redacted], I felt threat of rejection, no fear of exclusion, no apprehension of getting it wrong. [redacted] that [redacted] space, [redacted] was able to give and receive the gift of being heard, of being listened to. [redacted]

Through sharing that gift I learned so much from you, both about and about myself. [redacted] we have much in common, yet [redacted] have considerable differences in experience. [redacted] the complexities of our identities mean [redacted] at different times [redacted] in different spaces we have and always will be structurally advantaged and disadvantaged in differing ways. [redacted]

Those differences are important to understand [redacted] a reminder of where our power comes into being [redacted] when it is diminished [redacted], when we may need an advocate to

I had been oblivious to many privileges [redacted] until I lost them [redacted] initially this felt like freedom: be anyone, live anywhere, but conversations always inevitably [redacted] steer towards my otherness. [redacted] 'Where is home?' they ask, [redacted] on a dog walk, in a shop, at the bus stop, outside school gate. Rarely tell me about theirs, though. Not belonging to one place, teaching language that's not mine [redacted] a gift and a curse [redacted] reminding me every day of privileges gone, privileges kept. Mine. Others. Teaching for me is about finding ways [redacted] for my students to succeed [redacted] dream big [redacted] BUT also to look their privilege in the eye and realise it comes with a responsibility.

"I was 21, I had £50 in my pocket [redacted] no fixed plans or expectations [redacted] feeling liberated [redacted] not worrying about some mundane things [redacted] I landed in London [redacted], it was 20 July, one of the hottest days in the UK on record. The sun was shining bright, I put my tinted sunglasses on, [redacted] I had dreams and I had... English." |



# How to produce a black out poem

1. Skim the text.
2. Identify a variety of high-interest, impactful words that will help you develop a theme.
3. Read the poem in its entirety to look for connecting words.
4. Read the selected words aloud.
5. Finalize the poem by outlining the selected words.
6. Blackout all of the unused words.



# Text – the conference rationale

Caution! EAP under Deconstruction.

The BALEAP Conference will be held at the University of Warwick campus.

Our hope with this conference is that we encourage a critical look at every aspect of EAP. We hope that the community will feel bold and brave enough to challenge the status quo, offering ideas, opinions, research, practices, and suggestions that can take the field in new directions. We hope to hear new voices, offering perspectives on how we might break with tradition and disrupt norms. We particularly welcome contributions from precariously employed practitioners, those working on the fringes of EAP, and those who have never presented before. We encourage you to share your visions of how the field might be dismantled and reconstructed.

To achieve these aims, the conference has been deliberately designed to be open in terms of the format of contributions.





Thank  
you

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