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SOCIAL JUSTICE IN CALL-MEDIATED EFL TEACHING: TEACHER IMPERATIVES FROM A SOCIAL PSYCHOLOGY PERSPECTIVE

Sahril Nur^{1*}, Ismail Anas², Nurfajriah Basri³

¹English Department
Universitas Negeri Makassar, Makassar, Indonesia
e-mail : sahrilfbsunm@unm.ac.id (*corresponding author)

^{2,3}Doctoral Program, Program Pascasarjana
Universitas Negeri Makassar, Makassar, Indonesia
e-mail : ismailanas@poliupg.ac.id; basri.nurfajriah@gmail.com

ABSTRACT

This article presents a concept of social justice in CALL-mediated EFL teaching. Social justice is the equitable treatment of pupils in the classroom (both face-to-face and virtual learning environments). It requires that language teacher treat their students equally, fairly, and respectfully. It offers six imperatives from a social psychology perspective: 1) fairness, 2) equity, 3) generosity, 4) technology affordability, 5) digital safety, and 6) digital dignity and respect. This concept aims to increase the teachers' awareness of social justice in teaching English with technology and provide a meaning-making learning practice for learners. With this in mind, language teachers can be wise, fair, generous, and respectful in selecting and using digital technologies in their teaching practices. The implication of this study calls for the inclusion of social justice imperatives in CALL teacher education and professional development.

Key words: call, critical pedagogy, language teaching, social justice

INTRODUCTION

CALL and technology can promote equity and social justice (Gleason & Suvorov, 2019; Papendieck, 2018). Meanwhile, teaching English using technology needs Technological Pedagogical Content Knowledge (TPCK) (Koehler et al., 2013; Mishra & Koehler, 2006, 2008) and social awareness in selecting and utilizing technology. However, studying CALL-mediated learning in Indonesian higher education has psychological implications. It seeks to determine whether CALL teachers handle their students with social justice. Therefore, a language teacher must treat children with fairness, dignity, and generosity (Nieto & Bode, 2018, p. 8). This study comes under critical CALL pedagogy, where the researcher may examine and criticize social justice teaching methods using CALL.

We witnessed that learners experienced increased stress and anxiety when some teachers utilized different digital platforms or applications (Irmawati et al., in press). For example, some teachers used different online learning platforms synchronously (e.g., Zoom, Google Meet, Skype, Jitsi, WebEX, etc.) and asynchronously (e.g., LMS Moodle, Google Classroom, and social media platforms). This situation is considered unfair where students must learn and use several digital tools simultaneously. They spent extra time and energy learning new technologies used by the teachers. The absence of a negotiated learning approach caused unreasonable tasks, task load, and materials selection. To

fill the gap, we developed a concept to guide EFL teachers to articulate social justice in their teaching practices. With this in mind, the language teachers will increase their awareness of social justice in CALL-mediated EFL teaching. This concept can be applied to learning language skills such as speaking, writing, listening, and reading. Furthermore, future studies can specifically investigate social justice in writing pedagogy with CALL-mediated instruction. Beyond the skills, it also applies to vocabulary or grammar.

SOCIAL JUSTICE IN CALL-MEDIATED EFL TEACHING

This section elaborates on the six language teachers' imperatives teaching English with technology: fairness, equity, generosity, technology affordability, digital safety, and digital dignity and respect. Beyond the technological and pedagogical aspects of teaching, we developed these elements from a social psychology perspective. It indicates that education must involve the psychological aspect of learning where a language teacher must be fair, wise, and generous when choosing and selecting digital tools for learning.



Figure 1. Social justice in CALL-mediated teaching

Fairness

Fairness relates to how language teachers treat their students equally and without discrimination. A language teacher must have social sensitivity where every student has different abilities and capacities in using technology tools. For example, when a language teacher assigns a task requiring every student to use a laptop or specific tool, he must ensure that every student can access the necessary devices. Otherwise, he must prepare anticipatory plans such as setting up the device or doing the assignment in the computer lab.

To better understand this field of inquiry, here are some considerations for fairness in CALL-mediated instruction.

Issues	Descriptions
Digital Assessment	<ul style="list-style-type: none"> - Teachers use a digital assessment tool to maintain fairness. - Teachers use assessment strategies to maintain fairness? - Teachers assess the students equally and objectively with a reliable online test?
Online learning platforms	<ul style="list-style-type: none"> - Teachers negotiate the platform they want to use (Zoom, Google Meet, Skype, etc.) - Teachers provide digital assistance to students
CALL-mediated tasks	<ul style="list-style-type: none"> - Teachers provide enough time for students to complete the task (e.g., one week for a simple video creation project). - Train the students before assigning a task (e.g., video editing, adding subtitles, etc.) - Avoid using any applications they are unfamiliar with unless it is a participatory activity.

Table 1 shows several imperatives of dealing with digital assessment, online learning platforms, and CALL-mediated tasks. Fairness can also relate to CALL

materials and resources. For example, teachers provide equal access to an online repository where students can download e-books, handouts, worksheets, etc.

Equity

Equity can be defined as accessibility to technology such as digital devices, software, applications, platforms, etc. The language teachers need to ensure that all students have equal access to the internet, language learning software, computer laboratory, and digital library. According to Van Wingerden et al. (2018), teachers can consider using *Bring Your Own Device (BYOD)* strategy to empower learning and assessment. The idea may not work in a digitally-poor environment due to the students' limited access to digital devices. Therefore, providing instruments for all learners might be an option for teaching in a digitally-poor learning setting.

In online teaching and learning settings, teachers must encourage digital participation. Digital or online participation relates to students' contribution to the online discussion, peer review circles, collaborative facilitation, and interaction (Diep et al., 2019). For example, a language teacher must treat the students equally in an online discussion (e.g., equal access to live chat, virtual discussion, and meeting).

Generosity

Generosity can be defined as humble or humanized teaching, where a language teacher should be fully aware of the students' limitations following the CALL-mediated instructions. Some students might need some assistance during the lesson. For example, teachers provide equal service to all students who need help in troubleshooting (e.g., internet disconnection, software malfunction, application installation, virus attack, etc.). This issue may seem simple, yet it is often overlooked by teachers, resulting in students feeling that they are not being cared for and are forced to deal with the issue independently.

On the other hand, teaching with technology requires language teachers to be digitally versatile and willing to share new knowledge and skills with students. For example, before assigning the students to work on a video-creation task, the teachers must be generous to give initial training on creating an exciting video. They can include video-taking, editing, and sharing through social media or Youtube channels. Teachers should avoid tasking the students before teaching them how to do it. If teachers can not do it, they must find other CALL specialists to help them cope with the issues.

Technology affordability

In Indonesia, for example, some students cannot afford digital devices or other sophisticated tools. Yet, we still find students who cannot participate in online learning because they cannot afford the internet, computer/ laptop, smartphones, etc. Here the role of the teacher as a facilitator and student learning partner

needs to be encouraged to be able to understand every situation experienced by students. They must position themselves not only as teachers but also as problem-solvers faced by every student.

Teachers should consider using affordable and accessible technology for all students in teaching activities. They must ensure that students receive equal treatment. Therefore, the following questions may help language teachers to accentuate social justice in their teaching.

1. Are the books, handouts, and worksheets affordable for all students? Can they afford them?
2. If I used Zoom, can the students afford the internet? What about Google Meet or Classroom?
3. I will use a language learning software that is not free. Otherwise, students cannot participate in learning without it. So, how do I know that all students are OK with it? Or how to encourage equal participation in using the software?
4. In a video-creation project, the students need some compulsory devices (e.g., video-editing software, digital camera, lighting set, etc.). How do you know that they are ready for the project technologically? How many students do not have the required device? What will you do with these students? How can you make them feel not discriminated?
5. When the learning requires the students to spend some money, did you discuss the plan with them initially?

This issue is crucial and needs to be carefully managed to increase the students' equal participation and engagement in learning with technology. We then suggest the school management or the institutional leaders as policymakers will need to facilitate them with multimedia learning resources. Relying on teachers and students can cause many problems in its implementation because it can trigger an attitude of reluctance to use personal devices for work purposes.

Digital safety

Teachers and students must be aware of digital or cyber safety behavior in utilizing technology for learning (Dodel & Mesch, 2018). Teachers must be selective and considerate in choosing technology resources that potentially harm the students. For example, some harmful content should be banned to keep students secure and safe in learning (e.g., pornography, inappropriate images, digital fraud, phishing, fake information/hoax, and cyberbullying) (Tomczyk, 2019). Teachers must give equal protection to all students to get clean and helpful information. So, what can the teachers do? For instance, language teachers should set a filter to choose appropriate videos for learners when teaching with video. They have to sort out which videos are suitable for learning activities.

Digital dignity and respect

Teaching English with digital technology must prioritize dignity and respect. Why is this so important

when it comes to social justice? There is a term known as digital ethics. Every language teacher must teach ethically (e.g., the legal way to use digital sources) and avoid discrimination, such as racism and the digital divide (Bangou, 2010). For example, when teaching online synchronously, the teacher should respect the students by turning the camera on and allowing the students to have equal participation in the lecture. Turning off the video is disrespectful and considered digital discrimination in online learning encounters.

FUTURE DIRECTIONS

Social justice in CALL-mediated EFL teaching is now gaining more attention from CALL practitioners and researchers. Many aspects of social psychology can be researched related to the issue of social justice in language education, including social justice in writing, speaking, listening, or reading pedagogy with CALL-mediated instruction. In teaching writing, for example, a language teacher must be aware of some technical aspects of writing utilizing technology such as proofreading, grammar check, digital mind mapping software (Anas et al., 2021), and translation software. All students must have equal access to those tools without any discriminatory practices. Assessing the students' writing using Grammarly Premium is unfair and unequal because not all the students subscribe to the premium version. The free version has some limitations compared to the paid version. As a result, students who use paid applications are much better quality than those who use the free version.

CONCLUSION

Although social justice in CALL-mediated EFL teaching is scarcely explored, several psychological aspects affect student learning participation and impact students' engagement in learning with technology. Therefore, it calls for innovative approaches to promoting fairness and equality in designing the technology-based instructions for effective ELT. This concept also calls for the inclusion of social justice imperatives in critical pedagogy, language teacher education, and professional development.

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