

Social Justice in CALL-Mediated EFL Teaching: A Case of Indonesia

Ismail Anas

Corresponding Authors' Email: ismailanas@poliupg.ac.id
 Politeknik Negeri Ujung Pandang, Indonesia

Muhammad Basri

Email: muhammadbasri@unm.ac.id
 Universitas Negeri Makassar, Indonesia

Sahril Nur

Email: sahrilnur@unm.ac.id
 Universitas Negeri Makassar, Indonesia

Received: October 2023

Accepted:

November 2023

Published:

December 2023

Abstract

Research into social justice in ELT has become increasingly critical. However, social justice in CALL, especially synchronous online EFL teaching, is scarcely investigated. Some lecturers are ignorant of the value of social justice in their Google Meet and Zoom classes. To fill this void, the study examined the lecturers' perceived fairness, equity, respect, generosity, tolerance, and digital safety in SOLT. This article reports on a virtual case study that showcases the lecturers' social justice and its transformation into their virtual learning environment. Twelve English lecturers agreed to participate in the study. Data were collected via a self-evaluation survey, virtual observation, and semi-structured interviews. As a result, the study shed light on four critical points: 1) the paucity of lecturers' social justice knowledge and skills, 2) the call for negotiated pedagogy, 3) the absence of social justice in CALL pedagogy and 4) the need for social justice online community of practice. The study's implication encourages language teachers to improve their social justice skills and literacies through CPD and CALL pedagogy.

Keywords: *Social justice, synchronous teaching, CALL, negotiated pedagogy, and micro-reality context*

INTRODUCTION

A recent case study investigating the portrait of learning “forced” online in the context of Indonesian higher education showcased increased students' workload and stress from attending online courses during the Covid-19 outbreak (Irmawati et al., 2022). This evidence shows that students feel pushed, overwhelmed, and unfair in online learning, which impacts the students' virtual engagement and participation. Meanwhile, language teachers have utilized Zoom applications to mediate the synchronous virtual language learning environment (Moorhouse et al., 2021). To date, several studies have investigated the impact of online learning in Indonesian higher education (Abidah et al., 2020; Ngo & Ngadiman, 2021; Syauqi et al., 2020). These studies identified several problems: the call for online classroom management, weak interactions, teacher presence, fairness, and teachers' digital ethics in online course delivery. However, less previous evidence has explored the psychological aspects

of SOLT. To fill this gap, the study used a virtual case study to understand social justice practice in-depth. Yet, apart from the affordances of Zoom-mediated instructions in online teaching, this study sought to investigate the lecturers' social justice in utilizing online technology-mediated instruction. In fairness, for example, did the lecturers negotiate the platform with the students before using it? Did they always turn on the camera? Did they always ask the students before recording the meeting? Is it fair to students?

From a critical CALL pedagogy perspective, the study looked at the lecturers' social justice in CALL-mediated instructions (Helm, 2015). Therefore, this study employed a social justice framework to investigate the lecturers' fairness, equity, respect, generosity, tolerance, and digital safety (Nieto & Bode, 2018). Still, the current study is urgent when technology plays a dominant role in online language learning activities today. The research output will provide significant benefits and contributions to online synchronous language teaching, learning, and research. For example, it provides a framework for language teachers to carry out social justice pedagogy in their virtual classrooms, improve teacher-student interaction, increase the students' online learning participation, and promote fairness and equity in online teaching and assessment. In response to this field of inquiry, the following research questions guided the study:

RQ1: How do the lecturers perceive social justice in synchronous online EFL teaching (Google Meet and Zoom-mediated teaching)?

RQ2: What are the lecturers' perceived fairness, equity, dignity/respect, generosity, tolerance, and digital safety in synchronous online EFL teaching (Google Meet and Zoom-mediated teaching)?

CALL-Mediated teaching in SOLT

CALL-mediated teaching in synchronous online language teaching (henceforth SOLT) is associated with technology-mediated instruction, mediating the language teachers' use of technology in English language teaching. Computer Assisted Language Learning (CALL), Mobile Assisted Language Learning (MALL), and web-based language learning tools are the components of technology-mediated instruction (Namaziandost et al., 2021).

In Indonesia, Zoom and Google Meet have been used interchangeably by language teachers at all levels of education. In higher education, for example, learning "forced" online tends to ignore the students' cognitive engagement and psychological aspects of learning, making the students feel under pressure, overtasked, and stressed (Irmawati et al., 2022). In addition, according to a recent study by Pasaribu & Dewi (2021), teachers must be cognizant of their lexical choices in the classroom to build rapport.

Social Justice in CALL-Mediated teaching

Defining social justice in CALL-mediated teaching is a dynamic, contextualized, and normative conception. Equal treatment in instructional practices means that a language instructor must treat students with fairness, equity, respect, dignity, and generosity (Nieto & Bode, 2018). Recently, Nur et al. (2022) refined the model into more specific, comprehensive, and interrelated variables to understand the social justice phenomenon in CALL-mediated teaching (see figure 1).



Figure 1. Social Justice in CALL-Mediated Teaching

1. Fairness in SOLT

Defining fairness in SOLT is somewhat complex and needs a careful understanding of the context where the term “fairness” is used. It often leads to misunderstanding and misinterpretation since it is an ethical, functional, and normative conception of where it belongs (Rescher, 2002). It has contextual and practical purposes where social justice is enacted. In CALL-mediated teaching, we drew a functional definition of “fairness” as a concept of teaching with justice, digital ethics, equal access, and tolerance where the lecturer uses the synchronous online learning platform fairly, wisely, and ethically. For example, selecting a platform for SOLT deals with fairness, so students can suggest a platform they are familiar with among the many online applications. As Irmawati et al. (2022) reported, students appeared to be mistreated when they were required to learn many apps concurrently, necessitating significant effort to follow instructions.

Meanwhile, one-to-three-hour SOLTs demand stamina and energy to keep students engaged. A 5-minute or longer coffee break will help them relax and stay engaged. (Khan et al., 2022). Also, communicating and explaining the SOLT rules at the beginning of the lesson can promote fairness and equity (Nordmann et al., 2020). For example, it is necessary to tell the students how they will be assessed and evaluated in SOLT class. Moreover, Nur et al. (2022) asserted that fairness in CALL is associated with the teachers’ imperative to negotiate online instructions and the utilization of learning technologies in SOLT, such as students’ platform preferences, online materials, and technology-mediated tasks.

2. Equity in SOLT

Understanding equity in SOLT is complex since no paradigm can cover all online teaching features. In Zoom teaching, understanding and using the accessibility features are ways to improve equity in the online classroom (Dolamore, 2021). Meeting ID, file sharing, mute, raise-hand, and breakout room functions should be organized equitably. Moreover, all students must be allowed to ask questions, give responses, and state opinions in SOLT.

There are two essential aspects of equity to consider when it comes to synchronous online instruction: 1) digital equity and 2) social justice (Garza, 2021). Digital equity relates to the students’ equal access to all digital devices, the internet, and Wi-Fi. For example, access to Zoom class requires a meeting ID, which must be shared with learners before the class, thus allowing the participants to join the class before the host (Kohnke & Moorhouse, 2020). Social justice in ELT involves giving all students the same opportunity and rights in online learning

through technology-mediated instruction. Students of all social statuses, races, ethnicities, sexes, genders, and religions must be treated equally. Therefore, social discrimination in ELT must be avoided by teachers (Hastings & Jacob, 2016).

3. Dignity and Respect in SOLT

Dignity refers to lecturers' courteous treatment of students during synchronous virtual learning. It relates to humanizing pedagogy which is contextualized, relevant, socially driven, ambiguous, and adaptive. (Law, 2015). For example, activating the webcam during synchronous online teaching promoted the learners' positive emotions. Görü Doğan (2022) examined the usage of the camera in synchronous online learning and its effect on student involvement and interaction. The learners felt seen, heard, respected, and valued while the instructor was on camera.

In Indonesia, dignity and respect are essential in building rapport with students. It is always related to culture and social norms in the given society. Based on the institutional code of conduct for online learning, for example, faking the name, using insulting language, and leaving the virtual room without telling the student are considered impolite both for the teacher and the student. Another example of respect is the "mute" feature, where a language teacher must control the meeting to avoid interrupting the teachers' and students' talks (Moorhouse et al., 2021). Moreover, requiring the students to turn on the camera during the virtual class is also disrespectful, leaving pressure on students who do not have access to a webcam and feel it inconvenient to turn on their cameras (Asgari et al., 2021). Even worse, a student was kicked out of the virtual class because he had technical problems with his laptop, questioning the credibility of the teachers' dignity and respect (Quach & Chen, 2021).

4. Generosity in SOLT

Defining generosity in SOLT is also complex and contextualized. In a virtual learning context, generosity is defined as the teachers' humility in treating the students during the online meeting. Assisting the students is an integral component of the instructor's duty in the online environment (Zulfikar et al., 2019). However, the teacher's ability to provide digital assistance to students in an online learning environment depends on their readiness and competencies in virtual teaching (Martin et al., 2019).

In SOLT, students always come up with different problems, requiring digitally-savvy teachers to troubleshoot any issues encountered during the meeting. They need assistance and guidance to help them organize their learning (Neuwirth et al., 2021). For example, guidance to free access English materials in which they must be free of gender, race, and other social discrimination contents (Kubler, 2019). Nevertheless, affordability has become central to online language learning, affecting students' struggles to afford the internet. Meanwhile, Zoom and GM need a large bandwidth capacity to run the applications. For example, transforming to fully online learning in Malaysia has significantly impacted learners' internet affordability. Moreover, Nur et al. (2022) assert that language teachers must have empathy and care, such as giving tutorials, fewer tasks, or even helping them afford the internet.

5. Tolerance in SOLT

Teaching and tolerance are essential components in developing interrelated pedagogy for promoting social justice in language education (Gray, 2016). During a SOLT, for instance, teachers should be tolerant if students cannot finish their work on time (Cheung, 2021). However, it is necessary to define tolerance in synchronous online language teaching. In this

context, tolerance is associated with the lecturers’ acceptance of learners’ digital behavior attending synchronous online learning. For example, the language lecturers must have social sensitivity to accept any condition portraying the students’ limited access to sophisticated digital tools. Also, they must be tolerant if the students use low-end smartphones, laptops, microphones, cameras, or other digital devices.

6. Digital safety in SOLT

Teachers teaching synchronously online must be aware of the psychologically safe virtual environment (Racheva, 2018). It helps the learners be more confident in communicating with the teachers and other students. Language teachers must protect students from harmful digital content that can affect their online learning emotions, mood, and attitude. Digital safety includes both physical and mental approaches. Physically, language teachers, for example, will need to take a short break during their synchronous and asynchronous online teaching (Wong, 2020). It gives a moment for students to distract from the laptop screen and relax their bodies. Thus, initiating blended or hybrid learning might be the option to prevent the students from Zoom fatigue (Peper et al., 2021). Mentally, it is necessary to keep the students safe from inappropriate content (e.g., pornography, nudity, racism, cyberbullying, etc.).

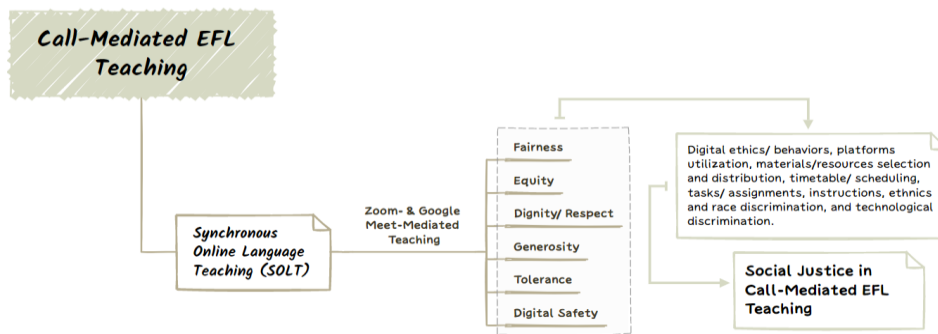


FIGURE 2. Research Conceptual Framework

METHOD

Research Design

The research employed a case study approach (Hancock & Algozzine, 2006) to explore teachers’ social justice knowledge, thoughts, and beliefs in SOLT. Given that the case deals with Zoom and Google Classroom-mediated learning, this virtual case study is suitable for investigating an online environment where learning is enacted. With this in mind, it helps the researchers understand the online learning realities and the praxis of social justice in SOLT. It aims to explore the lecturers’ fairness, equity, dignity/respect, generosity, tolerance, and digital safety in synchronous online CALL-mediated teaching (GM and Zoom applications) (Nieto & Bode, 2018).

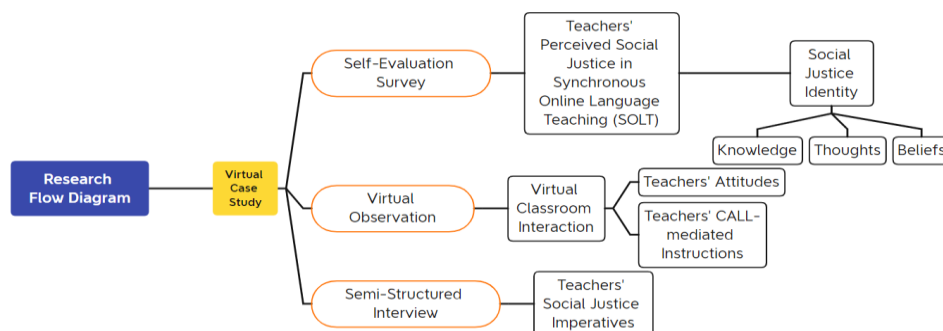


Figure 3. Research Flow Diagram

This study used a self-evaluation survey to explore lecturers' knowledge, thoughts, and beliefs in SOLT. We built a Google form-based survey focusing on social justice themes (see figure 1). Second, we observed GM and Zoom-mediated virtual classrooms. However, some lecturers were inconvenient and reluctant to share their virtual classrooms with outsiders. We then negotiated the research purpose and convinced them that all data would remain confidential. Some agreed and allowed the researcher to enter and record their virtual classrooms; others shared the recordings. Data validity is acceptable both ways. Third, we interviewed participants about how they implemented social justice pedagogy in SOLT

Context and Participants

Twelve English lecturers were approached and agreed to participate in the study (see appendix for the details and characteristics of the participants). They are all English lecturers from several universities in Eastern Indonesia. In the selection process, we purposively selected the participants who met the following criteria: 1) an English lecturer, 2) has a minimum of one semester of experience teaching online using GM or Zoom, and 3) currently teaching online using GM or Zoom. We began by contacting the participants on WhatsApp and inviting them to participate in the study. We briefly explained the research's purpose, significance, and output to provide a clear picture of the study. We contacted twenty-two lecturers in English, and only twelve agreed to participate. Some of the selected participants also disagreed with being virtually observed and preferred to share their teaching recordings to maintain the naturality of their teachings. The recordings are stored in the drive and not published for confidentiality regarding research ethics.

Instruments

The study employed three instruments: 1) a self-evaluation survey, 2) virtual observation, and 3) an open-ended interview. Firstly, the self-evaluation survey was developed based on the elements of social justice in CALL-mediated teaching. It can be found at <https://forms.gle/k4BAHc5NexehBsz89>. This survey consists of four sections: 1) Biographical information, 2) perceived knowledge, thoughts, and beliefs in social justice (thirteen statements), 3) perceived fairness, equity, dignity/respect, generosity, tolerance, and digital safety in teaching online (thirty-eight statements), 4) the mediating factors in implementing social justice in virtual classrooms. Secondly, the study used virtual observation to examine the lecturers' virtual communications and interactions. The observation was two-fold: visiting their GM and Zoom-mediated classes and exploring the recorded videos uploaded into the cloud storage. To collect the data, all the instruments (survey, observation checklist, and interview guide) were developed and validated by two experts: a learning psychologist and a CALL practitioner. Last but not least, the researchers used open-ended interviews to explore the lecturers' views on social justice in SOLT. The interview involved seven participants; three did not agree to participate, and the rest two lecturers were on sabbatical.

Data Collection Procedures

All the data are collected online due to the enactment of the social distancing policy, thus preventing contact with the participants. Methodologically, the researchers collected all the data online using a self-evaluation survey via Google Forms. The self-evaluation responses were evaluated and presented in infographics (line and bar graphs). In virtual observation, the

researchers observed three synchronous online classes and collected recordings from the rest of the participants. Some lecturers were uncomfortable being observed, so they agreed to videotape their virtual courses and share them with the researchers. Last, the researchers conducted online interviews with the lecturers to explore their perceived social justice practices in synchronous online teaching. The interviews were recorded and saved in digital format.

Data Analysis

The teachers’ responses to the self-assessment survey were analyzed quantitatively using the self-rating percentage of each item. Qualitatively, the researchers used Atlas.ti version 9 to employ the thematic analysis (Braun & Clarke, 2006). This analysis tool allows the researchers to generate themes, sub-themes, and categories (coding and axial coding) from the multimodal dataset. The process took several steps: 1) all videos were imported to Atlas.ti software, 2) each video was coded, 3) themes and sub-themes were categorized, 4) axial coding was generated, 5) all codes were read and interpreted, and 6) writing up.

RESULTS

Findings 1: Lecturers’ knowledge, thoughts, and beliefs in social justice

Based on the self-evaluation survey, this part presents the lecturers’ knowledge, thoughts, and beliefs in social justice in SOLT. It demystifies the lecturers’ social justice and provides well-informed practices from the synchronous virtual learning context.

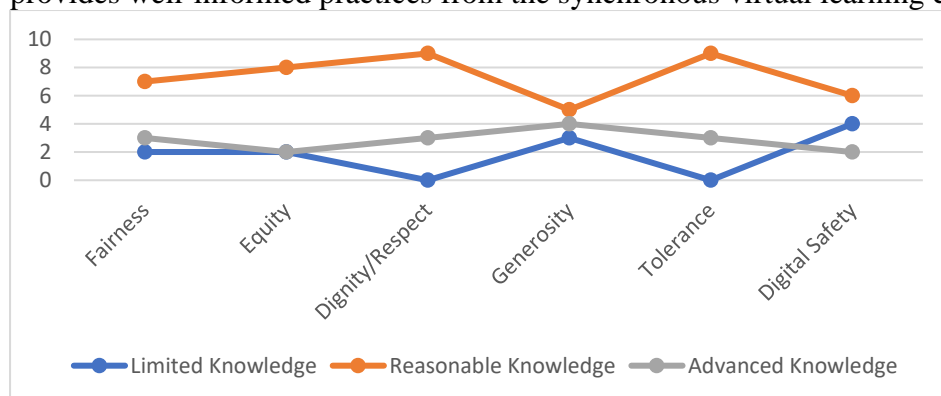


Figure 4. Lecturers’ knowledge of social justice in SOLT

Figure 4 illustrates the lecturers’ knowledge of fairness, equity, dignity/respect, generosity, tolerance, and digital safety in synchronous online teaching. Overall, most lecturers perceived that they have proper knowledge of what it means to be social justice in synchronous online instruction. They have a high sense of dignity and tolerance, which becomes a critical aspect of social sensitivity. These features appear to be influential aspects in their social praxis and communication. However, some lecturers have advanced knowledge, while others still have a limited understanding of fairness, equity, generosity, and digital safety in online teaching. In other words, they generally know how to be social justice in teaching in the virtual environment. On the other hand, the lecturers’ knowledge and attitudes are reflected in what they think and believe about social justice.

Teachers’ vignette 1: *Lecturers’ understanding of social justice*

T2#

I think it is important because everyone has a different condition in the pandemic era.

It is not just about the expenses in learning, but also mentally. Ensure that your students are ready to participate because teaching is about transferring knowledge and making our students comfortable in synchronous online learning.

T6#

In my opinion, social justice is a subjective notion with varying implications. We aim to avoid an objective, imposed definition of social justice, but we realize that we can't condemn social justice education without an agreed interpretation of the term. I need to establish a framework for understanding how social justice concerns fit into the greater context of global language instruction.

T2 and T6 have differing views on online social justice. T2 feels lecturers should develop a virtual atmosphere to boost online student interaction. Teaching online is not just about technology and pedagogy but also about students' mental health. T6 is skeptical of the mandated social justice definition. According to him, synchronous online learning needs a negotiated framework for social justice conduct. He prefers to refrain from offering a personal judgment on anything that is still vague and requires a framework of reference to serve as a foundation for measuring social justice in SOLT.

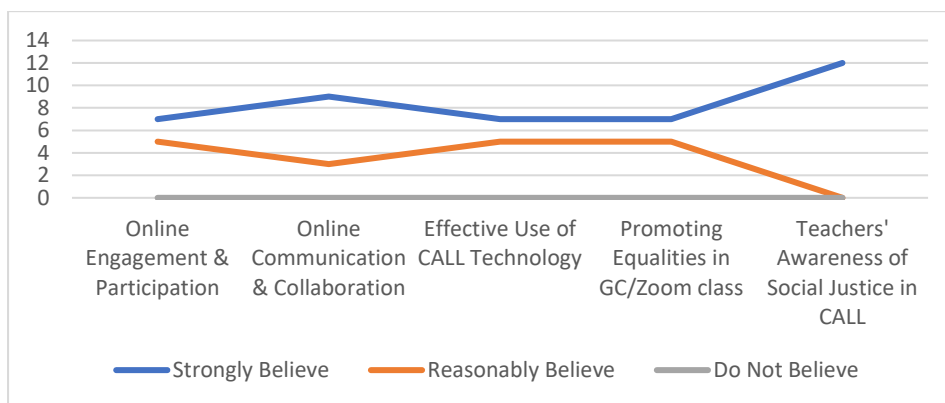


Figure 5. Lecturers' beliefs in social justice in SOLT

Figure 5 shows the lecturers' beliefs in social justice in SOLT. Overall, they all have positive views toward social justice. Most lecturers believe that social justice awareness will help the lecturers to increase the learners' virtual engagement, participation, communication, and collaboration. These features appear to be the salient aspects that influence their interaction quality. They also think that lecturers with social justice skills can use CALL technology effectively and wisely. Therefore, they feel that fostering equality in GC/Zoom must be continuously encouraged and accelerated. With this in mind, they all believe that social justice knowledge and skills will increase their awareness of the importance of being fair, equal, respectful, generous, tolerant, and digitally safe in synchronous online teaching.

Findings 2: Lecturers' perceived social justice in SOLT

2.1. Fairness

This section presents the lecturers' fairness in SOLT. Overall, most lecturers consider themselves fair (see Table 1). For example, they always talk to their students to negotiate the platform types before using them (91,6%). They thought it could help the students decide which platform they could access easily.

Teachers’ vignette 2: Lecturers’ fairness in using Zoom and GM

T10#

I don’t often use Zoom because some of my students feel uncomfortable due to its large internet data consumption. They preferred going online with Google Meet rather than Zoom. So, I feel happy with that because I do not have to subscribe to Zoom. Meanwhile, Gmeet is free.

T10 talked to his students about the type of SOLT platform for the virtual class. He gives reasons why students dislike using Zoom instead of GM. One of the reasons was the costs they have to spend, where each application has different characteristics and operational cost consequences. The same result is also shown by the need to negotiate online class rules before class starts (91,6%). They generally seemed to think that negotiated learning was one way to transform fairness into online instruction. The illustration of *fairness* in synchronous online teaching can be seen in Table 1 below.

Table 1. Lecturers’ fairness in SOLT

Fairness	Frequency (%)			
	Always	Sometim es	Rarely	Never
I negotiate the types of the platform with my students before utilizing it	11 (91,6%)	1 (8,3%)	0 (0%)	0 (0%)
I negotiate the schedule and the break time during the online session	7 (58,3%)	5 (41,6%)	0 (0%)	0 (0%)
I negotiate the types of online materials and resources to be used in the virtual classroom	7 (58,3%)	0 (0%)	4 (33,3%)	1 (8,3%)
I discuss the code of conduct (rules) at the beginning of my online synchronous class	11 (91,6%)	1 (8,3%)	0 (0%)	0 (0%)
I negotiate the types of technology-mediated tasks before assigning them.	7 (58,3%)	2 (16,6%)	2 (16,6%)	1 (8,3%)
I negotiate the task duration with the students before setting it up.	6 (50%)	4 (3,33%)	1 (8,3%)	1 (8,3%)

I ask for the student's agreement when I need to record the meeting	5 (41,6%)	3 (25%)	2 (16,6%)	2 (16,6%)
I tell my students about how I will assess them virtually	8 (66,6%)	2 (16,6%)	2 (16,6%)	0 (0%)

It is also apparent that fairness is not evenly distributed throughout the elements. For example, some lecturers rarely negotiate the online materials (33,3%) and the utilization of the platforms' features (33,3%). Concerning the ethics in synchronous online learning, some lecturers rarely or never ask for the students' agreement when they want to record the meeting (16%).

2.2 Equity

The lecturers' equity in synchronous online teaching was highly positive (see Table 2). They always shared the meeting ID before the meeting started (100%), indicating that they wanted to ensure all students had equal access to the virtual class. Concerning the students' equal access to digital materials, they utilized the chatbox to share files or links to external resources (75%). All students can access and download them on their laptops, smartphones, or cloud storage. In addition, they are all equal in terms of online interactions and communication, where they give equal opportunity to all students to ask questions, share opinions, and give responses. One thing that seemed challenging in treating all students was promoting equality in terms of gender, religion, sexuality, and ethnicity. (41,6%).

Table 2. Lecturers' equity in SOLT

Equity	Frequency (%)			
	Alwa ys	Sometime s	Rarel y	Never
I share the meeting ID before the virtual class	12 (100%)	0 (0%)	0 (0%)	0 (0%)
I share the materials (e-book, PowerPoint, video, links) via chat box, so all students can access and download them	9 (75%)	2 (16,6%)	1 (8,3%)	0 (0%)
I give equal opportunity to all students to ask questions, give suggestions, give responses, and give opinions about the topic during the GM or Zoom meeting	11 (91,6%)	1 (8,3%)	0 (0%)	0 (0%)
I never promote violence against students because of their color, ethnicity, national origin, caste, sexual	5 (41,6%)	1 (16,6%)	2 (16,6%)	5 (41,6%)

orientation or gender identity,
 or religious affiliation
 throughout my Google Meet
 or Zoom class.

2.3 Dignity/ Respect

Lecturers’ dignity/ respect in SOLT can be seen in Table 3 below. Displaying names or profile information might sometimes escape the lecturer’s attention, leaving students underappreciated (58,3%). They generally did not realize that the fake display name could distract the students’ attention. They also seemed to turn off the camera and microphone (50% and 58,3%). It indicates that the lecturers did not fully control these features, making students underappreciated. Moreover, they often expel students from virtual classrooms because they lack a stable internet connection (often in and out) (33,3%). It indicates that these lecturers did not have a sense of dignity/respect. When teaching online, they may even use vulgar or improper language. Then, they contend, it is beyond their control.

Table 3. Lecturers’ dignity/ respect in SOLT

Dignity/ Respect	Frequency (%)			
	Alway s	Sometime s	Rarel y	Never
I use my real display name and profile information	2 (16,6 %)	7 (58,3%)	3 (25%)	0 (0%)
I turn on my camera during the GM or Zoom meeting	5 (41,6 %)	6 (50%)	0 (0%)	1 (8,3%)
I mute my microphone when someone else is talking	4 (3,33 %)	7 (58,3%)	1 (8,3%)	0 (0%)
I never leave the virtual room without telling students	7 (58,3 %)	0 (0%)	3 (25%)	2 (16,6%)
I require my students to be on camera during the virtual class.	7 (58,3 %)	4 (33,3%)	0 (0%)	1 (8,3%)
I never remove the students from the virtual class due to the poor connection, but I encourage them to find a stable connection and rejoin the virtual class	7 (58,3 %)	2 (16,6%)	0 (0%)	4 (33,3%)
I never use insulting language during my GMeet or Zoom-mediated teaching	6 (50%)	2 (16,6%)	1 (8,3%)	3 (25%)

2.4 Generosity

Table 4 shows the lecturers’ generosity in SOLT. Overall, They seemed to still value humility in learning, believing that assisting students during online sessions is vital. However, they are less sensitive to streaming video usage, which may hamper students’ access to the content due to unsteady connections. Based on the virtual observation, they kept playing the video while some students struggled to stream it from their devices. In addition, they are less responsive to students who lack access to the internet, for example, by giving financial support or facilitating the provision of internet subsidies via institutions (41,6%).

Table 4. Lecturers’ generosity in SOLT

Generosity	Frequency (%)			
	Always	Sometimes	Rarely	Never
I assist all students who need help in troubleshooting (e.g., software malfunction, application installation, virus attack, etc.)	6 (50%)	5 (41,6%)	1 (8,3%)	0 (0%)
I use free materials or resources during my virtual class	12 (100%)	0 (0%)	0 (0%)	0 (0%)
I manage the video streaming portion when teaching in virtual classes	4 (33,3%)	4 (33,3%)	3 (25%)	1 (8,3%)
I give online tutorials before assigning a technology-mediated task	5 (41,6%)	6 (50%)	1 (8,3%)	0 (0%)
I give several tasks to engage and participate in the online synchronous class	6 (50%)	6 (50%)	0 (0%)	0 (0%)
I help the students who cannot afford the internet, either from myself or the institution	1 (8,3%)	2 (16,6%)	4 (33,3%)	5 (41,6%)

2.5 Tolerance

Table 5 shows the lecturers’ perceived tolerance during the GC or Zoom class. They all feel tolerant, except for the camera etiquette during the course. They often find it hard to tolerate and accept students who consistently switch off their cameras during the lesson. Based on the virtual observation, some lecturers warned students to turn their cameras on. Otherwise, they would be removed from the virtual class (see Table 5).

Table 5. Lecturers’ tolerance in SOLT

Tolerance	Frequency (%)			
	Always	Sometimes	Rarely	Never

I am tolerant of students who have limitations in accessing the internet	9 (75%)	3 (25%)	0 (0%)	0 (0%)
I am tolerant of students who are late to join my virtual class	5 (41,6%)	6 (50%)	1 (8,3%)	0 (0%)
I am tolerant of students who are not on camera in my virtual class	3 (25%)	6 (50%)	2 (16,6%)	1 (8,3%)
I am always tolerant of students who have limitations to accessing virtual classes (e.g., allowing two students within an account)	8 (66,6%)	2 (16,6%)	2 (16,6%)	0 (0%)
I am tolerant of students who have low-quality camera displays (e.g., blurred or unclear video)	8 (66,6%)	3 (25%)	1 (8,3%)	0 (0%)

2.6 Digital Safety

Table 6 shows that some lecturers are still not digitally safe in delivering synchronous online courses since they violated the copyright issue of digital resources (25%). For example, the researchers found in the virtual observation that some lecturers used cracked software and did not cite the sources where they obtained the information. On the other hand, they often neglect the health aspect of online learning, which requires the eyes to rest from exposure to electronic radiation (41,6%). However, they mixed both synchronous and asynchronous teaching to keep the students safe from the technology’s impact.

Table 6. Lecturers’ digital safety in SOLT

Digital Safety	Frequency (%)			
	Alwa ys	Sometim es	Rarely	Never
I provide breaks for students to take their attention away from the laptop screen for a moment	3 (25%)	4 (33,3%)	5 (41,6%)	0 (0%)
I mix my synchronous teaching with the asynchronous method to keep the students stay safe with technology’s impact on them	8 (66,6%)	3 (25%)	1 (8,3%)	0 (0%)
I constantly check information and educational resources to ensure they are devoid of pornographic	5 (41,6%)	5 (41,6%)	1 (8,3%)	1 (8,3%)

content, hoaxes, fraud, and digital abuse.

I never violate any copyright issue when teaching online synchronously (e.g., copyrighted materials and resources)

5 (41,6 %)	3 (25%)	1 (8,3%)	3 (25%)
------------------	------------	-------------	------------

Discussion

The findings presented in this article were generated from a micro-reality context of the synchronous virtual learning environment. The scope of the discussion about social justice is context-specific in terms of the research setting, lecturers, students, and technological accessibility and affordability. It does not refer to the concept of social justice in general, but It mainly reports the lecturers' attitudes in treating their students in the SOLT context. Based on the findings, this section discusses several issues: 1) the need for negotiated teaching in SOLT, 2) the need for improving the lecturers' social justice competence, skills, and literacies, 3) the digital ethics in SOLT, and 4) the need for infusing social justice in synchronous online learning pedagogy. There are several plausible reasons regarding these findings. Firstly, all lecturers must suddenly switch to online learning techniques due to the pandemic emergency, yet none is prepared with SOLT pedagogic skills or social justice training. Secondly, the absence of institutional support in promoting the development of an effective and socially equitable online education system. Last but not least, the absence of social justice online community of practice impacts efforts to provide space for lecturers to share experiences and strategies in implementing SOLT.

The study found that lecturer-student negotiation is essential in SOLT. Tschida et al. (2016) asserted that the transfer to online teaching required a transformation in lecturers' and students' digital literacies and identity negotiation. It relates to the complexities of negotiations in shifting classrooms and how students engage in pedagogical change (Munson, 2021). However, the lecturer-student negotiation could help the lecturers organize student intervention efficiently and consult with the student's point of view on essential issues (Tsafos, 2009). These previous studies highlight the importance of lecturer-student negotiation before teaching online synchronously. Lecturers should not arbitrarily choose and determine the platform type, digital materials, instructional practices, and assessment methods in SOLT. They will need to talk to their students and negotiate how to participate in SOLT. In other words, lecturers should consider promoting negotiated instruction in computer-mediated communication (Van der Zwaard & Bannink, 2019). Yet, the study demonstrates that some aspects need to be critiqued and changed, most notably the tendency of particular lecturers to be authoritarian and ethnocentric in accentuating their beliefs. Meanwhile, students as learning partners are excluded from decision-making processes. Consequently, it can increase the dominance of teacher authority in SOLT and reduce students' ability to act as active agents in their learning.

On the other hand, promoting social justice in SOLT requires the lecturers' in-depth understanding of social justice competencies, skills, and literacies. They must know how to treat their students fairly, equally, respectfully, generously, tolerantly, and digitally safe. Nevertheless, contemporary approaches to teaching for social justice draw heavily on five conceptual and pedagogical ideologies: democratic education, critical pedagogy, multicultural education, culturally-responsive education, and social justice education (Dover, 2013). More specifically, this study falls within the critical CALL pedagogy in which the topic became a

central issue in the 2015 EUROCALL Conference (Helm, 2015). She noted that the link between the macro and micro is another focus of Critical Applied Linguistics. She does comprehend how the classrooms and discussions relate to more significant social, cultural, and political ties. From the critical pedagogy perspective (Kincheloe, 2012), lecturers must be socially sensitive by understanding the students' socio-economic and socio-cultural backgrounds. Critical pedagogy relates to how the language lecturers transform social justice into online learning instructions in CALL and SOLT contexts.

The relevance of social justice elements in SOLT is highlighted in the results. Therefore, all language instructors must have these abilities to prevent unfair and discriminatory teaching practices. Lecturers must be able to use digital tools appropriately (Mitchell, 2009). For example, they must turn on the camera when teaching synchronously to maintain digital communication and interaction between the lecturers and students. However, the camera policy should be initially negotiated to maintain its fairness. Based on the findings (see Table 3), there is a need to increase the lecturers' knowledge about functional social justice in SOLT. They need social justice skills training to promote fairness, equity, dignity/respect, generosity, tolerance, and digital safety. For example, integrating social-justice-oriented content into online teaching instruction can be considered (Mortenson, 2022). In other words, language lecturers must equip themselves with social justice skills and literacies in promoting equality and humanized online teaching.

When linked to social justice theory in CALL-mediated teaching, lecturers must improve several social aspects of SOLT. In fairness, for example, lecturers must improve their fairness in using digital resources and recording features. In the variable dignity/respect, they will also need to improve their communication skills by avoiding insulting languages during the virtual class, removing the students unilaterally, and leaving the GM or Zoom class without telling them. Although many inadequacies and shortcomings still need to be addressed, this theory has been able to assist CALL scholars in comprehending elements of social justice in SOLT, despite its limitations.

CONCLUSION

Based on the self-evaluation survey, virtual observation, and interview data, the study emphasized several crucial points: the lack of social justice knowledge and skills, the call for negotiated pedagogy in SOLT, and the absence of social justice in CALL pedagogy and CPD. Given the importance of social justice in online communication and interaction, CALL's psychological aspect must be carefully considered. Teachers must have social justice knowledge, negotiation skills, training/workshops, and participate in an online social justice community of practice. CALL pedagogy should include social justice-based instruction to enhance digital equity in SOLT. Otherwise, digital discrimination and CALL discrepancies may occur.

This study encourages language teachers to strengthen their social justice skills and literacies through CPD and CALL pedagogy. It will inspire policymakers, scholars, and curriculum developers to support a humanizing pedagogy and praxis for fairness in language education, fostering meaning-making online learning interaction and communication.

This study contains flaws. 1) The phenomenon was viewed from the lecturers' perspective; 2) SOLT was the only emphasis, and 3) the study included a small number of participants. The study encourages future research on how students perceive social justice in synchronous online learning and interactions. The study advises exploring social justice in asynchronous learning contexts (e.g., social justice in teaching with Facebook, WhatsApp, Google Classroom, and

LMS). More research with a broader scope will assist CALL researchers in comprehending the issue holistically.

ACKNOWLEDGEMENTS

Temporarily redacted due to peer review

ABOUT THE AUTHOR(S)

Temporarily redacted due to peer review

REFERENCES

- Abidah, A., Hidayatullaah, H. N., Simamora, R. M., Fehabutar, D., & Mutakinati, L. (2020). The Impact of Covid-19 to Indonesian Education and Its Relation to the Philosophy of “Merdeka Belajar.” *Studies in Philosophy of Science and Education*, 1(1), 38–49. <https://doi.org/10.46627/sipose.v1i1.9>
- Asgari, S., Trajkovic, J., Rahmani, M., Zhang, W., Lo, R. C., & Sciortino, A. (2021). An observational study of engineering online education during the COVID-19 pandemic. *PLoS ONE*, 16(4), e0250041. <https://doi.org/10.1371/journal.pone.0250041>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Cheung, A. (2021). Synchronous online teaching, a blessing or a curse? Insights from EFL primary students’ interaction during online English lessons. *System*, 100, 102566. <https://doi.org/10.1016/j.system.2021.102566>
- Dolamore, S. (2021). Accessibility features in ZOOM to improve equity in the MPA classroom classroom. *Journal of Public Affairs Education*, 27(3), 376–379. <https://doi.org/10.1080/15236803.2021.1929020>
- Dover, A. G. (2013). Teaching for social justice: From conceptual frameworks to classroom practices. *Multicultural Perspectives*, 15(1), 3–11. <https://doi.org/10.1080/15210960.2013.754285>
- Garza, T. J. (2021). Raise your hand: Online language and culture instruction, inclusivity, and critical pedagogy. *Russian Language Journal*, 71(2), 289–304.
- Görü Doğan, T. (2022). To be seen or not to be seen: Examination of camera sharing in online learning environments in Terms of Interaction. *Journal of Erciyes Communication*, 9(1), 35–56.
- Gray, E. (2016). Teaching and tolerance: Aversive and divisive pedagogical encounters. *Discourse: Studies in the Cultural Politics of Education*, 39(3), 422–433. <https://doi.org/10.1080/01596306.2016.1273881>
- Hancock, D. R., & Algozzine, B. (2006). Doing Case Study Research: a Practical Guide for Beginning Researchers. In *Dalton Transactions* (Vol. 47, Issue 27). Teachers College Press. <https://doi.org/10.1039/c8dt02254b>
- Hastings, C., & Jacob, L. (2016). *Social justice in English language teaching*. TESOL Press.
- Helm, F. (2015). Critical CALL. In L. Bradley & M. Guarda (Eds.), *Proceeding of the 2015 EUROCALL Conference* (pp. 1–598). Research Publishing.net.
- Irmawati, I., Anas, I., Amansyah, F., & Musdariah, A. (2022). The portrait of learning “forced” online in Indonesian vocational higher education: Policy recommendations. *W-Share: World Conference on Social and Humanities Research*, 206–209.
- Khan, R. A., Atta, K., Sajjad, M., & Jawaid, M. (2022). Twelve tips to enhance student engagement in synchronous online teaching and learning. *Medical Teacher*, 44(6), 601–

606. <https://doi.org/10.1080/0142159X.2021.1912310>
- Kincheloe, J. L. (2012). Critical pedagogy in the twenty-first century: Evolution for survival. *Counterpoints*, 422, 147–183. <https://www.jstor.org/stable/42981758>
- Kohnke, L., & Moorhouse, B. L. (2020). Facilitating synchronous online language learning through Zoom. *RELC Journal*, 53(1), 1–6. <https://doi.org/10.1177/0033688220937235>
- Kubler, C. C. (2019). Considerations in preparing pedagogical materials for adult native English-speaking learners of Chinese as a second/foreign language. In C. Shei, M. M. Zikpi, & D.-L. Chao (Eds.), *The Routledge Handbook of Chinese Language Teaching*. Routledge: Taylor & Francis Group.
- Law, L. P. (2015). *Humanizing education: Teacher leaders influencing pedagogical change*. Iowa State University. Graduate Theses and Dissertations. 14361.
- Martin, F., Budhrani, K., & Wang, C. (2019). Examining faculty perception of their readiness to teach online. *Online Learning Journal*, 23(3), 97–119.
- Mitchell, R. . G. (2009). Ethics in an online environment. *New Direction for Community Colleges: Contemporary Issues in Institutional Ethics (Special Issue)*, 148, 63–70. <https://doi.org/10.1002/cc>
- Moorhouse, B. L., Li, Y., & Walsh, S. (2021). E-classroom interactional competencies: Mediating and assisting language learning during synchronous online lessons. *RELC Journal, Advance online publication*, 1–15. <https://doi.org/10.1177/0033688220985274>
- Mortenson, L. (2022). Integrating social justice-oriented content into English for Academic Purposes (EAP) instruction: A case study. *English for Specific Purposes*, 65, 1–14. <https://doi.org/10.1016/j.esp.2021.08.002>
- Munson, J. (2021). Negotiating identity and agency amidst pedagogical change: The case of student push back. *Journal of the Learning Sciences*, 30(4–5), 646–675. <https://doi.org/10.1080/10508406.2021.1954522>
- Namaziandost, E., Alekasir, S., Dehkordi, E. S., & Tilwani, S. A. (2021). An Account of EFL learners ' Vocabulary Learning in a Mobile- Assisted Language Environment : The Case of Rosetta Stone Application. *CALL-EJ*, 22(1), 80–110.
- Neuwirth, L. S., Jović, S., & Mukherji, B. R. (2021). Reimagining higher education during and post-COVID-19: Challenges and opportunities. *Journal of Adult and Continuing Education*, 27(2), 141–156. <https://doi.org/10.1177/1477971420947738>
- Ngo, J., & Ngadiman, B. A. (2021). Investigating student satisfaction in remote online learning settings during Covid-19 in Indonesia. *Journal of International and Comparative Education*, 10(2), 73–96. <https://doi.org/10.14425/jice.2021.10.2.0704>
- Nieto, S., & Bode, P. (2018). *Affirming diversity: The sociopolitical context of multicultural education* (7th ed.). Pearson.
- Nordmann, E., Horlin, C., Hutchison, J., Murray, J. A., Robson, L., Seery, M. K., & MacKay, J. R. D. (2020). Ten simple rules for supporting a temporary online pivot in higher education. *PLoS Computational Biology*, 16(10), 1–18. <https://doi.org/10.1371/journal.pcbi.1008242>
- Nur, S., Anas, I., & Basri, N. (2022). Social justice in CALL-mediated teaching: Teacher imperatives from a social psychology perspective. *28th ADRI International Conference*.
- Pasaribu, T. A., & Dewi, N. (2021). Indonesian EFL students' voices on online learning during COVID-19 through appraisal analysis. *LEARN Journal: Language Education and Acquisition Research Network*, 14(1), 399–426.
- Peper, E., Wilson, V., Martin, M., Rosegard, E., & Harvey, R. (2021). Avoid zoom fatigue, be present and learn. *NeuroRegulation*, 8(1), 47–56. <https://doi.org/10.15540/NR.8.1.47>

- Quach, A., & Chen, V. T. (2021). Inequalities on the digital campus. *Dissent*, 68(4), 57–61. <https://doi.org/10.1353/dss.2021.0059>
- Racheva, V. (2018). Social aspects of synchronous virtual learning environments. *AIP Conference Proceedings of the 44th International Conference on Applications of Mathematics in Engineering and Economics*, 2048(020032). <https://doi.org/10.1063/1.5082050>
- Rescher, N. (2002). *Fairness: Theory and practice of distributive justice*. Transaction Publishers.
- Syauqi, K., Munadi, S., & Triyono, M. B. (2020). Students' perceptions toward vocational education on online learning during the COVID-19 pandemic. *International Journal of Evaluation and Research in Education*, 9(4), 881–886. <https://doi.org/10.11591/ijere.v9i4.20766>
- Tsafos, V. (2009). Teacher-student negotiation in an action research project. *Educational Action Research*, 17(2), 197–211. <https://doi.org/10.1080/09650790902914175>
- Tschida, C. M., Hodge, E. M., & Schmidt, S. W. (2016). Learning to teach online: Negotiating issues of platform, pedagogy, and professional development. In V. C. . Wang (Ed.), *Handbook of Research on Learning Outcomes and Opportunities in the Digital Age* (pp. 664–684). IGI global; Harshey, PA. <https://doi.org/10.4018/978-1-5225-1624-8.ch096>
- Van der Zwaard, R., & Bannink, A. (2019). Toward a comprehensive model of negotiated interaction in computer-mediated communication. *Language Learning and Technology*, 23(3), 116–135.
- Wong, R. (2020). When no one can go to school: Does online learning meet students' basic learning needs? *Interactive Learning Environments, Advance online publication*, 1–17. <https://doi.org/10.1080/10494820.2020.1789672>
- Zulfikar, A. F., Muhidin, A., Pranoto, P., Suparta, W., Trisetyarso, A., Abbas, B. S., & Kang, C. H. (2019). The Effectiveness of online learning with facilitation method. *Procedia Computer Science: The Fifth Information Systems International Conference 2019*, 161, 32–40. <https://doi.org/10.1016/j.procs.2019.11.096>

Appendix. The characteristics of the participants

No	Teachers	Sex / Age	Actively Used Platforms	Descriptions
1	T1	F/45	GM	T1 is a language teacher in vocational higher education and has been actively using GM since 2021. She has not received any training in online teaching.
2	T2	F/37	GM	T2 is a language teacher from a digitally-rich environment where the internet is stable, and the digital facilities are adequate.
3	T3	F/32	Zoom	T3 teaches English in a suburban area where some students have limited access to technology and the internet. She uses the Zoom free version and Google Meet.
4	T4	M/34	GM	T4 lives in the capital and teaches English in a digitally-rich environment where the university subsidizes students to afford the internet (tuition fee discounts).
5	T5	F/28	GM	T5 lives in the city and teaches English at a private university where the lecturer and students are responsible for any learning costs incurred.
6	T6	M/38	Zoom	T6 teaches English in a polytechnic institution (a colleague of T1) and always uses Zoom in his teaching. He uses the full version of Zoom. He has been using it since the pandemic outbreak.
7	T7	F/30	Zoom	T7 teaches English at a private university, and his campus facilitates the academic staff with the full version of Zoom. She has been using it for more than two semesters.
8	T8	M/42	GM	T8 started using GM in 2021 and has been using it until today. He teaches in a small new university with limited technological and financial support.
9	T9	F/35	Zoom	T9 is an English lecturer from a region with inadequate internet facilities and infrastructure.
10	T10	M/38	GM	T10 is a lecturer of English and has been using GM for almost two years. He sometimes uses Zoom but not very often. He and his students agreed on GM for their synchronous meeting.
11	T11	F/44	GM	T11 is a senior lecturer in a private university and primarily uses GM for her synchronous online teaching. She never gets relevant training in teaching online synchronously.
12	T12	M/32	Zoom	T12 is a lecturer of English teaching in a region that is less supportive of technology accessibility and infrastructure.