Teaching for Social Justice in English Language Classrooms: A Qualitative Analysis of Pedagogical Designs

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Abstract

Teaching for Social Justice (TSJ) is a teaching approach aimed at promoting equity and justice in language classrooms, aligned with the Philippine K to 12 Curriculum Guide (Kiger & Varpio, 2020). This integrated approach seeks to develop social awareness and critical thinking skills among learners by interrogating issues about (in)justice and indoctrination (Spitzman & Balconi, 2019). This research aims to locate the teaching of social justice in English as a Second Language (ESL) Classrooms by analyzing the 25 pedagogical designs (referring to lesson plans) of Filipino ESL teachers crafted in years 2019-2023 in a secondary school in Antipolo City, Philippines. The six-steps thematic analysis model of Kiger and Varpio (2020) complemented by the nine-question rubric developed by Spitzman and Balconi (2019) was employed to locate the integration of the teaching of social justice in the lesson plans. Peer debriefing was performed to ensure the credibility of the result. The qualitative analysis found three main themes: (1) Facilitating Expression and Constructing Identity, (2) Acknowledging Interculturalism and Diversity, and (3) Promoting Action, each of which is pedagogically organized in a plan. These themes are discursively present in the motivation, discussion, and assessment sections of the lesson plan. Findings revealed that Filipino ESL teachers' teaching for social justice leans more toward multicultural and culturally responsive education. The study recommends the future researchers to further study TSJ in terms of confirming the consistency of teachers' pedagogical design and action in the ESL classroom.

Keywords: English as Second Language, pedagogical design, socially inclusive teaching, teaching for social justice

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1. Introduction

In language classrooms, teachers are attempting to promote equity and justice along with their English lessons, a practice referred to as "teaching for social justice" or TSJ (Dover, 2013). It is an approach seen as beneficial by the teachers, for this will activate and encourage learners to become socially aware and critical in analyzing injustices and indoctrination around them. Apart from this, learners will be able to know their roles in society, allowing them to become agents of change (Dover, 2013). However, it must be acknowledged that the teachers should be made first as the agency for change inside the classroom to actualize the goal of attaining social justice without restricting the learners to the boundaries of mere awareness about what social justice is (Pantić & Florian, 2015). But issues begin as the literature on educational reform, particularly in teacher education, often neglects to consider the broader social and political context in which schooling operates. This negligence prevents meaningful discussions on why education systems in different countries have their important roles. Critical factors like class and gender dynamics, economic influences, discussions of empire and colonialism, racial issues, and the relationship between the civil society and state are frequently underrepresented or, when mentioned, lack detailed analysis of how they function (Aloni & Weintrob, 2017).

In addition to the crucial roles of teachers as agents for change, their teaching competencies should be clearly defined in terms of implementing such philosophy inside their classrooms. Teacher competencies, especially for advocating social justice and inclusivity, encompass a combination of skills, knowledge, comprehension, values, ethical awareness, and professional identity (Pantić & Florian, 2015). Teaching skills linked to being agents for change are widely defined to constitute relevant understanding, the ability to participate in educational transformations and self-reflect on their personal beliefs and values. To prepare teachers to be advocates for change to promote social justice and inclusivity, it is essential to not only outline what teachers should know, do, and believe, but also to clarify how they will apply their influence as educators when embracing this approach. While there is some consensus in the literature regarding the knowledge, skills, and values required for teachers to be effective with diverse student groups, there is limited understanding of how these are cultivated, put into practice, maintained, and demonstrated across the various educational settings in which teachers operate (Pantić & Florian, 2015).

Another element to teaching for social justice is the socially inclusive teaching. To elucidate, inclusive pedagogy is a specialized approach to education that goes beyond the broader concept of inclusive education. It places a strong emphasis on not only achieving educational goals but also on achieving other positive outcomes. It is a method that considers the unique differences among learners while actively working to prevent the marginalization of certain students or the ongoing exclusion of specific groups, such as ethnic minorities, individuals from diverse cultural backgrounds, non-native language speakers, students with special needs, and those from economically disadvantaged backgrounds who may be affected by poverty. Certainly, definitions of social justice education vary widely, with this term having no singular or fixed meaning. While this diversity in interpretations is not necessarily an issue and can contribute to a richer understanding, when the term is employed without an accompanying definition, its meaning can become inconsistent or shallow, thus becoming problematic. The existence of various interpretations for terms like 'educational inequality,' 'social justice,' and 'change agency' means that there are different perspectives on these approaches and how they can be cultivated through initial teacher education (Pantić & Florian, 2015). To enhance the comprehension of social justice education and socially inclusive teaching, one can examine how it appears both in terms of its underlying beliefs and its practical implementation (Tapper, 2013).

Knowing that, teachers should take an extra mile to holistically embed social justice inside the classroom and far beyond it, so students are not kept within the bounds of consciousness about those concepts. Montessori's educational philosophy, recognized as one of the established teaching methods

that advocates for social justice and peace, proposes that education should go beyond imparting knowledge and skills essential for children's future success. It should also aim to cultivate in them qualities like empathy, respect for others, and an awareness of the interdependence of all living beings (Kilag et al., 2023). Moreover, students are expected to be critical, not just of the circulating "facts" presented to them by disreputable sources, but also of claims or beliefs in the context of society, hence the role of critical pedagogy (Marquez, 2017).

Critical Pedagogy, one of the conceptual and pedagogical foundations of teaching for social justice, focuses on examining claims, not just for their truth, but as part of larger systems influencing society. It primarily concerns itself with addressing social injustice and aims to transform unfair, undemocratic, or oppressive institutions and social relationships by asking who benefits from these belief systems and actions (Marquez, 2017).

Both critical pedagogy and socially inclusive teaching, as two of the foundations of TSJ, contribute to how ESL teachers should integrate SJ into their classrooms. In a study in 2019 titled "Social Justice in ESL/EFL Curricula: A Case Study in Korea" (2019), a researcher shared how their proposed curriculum on incorporating SJ, guided by available framework on TSJ, triggered mixed reactions from both native and non-native teachers in the fear that teaching ways may be placed in peril if integrated with hidden agenda. This curriculum comprises a 5-step process that starts off TSJ by (1) enabling students to establish and concretize their identities and their values, (2) identifying pressing national issues, (3) teaching both target language and SJ, (4) conducting a field trip, (5) and culminating with a certain course of action that induces reflection. But despite these reluctances, it was pursued and still implemented, in the condition that it should have a continuous evaluation both at the ends of the students and teachers, native or non-native. Furthermore, it was reiterated that the decisions in selecting contents should be made with utmost sensitivity to avoid setbacks such as unfavorable responses from students. However, this still leads back to the suggestion that ESL teachers should be first aware of the pressing issues in the society in order to help facilitate the steps in teaching the target language integrated with SJ.

Truly, language teachers do not just play the role of being an implementer of the TSJ, as they should also serve as the sage, equipped not just with content but disciplinary and pedagogical knowledge respectively. The same is realized in the study of Leiva et al. (2021) in a university in Chile with 39 pre-service teachers, where findings revealed that preparing future teachers requires relevant experiences through immersive teaching in necessitous communities, a place often victimized by inequalities and injustices. While there are no direct instructions to the pre-service teachers on the concepts surrounding SJ, the participants were still able to define and relate some key concepts, indicating a worthwhile effect on their understanding of TSJ. Leiva et al. (2021) also emphasized how crucial equipping future ESL teachers with adequate knowledge on SJ is, for this is a way to mitigate the inequalities in the educational system posed by the adversities caused by poverty, resulting in poor results in various academic subject areas, particularly in English.

In relation with the Philippine context, the country has been making an effort to minimize the deficiencies in maintaining social justice, and this is evident in the aim of the K to 12 curriculum to keep up with the ever-changing needs of the world and to produce globally competent workers (Adarlo & Jackson, 2016). On the one hand, its purpose and vision is promising, but on the other hand, this would require more than just definitions and classroom application; the exigency for a perspicuous guidelines or framework should be at hand based and anchored on the urgent and relevant social issues perceived by the grassroots, such as the students and the teachers.

While all the conceptual and pedagogical roots of TSJ are identified and elaborated by some studies (Dover, 2013), there is clearly a scarcity on the representation of TSJ framework in the pedagogical designs and on how it transpires in the classrooms, particularly in the Philippines; and this can be traced through the lack of provision on guidelines and standards on TSJ in Filipino ESL classes.

In comparison with the attempts of other countries to integrate SJ in their classrooms aside from teaching ESL, studies in the Philippines fall behind in terms of showing interest in TSJ.

Cognizant of the possibility of multitudinous supposition of how social justice can be achieved in the teaching field, it is the aim of this paper to locate TSJ in English as a Second Language (ESL) Classrooms by analyzing the pedagogical designs of Filipino teachers in secondary school. Informed by the principles of Teaching for Social Justice and Socially Inclusive Teaching, this research examined 25 pedagogical designs (referring to lesson plans) produced between 2019 to 2023 by 25 Filipino ESL teachers in a public secondary school in Antipolo City, Philippines. Particularly, this paper seeks to answer the following research questions:

1. How do Filipino ESL teachers design their English subject lesson plans in teaching for social justice?
2. To which conceptual and pedagogical philosophy for teaching social justice are Filipino ESL teachers' lesson plans and strategies anchored?

2. Literature Review

2.1 Teaching for Social Justice

In the study of Adarlo and Jackson (2017), the Philippines' way of combating injustices is the ratification of the K-12 curriculum, through the Enhanced Basic Education Act of 2013. To realize this, the English curriculum guide states that multi-literacy is essential in the process of learning, in the sense that it helps learners recognize the English language as a dynamic process that is reflective and responsive to the ever-changing conditions of society. Moreover, learners must acknowledge and appreciate that English is inseparable from human beliefs and value systems, so they should be sensitive to sociocultural differences and understand that communicative meanings are not predetermined.

While basic education in the country covers various subjects, including Filipino, English, Mathematics, Science, Social Studies, Values Education, MAPEH, Home Economics, and Technology and Livelihood Education, which often include the teaching of critical thinking, many educated Filipinos still lack critical thinking skills (Marquez, 2017). This may be attributed to the ineffective teaching of critical thinking in the Philippine education system as teaching in the country is primarily didactic, with limited room for reflective learning due to (1) misconceptions about teaching for critical thinking, (2) a focus on information quantity over critical thinking development, (3) the convenience of didactic teaching, (4) teachers' unfamiliarity with reflective approaches, and (5) the government's priority on producing skilled laborers over critical thinkers (Marquez, 2017).

To clearly visualize how social justice should be seen to increase its success in promotion and achievement, the Boston College (BC) model of social justice presents three core components that should co-exist within the classroom. First, the goal of learning should be multidimensional in which learners should not just be given education with basic skills but rather deeper and complex knowledge and understanding; Second, the teacher's complex view of teaching and relational ability go beyond the basic teaching skills, knowledge of the subject matter, and the learners' backgrounds; and third, the acknowledgment that whatever the teachers do, the larger social and political contexts will affect the students' lives and that there is an intrinsic political nature in teaching (Cochran-Smith et al., 2009). Moreover, in TSJ, both reflection and autonomy are necessitated, especially when the focal point of teaching is critical and postmethod (Zokaeieh & Alamdari, 2018). Taking these elements into consideration, it is essential to scrutinize how ESL teachers design their lesson plans when the goal is not just to teach English but also social justice.

TSJ did not initially emerge as it looks like today. According to Dover (2013), most discussions on social justice were inspired by five pedagogical and conceptual philosophies namely: culturally responsive education, multicultural education, critical pedagogy, democratic education, and social

justice education. These philosophies are the usual emphasis and guide of teachers in employing TSJ in the classroom, but, often, the nuances among these philosophies are perceived as vague. With this, Dover (2013) demarcated the distinct features of each philosophy to understand the importance of each and to apply more balance in the utilization of these philosophical approaches in the TSJ.

In her theoretical analysis of democratic education, Sant (2019) contended that the foundation of the Western notion of democracy can be traced back to both democracy and liberalism. Liberalism embodies principles such as individual freedom, adherence to the law, and the dispersal of authority. On the other hand, democracy is frequently associated with concepts like popular sovereignty and egalitarianism. Initially, the relationship between democracy and education was merely implied in most discussions of democracy from philosophical and historical perspectives. Nevertheless, the architects of liberal democracy came to recognize that education played a crucial role in the cultivation of both an ideal society and its citizens' potential.

Meanwhile, Critical Pedagogy has furnished stronger theoretical foundations for the development of alternative pedagogical theories capable of influencing diverse educational practices. Typically, its essence is linked with concepts such as citizenship, authority, and expression (Luke & Gore, 2014). Furthermore, Zokaeieh & Alamdari (2018) characterized pedagogy as a mindset encompassing thinking, writing, reading, and other activities that delve beneath surface interpretations to grasp the deeper essence underlying any subject matter.

Multicultural education originated from the struggle for civil rights among African Americans (Banks, 2013). The initial stage of multicultural education's evolution can be attributed to Black studies within the framework of ethnic studies. Transitioning from multiethnic education, multicultural education expanded to encompass considerations of social class, exceptionalities, and gender. Therefore, at its core, this concept centers on the intersection of diversity and education.

Culturally responsive education is perceived as an outgrowth of multicultural education. It entails instructing by incorporating the experiences, viewpoints, and cultural backgrounds of different racial or ethnic groups to which students belong, aiming to enhance their learning effectiveness (Gay, 2015). Unlike preceding movements, culturally responsive education places significant emphasis on both the teachers' convictions and the students' learning achievements. It is anticipated that teaching through culturally responsive education will catalyze social change and address educational and societal disparities (Dover, 2013).

Finally, social justice education, while tacitly acknowledged, is fundamentally linked philosophically and historically to endeavors for human rights in the United States (Grant & Gibson, 2013). It can be understood as the pursuit of actualizing the ideal of human dignity and global justice. While there isn't a singular definition, it's important to recognize that social justice education is less about a tangible concept we can precisely define and more about an ethical position that warrants contemplation.

2.2 Socially Inclusive Teaching

A recent scoping review conducted by Hosshan et al. (2019) in Southeast Asian countries determined that the body of literature on inclusive education in this region is still in its early stages of development. Addressing the situation of inclusive education in the Philippines, one must know that a typical public-school classroom contains around fifty (50) students, with urban classrooms often exceeding the Department of Education's recommended student-teacher ratio of 60 si to 1 (60:1). In contrast, private school classes have an average of thirty-five (35) students. In these contexts, classroom diversity is categorized into five major groups, including cultural differences, disabilities, and individual needs, with students having diagnosed learning disabilities, international backgrounds, and government leaders' children. Ideally, support staff such as teacher aides, full-time nurses, canteen staff, and school guards are available in these classes. However, in public schools, teachers often take on these additional roles due to limited funding for non-teaching staff (Faragher, 2020).

According to Juvonen et al. (2019), social inclusion goes beyond just physical presence, such as attending the same school or classroom, as it also signifies being socially accepted by peers and having supportive friendships. Consequently, an inclusive climate describes classrooms marked by positive peer interactions and harmony among various groups. Contrary to popular philosophy of essentialism, Juvonen et al. (2019) suggests that learning should not just circulate around writing, reading, and arithmetic, as students must be able to relate to others and accept them, thus making it four (4) r's. This proposition is based on the idea that students often feel excluded when they are friendless, rejected, or victimized. Examples of this scenario, although not limited to, are the perception of high school students who think that it is more bearable to shun their peers who are either gay or lesbian than the cis friends (Heinze & Horn, 2014), and the rejection by peers of the youth immigrants compared to their classmates who are native to the country they are in (Plenty & Jonsson, 2017).

So far, very little is known about inclusive education in the Philippines, and this lack of a unified approach to education that welcomes all students only signifies that a solid foundation for inclusive education still needs to be established (Muega, 2016). While some countries show a glimpse of success in implementing socially inclusive education, destitute countries, like the Philippines, remain in peril due to lack of administrative support, which causally affects allocation of funding and eagerness to train teachers in implementing the said pedagogical theory (Galleto & Bureros, 2017). At this point, regardless of what and how much resources have been allocated to the schools across the country, it is important to assess how and what the Philippines has achieved so far in making the inclusive education a success, considering the massive influence of neighboring and confederate countries in making such progress in the field of research and implementation.

2.3 The Relevance of Teaching for Social Justice and its Challenges in the ESL Classrooms

The teaching and learning process begins with the diagnosis of what the learners know about a particular subject matter to better support them in their learning. With this in mind, the teachers whose goal is to foster inclusion and SJ in their ESL classroom should first understand the tenets of this concept and its complexities for the reason that TSJ is never absolute in definition but rather always contextualized (Perelman, 2023), and English Language Teaching (ELT) helps advocate for this cause. In a qualitative study made by Lee (2011), she pointed out that although future teachers and teachers in practice ought to teach what they believe is right and appropriate, they were conflicted with the opposing goals of their subordinates and superiors. But more to that, the teachers showed a mismatch between their understanding of TSJ and their classroom practices. As he concluded, teachers should reflect on their praxis (theory into practice) to assess the situation of their classes in terms of comprehending and practicing SJ. It should be noted that while complexities about and contesting SJ ideas and beliefs are inevitable in culturally-diverse classrooms, teachers should be equipped with necessary preparatory skills that will allow them to solidify their TSJ. To do this, they must recognize their identity and their stand on the injustices around them, and accept that their students are different from one another.

Lee (2011) also reminded that it is a tedious task to be a teacher advocating social justice. Thus, one should not be complacent about having only one way of knowing and understanding, both at the ends of teachers and students. In the emergence of fast-paced technology in education, it is undeniably evident how quickly ESL students absorb concepts and ideas about what SJ is; but the danger arises as they, the media patrons themselves, intentionally select what they want to ingest in their minds, often leading to biases (Anwaruddin, 2019). English language, being an emancipator and a persecutor in nature, should be taught to the learners in a way that it critically challenges the prevailing notions about ethnicity, race, inclusivity, and others (Hastings & Jacobs, 2016, as cited in Whitman, 2018). One of the most notable practices that ESL teachers use to teach SJ in their classroom is through social media. Anwaruddin (2019) mentioned that aside from fulfilling the objectives for target language, teaching ESL through social media will allow non-native students to interact with other native and non-native speakers. Moreover, it provides opportunities for students to explore creating learning experiences, intensify autonomy, and foster collaboration with others.

The challenge in TSJ does not end when ESL teachers prepare themselves with the correct view of what SJ is and how it should be taught as language learning materials also influence the consciousness and horizons of students about SJ. In a study made by Zhang (2021), he compared the English textbooks used in Germany and in China, and he found out that the latter contains less social justice topics that hinders the opportunity for students to take critical and responsible decisions and actions while the former offers a vast array of social issues that stimulates students' into understanding SJ all over the world. While both pose a threat among teenagers into trying tempting actions based on what they read, lack of awareness of different social injustices often lead to puzzlement and curiosity to venture on malevolent thoughts.

TSJ as a very vast concept yet defined very briefly illustrates the two sides of its face. On the one hand, it helps both the teachers and the students to understand themselves and the world around them, but on the other hand, it constitutes a threat to the students on how they are going to view the concept of SJ and how they will account themselves responsible for the welfare and inclusivity in the society.

3. Research Methods

3.1 Research Design

This study used a qualitative case study research design to investigate the concept of TSJ utilized by teachers. A qualitative case study aims to explore the integration of TSJ in the language classrooms of a particular group of Filipino teachers in the Philippines. This research design is used when the researchers aim to have an in-depth and contextualized knowledge of the research problem. It is an appropriate choice in keeping the study focused and manageable, especially if the time and resources are limited. Furthermore, it is beneficial in terms of describing and exploring the various aspects of the study. Lastly, it enables the researchers to have a good understanding of the key characteristics, varied meanings, and implications of the study (McCombes, 2022).

3.2 Participants

According to the K-12 curriculum guide, among the several subjects, English is where TSJ is manifested. Considering this, the researchers draw their attention to choosing Filipino ESL teachers in one of the secondary public schools in Antipolo City as they are fit to be the respondents of the study. Hence, 25 teachers from junior high school (grades 7-10) teaching English subjects were chosen through a purposive (non-random) sampling method based on their key characteristics that will suffice the purpose of the study.

3.3 Instruments

In achieving the aim of this study, before the researchers proceed with data gathering, they first ask for permission and consent both from the school administrators and prospective participants. The researchers met all the teacher-participants and provided them with a brief orientation about the study and the concept of TSJ. Subsequently, they conducted a qualitative document analysis, a systematic approach involving the examination of both electronic and printed documents (Bowen, 2009). They requested one lesson plan from each of the 25 Filipino ESL teachers, with the requirement that the lesson plan be crafted within the academic years 2019-2023 and that they best represent their teaching for social justice without specifying English learning competency targets. This timeframe was chosen considering that the school might not mandate teachers to create lesson plans anymore due to changes in policies during the COVID-19 pandemic. Thus, 2019 marked the earliest year for the creation of the lesson plans, predating the pandemic. The researchers did not specify English learning competencies, as TSJ methods should emerge based on community priorities and context (Bucholtz et al., 2014). This method of collecting pre-existing documents like lesson plans from teacher-participants ensures the quality and validity of the sample data, as it minimizes the researchers' role in data creation compared to more active methods like interviews or focus groups (Morgan, 2022).

3.4 Lesson Plans

With the foundational belief that effective planning is essential for ensuring that teachers can provide a high-quality teaching and learning experience to every student, the Department of Education (DepEd) introduced comprehensive guidelines for crafting lesson plans, as outlined in DepEd Order No. 42, s. 2016. This order presents a structured template, known as the 4A's format, for teachers to use in their daily lesson planning. The 4A's format encompasses the following components: activity, analysis, abstraction, and application (Bargo & Go, 2021).

First, the "activity" phase serves as a critical starting point wherein students are encouraged to tap their existing knowledge and gain a clear understanding of the learning objectives. It is here that the teacher sets the stage for the lesson.

Second, the "analysis" phase involves the teacher posing thought-provoking questions that challenge students to engage with the subject matter deeply. This phase is designed to stimulate critical thinking and active participation.

Then, the "abstraction" phase takes center stage as the teacher delves into the core concepts that students are expected to grasp. During this stage, the teacher employs leading questions to guide learners not only in comprehending these concepts but also in recognizing their relevance to their lives. This connection to real-life applicability enhances and solidifies their understanding of the lesson, making it all the more meaningful.

Lastly, the "application" phase is where the teacher provides students with opportunities to apply and practice what they have learned in real-world scenarios. In essence, this is where students must put their newfound knowledge into action, demonstrating the practical relevance of their education (Jala & Tan, 2021).

By examining it, close reading, and using the nine-question rubric (based on the Anti-Bias Framework of Teaching Tolerance) developed by Spitzman and Balconi (2019) the researchers were able to generate the data.

Afterward, the processed data underwent the six-step thematic analysis model of Kiger and Varpio (2020) to determine the common themes among the lesson plans in TSJ. Furthermore, the researchers abide by the concept of anonymity and confidentiality in handling and processing the collected data. This ensures that the data gathered will only be accessed by the participants and the researchers and will only be used for the sole purpose of this study.

3.5 Data Analysis

This research was guided by the Anti-Bias Framework proposed by Teaching Tolerance (2016). This framework is anchored on the social justice standards that should be observed in the learning outcomes of various grade levels if the goal is to avoid prejudice, improve relations, and promote equitable school experiences. This framework primarily comprises four domains, where the learning outcomes are divided into identity, diversity, justice, and action. Each domain enumerates learning outcomes whereas identity refers to the recognition of the learner's holistic self that makes up their social identities; diversity is the establishment of connections; justice is the ability to determine and characterize injustices through language; and action is the learners' response to fight against discrimination and prejudice (Spitzman & Balconi, 2019).

Through the four domains of the Anti-Bias Framework set by Teaching Tolerance (2016), the researchers determined whether the application of TSJ in the lesson plans of teachers is aligned with what is necessitated by the theoretical underpinnings in pedagogy for social justice. Moreso, to methodically analyze the English teachers' lesson plans, this study adopted the nine-question rubric crafted by which they used in their study titled Social Justice in Action: A Document Analysis of the Integration of Social Justice Principles into Teaching. Specifically, these questions are:

1. Are multiple perspectives welcomed and respected? (Diversity; Identity)

2. Is curiosity about diversity encouraged? (Diversity)

3. Are self-reflection practices integrated into the lesson? (Identity)

4. Is story sharing included in the lesson? (Identity; Action)

5. Is dialogue part of the instruction? Are students taught explicitly how to engage in an empathetic, open-minded dialogue? (Diversity; Action)

6. Is there any indication of insensitivity to diversity or hidden stereotypes/biases in the lesson? (Justice)

7. Are students' prior learning experiences and background knowledge integrated? (Identity; Diversity). Is there an in-depth exploration of background knowledge/culture?

8. Are form-focused instruction and learning strategies included in the lesson to provide access to academic learning communities and foster positive identity development? (Identity; Justice)

9. Does the lesson promote action against injustice? (Justice; Action)

The codes created by the researchers underwent the six-step thematic analysis model proposed by Kiger and Varpio (2020) to determine common themes. The codes were grouped based on similarities in patterns, from which general themes emerged to classify each of them. These themes were supported by extracting excerpts from the lesson plans that demonstrated the practice of TSJ by the teacher-participants. Through thematic analysis, the researchers were able to identify the concepts that ESL teachers integrate in their lesson plans as they teach for SJ. Moreover, it helped the researchers determine how the participants craft and organize their lesson plans as represented in the content of their lesson plans, which they perceive as the best representation of TSJ.

In identifying the most dominant conceptual and pedagogical philosophy among the lesson plans of the participants, the researchers conducted a content analysis, which is considered one of the research tools used to identify the consistency of terms and concepts present in the given data (Sandorova, 2019). During this process, the researchers employed a close reading method to examine specific details in the lesson plans and uncover their deeper meaning (Greenham, 2019), complemented by the utilization of a nine-question rubric based on the Anti-Bias Framework of Teaching Tolerance developed by Spitzman and Balconi (2019). Through these methods, the researchers established a coding system to classify the common terms and concepts present in the lesson plans of the ESL Filipino teachers.

To ensure the reliability and validity of the analysis, peer debriefing was conducted. The researchers consulted three international language experts and researchers to review the results. Peer debriefing involves consulting peers who have no personal interest in the project but possess sufficient knowledge to confirm the credibility of the results. This method helps to minimize biases and pre-judgment from the researchers (Hail et al., 2011). Furthermore, the researchers adhered to the concepts of anonymity and confidentiality in handling and processing the collected data. This ensures that the data gathered will only be accessed by the participants and the researchers and will solely be used for the purpose of this study.

4. Results and Discussion

Three themes emerged in the lesson plan analysis namely, (1) facilitating expression and constructing identity, (2) Acknowledging interculturalism and diversity, (3) Acknowledging interculturalism and diversity, and (4) Promoting action. We present these along with the captured images of the lesson plans.

### 4.1 Facilitating Expression and Constructing Identity

This approach is evident from the activity to the analysis sections of the plan and reappeared in the closure (generalization). Teachers design their lesson plans by making sure that each part stimulates the students to share their ideas and opinions about a particular concept integrated with or related to social justice.

In this way, students can bring their prior experiences and background knowledge to the English class and bring forth the notion that eliciting responses and stimulating interest among students interrogate social justice-related ideas that the whole class can relate to. This approach in the lesson plan reveals alignment to the concept called "learner-centered content." This approach is considered central to all theories and principles in teaching and learning a second language. The paper titled "Using Learner-Centered Content in the Classroom" highlighted why it is crucial for educators to incorporate students' daily lived experiences in ELT (English Language Teaching) classrooms, and it is because it generates the initial motivation of students in learning the second language (Muir, 2018). As it is emphasized in the paper:

> Classroom content that is not centered around students, and where students are not able to see the relevance of the tasks they are completing to their lives outside of the classroom, can act as one of the most demotivating factors for learners (Kikuchi, 2015, p.3).

Thus, this validates the current practice of the educators in this study in providing classroom tasks that are relevant and relatable to students. The educators' style of questioning and classroom activities that stimulate real-world situations that have direct implications for the issues (concerning SJ) enrich the discussion of SJ as well as the process of their second language acquisition. This approach can be seen in the lesson plans of Teachers 1, 2, 3, 13, and 25. What follows are the portions of Lesson Plans of ESL Teacher Participants Showing Facilitating of Expression and Constructing Identity.

Teacher 1:
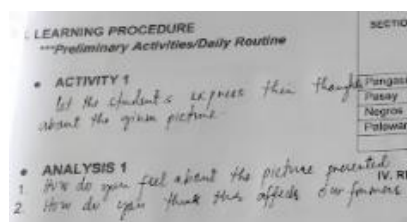
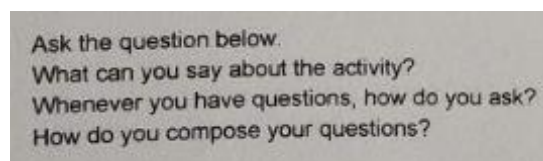(For readability, the text is typed below)

Activity 1
  Let the students express their thoughts about the given picture

Analysis 1
  1. How do you feel about the picture presented?
  2. How do you think this affect our farmers?"

Teacher 2:

Ask the question below.
What can you say about the activity?
Whenever you have questions, how do you ask?
How do you compose your questions?

Teacher 3:

> Process Questions:
> 1. What Southeast Asian countries are being featured in these pictures?
> 2. What makes us similar to Thai? What makes us different from them?
> Subject Integration: Use AP concepts/lessons to recall prior knowledge.
>
> **Prediction chart**
>
> Using the template in Padlet, respond to the question given in the situation.
> Situation: You are the Sangguniang Kabataan (SK) chairperson in your barangay. You are asked to share your insights in the topic given below. What will you say considering the group of people given in the pictures?
>
> **Tips on How to Promote Diversity in a Multi-Cultural Society**

As shown in the various parts of the teachers' lesson plans, it is evident that questions are structured to incite familiar scenarios from the students, so everyone can have an equal opportunity to share their own stories and connect them to the social justice concepts they tackled.

Teacher 13:

> OPTION B: AGREE OR DISAGREE
> Read the following sentences and choose if you AGREE or DIASAGREE to the statements. Then, give your reason.
> 1. Children should be involved in family decision making.
> 2. Minors need to work to help with family needs.
> 3. People need to be vaccinated to prevent various diseases.
> 4. Parents has the right to monitor your phone calls and social media accounts.
> 5. Putting track devices on students' id card.

Teacher 25:

> ACTIVITY 1
> Do Learning Task 1. Using the painting posted on the board, answer the following questions below.
>
> 1. What specific features of painting are manifested?
> 2. What do you think is the painter's inspiration in his/her masterpiece?
> 3. What message is portrayed by the painting/picture?

In addition, reflection is also a pivotal part of the closure of the lesson about social justice. Knowing the role of self-reflection as a representation of recognizing oneself and others' identity, lending a portion for reflective learning allows the learners to not just process the lesson taught in the English subject, but also the importance of those learnings to the outside world- hence, including social justice. To facilitate reflection, teachers use a question, a table, or a quote that relates to the lesson discussed, which learners can elaborate on and make sense of.

As stated in the Anti-Bias Framework of Teaching Tolerance (2016), recognizing, and constructing one's identity is the first step to achieving social justice in teaching. A learner must be able to know who they are and what constitutes their social identities.

Reflective learning activities help learners to re-examine themselves and the world they dwell in, which both contribute to their holistic selves. Consequently, enabling the classrooms to encourage self-expression promotes productive discussion and interaction among various sociocultural identities. This exercise follows the second goal of the anti-bias framework in TSJ, in which recognition of diversity should follow the learners' knowledge about their own identity. Learners should be aware of the different cultures present inside the classroom to be able to make connections and raise sensitivity toward one another.

4.2 Acknowledging Interculturalism and Diversity

In this theme, researchers discuss the portions of Lesson Plans of ESL Teacher-participants showing acknowledging interculturalism and diversity. This can be found in the abstraction and application sections of the plan of Teachers 3, 6, 21, and 22.

It was found that group work is usually present in the application part. This type of activity ticks several criteria in anti-bias education as it welcomes each member's views, recognizes diversity, encourages the sharing of one's stories, and promotes open-minded dialogue, and action against injustices. In language learning, collaborative tasks play a vital role in students' language proficiency. Collaboration motivates learners to exchange ideas and create understanding among their peers which leads them to better achievement of their classroom tasks. Furthermore, their interaction (specifically face-to-face) has a positive effect on their affective filter as it lowers their pressure, improves confidence, and enhances their comfortability in class (Salma, 2020). Through this type of activity, it helps learners develop their intercultural communicative competence- an ability to understand others' culture not just one's own and to make use of this understanding to communicate effectively to diverse individuals coming from different sociocultural backgrounds (Randolph Jr. & Johnson, 2017). According to Tapper (2013), humans are considered, inherently, social beings as they form relationships with each other, creating a complex network of connections based on various aspects of their identity. Most individuals belong to multiple social groups defined by factors like gender, ethnicity, nationality, socioeconomic class, and religion. People often interact with each other through the lens of these social groups, even when others may not explicitly identify with the same groups. In light of this notion, language teachers play a significant role in helping the learners to perceive themselves as included in the learning process and their social group. The opportunity to identify their own social group's identity and characteristics allows them to feel they belong in the circle and helps them to discover their differences with other social groups without, or with less, the existence of discrimination. However, it is clarified by Juvonen et al. (2019) that awareness of diversity is insufficient to foster social inclusion. Thus, school personnel need to carefully recognize both the roles and involvement of the student body and the practices used in school organization and instruction.

Interestingly, teacher participants' lesson plans exhibit diversity, not just in the content, but in the activities as well. Through proper questions and tasks, teachers can stir up curiosity for various nations, cultures, and capabilities. While awareness-raising about diversity among different races is evident enough in the lesson plan contents and competencies required by the curriculum, differentiated activities are also apparent among the teachers' lesson plans. Multiple intelligences of the students are overtly considered in the crafting of their activities, and it is shown in a way that each group has the same objective but has varied ways of presenting or accomplishing them. For instance, a teacher may ask the class to present the differences and common grounds between Thais and Filipinos, but one group will compose a song, the other one will present a role play, and the last group will write and recite a poem. They may have the same goal, but the ways to present them are different, to cater for the class's various skills and talents.

Teacher 3:

Using the template in Padlet, respond to the question given in the situation.
Situation: You are the Sangguniang Kabataan (SK) chairperson in your barangay. You are asked to share your insights in the topic given below. What will you say considering the group of people given in the pictures?

Tips on How to Promote Diversity in a Multi-Cultural Society

Choose one from the given options. Turn-in your output using the Google Classroom.
  A. Dramatists – Present a scene that highlights the theme of the story, "Makato and the Cowrie Shell"
  B. Video creators– Present the different culture and tradition of Thailand.
  C. Singers – Sing a song or perform a rap related to the selection. Provide your own lyrics depicting Thai and Filipino cultures and beliefs.
  D. Artists – Draw a scene in the story that shows Makato's similar trait to ours. Explain your drawing in a 3-sentence paragraph.

Teacher 6:

5. Discussion: Ask the following questions:
  a. In a scale of 1-10, 10 being the highest, how would you rate your emotions after watching the video? Why?
  b. What is the main issue discussed in the video?
  c. What type of issue is discussed in the video?
  d. What words best describe the issue?
  e. How do the Asians feel about it?
  f. What are the key ideas that support this issue?
  g. What do the numbers and /or percentages presented in the video imply to you?
  h. What factors contributed more to the "hate" of Asian Americans?
  i. How do the people of the community try to solve the issue? What is their proposed solution?

With the observation of the different strategies employed in the lesson plans, multicultural education is one of the two pedagogical and conceptual roots that emerged in the analysis of researchers. As described by Banks (2013), ethnic, gender and social class studies make up multicultural education today. As shown in the way teachers craft their lesson plans and how they similarly consider the same idea for activities, diversity is a common denominator in their lesson execution. The consideration of students' multiple intelligences is overt in the differentiated activities to cater for the needs and as well as the skills that the students can contribute to the whole lesson. Moreover, the lesson's contents and the line of questioning display the promotion of diversity among various countries. For example, topics about cultural diversity and gender studies, specifically feminism, are presented in the lessons. It also poses questions that enable the students to reflect on their prior experiences and eventually evaluate whether just, fair, or not, so action can take place afterwards (Spitzman & Balconi, 2019).

Teacher 21:

1. What was Pygmalion's opinion of women?
2. What served as Pygmalion's escape from his unfortunate experiences with women?
3. What can you conclude about the gods based on the selection?
4. What generalization on men can you form based on the story?

Culturally responsive education can be seen in how the lessons and strategies were structured in considering student-centered learning. The input of the students in the discussion is an important block in creating a productive learning environment that welcomes and supports cultural differences. As the term implies, this concept emphasizes responses to existing diverse cultures in the classroom, so students take part in the development of the lesson by incorporating their own experiences and distinctive cultural strengths.

The abundance of questions in the various parts of the lesson plan is valuable to the facilitation of their learning, as each question can help stir up self-esteem when structured correctly. Furthermore, effective questioning establishes a supportive learning environment.

Teacher 22:

APPLICATION: Differentiated activities.
  Directions: The students will divide into 6 groups with 10 or more than members. They will do the following activities.
  Group 1- Find 10 plural words in the newspapers and cut them out. Paste them down and write the root word. Explain the meaning of it and use it in a sentence.
  Group 2- Arrange the given headline from the newspaper. Read the information about the headline and present the summary of it.
  Group 3 – Find a job in the classified ads and conduct a job interview for it with one of your classmates.
  Group 4- Find three examples of facts and three examples of opinions in your newspaper. Discuss how they are different and where you would generally find opinions?
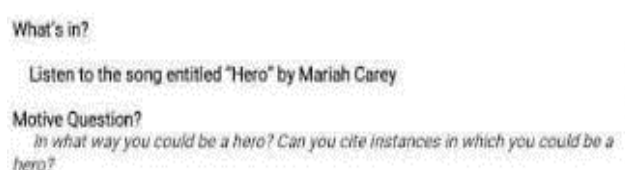 Group 5- After reading the news article in the newspaper, draw a picture of what happened. There will be a presenter to give an explanation about the drawing.
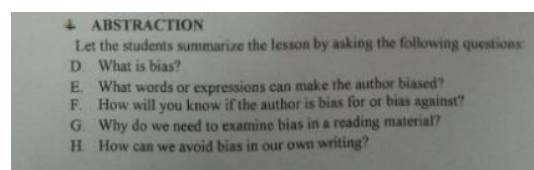
4.3 Promoting Action

A lesson integrated with social justice should promote action against injustices. Thus, teachers must make sure that a call to action will materialize at any moment possible. However, this will not be possible if the learners are unaware of the social injustices surrounding them. Thus, the first step in promoting action against injustice and changing social structures is to develop and awaken the oppressed people's critical consciousness to bring out their new "awareness of self". This term is tantamount to learning social, political, and economic contradictions, before taking action against the oppressive elements of the real world (Caballero-Garcia, 2018).

Based on data analysis, as shown in the images presented below, a call to action can be brought up in the analysis where Teacher 15 asks her students to analyze a song about being a hero, and then asks about how to be a hero in the latter part. It can also transpire in the abstraction just like how Teacher 16 asks her students to summarize the day's lesson and how they can avoid bias in writing. Additionally, Teacher 20 asks her students during the application to create an infographic about the same topic for Teacher 16. Meanwhile, Teacher 4 generalizes the lesson and gives pieces of advice to her students about being responsible in creating social media.
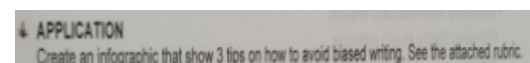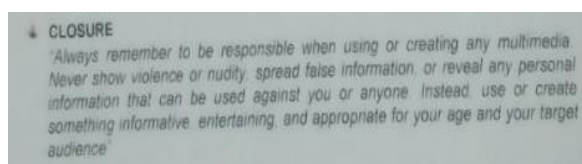
Teacher 15:

What's in?

Listen to the song entitled "Hero" by Mariah Carey

Motive Question?
In what way you could be a hero? Can you cite instances in which you could be a hero?

Teacher 16:

ABSTRACTION
Let the students summarize the lesson by asking the following questions:
D. What is bias?
E. What words or expressions can make the author biased?
F. How will you know if the author is bias for or bias against?
G. Why do we need to examine bias in a reading material?
H. How can we avoid bias in our own writing?

Teacher 20:

APPLICATION
Create an infographic that show 3 tips on how to avoid biased writing. See the attached rubric.

Teacher 4:

CLOSURE
"Always remember to be responsible when using or creating any multimedia. Never show violence or nudity, spread false information, or reveal any personal information that can be used against you or anyone. Instead, use or create something informative, entertaining, and appropriate for your age and your target audience"

Prompting the students to respond to these injustices through stimulating questions and activities is crucial to their role outside the classroom. These serve as a training ground for students to be aware, empathize with others, and equip themselves once they witness or experience social justice firsthand. In this way, it gives fulfillment to the fundamental aim of critical pedagogy, which is to transform school and education per se (including its students, teachers, administrators, and other entities in the academe) as "agents of change" (Cho, 2012).

Action is the final terminal of the anti-bias framework, where constructing identity, promoting diversity, and recognizing justice must precede first. Promoting action among learners is essential for

ESL classrooms as this is the stage where learners are expected to resist injustices based on how they are empowered to act against them. While perceiving "taking action" usually entails opposition to the encountered injustice, the anti-bias framework clarifies that showing empathy, acknowledging one's responsibility, and knowing when and how to make decisions are part of an action that TSJ refers to (Teaching Tolerance, 2016).

5. Conclusion

Today, trends in education emphasize how a student-centered approach in pedagogy is of the utmost importance, and it is for students to have the opportunity to relate, share, and act against injustice. Promoting diversity through multicultural education will be inadequate if the teachers do not implement a culturally responsive education. And, certainly, culturally responsive teaching is a student-centered approach to equity in learning (Walter, 2018).

Acknowledging the goal of the K-12 curriculum to ameliorate social injustices, it is worth noting that as early as the schooling phase of an individual, learners must already be aware of the power they hold and how they can use it; and that can only happen if teachers help them to realize it. Fortunately, many teachers are already aware of this role to equip learners and give them equal opportunities in learning. That is why crafting lesson plans is crucial for the success of any attempt to teach for social justice, as this can direct and may dictate how the learning will transpire, regardless of how vast the diversity inside the classroom is. In this study, the findings revealed that ESL teachers facilitate expression, construct identity, acknowledge interculturalism and diversity, and promote action, each of which is pedagogically organized in a plan.

More than that, teachers should not just utilize reflective tasks as assessments for learners but also for themselves (Spitzman & Balconi, 2019), because consistent with what TSJ strives for, awareness of one's identity is essential for the fulfillment of its other three main goals - diversity, justice, and action (Teaching Tolerance, 2016). Both the teachers' and the learners' experiences contribute to making the learning process relevant and worthwhile, so each end must acknowledge their responsibility and accountability in the classroom – that learners must know their power – and teachers must know how to let them acquire that power equally through effective strategies and well-planned pedagogic designs.

Finally, the researchers recommend further study on locating TSJ in the actual classroom to confirm the consistency of the ESL teachers' pedagogical design to the pedagogical action that transpires inside the classroom.

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