Panel of Experts

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Teaching for Change: Integrating Social Justice in ELT
In recent decades, research in language education has highlighted the need to move beyond traditional approaches centered on linguistic competence toward transformative pedagogies grounded in critical and culturally responsive frameworks that promote social justice (Glynn et al., 2014; Banegas & Sanchez, 2023; Ortaçtepe Hart, 2023; Hastings & Jakob, 2016; Hawkins, 2011; Reagan & Osborn, 2021). These approaches challenge the notion of language teaching as a neutral act and instead position language education as a powerful tool for addressing social inequalities, amplifying marginalized voices, and fostering inclusive learning environments.

In this panel, we will outline the key features of social justice education and demonstrate how this perspective can be meaningfully integrated into English language teaching and language teacher education. Drawing on data from research projects conducted in the province of Córdoba, we will illustrate how teachers have made context-sensitive decisions and developed creative, critical teaching materials to address issues of equality, equity, diversity, and inclusion. Finally, we will invite participants to reflect on their own teaching practices and explore innovative ways to promote transformative and socially responsive ELT.