Indonesian EFL

by Athriyana S. Patiwael

Indonesian EFL teachers' cognitions and practices related to social justice

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ABSTRACT
The implementation of critical pedagogy has not been well addressed, especially that viewed from the teacher cognition perspective. This project hence aims to study the cognitions and practices related to critical pedagogy by investigating the integration of social justice by high-school English teachers in Indonesia. Two participants who claimed to be critical pedagogy practitioners were interviewed and observed. Interviews were done before and after the class observation. Pre-observation interviews were done in order to identify teachers' cognition and track factors contributing to the integration of social justice in the ELT classroom. Meanwhile, the post-observation interviews were performed to seek for clarification in relation to the congruence and incongruence between the cognitions and the real practices. Participants' schooling experience, curriculum demand, and personal beliefs seem to play a major role in the integration of social justice in class. However, incongruence was also recognized between their stated cognition and real practices.

Keywords: Critical pedagogy; social justice in ELT; teacher cognition

INTRODUCTION

Teacher cognition investigates "what language teachers think, know and believe and its relationship to instructional decisions" (Borg, 2003, p. 96). It studies teachers' perspective towards teaching-related matters such as "teaching, teachers, learners, learning, subject matter, curricula, materials, activities, self, colleagues, assessment, [and] context" (Borg, 2015, p. 333). Some studies were conducted in exploring teachers' belief regarding the subjects taught in English. Phipps and Borg (2009), for example, examined the tensions between teacher's beliefs and practices, and the factors contributing to them in the context of grammar teaching. Another pedagogical approach possible to be viewed through the lens of teacher cognition is the implementation of critical pedagogy (henceforth CP), a work inspired by Freire's (1970) *Pedagogy of the Oppressed*, which attempts to raise awareness of the injustice taking place in sociopolitical and cultural contexts. However, the implementation of CP viewed through the lens of teacher cognition is still rarely addressed.

Scholars have explored the integration of CP in the teaching practices in Indonesia or elsewhere. A political identity issue regarding the Quebec referendum was integrated in Morgan's (2004) study while he taught his own class. Pessoa and de Urzêda Freitas (2012) brought the topics such as racism, gender, and sexuality in their case study. Using a critical spiritual pedagogy perspective, Mambu (2016) discussed the negotiation of religious faith in some English teachers' classes. The discussion was possibly done with students

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having different faiths, which rejects the argument that a religious conversion will happen when religious issues are brought in class.

However, the integration of CP has several criticisms. Akbari (2008) once noticed that "not much has been done to bring it [CP] down to the actual world of classroom practice" (p. 276). Similarly, Mambu (2011) identified the lack of integration in the Indonesian ELT context. Under the notion of critical literacy, Gustine (2018), inspired by Freire, suggests that teachers are "still lacking of knowledge on its implementation in the class" (p. 532). In addition, Gustine (2018) figured out that teachers in Indonesia often misinterpreted critical literacy as critical thinking, and that they were still struggling in its implementation. Therefore, it is accurate for Crookes (2015) to contend that only teachers having significant experience and understanding in this field that could "digest this material" and "see it as practical…" (p. 495).

That said, some recent undergraduate studies in Indonesia have identified some CP practices in EFL schools. Ikhtiar (2016) mentioned issues regarding the marginalized group in the context of economy and language from a public junior high school. Likewise, Ariyanti (2016) found out that the teacher in a vocational school observed brought up the issue of bullying. Puspita and Mambu (2020) mentioned the integration of religious faith issue, and to some extent racism, regarding the governor election in Jakarta, in an English classroom at a Christian-based junior high school.

It is interesting to know the fact that CP has been brought into practice by teachers. However, it has not been clearly identified whether those teachers are CP practitioners. Initially motivated by our curiosity about whether English teachers in Salatiga, Central Java, were familiar with and practiced CP, this current study focuses on teachers' incorporation of social justice into their classes. The integration of social justice becomes one of the ways to fulfill the objective of CP, i.e. raising students' awareness of marginalization and discrimination occurring in real-world contexts (Akbari, 2008).

We hope that by conducting this research, we could provide more examples of CP practices and the significance of integrating it in the (English) language classroom. Furthermore, we expect that this study could present cases of how CP was actually part of teachers' cognition and implemented by teachers who claimed to be familiar with CP.

Language teacher cognition
Teacher cognition comes as a sub-discipline of applied linguistics that studies the complexities of teachers' mental lives. Borg (2003) defines it as "the unobservable cognitive dimension of teaching—what language teachers think, know and believe and

its relationship to instructional decisions" (p. 81). To Borg, this unobservable cognitive dimension of teaching results from the fact that "teachers are active, thinking decision-makers who make instructional choices by drawing on complex, practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs" (p. 81). To uncover this cognitive dimension, recently Kubanyiova and Feryok (2015) focus on (a) elements of teacher cognition and (b) how teacher cognitions relate to teaching practices. In the light of the current literature, the present study will investigate English language teachers' cognitions in terms of their familiarity with CP and how we, as the researchers, perceived that they practiced CP in varying forms.

Borg's (2015) framework: Elements of teachers' cognition
Borg (2015) provides a framework accounting for factors that might shape teachers' cognition: Schooling, professional coursework, and classroom practices mediated by contextual factors. Schooling becomes the first factor to shape teachers' cognition. Levin (2015), as she referred to her earlier studies, spotted teachers' experience as K-12 students to become one of the three factors affecting teachers' pedagogical beliefs. Another factor identified in Levin's work was teachers' experience during teacher education programs considered as "professional coursework" (Borg, 2015).

Hill (2014) defines professional coursework as "the pre-service and in-service training teachers receive before certification and after" (p. 16). Borg (2015) used the term "pre-service" to refer to "those engaged in initial teacher education programs (at undergraduate or postgraduate level) and who typically have no formal language teaching experience" (p. 58), while "in-service teachers" is defined as "those who have completed their initial training and work in classrooms" (p. 87). Teachers' professional coursework may affect a teacher's current cognition.

Classroom practices mediated by contextual factors, including "the larger social, political, and economic climate as well as the immediate school context" (Levin, 2015, p. 51), also play a significant role in shaping teachers' cognition and practices. Further, Levin said, the interaction between contextual factors and teacher cognition might result in two ways: either changing the cognitions or changing the practices without changing the cognitions underlying them. Consequently, the latter might lead to incongruence between the cognition and the practices.

As shown in Borg's (2015) theoretical framework, schooling defines the initial cognition. Later, it is affected by their professional coursework that might reshape the former cognition. The reshaped cognition and contextual factors underlie

teachers' classroom practices. The interaction between the cognition and the classroom practices influenced by the contextual factors allows teachers' cognition to keep evolving. The relationship between the cognition and the teachers' practices is explored as the second objective of teacher cognition study.

Language teacher cognition and practices

Teacher cognition researchers are interested in exploring "the extent to which teachers' stated beliefs correspond with what they do in the classroom" (Phipps & Borg, 2009, p. 380). Li and Walsh (2011) argue that teachers' belief governs how teachers perceive and judge teaching and learning interactions in the classrooms. A range of classroom practices come as the result of this dynamic. The study of the relationship between the cognition and the practices may result in two ways: congruence and incongruence between their cognition and their real classroom practices.

Li and Walsh (2011), for example, once investigated teachers' belief and practices in Beijing. Performing a qualitative study employing observations and post-observation interviews, they obtained varied results. Their first participant, claiming as an inexperienced teacher for having only two years teaching experience, showed a congruency between the stated beliefs and her classroom practices. Her belief regarding the idea of teacher-centered learning process was confirmed through the way she dominated the classroom interaction.

However, Li and Walsh's (2011) second participant presented a different result. Observing an experienced EFL teacher having 22 years teaching experience, they found out that the stated belief and the classroom practices were not always congruent. The belief of focusing the teaching in developing the communication skills was to some extent not in line with the practices. The second participant tended to interrupt the conversation whenever the students' answers did not really fulfill his expectation in terms of grammatical accuracy and content. Moreover, he over-dominated classroom interactions. His action limited students' participation in the dialog and, therefore, restricted the students' communication skills development.

Incongruence between cognitions and practices was also identified in Phipps and Borg (2009) work. The study introduced the term "tension" (p. 380) to refer to the discrepancy between teachers' cognition and classroom practices. The researchers compared teachers' stated beliefs (identified through interviews) and real classroom practices (identified through observations) regarding grammar teaching. They also sought for justifications of any emerging tensions. Their methodology underlies the framework of this research.

The tensions appeared in their study were primarily caused by two major factors: "student expectations and preferences, and classroom management concerns" (p. 387). Regarding grammar teaching, the teacher might think that gap-filling exercises were less beneficial. However, considering the fact that the students were more easily managed and the use of this kind of exercises met students' expectation, regarding the use of their bought course book, the teacher finally decided to perform against the stated belief.

The study of teachers' cognition has been done in several focuses. Borg (2015) has summed up studies about teacher cognition related to grammar in his fourth chapter. His fifth chapter focuses on teacher cognition in literacy instruction. Nevertheless, the current literature on teachers' cognition and practices that relate to CP is still relatively scant (e.g., Crookes, 2015; Kubanyiova & Feryok, 2015).

Critical pedagogy in ELT

Critical pedagogy (CP) in ELT is an approach to teaching and learning that brings real-world contexts into the English language classroom so that learners can raise their awareness of societal problems due to marginalization or discrimination in terms of gender, race, or social class, among others, and envision transformation that challenges discriminatory practices (Akbari, 2008). The interface of the classroom vis-à-vis the world is emphasized by Abednia and Izadinia (2013) who argue that critical pedagogy practitioners "consider education to be in constant interaction with social, cultural, political, and economic realities" (p. 338). Attention to these realities is important in achieving "social action and educational change" (Hawkins & Norton, 2009, p. 31). In essence, CP aims at achieving "liberty, equality, and justice for all" (Crookes, 2013, p. 1).

The integration of CP in the classroom can be performed by "acknowledg[ing] the significance of learners' experiences as legitimate departure points in any meaningful learning enterprise" (Akbari, 2008, p. 282). Being mindful of learners' experiences can only be explored when teachers allow them to be shared in the classroom. Basing his research on the combined framework provided by Akbari (2008) and Aliakbari and Faraji (2011), Ikhtiar (2016) figured out that CP that focused on exploring students' experiences could also be implemented in the English learning process in Indonesia. In Ikhtiar's (2016) study, several topics such as patriarchy and socio-economy were raised in the classroom, based on his observation data in an English teacher's classroom. One vivid example was given by a student who suggested that the existence of traditional markets might be threatened by modern shopping centers.

The theoretical framework

Due to a lack of investigation on teachers' cognition focusing on CP, this study explores the elements that shape teachers' cognition in integrating social justice issue and indicate critical pedagogy with its classroom practices. The framework of this study (Table 1) is synthesized from Borg's (2015) and Phipps and Borg's (2009) frameworks. The former

defines the three elements of language teacher cognition: schooling, professional coursework, and classroom practices mediated by contextual factors. Meanwhile, the latter identifies the congruence and tension between stated cognition and practices, and seeks for the explanation regarding any emerging tension between the two.

Table 1
The Synthesized Framework of Borg's (2015) and Phipps and Borg's (2009).

Participants	Stated Cognition			Observed practices	Explanation given
	Schooling	Professional coursework	Contextual factors		

METHOD

The current study addresses (1) what factors shaped teachers' cognitions regarding their claim to know CP and (2) how these factors shaped their pedagogical actions in their own classroom.

As the research aims to explore attitudes, behavior and experiences (Dawson, 2009) that characterize teacher cognition studies, a qualitative study was conducted to address the questions. The study focuses on teacher's belief, the factors that shape it, and how these factors shape their teaching practices in relation to the integration of social justice in the ELT classroom.

Context and participants

This study employed purposive sampling where the participants were selected on the basis of certain criteria through a questionnaire developed by Mambu and Pattiwael (2016). The focal participants were two in-service EFL teachers who have evidently integrated social issues in their English learning based on interview data elicited earlier by Mambu and Pattiwael (2016). First participant is Ms. Ani (a pseudonym). She was 47 years old, having 26 years of teaching experience, and now teaching in a junior high school. Meanwhile the other one is Mr. Ali (a pseudonym). He was 56 years old, having 33 years of experience in teaching English, and now teaching in a senior high school. Both schools are in Salatiga, Central Java.

Data collection and procedure

This study was conducted in five stages. The first two stages were performed by Mambu and Pattiwael. The three remaining stages (i.e., pre-observation interview, classroom observation, and post-observation interview) were conducted by the First Author. The first stage was an open-ended questionnaire (see Appendix A) distributed in order to identify to what extent high school teachers in Salatiga knew about CP. The participants were 26 teachers from 13 high schools in Salatiga (and its

vicinity) who voluntarily participated in the first stage of our research. From the 26 teachers, only 11 ticked CP as a teaching approach they claimed to be familiar with.

In the second stage, we managed to interview only four participants (from four different schools) who ticked CP in the questionnaire. They were: Ms. Ani, Mr. Ali, Ms. Ratna, and Mr. Hardo (all pseudonyms). Unfortunately, Mr. Hardo passed away. Ms. Ratna's responses suggested that she conflated critical thinking (e.g., the use of higher-order thinking skills) and CP, so we decided not to involve her in the remaining stages of our research.

The third stage was a pre-observation interview conducted to explore the elements or factors shaping teachers' cognition in integrating social justice in class. This pre-observation interview was based on Borg's (2015) framework exploring teachers' prior learning experiences during their schooling and professional coursework, and the classroom practices, as discussed under the section *Language Teacher Cognition* below. Additionally, the interview explored their perspective towards the integration of social justice. Pre-observation interviews with Ms. Ani were conducted on October 31st, 2017 and January 16th, 2018. Meanwhile, with Mr. Ali was on February 7th, 2018. One interview with Mr. Ali was considered sufficient, whereas with Ms. Ani we thought that a follow-up interview was necessary to probe for more explanation from her.

The study employed classroom observations to figure out the real practice of how the cognitions identified in the previous interview was brought (or otherwise) into the teachers' classroom practices. The observation was initially planned to be conducted twice. However, due to the insufficient data from Mr. Ali's initial observations, it was decided to have two more classroom observations. Ms. Ani's class were observed on January 20th and 22nd, 2018, while Mr. Ali's were on February 14th, 21st, 28th, and March 7th, 2018.

The post-observation interview was conducted to seek for (1) justification of how the stated cognitions in the pre-observation interview were in line with the real practices; or (2) an explanation of whether there were any possible tensions between cognitions and practices. Ms. Ani's was on February 12th, 2018, while Mr. Ali's was at March 12th, 2018. All of the interview sessions were audio recorded, while the class observations were audio and video recorded.

Data analysis
The recorded pre-observation and the post-observation interviews were used to address the first research question. They were transcribed verbatim in Bahasa Indonesia and were then translated to English. The data collected from the three remaining stages of data collection are presented in different sections according to the participants and sub-headed as follows:

1. The pre-observation interview results were placed under the theme "stated cognition," a generalization of the theme "stated belief" by Phipps and Borg (2009). This theme presents the stated cognitions owned by the participants and the factors contributing to them, which were classified based on the framework proposed by Borg (2015).

2. The observation is displayed under the theme "observed practices" (Phipps & Borg, 2009) and is adjusted based on the stated beliefs obtained from the second- and third-stage interviews (by the second and third authors, and first author respectively). This section also presents the congruence or the tension between the stated cognition and the real classroom practices.

3. The post-observation interview is displayed under the theme "explanation given" (Phipps & Borg, 2009). The relationship between the stated beliefs and real teaching practices (whether or not it is congruent) were firstly analyzed. Any emerging tensions from each participant's stated belief and the practices were sought for their justification. This section provides teachers' reasons behind the act of performing classroom practices against their stated belief.

The discussion will be sub-headed based on the topic of the classroom discussion during the observation and be based on these themes: stated cognition, observed practices, and explanation given. The stated cognition part will provide teacher statements of how they thought the lesson should be and the factors contributing to the cognition. The observed practice will explain the real classroom practices. The explanation given part will elucidate

the inter-relation between the beliefs and the practices, possible tension and the factors contributing to it.

FINDINGS
It was mentioned earlier that the participant selection was based on the questionnaire developed by Mambu and Pattiwael (2016) to identify teachers' familiarity with CP. However, after having several interviews to the participants, the results show a deviation between how CP is defined based on the mainstream CP literature—which resists oppression and endorses social justice, and how it was made sense of and practiced by the teachers.

Being asked about how Ms. Ani defined CP during the pre-observation interview, she explained that being critical was when children were able to perform something extra beyond teacher-prepared materials. The extra performance on the part of the students would later be integrated in the next teaching and taught as an enrichment material, a portion beyond the core material with a higher level of difficulties. In addition, she also said the idea of critical students meant that the teacher was not their sole or only source of learning.

While Mr. Ali defined CP as:

… a teaching approach that attempts to help the students to question things. So, here, definitely, being critical here means nurturing the students to be active in the learning process itself. Actually (it) is not far from the methods developed recently. It obviously makes the students active, and the teacher is more on being a facilitator. (Post-observation interview)

This phenomenon is similar to what Gustine's (2018) has encountered, in which her participants mistook critical literacy not as it is according to the literature. Despite the deviation, social justice topics to some extent were integrated in these teachers' lessons. The following section shows the findings presented in a separate part according to the participants. Every part presents the result obtained in the pre-observation interview and the observation. The pre-observation interview data was placed under the sub-title "stated cognition," while the observation was under "observed practices."

Ms. Ani, a teacher who took side with students
The findings of the first participant can be identified in the following italicized sub-headings.

Stated cognitions
Experiencing authoritarianism. Ms. Ani's cognition was affected by her former English teachers' ways of teaching. During the first pre-observation interview, Ms. Ani recalled her experience in English classes during her high school period. She explained that most of her former teachers seemed to be authoritarian.

In my school era, the relationship between teachers and students were not as it is nowadays where the students dare to be more expressive. At that time, the students had to obey the teachers, so whatever the reasons were, at the end the students were the ones to blame. With that kind of relationship, teachers could control (the class). (1st pre-observation interview)

However, Ms. Ani was more interested in one of her former English teachers named Mr. Susanto (a pseudonym) who gave less restriction to the students. Ms. Ani illustrated his way of teaching by using a "freedom scale." From zero to five, Mr. Susanto got three, while most teachers were in one or two, or even zero. Ms. Ani mentioned that by having such less restricted situation, the learning was more comfortable, which she regarded as an important point in learning English. Being inspired by Mr. Susanto, she prefers having a close relationship to the students.

Believing the idea that the capability of criticizing characterizes a critical student. Despite the experience of having teachers with less freedom as elaborated in the previous section, Ms. Ani tended to give the students a space even to criticize her, as long as it was done properly. Therefore, whenever she made a mistake especially in the English learning process, the students would not hesitate to express how the thing was supposed to be done. Ms. Ani believed that the capability of criticizing the teacher was one of the characteristics of a critical student, even though teachers were assumed to hold more power than the students.

The expectation of a class where the more advanced students could help the less advanced ones. A teacher has an authority to create a teaching activity that will help him or her to deliver the materials. In this case, Ms. Ani designed a game called "Speak Up or Stand Up." In this game, the teacher would give each student a question. For those who could answer the questions would sit down, while those who could not would stand up for a while. Those who were standing would be given another question until they could answer correctly and would later be allowed to sit down. When there was only one standing student left, the teacher added an extra rule. That is, if the last standing student could not answer the question, the whole class had to stand up. This condition would urge students who sat to help the one(s) still standing.

Believing the idea that the closer someone to his/her enemy, the easier the enemy to defeat. Using a parable to elaborate on her belief in creating a good relationship, she explained how being so close to the students will support her material deliverance:

To know an enemy, we do need to be close to him/her, don't we? If you have a closer relationship to the enemy, you will be able to defeat them more easily. So, actually from the negative, which is regarded as negative for other parties, for me being close makes me able to transfer more easily what I am delivering. By being close, everything will go, will run very well. (2nd pre-observation interview)

Contextualizing the strategy of defeating enemy in her classroom[20] he teacher also believed in the idea that the closer the teacher's relationship was to the students, the easier she explained the English lesson. The statement does not mean that the teacher considered her students as enemies. This belief means that if an enemy can be defeated more easily by having a closer relationship to them, how much more the strategy would work to the students when it comes to explaining English language learning materials. Therefore, despite the common belief that the teacher should stand in a higher position than the students, Ms. Ani chose to narrow the gap between her and the students for the sake of delivering the materials effectively.

Believing the idea that punishments will educate students. Despite having several cognitions that aimed to narrow the students-teacher gap, it is interesting to find a fact that Ms. Ani still apparently applied punishments starting from what she named as "educating" punishment to a light physical punishment called "jenggit," the act of giving a little pinch to the hair located near the ear.

Punishment is not necessarily physical. It can be in a form of repeating the sentence. It is included as a punishment yet an educating one. (1st pre-observation interview)

… it is like when there is someone violating the code of conduct, there must be a punishment. For example, a simple act like yawning with a mouth uncovered. I usually execute the punishment by doing 'jenggit.' (1st pre-observation interview)

Ms. Ani agreed with the idea of giving punishment, which served as a disciplinary action to educate the students. The punishment varies, starting from repeating an English sentence to the so called as "jenggit." It is performed when the students disobey the school and social ethics.

Observed practices.
To figure out how Ms. Ani's stated cognitions manifested into classroom practices, observations were done. Various results were gained and elaborated on as follows:

A teacher close to the students. Ms. Ani had a close relationship with the students shown by the act of having a smooth conversation with the students, sharing jokes together, and calling the students by their names (Class Observation 1). This supportive class atmosphere boosted students' self-confidence and self-esteem to participate in a more meaningful and dialogic learning environment. It was indicated by their willingness to join the discussion and

questions and answers session. The way the students could give proper responses became an evidence that the learning process was conducive (Class Observations 1 and 2).

A teacher using the authority to allow more advanced students to help the less advanced ones. In the previous section about the cognition of using the teacher's authority, it was mentioned that Ms. Ani used "Speak Up or Stand Up" activity. However, during the observation session, Ms. Ani preferred using another method in order to create the situation where the students could help each other. Whenever a student found a difficulty, Ms. Ani gave the other students a chance and even encouraged them to help their friend in need. (Class Observation 1).

Applying punishments. Ms. Ani performed "jenggit" to a student speaking harshly in the class and intended to do it to a student yawning in the class with a mouth uncovered which was regarded as impolite in the society (Class Observation 1).

From the five stated cognitions provided in the previous section, there were only three practices identified during the observations. The first two are identified as narrowing the gap between the students and the teacher. Whereas, the third tends to some extent maintain the gap.

Explanation given.
The relationship between Ms. Ani's stated cognitions and observed practices is presented as in Figure 1.

Figure 1
Ms. Ani's Congruence and Tensions in Social Justice Issues Integration

	Cognitions	Relationship	Observed practices
Schooling	1. A teacher having a close relationship to the students.		a. The teacher is close to the students.
Classroom practices	2. A teacher not immune to criticisms.		(no observed practice)
	3. Using the authority that allowed more advanced students to help the less advanced ones.		b. Encouraging the students to help their friends.
	4. The closer the teacher to the students, the easier the teacher transfers the materials.		(refer to point a)
	5. Applying punishments.		c. Applying "jenggit."

●——▶ = congruence   ●- -▶ = tension

Two tensions are identified from Ms. Ani's cognition and practices, i.e. between the belief of being close with the students and the use of punishment. Being interviewed in the post-observation interview session, Ms. Ani explained that she made a distinction when she was supposed to play a role as a friend and in some cases, still, as a teacher. Her role as a friend was performed in teaching English materials. Meanwhile, in terms of teaching manners to the students, she would play her role as a teacher. This capability of switching identity allowed her to have a narrowed power gap on one hand and to maintain the gap on the other hand.

Mr. Ali, the humanist teacher [8]
The stated cognitions of the second participant are displayed in the following italicized sub-headings.

Stated cognitions.
A teacher integrating topics related to humanism. During the pre-observation interview session, Mr. Ali mentioned the integration of topics related to humanism in the song interpretation material. The reasons of the integration were, first, his own preference in humanism, and, second, the recent curriculum required the students to accomplish the basic competences in relation to spiritual competence (K1) and also social competence (K2). An example is a song such as "Heal the World" [8] Michael Jackson that was interestingly discussed in order to raise the students' awareness of the environmental issues faced nowadays. Mentioned also was "We are the World" by Michael Jackson and Lionel Richie which was created for a charity concert due to the Ethiopian crisis back in [18] the year this song was composed. Another song is "Don't Cry for Me Argentina" composed by Andrew Lloyd

Webber and Tim Rice on the life of an Argentinean leader Eva Perón, a former first lady of Argentina and also a feminist and charity activist. The last one is a song entitled "And I Love You" by Harmony interpreted as the story of Mother Teresa.

Not only using English songs, Mr. Ali also integrated Indonesian songs. He mentioned Iwan Fals, an Indonesian singer and an activist during the New Order era who used songs as a means of social critiques. There were two songs mentioned during the interview: *Bongkar* and *Bento*. Both were used to raise criticisms towards the governments. These songs were later translated into English and analyzed to make a song interpretation by the students.

Observed practices

During the observation sessions, Mr. Ali's classroom practices did not seem to reflect the cognition he stated in relation to the integration of social justice issues.

There was no topic of humanism that was integrated. Observations were done four times. The first three were conducted while the material taught was about hortatory exposition. The activities were mostly group and individual projects. Meanwhile, the last observation was devoted to song interpretation.

During the hortatory exposition the topics integrated were mostly about the facilities of the school and the city. Meanwhile, in the song interpretation, the song used was entitled "Stoney" which is a love song. Neither humanism nor social justice was integrated during the hortatory exposition or during the song interpretation.

Explanation given

Mr. Ali's relationship between cognitions and practices is presented in Figure 2. In his case, the tension appeared in the decision of integrating topics related to humanism. Mr. Ali had two reasons in relation to the absence of humanism as a topic for classroom discussion. During the hortatory exposition material, in which the students were asked to compose a speech, Mr. Ali preferred topics such as school and city's facilities due to students' mastery of the topics. It was expected that as the students master the topic well, the arguments given would not be confused during the discussion since they had no good idea related to the issue.

Figure 2
Mr. Ali's Congruence and Tension in Social Justice Issues Integration.
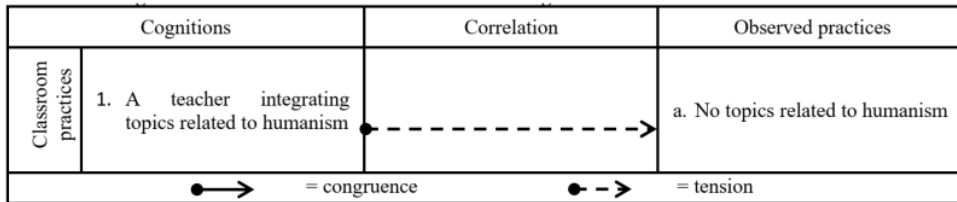
Teaching sequence is identified behind Mr. Ali's decision to not integrate topic related to humanism during his song interpretation lesson. The observation was done in the beginning of the lesson where Mr. Ali focused more on introducing the lesson and gave some sort of attraction so that the students would be enthusiastic about the following teaching sessions. Therefore, Mr. Ali chose to sing in front of the class while playing guitar and harmonica. He preferred singing "Stoney" due to the low level of complexity of the song in terms of vocabulary, tempo, and the content itself. Therefore, it would be easier for the students to interpret the song during the introduction section.

DISCUSSION

As elaborated in the findings, both of the participants had their own definitions of critical pedagogy. Their versions of CP lean to the assumption that CP is a state where the learning process is more learner-oriented (in Ms. Ani's case) or where humanism is deemed an essential topic for classroom discussion (in Mr. Ali's case).

Crookes (2015) had mentioned that only teachers who are experienced in CP could optimize the practice of CP. However, in this study, even though both of the participants claimed that they performed CP, their practices seemed not to be obviously CP. It was probably caused by their limited understanding of what CP was. However, despite the limited understanding of CP itself, CP practices were identified in their teaching practices, both in what they claimed during the interview and during the First Author's classroom observation. It can be seen from the decision to be close with the students appeared in both Ms. Ani's interview and practices, and the decision to integrate issue related to humanism identified in Mr. Ali's interview.

The stated cognitions of the two participants here were affected by two out of three factors proposed by Borg (2015) which are schooling and

classroom practices. As expected, the relationship between the stated cognitions and the real practices resulted in two ways: congruence and tensions.

Stated cognitions

Ms. Ani showed CP in that she lived its spirit by avoiding marginalization. Being influenced by her schooling experience and real classroom practices for years, she found it more effective to narrow the power gap between the students and the teacher. She chose not to agree with the idea of keeping the distance between the two parties for the sake of maintaining teacher's authority, despite the fact that she, to some extent, keeps the gap through punishment (recall "jenggit"). Her cognition is in line with Paulo Freire in Horton and Freire (1990) who assert that "if the authority of the teacher goes beyond the limits authority has to have in relation to the students' freedom, then we no longer have authority. We no longer have a freedom. We have *authoritarianism"* (p. 61). Put simply, Ms. Ani did not think of her authority as something to be exaggerated that it became authoritarianism.

The rest of the cognitions were affected by the contextual factors. According to Borg (2015) the factors could be categorized as the social and instructional contexts.

While Ms. Ani showed CP practices through her way of teaching, Mr. Ali tended to integrate topics related to CP. Being affected by contextual factors (Borg, 2015) Mr. Ali made his "learners aware of issues faced by marginalized group" (Akbari, 2008, p. 281). The factors include the social context which was identified through the integration of topics related to humanism. Furthermore, an institutional context was also identified through the way Mr. Ali interpreted the curriculum. Through the song interpretation, the students were guided to know the story behind a certain song. Therefore, by integrating songs like "We are The World," "Don't Cry for Me Argentina," and also "And I Love You," the students' awareness was hoped to increase through their exposure to social realities presented in the selected songs.

In addition to the integration of songs in the learning, environmental issues raised in the song "Heal the World" could be a prominent departure point to address post-humanism, which according to Appleby and Pennycook (2017) is an "ecological approach to language that seeks to redress the ways humans are embedded within larger systems that support life" (p. 11). Royal (2016) provided principles of the integration. First is to make sure that the environmental issues are presented in a student-centered manner as it "respects students' individual beliefs and practices" (p. 280) and to provide empowerment. Second is to make the presentation of the issues "interesting and relevant" to the students' immediate surroundings. Third is to

provide space for the students to take actions ecologically.

Observed practices

It was mentioned earlier that the relationship between the stated cognitions and the practices results in two ways: congruence and tension. In Ms. Ani's case, the congruence could be seen through the real classroom practices that were in line with the stated cognitions. However, congruence is not always the case. During the observation, there were two cognitions which were against each other. The tension occurred between the cognition of being close to the students and applying punishments. Having a close relationship with the students can be defined as the act of narrowing the gap between the teacher as the major power holder and the students as the minor ones. However, the act of applying punishments can be identified as the effort maintaining the status of a person holding more power in class.

Similar to Ms. Ani, Mr. Ali's practices also showed a tension. Even though Mr. Ali mentioned that he preferred integrating topics related to humanism in the material, during the observation session no humanism topic was integrated. The reasons behind every tension occurred in both participants' teaching practices are discussed in the next section.

Explanation given

In the findings, there are reasons provided by the teachers to justify the tension between their stated cognition and classroom practices. They were the need to perform disciplinary action (in Ms. Ani's case), and Mr. Ali's consideration that his students were not familiar with topics related to humanism. Mr. Ali also thought that the teaching sequence did not seem to provide him much room to teach difficult topics like humanism. The factors mentioned by the two participants were situated in their "classroom practices" (Borg, 2015, p. 333), since there were interactions between the cognitions and the contextual factors. There were interactions in Ms. Ani's practices which were shaped by her two personal beliefs: the belief of being close to the students and the belief of applying punishments. The two beliefs were apparently against each other when a certain event occurred during the language learning. Meanwhile, the interaction in Mr. Ali's case was due to an "instructional context" (Burns, 1996). It is defined as "the thinking and reflections which went about specific forms of … the resources and the material used and teacher's own role in managing various forms of classroom interaction" (p. 158). The thinking and reflections were carried out due to factors such as the limited students' background knowledge about topics related to humanism and the level of difficulty of the teaching session that would affect the quality of the learning.

CONCLUSION

In view of Borg (2015), the factors that shaped teachers' cognitions to integrate the CP approach were placed under two elements: schooling and classroom practices mediated by contextual factors. A factor related to schooling that shaped a teacher's cognition was identified in an interview with Ms. Ani. That is, she learned from the past good practices of her former teachers (e.g., respecting students) and avoiding the bad ones (e.g., being authoritarian). Her belief in being respectful accounted for her commitment to reduce power distance between her and her students, the principle of which is in line with Crookes' (2013) concept of equality in CP. Factors related to classroom practices covers, according to Levin (2015), larger social, political, and economical climate (e.g., a curriculum demand that required Mr. Ali's students to have social and spiritual competencies) and immediate school context (e.g., Ms. Ani's facilitating less advanced students).

The lack of teachers' understanding of the notion of critical pedagogy might limit the amount of CP integrated in the practices. However, at the same time, this limitation might to some extent challenge Crookes' (2015) claim that only those having significant experience and understanding could implement the approach. Ms. Ani's interview and observation result described how she avoided marginalization by narrowing the gap between her and her student and not overusing her authority. Furthermore, her teaching practice (e.g. "Speak Up or Stand Up") facilitated the students to be aware of those who were less advanced and hence marginalized especially in the English language education context. Different from Ms. Ani who integrated social justice in her teaching practices, Mr. Ali reported having incorporating social justice issues as topics related to humanism to be discussed in his class. The incorporation became a way to raise students' awareness of marginalization in real-world settings. Unfortunately, since this study sought evidence in natural settings, no observed implementation was identified due to the factors discussed in the post-observation interview.

It is highly recommended for further research to have a better selection of participants, to find the ones that really master the concept of critical pedagogy. Otherwise, it is suggested for the next research to arrange a framework that suits such an anomaly where the participants only have limited, or even do not have, understanding of the notion of critical pedagogy, yet is potential to have CP practices in their classes.

Regardless, this study has one important implication. It was mentioned before in the discussion section the factors affecting teachers' cognition related to the integration of social justice issues. Being classified based on Borg's (2015) theoretical framework, those factors were identified

as "schooling" and "classroom practices," but not with the "professional coursework." Therefore, considering the noble spirit held by critical pedagogy, the researcher suggests promoting critical pedagogy through teachers' professional coursework in order for teachers to have an alternative approach to integrating attempts to reflect on realities in a critical way in their pedagogical practices.

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APPENDIX A

KUESIONER UNTUK MENGETAHUI IDENTITAS PEDAGOGIS GURU BAHASA INGGRIS

Kuesioner ini dibuat dengan tujuan menggali informasi tentang identitas pedagogis dan profesional guru-guru Bahasa Inggris berdasarkan apa yang mereka laporkan dan harapkan/idealkan.

Petunjuk: Tolong isi data biografis angket ini terlebih dahulu. Setelah itu, untuk nomor 1 sampai dengan 15, tolong isi bagian yang kosong dengan tanggapan Bapak atau Ibu. Dibutuhkan kurang lebih 30 menit untuk melengkapi kuesioner ini. Anda boleh menggunakan Bahasa Indonesia dan/atau Bahasa Inggris dalam mengisi kuesioner ini.

Data Biografis

Nama   : _____

Jenis kelamin   : _____

Sekolah tempat
Bapak/Ibu
mengajar   : _____

Pendidikan terakhir   : S-___ program studi _____

                                        di _____

Pengalaman   : _____ tahun sebagai guru _____ (isi dengan honorer/CPNS atau tetap/PNS)
mengajar

Identitas Pedagogis Guru Bahasa Inggris

1. Bagaimanakah Anda mendeskripsikan diri Anda dalam kaitannya sebagai guru Bahasa Inggris?

Tanggapan: Saya adalah guru Bahasa Inggris yang _____

_____

_____

_____

2. Apa (saja) pendekatan pengajaran dan pembelajaran Bahasa Inggris yang Anda gunakan di kelas?

☐ Communicative language teaching ☐ Lexical approach

☐ Task-based language teaching ☐ Pendekatan lainnya (tolong sebutkan)

☐ Critical pedagogy

_____

3. Apa yang melatarbelakangi penggunaan pendekatan pengajaran dan pembelajaran Bahasa Inggris yang Anda pilih di no. 2 di atas?

Tanggapan: _____

_____

_____

_____

4. Tema-tema apa saja yang dibahas Bapak/Ibu selama pembelajaran bahasa Inggris dengan siswa?

Tanggapan: _____

_____

_____

_____

5. Kegiatan pembelajaran seperti apa yang Bapak/Ibu gunakan untuk membahas tema-tema yang Anda tulis untuk menjawab nomor 4?

Tanggapan: _____

_____

_____

_____

6. Apakah Anda diharuskan (misal: oleh pemerintah) menggunakan buku ajar Bahasa Inggris tertentu?

Jika ya, apa tanggapan Anda?

_____

_____

_____

_____

Jika tidak, apa yang Anda lakukan untuk mengembangkan bahan ajar?

_____

_____

_____

_____

7. Apa (saja) prinsip Anda dalam mengelola kelas?

Tanggapan: _____

_____

_____

_____

8. Mengapa, menurut Anda, siswa perlu belajar Bahasa Inggris?

Tanggapan: _____

_____

_____

_____

9. Dalam hal apa saja Anda melibatkan peran siswa di kelas Bahasa Inggris Anda?

Tanggapan: _____

_____

_____

_____

10. Apa (saja) prinsip Anda mengenai penilaian pembelajaran Bahasa Inggris (atau *English language assessment*)?

Tanggapan: _____

_____

_____

_____

11. Pembelajaran Bahasa Inggris macam apa (saja) yang Anda harapkan siswa lakukan di luar kelas?

Tanggapan: _____

_____

_____

_____

Terima kasih atas waktu dan partisipasi Bapak atau Ibu dalam penelitian ini.

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