Incorporating The Social Justice-Oriented Pedagogies in the Teacher Education Program: A Case Study for Vietnamese Higher Education

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Abstract: This qualitative research underscores the influence of social justice-oriented pedagogies on the growth of emerging bilinguals (EB) enrolled as teacher candidates in English language teacher education programs in terms of both linguistic, instructional, and long-term professional realms. Collaboratively conducted with dedicated pre-service student teachers (PST), this case study addresses cultural gaps and structural disparities in Vietnamese educational society. By delving into the expanding literature on these associated types of pedagogies within language education research, the case study involved 20 PST-EB in Vietnam. Engaging with social organizations, these PSTs integrated real-life experiences into their classroom knowledge production. The outcomes revealed that the PST developed an enhanced awareness of diverse worldviews, a heightened sense of responsibility towards marginalized communities, an inclination towards culture-oriented educational solutions to combat inequality and injustice, and improved skills for public knowledge dissemination. The manuscript explores these findings and delineates their implications.
Keywords: social justice, social justice-oriented pedagogies, emerging bilinguals, teacher education, language education, Vietnamese higher education

Background of the Study Context

English, as a global lingua franca, boasts an incredibly vast and diverse population of users across the world. With an estimated 1.5 billion speakers (Statista, n.d.), encompassing both native and non-native users, English has firmly established itself as the predominant language of international communication. Its widespread adoption is not confined to native English-speaking countries but extends to non-Anglophone nations, where it often serves as a bridge language, facilitating cross-cultural interactions in various domains, including business, academia, and technology. The global significance of English underscores its role as a tool for connectivity and collaboration, allowing people from different linguistic backgrounds to engage in meaningful dialogue and exchange ideas on a truly global scale.

Globalization has exposed a growing number of English language speakers to increased interactions with individuals from diverse linguistic and cultural backgrounds, influencing various aspects of societal concerns such as educational advancements, cultural interchange, business expansion, and political engagements (Pennycook, 2017; Simpson, 2017). Proficiency in English provides a distinct advantage for graduates in terms of securing employment, advancing their careers, and facilitating international mobility, especially for individuals from non-English-speaking countries and international graduates (Yoke et al., 2018). Block (2014)

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intriguingly notes that English functions as a "communicative resource that indexes middle and upper-class positions in societies around the world" (p. 135).

English language education plays a crucial role in enhancing emerging bilinguals' (EBs)'' (EBs) connections to the world and supporting their studies across various subjects. Proficiency in English provides them with access to a wealth of updated disciplinary and general knowledge, particularly as a considerable amount of scholarly materials are published in English. For instance, using English as a medium of instruction has been demonstrated in studies such as L. H. N. Tran et al. (2019). Those who possess a strong command of English enjoy improved access to learning resources, enabling them to broaden their knowledge base. English serves as the predominant medium for writing articles in academic publications, encompassing 65 countries and territories worldwide, underscoring its significance in facilitating global communication and knowledge dissemination (Han & Ho, 2011).

Undoubtedly, possessing proficient language skills is akin to possessing human capital (Murray, 2018), strategically situated in relevant contexts to evolve into both cultural and human capital (Do & Vu, 2024; C. D. Nguyen & Ho, 2024; M. H. Nguyen & Ngo, 2024; Tomlinson, 2017; L. H. N. Tran & Vu, 2024). According to Tomlinson (2017), capital is formulated and shaped into many interconnected forms, such as human, cultural, social, psychological, and identity. The mutual influences from one to another may be understood in relation to the time and place where the developmental process of capital occurs, including language proficiency development in a person. This implies that utilizing any language, including English, reflects language users' participation in social practices, allowing them to adopt various sub-identities that distinctly define their individuality in isolation and connection with others. In this developmental journey, English speakers invest in mastering English linguistic resources and communication skills. In a broader context, Norton (2013) proposes that

> if learners invest in the target language, they do so with the understanding that they will acquire a wider range of symbolic resources (language, education, friendship) and material resources (capital goods, real estates, money) which will increase the value of their cultural capital and power. (p. 6)

In the contemporary era, English is recognized not only as a means of connecting people from diverse backgrounds but also as a tool for individuals to assert their (sub-)identities, thus reflecting their social and cultural autonomy (Diaz et al., 2021; Salomone, 2022). Essentially, any language possesses the potential to serve as a unilateral declaration of independence (Sharma, 2022). This becomes evident when language is wielded as a powerful tool, amplifying the voices of specific groups that represent distinct cultures or community memberships on a global scale (Chong et al., 2023; McConnell-Ginet, 2020). The recent special issue by Herrera and Bryan (2022) delves into international and intercultural contexts where language influences the well-being of marginalized individuals. This issue is particularly relevant to our research, as it emphasizes the importance of aligning English language learning with curriculum and instructional strategies. This ensures that English learners, irrespective of their cultural backgrounds or language proficiencies, can attain optimal self-growth and competence, enabling them to engage in successful communication.

However, the power of the English language has exerted a large number of negative influences in certain societies where English is used as a second, foreign, or additional language. Research shows that language weaponization stands as a form of social exclusion that hinders non-native English speakers from attaining social justice (Clyne, 2003). In light of this, our case study adopts an approach that considers emergent bilinguals (EB) as English language learners whose multilingual abilities warrant careful examination. Advancing the definition of Garcia (2009), EBs represent "the [language speakers]'s potential in developing their bilingualisms; [which] does not suggest a limitation or a problem in comparison to those

who speak English" (p. 322). Garcia emphasizes that being bilingual is recognized as a potential resource, both cognitively and socially, providing an advantage over those who speak only English and may find becoming bilingual more challenging (p. 322). Despite this, both EB and monolingual speakers must learn how to effectively use and communicate in English, given its dominant language status (Sterzuk, 2015). However, EBs have often been viewed as having an inferior status compared to their monolingual counterparts (Kumaravadivelu, 2003). Consequently, acknowledging the background knowledge and sociocultural experiences of EB becomes critically important in the TESOL context (Gutiérrez & Orellana, 2006; Le, 2022).

To elucidate the disadvantage faced by English language learners in higher education within non-English speaking countries, several factors can be delineated. In Asian higher education, the English language teaching paradigm traditionally adhered to a native-speaker model, emphasizing English usage mirroring that of native speakers while neglecting learners' cultural contexts and identities. This approach, influenced by Chomsky (1965), has been criticized for its inappropriateness and unattainability for the majority of learners (Cook, 2016). Moreover, countries such as South Korea, China, Thailand, and Vietnam have historically emphasized grammar-based English education, prioritizing linguistic knowledge over communicative skills (Cha, 2015; Ploywattanawong & Trakulkasemsuk, 2014; L. T. Tran, 2007). Additionally, a pervasive examination-driven culture, characterized by extensive testing in English language classrooms, has impeded learners' comprehensive development of language proficiency for real-life applications and employability (L. T. Tran et al., 2014).

Set within the context of English for Academic Purposes courses, this study endeavors to convey significant insights to the academic community regarding the necessity of a social justice-oriented curriculum. This emphasis is crucial in aiding emergent bilingual (EB) teacher candidates in comprehending both the broader sociopolitical and narrower sociocultural contexts. Such understanding proves essential for their undergraduate teacher education programs in non-Anglophone countries and their subsequent careers in the globalized landscape of English language education (Asmus & Gonzalez, 2020; Fairley, 2024; Heras et al., 2020; Johnson et al., 2011; Poteau & Winkle, 2022; Porto, 2023a, 2023b; Rodrigues & Duboc, 2022; Sierra & Ana, 2016). Recognizing the contributions of leading scholars, the study emphasizes the importance of aiding English learners, including student teachers, in acquiring effective communication skills. This approach not only enhances their communicative abilities but also enables them to deliver informative content in a manner aligned with global standards (Airey, 2016). To achieve this, English language content should integrate prevalent social issues, fostering a solid understanding of social and rhetorical texts among English learners and student teachers. Such educational delivery aims to ensure equitable access to social resources for EB (Schleppegrell, 2013).

In recent times, the works of Walsh Marr (2019) and Mortenson (2021) have gained notable attention within the existing literature, emphasizing the significance of providing emergent bilingual (EB) students, both current and prospective English users, with social justice-oriented learning experiences in English. These experiences focus on actively engaging students in diverse dialogues, encompassing both informal and formal discussions, addressing communal, social, national, and global issues. Mortenson (2021) highlights the positive impact of integrating social justice material, stating that it enables students to leverage their language skills for discussing, researching, decoding, writing about, debating, and collaboratively deconstructing the world around them, shedding light on oppressive structures and societal inequalities (p. 10). Incorporating such instructional activities is expected to enhance language learners' understanding of the historical, political, economic, and social foundations of injustice, prejudices, and inequality (Kumaravadivelu, 2003). With this knowledge, students are likely to actively seek opportunities to express their voices and personal experiences collaboratively, contributing to the resolution of these societal challenges (Schiera, 2021).

Building upon previous research, there exists a notable gap in empirical findings specific to the Vietnamese context, particularly regarding how teacher candidates perceive social justice within English-language teacher education programs. Therefore, drawing upon UNESCO's Education for Social Justice framework, it becomes imperative to contextualize the sustained engagement of teacher candidates within their lived experiences, reflecting the pursuit of equitable, equal, and inclusive education in Vietnam.

Research Question

Given the growing body of literature on social justice-oriented pedagogies in English language education, there is a notable gap in research findings within the context of Vietnamese higher education (C. D. Nguyen & Zeichner, 2021). This scarcity is particularly evident when it comes to the absence of literature on social justice-oriented language education programs in Vietnam. This study aims to address this gap by serving as a case study to elucidate a situation that was previously little known and understood (Leedy et al., 2019). The primary research question guiding this study is as follows: What perceptions do Vietnamese emergent bilinguals (EB), enrolled as pre-service teachers of English in an English-for-Academic-Purposes undergraduate program hold regarding pedagogies oriented towards social justice?

Literature Review

Social Justice: The New Approach to Teacher Education Program

The integration of social justice into teacher education programs is essential as it serves as a transformative pedagogy that fosters an inclusive and equitable educational environment (Asmus & Gonzalez, 2020; Browne & Jean-Marie, 2022; Huber, 2021; M. H. Nguyen, 2019; H. T. M. Nguyen et at., 2018; Panagiotopoulou et al., 2020). Incorporating social justice principles into teacher preparation not only equips educators with the necessary tools to address systemic inequalities in the classroom but also empowers them to advocate for broader societal change (M. H. Nguyen & Ngo, 2024). By emphasizing critical consciousness, cultural responsiveness, and an understanding of diverse perspectives, this pedagogical approach enables teachers to create learning spaces that celebrate diversity, challenge stereotypes, and actively work against discrimination (Kumaravadivelu, 2008; Liddicoat et al., 2003; C. D. Nguyen & Ho, 2024). In essence, integrating social justice into teacher education contributes to the cultivation of educators who are not only proficient in their subject matter but are also compassionate advocates for equality, fostering a more just and inclusive educational system.

Seeing the importance of teacher roles in the purposeful dissemination of knowledge in classroom settings (Le, 2020), the integration of social justice into English language teacher education programs is necessarily crucial for several compelling reasons (Cao & Vu, 2022; Giri et al., 2023; Poteau & Winkle, 2022). Firstly, language is a powerful tool that can either reinforce or challenge societal norms and power structures. English language teachers, as language facilitators, play a significant role in shaping students' perceptions and interactions with the world. By incorporating social justice into their education, teachers gain the skills to create inclusive and culturally responsive learning environments that celebrate linguistic and cultural diversity. Secondly, language education is inherently linked to issues of access and equity. Integrating social justice into teacher training ensures that educators are equipped with sufficient knowledge, attitudes, and skills to address language-related disparities and support students from various backgrounds. This approach helps in dismantling language-based prejudices and biases, fostering a more equitable distribution of educational opportunities (Cao & Vu, 2022). Furthermore, English language teachers often work with students from diverse linguistic and cultural backgrounds. Social justice education provides teachers with the tools to

understand and appreciate these diversities, promoting a curriculum that reflects the experiences of all learners. This inclusivity not only enriches the learning experience but also contributes to breaking down linguistic and cultural barriers. Ultimately, by infusing social justice principles into English language teacher education programs, educators become advocates for positive social change, using language teaching as a means to empower students and promote a more just and equitable society (Cao & Vu, 2022).

Grounded in the aforementioned literature about social justice-oriented pedagogies, we would consider Vietnamese pre-service teachers of the English language who are also new to culturally and linguistically diverse communication settings. During high school, they primarily managed to perform standardized English tests with a limited chance of productive language, thus their exposure to real-life experiences in the first years of higher education programs backward (Le et al., 2019). Moreover, they had no international and intercultural experience, so they could be classified as EB - monolingual English speakers and language users. As prospective teachers of English, they need to acknowledge and identify language resources specified for their English learners. Alongside the program, besides becoming proficient English speakers in diverse settings (including language classrooms), they should be positioned as competent teachers who bring authentic experiences into the classrooms (C. D. Nguyen & Dang, 2020).

Theoretical Stances

Incorporating Sensoy and DiAngelo's (2017) insights on social justice pedagogy, this research underscores the critical need for effective and productive training of teacher educators, positioning them as guides for future learners who critically engage with information. The focus is on empowering these educators to facilitate their students' reflections on socialization and positioning within social hierarchies marked by inequity. A key approach involves embracing the concept of "being for social justice" (p. 350) through sustained efforts to unlearn entrenched patterns of thought and behavior. This endeavor aims to address existing gaps in the literature and enhance the preparation of Vietnamese pre-service student teachers of the English language in navigating these complexities.

Implementing social justice-oriented pedagogies poses challenges for language teachers, necessitating a focused orientation toward the underlying principles and practical applications. Recognizing the pivotal role of teacher education programs in this endeavor (Burden et al., 2012; Luguetti & McLachlan, 2021; Marlatt & Barnes, 2021; Schiera, 2021), this goes beyond traditional considerations of gender or race (Gale et al., 2017). Building on C. D. Nguyen and Zeichner's (2019) study, the incorporation of community field experiences, coupled with reflective tasks in group assignments, emerges as a strategy to cultivate teachers' strengthened beliefs in social justice. Importantly, this heightened awareness is more effectively translated into their motivations and practices as educators.

The researcher's prior scholarly contributions underscored that pre-service teachers in Vietnamese higher education exhibit enhanced cognitive, attitudinal, and behavioral engagement in the development of social justice-oriented pedagogies through adequate exposure, reinforcement, and practice (Vu & Nguyen, 2022). Advocating for the potential of enriching English pre-service teachers' understanding of civic engagement to foster social justice, this paper seeks to expand on longitudinal research examining Vietnamese pre-service teachers' perceptions of the impacts of social justice and their intended practices for promoting social justice in classrooms. This additional layer of professional inquiry holds promise in bolstering pre-service teachers' employability capital and improving employment outcomes (M. H. Nguyen & Ngo, 2024; Vu et al., 2022a, 2022b).

In the context of Vietnamese higher education, where this study is situated, concerns have emerged regarding social justice and equality, influenced by a series of language policies

and their practical implementation across the country. Notably, English was incorporated into the primary school curriculum and established as an official subject at all educational levels. It became a mandatory subject for entrance examinations across levels. However, a discernible disparity existed among student populations in rural and urban areas, exacerbating unequal access to education. The explanation provided indicated that educational resources, including facilities, learning materials, and teaching staff, did not appear to be adequately distributed to meet the specific needs of certain regions (Le, 2020).

Language Education in Vietnam: A Narrow Scope

The research was carried out in Vietnam, a middle-income country in Southeast Asia facing a critical demand for English language proficiency driven by rapid socio-economic development, internationalization, the nation's commitment to regional and global integration, and a rising need for overseas study and labor migration (Bodewig & Badiani-Magnusson, 2014; L. T. Tran et al., 2014). Recognizing the importance of improving the foreign language capacity of Vietnam's workforce, the Prime Minister issued Decision 1400 QĐ-TTg in 2008, titled *Foreign Language Teaching and Learning Project in the National Education System during the Period of 2008–2020*. According to the Prime Minister (2008), the initiative aimed to equip Vietnamese students at all educational levels with the ability to independently and confidently use a foreign language, primarily English, in their daily communication, study, and work. This effort positioned foreign languages as crucial soft skills essential for effective communication, continued education, and, significantly, employability in the context of national industrialization and modernization.

It is important to acknowledge the difficulties and challenges confronting English language teaching and learning in Vietnam, particularly in higher education (Le, 2020). In Vietnam, despite the growing importance of English in graduate employability and future life, English language education has predominantly focused on developing linguistic understanding and intercultural competence rather than practical language skills for education and work (Tsui & Tollefson, 2017). Within higher education, English is often treated as secondary to discipline-specific subjects, leading to a disconnect between English and other academic areas (Hien & Loan, 2018). This has resulted in graduates lacking confidence in applying for jobs requiring English skills and struggling to use English effectively in their professional responsibilities. As a response, many students and employees resort to enrolling in additional English classes offered by private language centers to enhance their English competence and improve their learning, work, and future prospects (L. H. N. Tran, 2018). Hence, despite initiatives and resources directed towards English language education reforms, the practical application of English skills in the workplace remains challenging for graduates, leading to ongoing concerns expressed by employers regarding the proficiency of their employees in English (L. T. Q. Tran et al., 2017).

Incorporating Social Justice into Teacher Education in Vietnamese Higher Education

The incorporation of social justice into teacher education programs in Vietnamese higher education is imperative for various reasons. Firstly, Vietnam, like many other countries, is characterized by diverse linguistic and cultural landscapes. Social justice education equips future teachers with the necessary skills to recognize, appreciate, and address this diversity effectively. By fostering an inclusive mindset, teachers can create learning environments that respect and celebrate the unique backgrounds of all students. Secondly, social justice in teacher education helps combat inequality and discrimination in educational settings. Teachers are empowered to identify and challenge biases, ensuring that educational opportunities are distributed equitably among students. This approach is particularly relevant in a Vietnamese

context, where issues related to access, language proficiency, and socio-economic factors can impact students' educational experiences.

Moreover, the integration of social justice into teacher education aligns with broader global trends in education that emphasize inclusivity and cultural responsiveness. As Vietnam continues to engage with the global community, teachers prepared with a social justice lens will be better equipped to navigate diverse classrooms and promote cross-cultural understanding. Additionally, social justice education contributes to the development of critical thinking skills among teachers. It encourages them to reflect on their own biases, privileges, and assumptions, fostering a continuous process of self-awareness and growth. This reflective practice is essential for educators to create transformative learning experiences for their students. In conclusion, incorporating social justice into teacher education programs in Vietnamese higher education is crucial for nurturing culturally competent, empathetic, and socially responsible educators. By doing so, Vietnam can advance its educational system to be more responsive to the needs of its diverse student population and contribute to the broader goals of a just and equitable society.

Methodology

To fulfill the objective, the researcher chose a case study approach, drawing on Merriam's (1988) definition of a case study as an "intensive, holistic description and analysis of a bounded phenomenon such as a program, an institution, a person, a process, or a social unit" (p. xiii). The case study methodology was deemed appropriate for its ability to provide an in-depth exploration of a specific context that may be under-researched or receive limited attention. In this context, English for Academic Purposes (EAP) courses in Vietnam have received minimal examination, especially concerning the responses of pre-service English teachers to social justice-oriented experiences.

Numerous potential pre-service teachers (PST), specifically classified as EB as specified in this study, participated in the State's fully-sponsored Advanced teacher education program. To qualify for this competitive program, these teachers underwent a series of IQ and EQ tests, which were administered annually. Maintaining a GPA of 8.0 or above was mandatory for program retention, showing that the participants in the study demonstrated their dedication to academic excellence, preparing themselves for their future professional careers. They exhibited a strong commitment to advancing their academic profiles, driven by the recognition of the highly competitive nature of the job market they would encounter later in life. In addition to regular requirements, these EB also enrolled in extra courses focusing on non-academic skills development and engaged in extended teaching practicum programs with partnered K-12 schools in the region. In this study, we employed purposeful sampling to select participants, aiming to minimize bias and advance research knowledge on social justice. This approach is crucial for informing teacher education programs, as educators must adapt to increasingly complex societal contexts that influence the teaching and learning experiences of culturally and linguistically diverse students.

As the year-end teaching practicum approached, they submitted a reflective report detailing their knowledge and skill development, along with plans for the upcoming year. Aged between 19 and 21, these individuals expressed keen interest and passion for pursuing teaching careers post-graduation. Hailing from diverse backgrounds in the North of Vietnam, they commenced their English studies in the sixth grade. For this research, participation in the EAP course was mandatory during the first two years. As future educators, it was deemed crucial for them to acquire a robust foundation in academic English language knowledge and skills for proficient use in academic discourses. The EAP course was strategically integrated into a thematic subject series preceding their immersion in teaching methodology, intending to establish a solid teaching foundation encompassing Academic English, applicable across various levels and settings.

The EB was provided information about the research project and the option to opt-out without affecting the course assessment. Those choosing to participate were required to sign and return consent forms granting permission for the use of their work for research purposes. They retained the right to withdraw from the project at any point with prior notice. After communication, 20 PST registered, expressing commitment until the project's conclusion. Of these, over 50% originated from and were raised in the capital of Vietnam (Hanoi City), with the remainder hailing from other parts of Hanoi. They enrolled in the advanced teacher education program from the start of the first year and maintained a minimum GPA of 8.0. Outside of school hours, over 70% worked as language tutors for diverse learners, including children, adolescents, and adults. The remaining 30% were engaged in other fields, such as communication, logistics, and business administration, as interns or part-time staff. All had commenced their English studies in Grade 6 and excelled in the university entrance exam. While 80% expressed interest and passion for a career in language teaching, 20% were uncertain about their career trajectory, harboring multiple interests outside the field. Among this 20%, two were concurrently enrolled in certification programs related to their part-time employment, such as Marketing and Business Analytics.

Participants

The case study research involving 20 pre-service teachers (PST) was conducted and completed during the Spring semester of 2022 at a public university in Vietnam, aiming to facilitate an in-depth examination of a culture (Yin, 2017). The researcher, who was also a course instructor, had been acquainted with the PST since the beginning of their program, assisting them in selecting relevant courses each semester and preparing for their chosen or recommended majors. Regular meetings between the researcher and instructor were held to define the project's aims, objectives, lesson plans, and materials aligned with the expected outcomes and assessment practices of the course. As outlined in Table 1, the course was organized into five phases. Following the recommendations of C. D. Nguyen and Zeichner (2019) that "teachers should work with social organizations to support greater equity within schooling and in the broader society" (p. 18), this research project encouraged the PST to explore, understand, and propose solutions in collaboration with Vietnam-based associations addressing social justice-oriented issues in Vietnam and neighboring countries. Information regarding the associations can be obtained from the departments related to student affairs at the university where the first author is affiliated. Topics included Education for Vietnamese ethnic minorities, Fight for early marriages, Protection of Women's rights, and Sex Education. The PST's research work at the course's conclusion was presented as cultural artifacts in class, receiving constructive feedback from peers. The final works, comprising posters and technical reports, were submitted to the organization's committee board as a set of recommendations. The PST expressed a willingness to continue collaborating with the organizations to develop further and implement their research projects. The findings will be disseminated to the public with the university's approval and the organization's permission.

As illustrated in Appendix 2, the data collection encompassed the instructor's vignette, teachers' artifacts (including drafted/final posters, reflective journals, and field notes), and semi-structured interviews. Subsequently, the data were transcribed verbatim and organized into thematic groups. The researcher meticulously applied sentence/line-to-sentence/line coding and remained open to emerging themes based on triangulated data sources that reflected theoretical stances. Due to space constraints, this research focuses on data derived from the reflective journals and interviews of the 20 pre-service teachers (PST). Excerpts from these sources were labeled PST-1 to PST-20. Reflective journals, limited to 200 words each, were required after each phase to share experiences, learning, and remaining questions. The interview questions

centered on the PSTs' development of knowledge, attitudes, and skills in two areas of teaching competence aligned with social justice-oriented pedagogies.

In this qualitative research, the researcher endeavored to ensure the utmost trustworthiness (Lincoln & Guba, 1986) by thoroughly checking the data for accuracy through multiple rounds of verification with the participants. Accuracy was assessed through verbatim transcription, language translation, and member checking. These measures were implemented to establish the precision of the data, identify potential repetitions in other settings (to support dependability and transferability), and mitigate researcher bias to achieve confirmability. Participants were granted complete autonomy to review and request revisions until the preliminary report was finalized.

In terms of data analysis, our approach involved a collaborative effort to conduct inductive reviews and thematic analysis of the findings. Three authors were involved in tasks such as transcribing, coding, grouping, verifying, reporting, and translating the findings. Initially, we unpacked reflective entries and audio recordings, utilizing a portion of each for transcribing practice. We shared our steps and then proceeded with trials, observing how codes were extracted differently and finalized into expected themes. Upon reaching agreements, we completed the remaining tasks within 1.5 months, with intermittent team meetings for feedback and issue resolution. Throughout the process, we also paid attention to the possibility of repeated codes and connections between themes, which led to the emergence of necessary additional themes.

Findings and Discussion

In this segment, we were inspired by Sensoy and DiAngelo's (2017) perspectives on how best to define social justice, particularly for teacher education programs, we read that four themes are presented to delve into the academic experiences of participating pre-service teachers (PST) in the English for Academic Purposes (EAP) speaking course, examining the integration of social justice-oriented pedagogies. Informed by prior literature on social justice in education, our research aimed to investigate the intersection between social justice and language education, with a specific focus on addressing the growing demands of language teacher education in Vietnam to accommodate the evolving sociocultural diversity of the nation. Thus, this qualitative study closely examined English-language teacher candidates (PSTs), acknowledged as emergent bilinguals, engaging with social justice pedagogies to enhance their teaching proficiency and their professional preparedness. As previously noted, the existing body of literature lacks sufficient exploration of this connection within the Vietnamese higher education context, particularly concerning how teacher candidates perceive social justice within English-language teacher education programs. After employing purposeful sampling to recruit willing prospective teachers (PSTs), they were organized into four groups, each comprising five members. These groups collaborated with various activist groups and donors to integrate the lived experiences of disadvantaged individuals (e.g., minoritized, marginalized, and excluded) into the classroom.

Assuming the roles of activists, the PSTs appeared to excel increasingly in four specific areas: (1) embracing worldviews with equality, (2) nurturing the well-being of those involved, (3) seeking culture-oriented solutions with understanding, and (4) confidently presenting in public. These areas were observed through inductive analysis, allowing for the open identification of themes and their alignment with existing literature. These themes align well with previous research findings and underscore the need for continued exploration of social justice-oriented teacher education in Vietnamese and broader educational contexts.

Perceiving Worldviews with Equality

Our findings suggest a positive shift in worldviews from the perception of one culture as superior to others towards a perspective where all cultures are equally valued and respected. The pre-service teachers (PST), while perceiving all cultures of the target communicators related to the organization partners, exhibited a growing passion and interest in various forms of language communication. While utilizing reading materials provided them with insights into how writers conveyed meaningful messages, face-to-face conversations offered authentic experiences, providing access to knowledge beyond textbook content with real people, real-time interactions, and real-life events. Initially encountering challenges in comprehending scholarly works and technical reports, they exerted considerable effort to grasp the ethical standards and philosophies of the writers behind the reading materials. Successfully becoming acquainted with the cultural nuances embedded in language production events, these teachers came to the realization that knowledge, as a form of cultural representation, is diverse, expansive, limitless, and subject to varying interpretations by different individuals (Kumaravadivelu, 2008; Le, 2020; Liddicoat et al, 2003; Marlatt & Barnes, 2021). Hence, it is clear that in classrooms based in Vietnam, language education requires a distinct approach that recognizes the impact of the local culture on how knowledge is comprehended and attained (Le, 2020; Le & Phan, 2013).

> To a large extent, I devoted myself to a journey of exploring language features through the lens of cultural understanding. It is because there is a tight connection between language and culture that reflects. I found it enlightening to perceive the culturally-manifested language feature. In a way that fairly shows in the culturally-driven documents prepared by the organization we were able to work with, it was clear that the voice of writers was important and attentive, which was somehow helpful in captivating our closer look at the social issues in more depth and actively find the ways to contribute with a practical solution. (PST 2)

> Having hardly experienced scholarly perspectives, I was intimately connected to the feelings and thoughts of writers when delivering messages. The topic that we were working on was very full of messages and engaging among young people like us. Regardless of the high level of scholarly expression, I seemed to be able to see my experience in their stories. (PST 5)

> I expressed my sincere thanks to people in my interesting organizations to document their work and publicly share it with those involved and interested. I found their responsibilities and hard-working attitudes in every single of the messages that they think can inspire the people in the communities. The voices of affected people and saving members of the organization were entitled to be respected. I felt that all of their voices were such empowering and touching languages that I could learn for my research presentations. In short, simplicity is essential. (PST 11)

> Ethics should be taken into close consideration, meeting the wider array of social needs. It truly happens in the teaching fields where the students are culturally diverse and in need of unanticipated needs. For example, some of my observed learners' capacity to learn is severely limited because of their personal weaknesses or family commitments. Therefore, it limits their access to education opportunities and affects their progress in learning at some points periods of time. (PST 3)

Secondly, the majority of pre-service teachers (18 out of 20) discovered that collaborating with public representatives provided authentic experiences, allowing them to witness the real world and integrate their social understanding into the messages they conveyed to interested parties, including students (C. D. Nguyen & Zeichner, 2019; M. H. Nguyen & Ngo, 2024). When linked to linguistic products, their messages became more engaging and empowering than those devoid of cultural context (M. H. Nguyen & Ngo, 2024; Vu & Nguyen, 2021). In light of this perspective, the findings indicated that their conventional ways of perceiving and understanding worldviews were challenged, paving the way for critical changes. Two pre-service teachers, in two separate groups, shared that:

> I spoke to people working for the better life of specific groups and found that their journeys were so meaningful that I wanted to use them as my learning knowledge. I realized that these responsible people attempted to give voice to those suffering from social exclusion. (PST 15)

> My ways of seeing, understanding, and perceiving should have to be challenged at the time, acknowledging the diversity of worldviews and perceptions of those I will have opportunities to work with. If the worldviews can be shifted for the sake of mutual respect and sympathy, it will work well for all forms of communication it may happen. (PST7)

These excerpts indicate their propensity to actively pursue authentic experiences involving language use to address societal issues (Anderson et al., 2015). It is intriguing to observe that the teachers recognized language weaponization as a factor contributing to the reduced confidence of disadvantaged individuals and hindering their access to opportunities for improving their quality of life. In line with Herrera and Bryan's (2022) call to continue this vital scholarship, these teacher candidates are likely to learn and identify various educational strategies aimed at mitigating the impact of language weaponization and alleviating social and cultural suppression.

Caring for the Mentality of Those Involved

In continuation of the initial theme, grasping the emotions, thoughts, and intentions of disadvantaged groups is crucial for teachers. Understanding the underlying causes of suppression enables PST to identify effective solutions to the central issues of language weaponization and social exclusion (Cao & Vu, 2022; Herrera & Bryan, 2022). In this context, the teachers (18 out of 20) documented an enhanced understanding of how to formulate questions and effectively navigate their questioning process. As an illustration, three teachers conveyed:

> I learned that asking a question about something I am curious about needs to be done with caution. From these experiential learning opportunities, I found that I learned so much about how to communicate with my future learners, parents, and community representatives. The communication will require me to stay sympathetically patient, culturally sensitivity, and personally responsible. It can either encourage or discourage my future learners. (PST 9)

> I found that each question is a form of art, so an asker of question is an artist. I said this because I was empowered by some people who I talked with. I saw how people asked a lot of questions, but inspiring others to answer rather than just for the answers with abundant information. (PST 16)

> I think the first problem to give voice to the suppressed people would potentially be my inability to question but not hurt them. Questioning

is an art of communication, so the importance is that I should learn how
to convey my messages in questions for clarity and with care. (PST 19)

When it comes to social justice, PST should adopt sincere attitudes toward diverse perspectives and understandings. Particularly when working with socially and culturally disadvantaged groups, these groups often experience diminished confidence, leading to increased saving-face practices to preserve their identity (M. H. Nguyen & Ngo, 2024; Norton, 2016). Similar considerations arise when working with learners from diverse cultural backgrounds or facing biological challenges, prompting teachers to refine their instructional practices for the thoughtful selection of linguistic resources and facilitating successful communication with varied student groups (C. D. Nguyen & Zeichner, 2019). Clearly, the acquired knowledge, skills, and dispositions of social justice-oriented pedagogies empower teachers to fully consider what, how, and why they communicate to motivate their language learners (Cao & Vu, 2022). In this regard, teachers play a crucial role in exerting positive or negative influence on their learners' awareness, motivations, and intentions in the learning process. In support of this perspective, some teachers' experiences carried a lot value to be heard, especially the following four work conditions where PSTs were found interesting:

I was blessed to join the public campaign about the fight against family violence where the children were needy of freedom and public protection. Over the years, I have had read a lot of information about the social efforts to protect those affected, but unaware of how the hard the activists tried to protect the little from parental forces to work and give up schools. I appreciated that every cherished moment that I had from working with these amazing people, putting into words to raise funds to form a shelter where the affected children were able to recover from the family experiences and continue schooling. In addition to admiring the activists' unwavering efforts, I consider the written documents and reports as the sources of learning for the language learning. It is because they learners will be able to understand more about the cultural group's lived experiences through the intake of language. (PST 1)

Knowing that the organization is protecting women rights is making social impacts. I appreciate this organizational effort to light the women with low voice optimism. I learned that accessing the organization's document to explore their ways of spreading women's wishes and desires to the public domains gave me much hope and determination. From these opportunities, I realized language was important to inspire people to stay closer and motivate each other. As language is important, I should practice using English in a more sensitive way. (PST 4)

I found in love with the staff from the sexual educationists working with the under-18 girls to avoid being harassed or sexually abused. The organization was in collaboration with a number of international agencies in promoting the culture of safe and sound communities where the girls and young ladies to be confident, work indepdently and agentic with personal choices. We have granted access to many documents which show a lot of insights in forms of readings and discussions where we think that is a good source of great learning. (PST 13)

Keeping the safety of animal is my favorite part of discovery. My team has decided to work with some start-ups, maintaining the voices of those who think animals are important to take care of and their lives are part of the ecological diversity. We come to understand to view of the start-ups and hear what efforts have been made to create the beautiful

life for the society. This was our first experience to work with those who fight for the language they use to inspire the animal lovers and the policy-makers' care about the animals. The language, in this stance, is way more different than they just keep saying without thinking of the consequences. I believe that including this type of experimental topics is a viable way to make learning of my future learners more meaningful and authentic. (PST 19)

Repeatedly, it is evident that language serves as a tool to enhance speakers' positionality and their sense of identity in relation to others (15/20), aligning with the concept of the "community of praxis" within the framework of social justice to promote professional development (Norton, 2016; Schiera, 2021). Parallel to the insights of Vu et al. (2022a, 2022b), it is recommended that teachers are privileged with the opportunity to embrace multiple identities, supporting both themselves and future students in classrooms and beyond (Norton, 2016).

Seeing Culture-Oriented Solutions with Understanding

Having gained a mental understanding of how teaching English can spark their learners' interest and hope, over 80% of the participating PST (17/20) transitioned to a solution-oriented approach. They utilized language as a tool to address efforts against social exclusion, extending beyond the course requirements to embrace a teaching career with a sense of personal responsibility and self-determination. Relying on insights and data from partner associations, they strategically planned for education to contribute to sustainable development. Optimistically, the majority of PST (19/20) acknowledged the close connection between language and culture, leading 17 out of 20 teachers to actively participate in self-established intercultural learning communities within and beyond the classroom, utilizing digital platforms and virtual communication, as also suggested by Coker (2020), Liddicoat et al. (2003), and Kumaravadivelu (2008).

Within the realm of language teaching and learning, the absence of any skill can hinder language speakers from achieving successful communication. Social justice-oriented pedagogies possess the potential to develop teachers in all facets of language instruction holistically (Burden et al., 2012; Cao & Vu, 2022). This implies that robust reading and listening skills serve as a solid foundation for enhancing speaking and writing skills. Operating in diverse language-use settings, which heightened the participating PST's sense of flexibility and critical thinking, they fortified their assumptions regarding the expectations of their target audience (e.g., the instructor, organizational representatives, and colleagues) through active listening and reading. This intentional approach to language production suggests that these PSTs effectively placed their target audience at the core of their thought processes, fostering better engagement and yielding greater impact.

The participating PST identified the five most developed skills as critical thinking (14/20), personal ethics (13/20), teamwork (19/20), management (16/20), and leadership (18/20). This outcome stemmed from their involvement in authentic language-use contexts, exposure to social environments, and heightened awareness of the teaching profession's global dimensions in bringing real-world perspectives into the classrooms. In alignment with previous findings (Luguetti & McLachlan, 2021; Mortenson, 2022; C. D. Nguyen & Zeichner, 2019; Vu et al., 2022a, 2022b), these skills underscore the relevance of integrating social justice-oriented pedagogies into teacher education programs. PST 3, said, "My critical thinking developed in light of considering my educational experiences in the social settings. I found myself being able to examine things from different angles." PST 8 added, "As a teacher, I should be responsible for using my higher education qualification to collaboratively enhance the quality of people being socially excluded and culturally undermined." PST 9 and 12 added, "Teamwork is

undeniably important where we are inspired to hear different ideas and accept the reality of differences. Differences are presented culturally, linguistically, and academically" (PST 9) and "All of us worked as a leader in one stage of our project. We need to have a good sense of people management based on the available resources, such as people, budget, and expertise" (PST 12). Another participant added;

> Leading ideas is a form of leading an initiative. We we see the light, we can see the better future. We way find ourselves more motivated to be a change of agent, but we prioritize our common grounds in unpacking the unknown. (PST 10)

Furthermore, these skills were noted to extend beyond their envisioned teaching careers, significantly impacting their overall life experiences. The latter was linked to their community interactions (16/20), where they engaged with organizations, visited different groups, and assumed responsibility for advocating the rights and improving the quality of life for marginalized voices (Kumaravadivelu, 2003). The PST's commitment to addressing this crucial issue has evolved into a motivational force for both current educators and future student generations within their educational environments (18/20) (C. D. Nguyen & Zeichner, 2019; M. H. Nguyen & Ngo, 2024).

Presenting in the Public with Confidence

Aligned with the course stipulations, the PST were required to present their posters to their peers, showcasing their semester-long efforts spent conversing with representatives from their chosen organizations. Collaborating with colleagues, they developed solutions based on the organizations' projects. Their projects took the form of small-scale research, bridging real-world issues with pertinent literature and framing research questions for exploration. The choice of methodology and anticipated data collection methods were left to the discretion of the PST. Informed by research-based learning, Vu and Nguyen (2019) also demonstrated the progress of teacher candidates in language competence, with a focus on speaking. This research has documented profound impacts on the ways teachers seemed active in seeking new knowledge while developing their sense of collaboration and quality of negotiation. They informed new knowledge that they found from research work and shared it with crystal confidence.

Aligned with Vu and Nguyen (2019), approximately 90% of the PST were enthusiastic about approaching learning as a form of research, a sentiment that contributed to the cultivation of their critical thinking skills, as highlighted by C. D. Nguyen and Zeichner (2019). This enthusiasm was evident in their engagement with both theoretical and practical arguments related to their research topics, along with their collaborative efforts to explore similar and opposing ideas and resolve team conflicts. The development of critical thinking was notably observable in both written and spoken forms. In writing, the PST honed their writing competence, placing emphasis on the richness of message contents and the precision of writing genres (Vu, 2022; Vu et al., 2022a, 2022b).

> I challenged my traditional notions that I need to take advantage of user-friend vocabularies and expressions. I don't necessarily use the very uncommon and complicated forms of language to show-off my language skills. The key is that I need to engage my readers into my writing products, and more importantly ask as many questions as possible. (PST 1)
> Contrary to the popular belief, my belief is that the simpler, the better. It means that if my use of language is too unfamiliar in terms of vocabulary and grammar, I would tend to isolate myself from my audience. With my colleagues, we know that we should be able to

> communicate effectively, implying that spoken communication ought
> to be as simple as possible. (PST 16)
> I find it true to be shy in the beginning, but I practice for the betterment
> – including confidence. I reflected that confidence was built up on the
> premise of ongoing reflection where I took my step back to think before
> speak, speak and observe, and improve when possible. I need to know
> how to see my audience for what they are looking for, how message can
> be delivered, and how inspiration I can share with them. (PST 20)

However, the findings do not necessarily imply that the PST can prescribe how to enhance the readability of language production (both in writing and speaking). Instead, the emphasis was placed on learning sequences that aid them in increasing their awareness of achieving the most accessible quantity and quality of language production (Vu & Nguyen, 2022). In simpler terms, they become more meticulous than before in considering how to engage their intended audience in the meaning-making and idea-contribution processes. These enhanced competences are, in fact, the outcomes of social justice-oriented pedagogies, involving interactions with field experts and negotiations that position them as employable teachers (Vu & Nguyen, 2022; Vu et al., 2022a, 2022b). Therefore, it is undeniable that more authentic experiences can better enable them to translate their knowledge acquisition and skill development into their chosen curriculum and instructional practices. This aligns with the noteworthy findings in Vu and Nguyen (2021), demonstrating that even though the learning environments are within the classroom, their prospective student learning can extend to real-world and cutting-edge scenarios.

Inspired by social justice-oriented pedagogies, the language competence outcomes represent the PST's heightened awareness of the readability of work in public domains. This reflects their understanding of social influences on self-learning purposes and collaborative education in general, emphasizing the need to incorporate these aspects into English language content, as also echoed in the work of M. H. Nguyen (2019).

> I have never known doing research, but the social justice-oriented
> pedagogies gave me opportunities to translate any of the social
> problems into research work to accommodate the solutions. I am not
> aware that learning a new language is meant to explore the issues in that
> culture of language use. I would also encourage my learners to adopt
> this culture of learning for better outcomes as they find the meaning of
> what is learned and acquired as a set of associated competences. (PST
> 13)
> I now see the importance of language embedded in any message to be
> shared. I found research comes into plan, transforming language into
> the power of voices. Each speaker and listener should have a privilege
> to use languages to empower ourselves personally. Each of us comes
> into the culture-embedded conversations, voicing out what deserves to
> be heard and shaping our evolving identities which are meant to be.
> (PST 14)

Gaining confidence is a positive outcome of social justice-oriented pedagogies, as evidenced by the majority of PST (17/20) successfully identifying effective strategies for their target audience, including future learners (Mortenson, 2022; C. D. Nguyen & Zeichner, 2019). Presenting well-researched topics that encompass various aspects of life enabled them to demonstrate responsibility and accountability in their teaching profession.

> Having done one research topic about how to develop sex education
> programs for the high school students in rural areas interested me a lot.
> I felt like I got to know more about the life of those in less-resourceful
> areas and communities. I learned to unpack the remaining questions and

respond to them effectively. I used to feel afraid of being asked a lot of questions, but now effective communication and presentation skills have equipped me with greater confidence and willingness to take risks in communication. (PST 9)

The project with sex education agencies allowed me to have experienced more than I thought I had known about it. It was really to broaden my horizons, extending my lens of how to see the importance of sex education for the girl students and even early-staged female adults. I recognized the values of impactful language that disseminate in the campaigns in the public. Each single line of regulations and consulting documents made us feel like more responsibilities in us as an educator. We are not limited to language teachers, but we are educators who are more likely to embrace the identity of saved little girls and female adults, thus fostering the inclusive communities where they belong. (PST 13)

I am thankful to have opportunities to contribute to the knowledge development, as regards to the concerted efforts of environmental sustainability and biological evolution. We are to eager to continue this important line of work where research has helped the start-ups and us as the volunteers understand more about the lived experiences of those affected and think about how to address this issue more effectively. What amazing research-oriented practice!!! We were privileged that the start-ups worked so hard, in collaboration with the local non-governmental organizations and the governmental agencies, to promote the priority of green for all creatures and for those who are most affected in saving the greenness of endangered creatives. We value the contributions of these and want to share with our future learners of this worthy knowledge in language learning. (PST 19)

In summary, beyond pedagogical knowledge, these observed outcomes were deemed to enhance the employability of these PST significantly (C. D. Nguyen & Ho, 2024; M. H. Nguyen, 2019; Norton, 2016; Vu & Nguyen, 2022; Vu et al., 2022a, 2022b), seeing that the teacher candidates underwent a positive transformation in their personal, academic, and professional perspectives on teaching and learning, driven by their adoption of social justice-oriented pedagogies. These pedagogies provided a framework for critically examining their roles in relation to others, including learners. They encompassed an acknowledgment of equal worldviews, recognition of mentality, an approach to culture with understanding, and personal confidence in speaking competence. Theoretical and practical reflections highlighted the significance of culture in language communication, thereby elevating the role of culture in language teaching. This is crucial for fostering social understanding among teachers and learners, enabling collaborative knowledge-building, and enhancing communicative competence through language learning.

Conclusion

This social justice-oriented pedagogy was perceived to positively impact the knowledge development of emerging bilinguals (EB) in monolingual contexts, particularly across various domains. This study specifically focuses on exploring the effects of social justice-oriented pedagogy on Vietnamese pre-service teachers (PST) as the represented EBs in this study and how the effects will likely shape their potential teaching practices and employment prospects. The findings indicate that social justice-oriented pedagogies contribute to the development of PST, fostering greater awareness of worldviews, increased sense of responsibility, and

enhanced intercultural competence (Vu et al., 2022; Vu & Nguyen, 2022). This implies a shift from an ethnocentric to an ethno-relative perspective, enabling these teachers to consider diverse perspectives and adapt their communication strategies based on sociocultural backgrounds and educational levels (M. H. Nguyen, 2019). In addition to honing fundamental teaching skills, these PSTs became more adept at prioritizing students' well-being, motivating them, and facilitating cognitive and attitudinal development. This comprehensive approach aims to foster students' academic growth, encompassing language skills and broader academic advancements (Nguyen & Ngo, 2024). Furthermore, drawing inspiration from the intersection of language and culture, it is imperative for these teachers to recognize the affirmative impact of social justice-oriented pedagogies. This recognition enables them to discern effective approaches tailored to individual students, taking into account their sociocultural backgrounds and cultural distinctions. The acknowledgment that pedagogical choices should promote cultural sensitivity and learner autonomy is evident. This approach is designed to cultivate future work-related skills. In light of this, teacher education programs play a pivotal role in providing pre-service teachers with a robust foundation in educational knowledge and pedagogical skills, extending their impact beyond the classroom setting. Reflective of this approach, a teacher candidate participant shared her voice about the impacts of learning, which is that:

> Social justice extends beyond mere concepts of inclusion and equality. What struck me as particularly thought-provoking is the realization that, as a prospective English teacher, I bear a significant responsibility to comprehend the lived experiences of individuals. Through my engagement in related research, I have come to deeply appreciate the transformative power of language in shaping cultural dynamics and impacting individuals. It underscores the importance of integrating social justice-oriented pedagogies into teacher education programs, equipping future educators not only with teaching techniques but also with the ability to empower learners in creating better futures. By instilling a passion for language, learners can actively participate in shaping their life opportunities and find meaning in their learning journey. (PST 15)

This study has delineated key pedagogical implications, primarily focusing on EB-oriented populations within mono- and multi-lingual/cultural settings in higher education. Leveraging social justice-oriented pedagogies, it is advocated that EB individuals should be afforded increased opportunities to collaborate with social organizations as part of language education programs. This engagement aims to foster a comprehensive understanding of community language and enhance their awareness of social realities. However, it is recommended that these EB individuals explore diverse knowledge sources to validate a broad spectrum of worldviews, a prerequisite for cultivating intercultural awareness and competence. By becoming proficient intercultural language users, they can inspire their future students to adopt a flexible and diverse approach to interpreting lived experiences. In essence, this pedagogical approach not only connects linguistic knowledge to real-world understanding but also enriches language learning by making it more engaging and authentically resourceful.

Due to its limited scope, this manuscript serves as an invitation for future exploration into diverse methods of incorporating social justice-oriented pedagogies. On a quantitative note, subsequent studies can delve into the evolution of EB's beliefs regarding social justice-oriented pedagogies. Qualitatively, additional methodologies, such as phenomenological or ethnographic research, can complement and further elucidate this promising yet underexplored area of scholarship.

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Appendix 1

Learning sequences: EB' and Researchers' Responsibility

Phase	EB' tasks	Researcher's tasks
Phase 1: Identify areas of interests	1. Get to know and work with the assigned colleagues to do preliminary research about the topics; 2. Decide the topic of choice; 3. Plan the communication (with materials) with the target organizational representatives to discuss potential meetings to further understand the topics;	1. Offer feedback to the students about the potentiality of their areas of topics; 2. Approve the students' chosen topics; 3. Review the communication documents to help the students' contact with the target organizational representatives;
Public speaking: The guided questions to assist the group's 10-minute presentations: *1. What are your areas of interests and why?* *2. What is your group's background knowledge regarding these topics?* *3. How are you going to communicate with the organizational representatives?*		
Phase 2: Plan for the research project	1. Browse and collect the academic/scholarly readings; 2. Wrote the summaries of relevant published works' methodology and findings in different settings; 3. Finalize the research questions in the intended works; 4. Draft the research proposal (<u>Report 1</u>), based on team interests, the gaps of past works' methodological choices and reported insights; 5. Prepare the plans of field note (e.g. document review, artifical and so on) and the interview questions with the representatives; 6. Finalize the data collection process and documents;	1. Supply the reading materials when needed or by request; 2. Provide feedback on their summaries about the summary report; 3. Review the importance, validity, and reliability of research questions. 4. Provide detailed feedback on their research proposal and further notice on how to revise the research proposal; 4. Provide feedback on the plans of data collection and the interview questions; 5. Approve the material package of data collection;
`**Public speaking:** The guided questions to assist the group's 5-minute presentations: *1. What could be found from the scholarly works?* *2. What is/are the research question(s)?* *3. How are the intended sources of data to answer the research questions?*		

Phase 3: Field note and finalized proposal	1. Set meetings with the organization` representatives and collect the meeting minutes/recordings of the meetings; 2. Report (Report 2) on the field note's preliminary findings in formal documents; 3. Ask for the information accuracy of the data reports;	1. Mentoring and coaching alongside their data collection process;
Phase 4: Writing process	1. Work on data sources; 2. Develop the solution-making process based on the reading materials and real data sources; 3. Write a final report (Report 3) based on the formats;	

Public speaking:
The guided questions to assist the group's 5-minute presentations:
1. *What is interesting about your preliminary findings?*
2. *What are easily-found themes of data sources?*
3. *Any strengths and weaknesses regarding data sources for the write-up process?*

Phase 5: Poster design and presentation	1. Work in team for the poster presentation; 2. Rehearsal for the final gallery; 3. Provide feedback on the other works before the Gallery (Report 4);	1. Offer rounds of feedback to enhance the readability of poster; 2. Organize Q&A sessions; 3. Grade the reports and poster presentations;

Gallery:
The posters are displayed around the room. The teachers go around the room: visit the poster, join the Q&A sessions, and write research journals

Appendix 2
Data description

Data sources	How and What for?
Recordings	● In-class lectures; ● Regular presentation sessions (No. 4);
Students' artifacts	● Technical reports (No. 16 – including 4 types of reports and 4 submission per each group); ● Poster (No. 4); ● Reflective journals (No. 20; from EB-1 to EB-20);
Semi-structured interviews	● 08 EB to attend the interviews;

	- *What was/were your most engaging experience(s) in the project?* - *What did you learn most from the social justice-oriented pedagogies?* - *What are you planning to do with your former experiences with the social justice-oriented pedagogies?* - *Any questions that you are still seeking to answer in terms of the social justice-oriented pedagogies.*