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THE EMANCIPATORY APPROACH TO EDUCATION AS REFLECTED IN LES MISÉRABLES MOVIE: A CRITICAL ANALYSIS

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ABSTRACT

The study explores the emancipatory approach to education as reflected in the 2012 film adaptation of Les Misérables. Employing qualitative research with a critical analysis, the study examines the linguistics features under Systemic Functional Linguistics (SFL) and the components of emancipatory education. Results revealed that the film's dialogues embody all three metafunctions of language – ideational, interpersonal, and textual. Under the ideational metafunction, material, mental, relational, existential, and verbal processes were identified, showcasing how the character's actions, thoughts, relationships, and existential realities highlight their struggle for justice, freedom, and redemption. The interpersonal metafunction, through mood systems such as declarative, imperative, interrogative, and exclamative moods were also identified. Meanwhile, the textual metafunction uncovers how themes and rhemes structure information coherently. The study also reveals how the films align with the five components of emancipatory education, making the students engage, educate, experience, empower, and enact on societal issues, fostering critical consciousness, empathy, and social transformation.

KEYWORDS: *Linguistics, emancipatory education, les misérables, metafunctions, Philippines*

CHAPTER 1
INTRODUCTION

Background of the Study

Emancipatory education is a transformative approach that seeks to liberate learners from the limitations of oppressive systems by fostering critical consciousness, dialogical learning, and active engagement in the creation of knowledge. Despite its transformative potential, traditional systems often fail to empower students to question societal structures, analyze their realities, or challenge inequalities. These setting often fail to provide opportunities for learners to develop critical thinking skills in meaningful discussion about societal issues.

Globally, the persistence of traditional, rote-based education methods has hindered the development of students' critical consciousness and ability to challenge oppressive structures (Freire, 2005). In Spain, the study of Mesa (2019) revealed the issue that revolves around the traditional compartmentalization of knowledge in educational systems, which hinders the development of a truly emancipatory education. This issue extends beyond the borders of the United Kingdom to Europe and Asia, where Antonova et al. (2020) discovered a lack of adequate knowledge on incorporating critical thinking skills in classrooms. Moreover, the issue is particularly visible in the United States, where critical thinking abilities are inconsistently taught in classrooms and are frequently overlooked (Bouygues, 2022).

In the Philippines, the education system reflects many of the global issues concerning the need for emancipatory education. Despite various reforms, the Philippine education system continues to grapple with problems related to quality and equity. Research by David (2018) points out that many schools still rely heavily on rote learning and standardized testing, which do not encourage critical thinking or creativity among students (Tan, 2020). Despite the incorporation of critical thinking in the syllabi of numerous disciplines in basic and higher education, many "educated" Filipinos still lack critical thinking abilities (Gomez, 2022). The National Achievement Test (NAT) found that Critical Thinking Skills had the lowest mean score among students in Grades 6, 10, and 12, indicating poor performance in this area. Furthermore, Taguiam, (2022) highlighted the results of their Diagnostic Test which revealed that MELC-Based competencies, which describe critical thinking skills, seemed to be the least mastered ability, accounting for 23% of total scores.

At the local level, the challenges are even more pronounced. In many rural and underprivileged areas in Davao Region, critical thinking skills in the classroom setting remains a significant challenge. Students often struggle with evaluating information critically, leading to susceptibility in receiving information without evaluating its accuracy (Rosello et al., 2023). On the other hand, the story of Victor Hugo's Les Misérables is included in the English 10 book used by the Department of Education. However, little emphasis has been made to examining the movie's emancipatory approach to education by digging deeply into the language elements and pedagogical issues. The study of Cotton (2018) revealed that implementing emancipatory education inspired by *Les Misérables* requires innovative pedagogical strategies that align with the movie's themes. Additionally, the study found that dialogic methods and

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collective problem-solving were effective in building relationality and solidarity among learners, suggesting practical approaches for implementing emancipatory education.

The pressing issue on the emancipatory approach education has been understudied leading to data scarcity. Although there are related studies to the investigation such as the study of Lekule (2022) who utilized critical and systematic analysis to discuss the concept of emancipatory education; the study of Omodan (2022) who utilized emancipatory pedagogy as a tool for a democratic classroom; and the study of Puspita et al. (2014) who utilized stylistic analysis of figures of speech in Les Misérables Movie. However, this study focused on how the dialogue in Les Misérables reflected on the potentials of the emancipatory education. Using critical analysis, the study sought to demonstrate how education may emancipate individuals and communities, empowering students to think critically and autonomously.

The results of the study will help a variety of groups, including linguistics students, research committees, academic institutions, and government agencies. The findings shall be presented in a national or international research forum, leading to publication in a reputable journal.

Purpose of the Study

The purpose of this qualitative study utilizing critical analysis was to delve deeply into the linguistic features and educational themes embedded in Les Misérables movie. Moreover, this research investigated how the interplay of language and narrative fosters critical awareness among students, encouraging them to reflect on their own contexts and roles within power structures. Les Misérables, as the corpora of this study, was generally described as a rich narrative medium that portrays struggles against systemic oppression, societal inequalities, and moral dilemmas.

Research Questions

1. What are the linguistic features embedded in les Misérables Movie?
2. How does the portrayal of educational themes in the Les Misérables movie reflect the potential for emancipatory education?

Theoretical Lens

This study was seen from the lens of Halliday (2004) on Systemic Functional Linguistics (SFL). This SFL which encompassed the metafunctions of language such as ideational function, interpersonal function, and textual metafunction was utilized to determine linguistic features embedded in the movie. Through systematic analysis of language functions, this research sought to elucidate how language shapes and reflects the dynamics of emancipatory pedagogy depicted in the movie.

Moreover, this critical analysis was grounded on the components of emancipatory education as proposed by Tan (2009). This approach has also been deeply influenced by critical educational theories and Tan's own notions of social justice. To describe the approach that has resulted from these various influences, Tan created the "5 E's of Emancipatory Education": engage, educate (enable), experience (through exposure), empower (through knowledge of self), and enact.

CHAPTER 2
METHODOLOGY

This chapter comprises the research design, research materials, data collection, data analysis, role of the researcher, trustworthiness of the study, and ethical consideration. These research parts expound a detailed description on how the research process will be carried out.

Research Designs

The study employed qualitative research employing the framework of critical analysis with emancipatory approaches in focus. The goal of qualitative research is to thoroughly examine, comprehend, and explain social phenomena in their natural environment (Creswell, 2013 as cited in Aspers & Corte, 2019). The reason the researcher chose this methodology was because it allowed him to gather more data and create more detailed images of problems, situations, or events. Naderifar et al. (2017) stated that, through data collection, qualitative research offers a detailed and profound summary of occurrences and offers abundant explanations utilizing a versatile research process. The approach provides qualitative evidence, which is obtained in the form of non-numerical data.

Research Material

The primary data for this study was the 2012 film adaptation of "Les Misérables," directed by Tom Hooper. This film provided a rich source of data for analyzing the portrayal of educational themes and their potential for emancipatory education.
The analysis was conducted using a systemic functional linguistics (SFL) framework, which helped unlock the ideational, interpersonal, and textual functions within the film's narrative.

Given the film's length of 2 hours and 38 minutes, data saturation is expected to be achieved through a comprehensive analysis of its content.

Data Collection

In the completion of the study, a series of steps will be undertaken. The researcher obtained permission from the University of Immaculate Conception through the Dean of the Graduate School then from the Review Ethics Committee (REC).

The primary data for this study was the 2012 film adaptation of "Les Misérables," directed by Tom Hooper. This film is not in the public domain, and it is crucial to access it through legal and ethical means. Hence, the researcher rented a copy to legally stream on platforms such as Amazon video

The concept of data saturation as discussed by Braun and Clarke (2013) and Hennik and Kaiser (2022) was applied.

Data Analysis

Relevant steps were followed in order to obtain the answer of research questions in this study. Analyzed in this research was

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the emancipatory approach to education as reflected in Les Misérables Movie.

Moreover, the data analysis was guided by the principles of qualitative research, particularly thematic analysis as outlined by Braun and Clarke (2013). This involves identifying, analyzing, and reporting patterns within the data. Thematic analysis will focus on the frequency of patterns and repeated themes present in the film's dialogue and scenes.

In accordance with Braun and Clarke (2013) and Hennink and Kaiser (2022), the data saturation process in this study focused on identifying and analyzing the frequency of patterns and recurring themes present in the corpus.

Through SFL, the data was further dissected into material, mental, relational, existential, and verbal processes, highlighting how these linguistic elements contribute to the portrayal of emancipation. In this study, the grammatical structure of material processes is studied using the formula: Participant: Actor + Process (doing verb) + Participant: Goal + Circumstance/Circumstantial components.

Meanwhile, the mental process comprises two individuals: the senser and the phenomenon. The linguistic structure utilized was Participant: Senser + Process (sensing verb) + Participant: Phenomenon.

On the other hand, the relational process used the grammatical formula Participant: Carrier + Process (be verb) + Participant: Attribute.

The existential process goes like this: Expletive "there" (empty subject) + Process (be verb) + Existent + Circumstances or contextual elements.

The person in charge of speaking or communicating during this process is represented by the Sayer. While the verbiage contains the content or message being conveyed, the receiver is the entity or individual to whom the communication is addressed. Participant (Sayer) + Process (verbal verb) + Participant (Receiver) + Verbiage/Context is a common structure for the verbal process.

In verifying the analysis, peer debriefing will be employed in this study. Experts in the field of critical pedagogy will be sought to review, correct, and validate the research findings then provide suggestions or recommendation for the improvement of this research.

CHAPTER 3
RESULTS

Linguistic Features Embedded in Les Misérables Movie

Reflected in Table 1 was the metafunctions of language and the type of system corresponding each function found in the movie. Specifically, the metafunctions of language constitute ideational function, interpersonal function, and textual function. The ideational function comprised the transitivity system which includes processes like materials, mental, relational, existential, and verbal processes types. On the other hand, the interpersonal function revolved on the mood system which enumerates declarative, imperative, interrogative, and exclamative mood types. Whereas, the textual function focused on the thematic system which stipulates combination of the theme and the rheme

Table 1
Linguistic Features Embedded in Les Misérables Movie

Metafunctions of Language	System of Analysis	Sub-types	Sample Statements
Ideational Metafunction	**Transitivity**	**Material Process**	"We fight for bread!" – Gavroche "I've hunted you across the years." – Javert "You must use this precious silver to become an honest man." – The Bishop of Digne
		Mental Process	"I feel my shame inside me like a knife." – Valjean "You forgot I gave these also." – The Bishop "I do believe this woman's tale." – Valjean "She needs a doctor, not a jail." – Valjean
		Relational Process	"You'll always be a slave." – Javert "My life was a war that could never be won." – Valjean "He's the answer to anyone's prayer." – Cosette
		Existential Process	"Here is the thing about equality." – Enjolras "There is wine here to revive you." – The Bishop of Digne "There is bread to make you strong." – The Bishop of Digne

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		Verbal Process	"I commend you for your duty." – The Bishop "He told me that I have a soul." – Fantine "I have spoken the truth." – Valjean
Interpersonal Metafunction	**Mood**	**Declarative Mood**	"I am the master of hundred of workers" - Valjean "I do believe this woman's tale." – Valjean "She needs a doctor, not a jail." – Valjean
		Imperative Mood	"Let no forgiveness be shown." – Javert "Don't let the wine go to your brains." – Enjolras "Look down and see the beggars at your feet." – Prisoners
		Interrogative Mood	"Who am I?" – Valjean "Will you join in our crusade?" – Revolutionaries "Do you hear the people sing?" – Revolutionaries
		Exclamative Mood	"Sweet Jesus, hear my Prayer! – Convict 2 "Become a thief in the night Become a dog on the run!" - Javert "Lord, let me find him That I may see him Safe behind bars!" - Javert
Textual Function	**Theme and Rheme**		"With justice in our hands, no man's beyond our reach." – Javert "In this nest of whores and vipers, let one speak who saw it all." – Javert "If I stay silent, I am damned!" – Valjean

Ideational Metafunction

The ideational metafunction is concerned with the use of language to articulate viewpoints or perceptions about world events. In doing so, it incorporates the transitivity system, which asserts that a statement must include a subject followed by a transitive verb in order to specify, show, or prove something about another person or thing.

Material Process. The dialogues from Les Misérables reveal how the characters used the material process of the transitivity system in referring to various physical actions and reactions, symbolizing their struggles to survive and live together, pursue justice, and attain redemption. Material process voices the characters' struggle against tyranny, completion of personal missions, or any attempts at power at the cost of their lives and others.

The transitivity system under material process was exemplified in the following utterances:

"We fight for bread!" – Gavroche

We	**fight**	for bread!
PP: Actor +	Process (*material*) +	PP: Goal

"I've hunted you across the years." – Javert

I	**hunted**	you	across the years
PP: Actor +	Process (*material*) +	PP: Goal +	Circumstantial element

"You must use this precious silver to become an honest man." – The Bishop of Digne

You	**use**	this precious silver	to become an honest man
PP: Actor +	Process (*material*) +	PP: Goal +	circumstantial element

Mental Process. Another form of transitivity system activity noticed in the characters' discourse in Les Misérables was mental process. Mental Process enabled the characters to convey their ideas, feelings, perceptions, and reactions to the complicated and emotional experiences they encountered, such as betrayal, love, fear, and optimism. The mental process enabled the characters to express their inner ideas and psychological reactions to external themes such as revolution, justice, and personal turmoil.

The mental process described in the transitivity system of ideational metafunction is as follows:

"I feel my shame inside me like a knife." – Valjean

I	**feel**	my shame inside me like a knife
PP: Senser +	Process (*mental*) +	PP: Phenomenon

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"I do believe this woman's tale." – Valjean

I	**believe**	this woman's tale
PP: Senser +	Process (*mental*) +	PP: Phenomenon

"She needs a doctor, not a jail." – Valjean

She	**needs**	a doctor, not a jail
PP: Senser +	Process (*mental*) +	PP: Phenomenon

Relational Process. In addition to the other process types described in this study, the narratives in Les Misérables demonstrated the relational process of the transitivity system. The characters used the relational process to transmit states of being or possession, providing a more specific or descriptive account of their circumstances and experiences, especially in the context of oppression and personal struggle. In this way, the characters in the movie are able to express their identities, assets, and traits.

Sample utterances utilizing relational process are evinced below:

"You'll always be a slave." – Javert

You	**be**	a slave.
PP: Carrier +	Attributive Process (*relational*) +	PP: Attribute

"My life was a war that could never be won." – Valjean

My life	**was**	a war	that could never be won.
PP: Carrier +	Identifying Process +	PP: Attribute +	circumstantial element
	(*relational*)		

Existential Process. The existential process is another form of transitivity process described in this study. This process allowed characters to express the existence of many events, emotions, or states associated with the significant moments of the story. These are evinced hereunder:

In Les Misérables, existential process indicated the language means confirming the truth of an essential element necessary to drive characters' perception and reactions.

"Here is the thing about equality." – Enjolras

Here	**is**	the thing about equality
Expletive (empty) +	Process (*Existential*) +	Existent

"There is wine here to revive you." – The Bishop of Digne

There	**is**	a wine here	to revive you.
Expletive (empty) +	Process (*Existential*) +	Existent +	circumstantial element

Verbal Process. Other instances of transitivity in Les Misérables plot development are verbal processes. This style depicts the conversation or verbal exchange between characters and holds importance in how they express, reveal, and react to critical events. In Les Misérables, this process is used by heroes in order to express opinions, intentions, and emotions whether it be revolutionary declarations, begs for mercy, or emotional revelations.

"I commend you for your duty." – The Bishop

I	**commend**	you	for your duty.
PP: Sayer +	Process (*Verbal*) +	PP: Receiver +	Circumstantial element

"He told me that I have a soul." – Fantine

He	**told**	me	that I have a soul.
PP: Sayer +	Process (*Verbal*) +	PP: Receiver +	Circumstantial element

Interpersonal Metafunction

The interpersonal metafunction concerns how characters relate and develop relationships through language-especially through utterance and exchange. It is because of this feature that characters are able to convey to one another, express emotions, and develop authority; it affects interpersonal relationships and wider social relations.

Declarative Mood. The declarative mood is commonly used by characters in expressing opinions, beliefs, and observations, especially in the most important dialogues that have much to do with the plot. Jean Valjean, Javert, and Enjolras are just a few of the characters who provide information, prove argumentative claims, and pronounce robust beliefs with the use of the declarative mood concerning justice, freedom, and individual expiation. This attitude allows the characters, amidst the moral and social struggle, to state utterances that are factual, judgmental, and observant.

Imperative Mood. Les Misérables' conversations mirror the imperative mood. Characters can influence the behaviors of others in an imperative mood by delivering commands, persuading them to commit certain activities, or pressing them to choose a specific course of action. In the context of the story's societal tensions, the urgent mood is regularly utilized to impose moral duty, motivate action, or enforce authority.

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Characters use this emotion to motivate others to take revolutionary action, make moral decisions, or undergo personal reforms in the face of repressive surroundings.

Interrogative Mood. Additionally, the dialogues in Les Misérables exhibited the interrogative mood type of the interpersonal function. Characters were able to address urgent concerns regarding the moral and societal issues they encountered, elicit important information, and dispel uncertainties thanks to the interrogative attitude. In this atmosphere, the protagonists, often in search of knowledge and resolution, questioned the existing social order, looked for reasons for injustice, and delved into the intentions and actions of others.

Exclamative Mood. The exclamative mood, which is another mood type seen in Les Misérables dialogue, is crucial for conveying the characters' intense feelings and beliefs. Strong emotions are expressed through the exclamative mood, and these often reflect the characters' responses to ethical quandaries, personal issues, and social injustices. Exclamative clauses are used by characters in Les Misérables to convey emotions such as anger, despair, frustration, and passion, particularly when confronted with overwhelming injustice, unfairness, and personal issues. The characters' varied experiences and responses to their environment are reflected in these emotional outbursts.

Textual Metafunction

The textual metafunction of language encompasses pre-prepared text that creates and conveys intelligible messages. Likewise, its textual function aimed at clearly defining its theme, which is considered the central point of a communication. This, in turn, is related to the rheme, wherein details or information supporting the theme are presented. When these two components-the theme and rheme-are put together, an intelligible and understandable message is established.

Theme and Rheme. As it was noted in the dialogues of the characters in Les Misérables, the clauses were embedded with the theme and rheme. Through the use of textual function, the characters in the movie clearly and understandably conveyed their message as they stressed their point and supported these with appropriate information. Sample utterances with the theme and rheme are reflected under:

Emancipatory Education in Les Misérables Movie

Shown in Table 2 are the sample statements from the *Les Misérables* movie which are potential for emancipatory education. The utterances/dialogues were classified into the five Es: engage, educate, experience, empower, and enact. In the analysis of emancipatory education, the focus lies in how the audience or students perceive and internalize emancipation through these dimensions. Specifically, it examines whether the dialogues prompt engagement with critical issues, provide educational insight into systemic injustices, offer experiential connections to lived realities, empower individuals, or inspire actionable steps toward transformation. This framework bridges the dialogues' thematic intent with their practical influence on fostering liberation in social and educational contexts.

Table 2

Emancipatory Education in Les Misérables Movie

Components of Emancipatory Education	Sample Statements
Engage	"Let others rise to take our place!" – Enjolras "Will you join in our crusade?" – Revolutionaries "There's a new world to be won!" – Revolutionaries "With justice in our hands, no man's beyond our reach." – Javert "Let us take to the street with no doubt in our hearts." – Revolutionaries
Educate	"The law is inside out. The world is upside down." – Valjean "You must think I'm some kind of stranger to you, but I had dreams once like you." – Fantine "Let us take to the streets with no doubt in our hearts." – Marius
Experience	"I dreamed a dream in time gone by, when hope was high and life worth living... But the tigers come at night, with their voices soft as thunder." – Fantine "Here in the slums of St. Michel, we live on crumbs of humble piety. Tough on the teeth – but what the hell! Think you're poor? Think you're free? Follow me! Follow me!" – Marius and the Revolutionaries "I was born inside a jail. I was born with scum like you." – Javert
Empower	"You must use this precious silver to become an honest man. By the witness of the martyrs, by the passion and the blood, God has raised you out of darkness. I have bought your soul for God!" – The Bishop "Let us take to the street with no doubt in our hearts!" – Marius "There is power in me yet! My race is not yet run!" – Valjean
Enact	"Raise the flag of freedom high! There's a new world to be won!" – The Revolutionaries "I will pay what I must pay to take Cosette away. I will save her love." – Valjean

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Emancipatory Education

Emancipatory education emphasizes education as a tool of emancipation from oppressive conditions and cultivating critical consciousness in individuals. It encourages students to engage critically with their surroundings, challenging society institutions, cultural conventions, and power dynamics rather than passively absorbing knowledge.

This type of education consists of five critical components that support a progressive path toward empowerment: engage, educate, experience, empower, and enact. These components ensure that education is participatory, reflective, and action-focused.

Engage. Engage in emancipatory education is about sparking curiosity, emotional connection, and critical reflection in learners, prompting them to actively participate in understanding and challenging societal systems. In *Les Misérables* (2012), the concept of engagement shines through its powerful dialogues and emotional moments that highlight themes of justice, sacrifice, and humanity. The lines captivate students, drawing them into the lived experiences of the oppressed and inviting them to question systemic inequalities. The film becomes a tool for fostering empathy, dialogue, and the drive to enact change, embodying the essence of engagement in emancipatory education.

Educate. Educate, as a cornerstone of emancipatory education, centers on providing learners with the tools to critically analyze societal structures, historical inequities, and personal roles in challenging oppression. Through dialogues and narratives, *Les Misérables* (2012) educates audiences by illuminating the lived realities of systemic injustice and the moral dilemmas faced by individuals. Dialogues from characters like Valjean, Javert, and the revolutionaries act as moral and intellectual lessons, urging students to understand the world's complexities and inspiring them to envision and pursue change.

Experience. Experience in emancipatory education emphasizes immersing students in the realities of social struggles, allowing them to emotionally connect and critically analyze systemic injustices. Through vivid depictions of lived experiences, *Les Misérables* (2012) brings students into the lives of its characters, exposing them to the harsh realities of poverty, systemic oppression, and resistance. The emotional depth and raw honesty in the movie's dialogues allow audiences to experience the cost of injustice and the power of resilience.

Empower. Empowerment is important to emancipatory education, as it provides individuals with the tools, confidence, and self-awareness they need to take control of their lives and transform them. The dialogues in *Les Misérables* (2012) serve as profound reflections of human resilience, social justice, and moral awakening, making them a powerful tool for empowering students within the framework of emancipatory education. The movie's dialogue encapsulates themes of liberation, self-discovery, and collective action, offering students a narrative lens through which they can critically evaluate their own contexts and embrace transformative possibilities.

Enact. This phase of emancipatory education focuses on turning understanding, consciousness, and empowerment into action. This phase focuses on utilizing what has been taught to effect real-world change, whether through activism, resistance, or personal development. In Les Misérables, characters such as Valjean, Marius, and the fighters for liberty put their ideas into action by taking tangible efforts to combat injustice and fight for freedom. The dialogues in *Les Misérables* are not only a call to reflect but also a direct impetus for action, making them ideal for fostering the principle of enactment in emancipatory education. These lines illustrate how transformative actions—rooted in courage, empathy, and collective resolve—can inspire students to become agents of change, both within and outside the classroom.

Implications for Educational Practices

These findings have significant implications for teaching strategies. More specifically, these implications show how language, represented through various process types, can be an efficient tool for critical analysis, communication, and expression of social reality.

By integrating the analysis of linguistic processes—such as material, mental, relational, existential, and verbal elements—into the teaching of literature, educators can guide students toward a deeper understanding of how language constructs meaning in various contexts.

The representation of *Les Misérables* about educational themes offers a compelling model for emancipatory education. By engaging with the social and moral dilemmas depicted in the story, students can learn to recognize systemic oppression and understand the lived experiences of others. Teachers can implement the five pillars of emancipatory education—engage, educate, experience, empower, and enact—to create a learning environment that nurtures these skills. For example, classroom activities that challenge students to critically analyze social hierarchies, role-play situations of inequality, and reflect on the experiences of those affected by oppression can build both intellectual and emotional engagement.

Recommendations for Future Research

Future research into linguistic elements and emancipatory education within film analysis, such as in Les Misérables, could be further extended beyond the current study's scope, methodology, and emphasis. Given the limitations of this thematic analysis and the fact that it involves only one film, several alternatives of future research could serve to extend and support the findings of this study. Future researchers can conduct a comparative study of multiple films dealing with educational themes in diverse socioeconomic backgrounds. Second, the study of the influence of films such as Les Misérables on viewers could employ a mixed-methods approach, incorporating both qualitative and quantitative data. Third, future research should look into how specific constituents of emancipatory education, such as the 5Es, namely, Engage, Educate, Experience, Empower, and Enact, emerge from other literature, plays, or social movements. Finally, a next step in studies could investigate how linguistic

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features interact with social justice education in a natural class setting

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