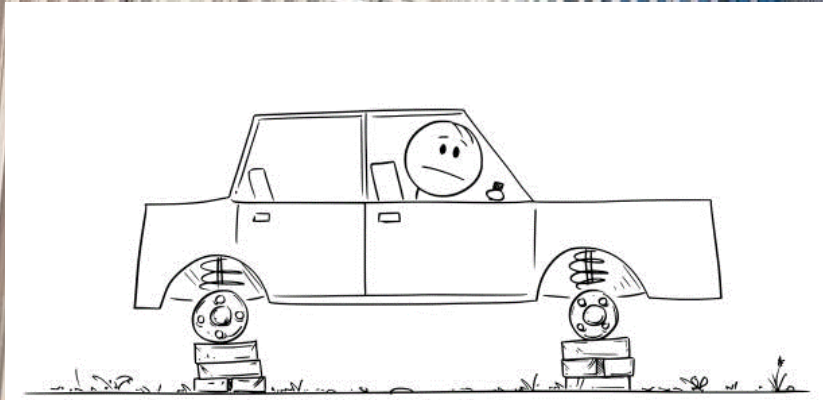


Steering the Agentic Vehicle: Exploring English as an Additional Language (EAL) Teachers' Professional Agency since the 2021 Victorian EAL Curriculum Reform

Jiaqi Li

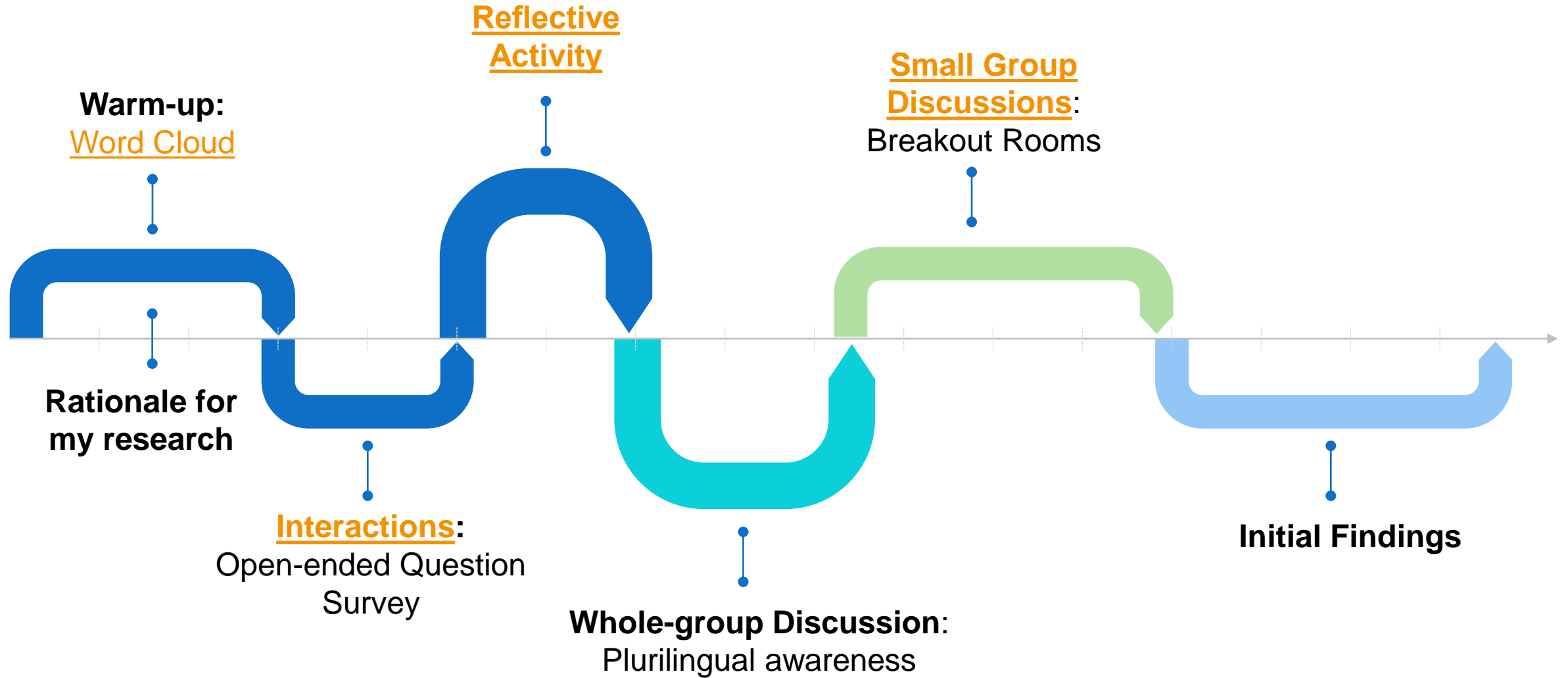
Faculty of Education

Monash University

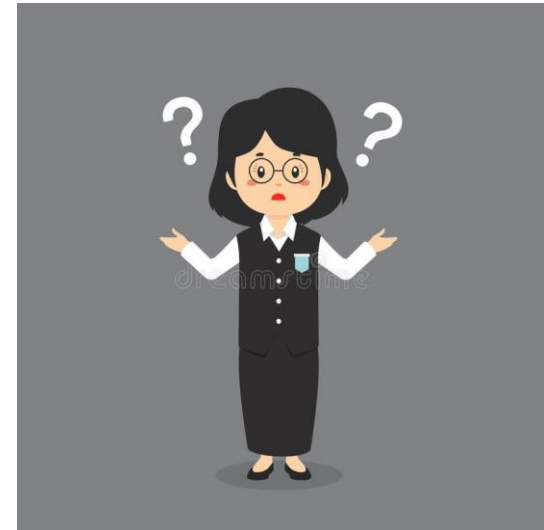


MONASH
University

Outline

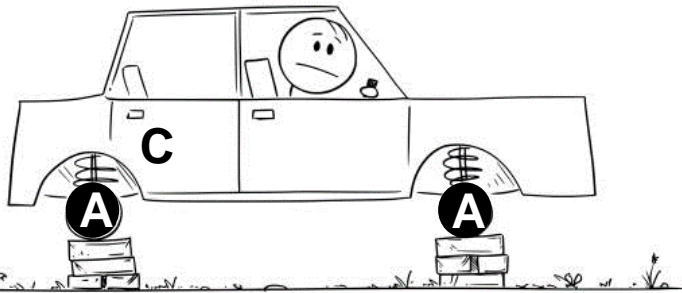


Personal Motivation



The Metaphor of the Study

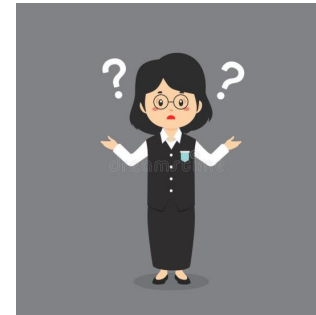
Driving the vehicle =
Practising the agency



Known Barriers

- Inner conflict
- Time constraint
- Institutional obstacles
- linguistic backgrounds and cultural differences

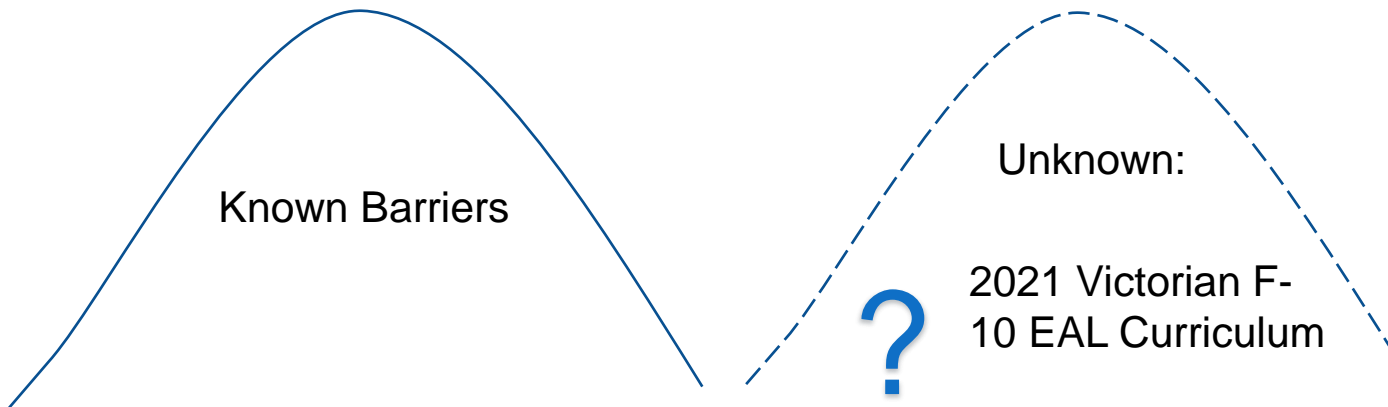
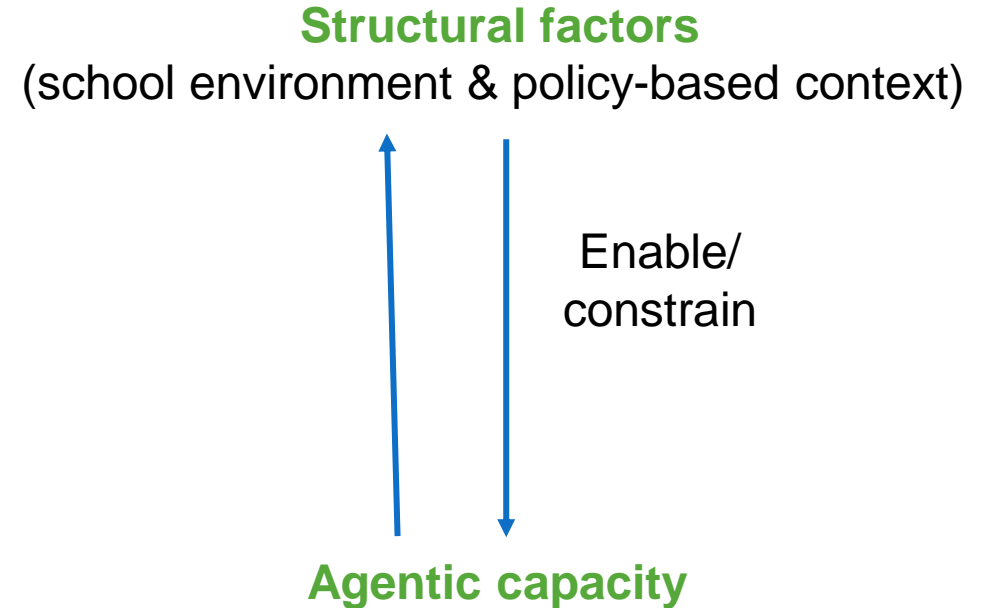
Unknown
Opportunities/Barriers:
Curriculum Reform



Fuel Tank = C = Agentic Capacity
Wheel = A = Agentic Actions

Research Questions

How does the introduction of the Victorian F-10 EAL curriculum influence the professional agency of EAL teachers?



Warm-up

Reflection

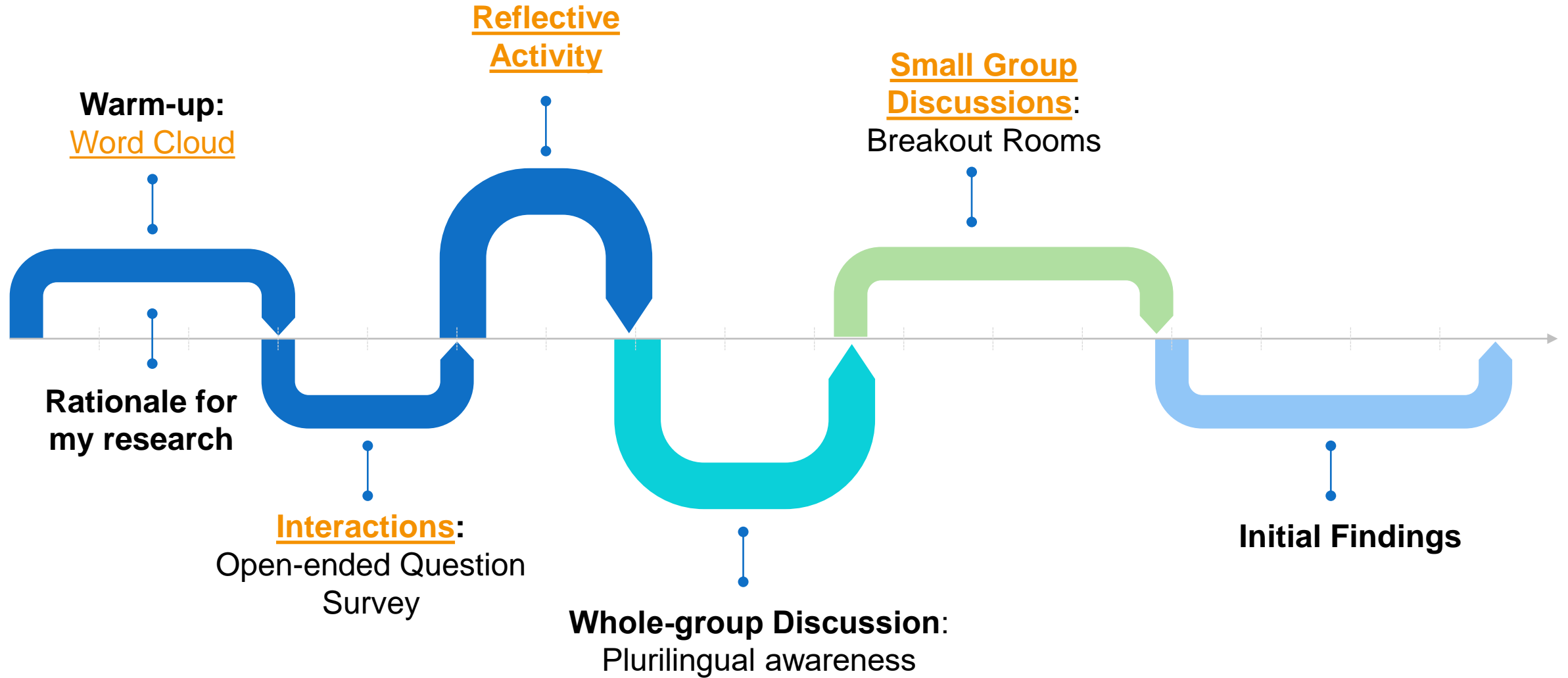
Interactions

Whole-group
Discussion

Small-group
Discussion

Initial Findings

Outline



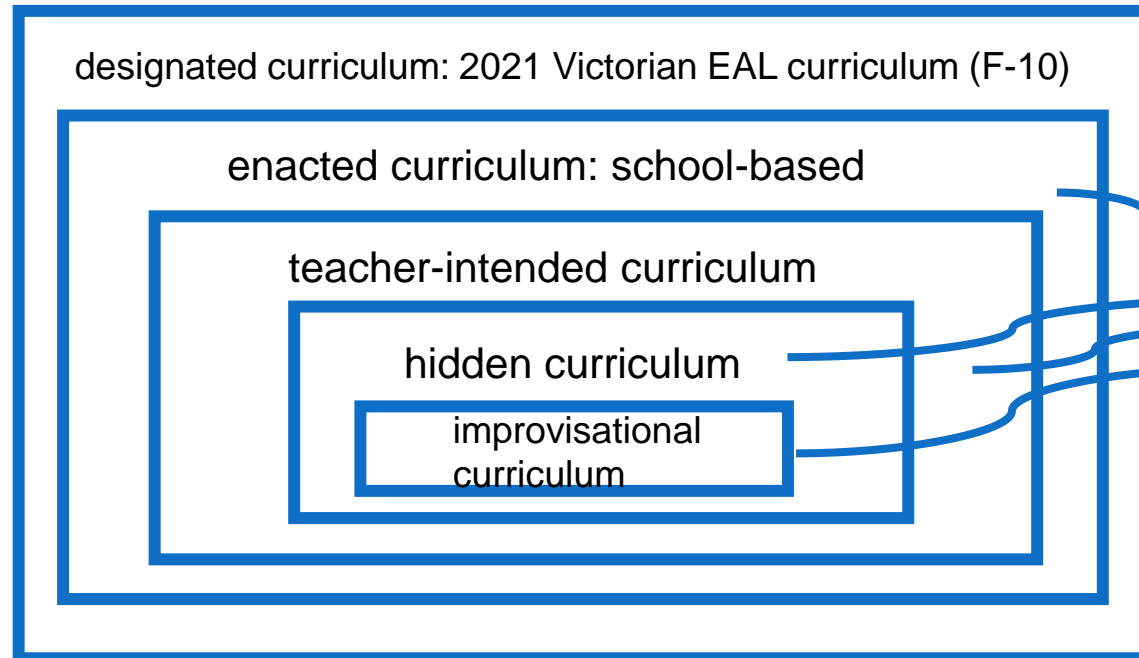
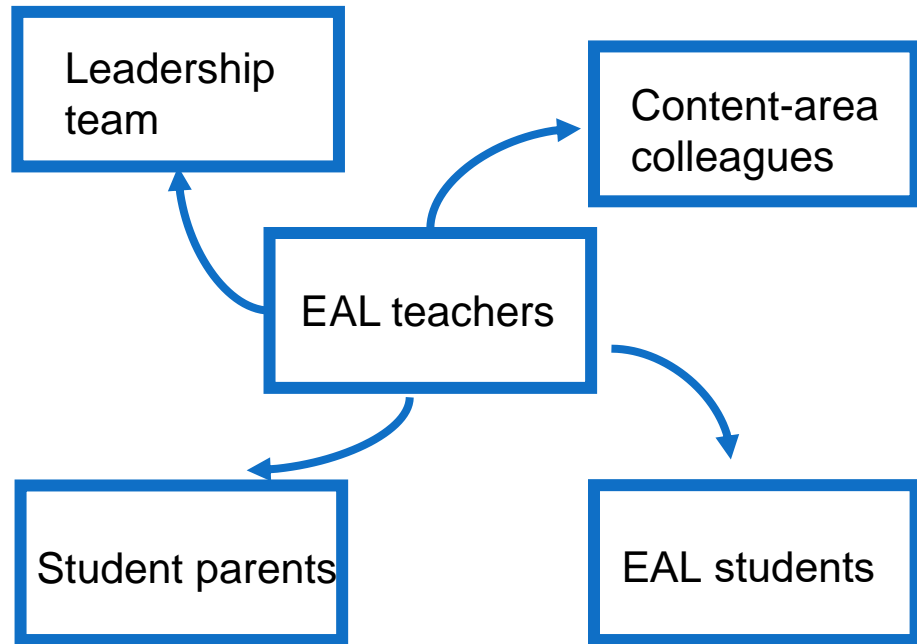
How to use framework

Structural factors
(perceived barriers/enablers)

EAL teachers as boundary spanners

Agentic capacity

Enable / constrain



Operational curriculum

Warm-up

Reflection

Interactions

Whole-group Discussion

Small-group Discussion

Initial Findings

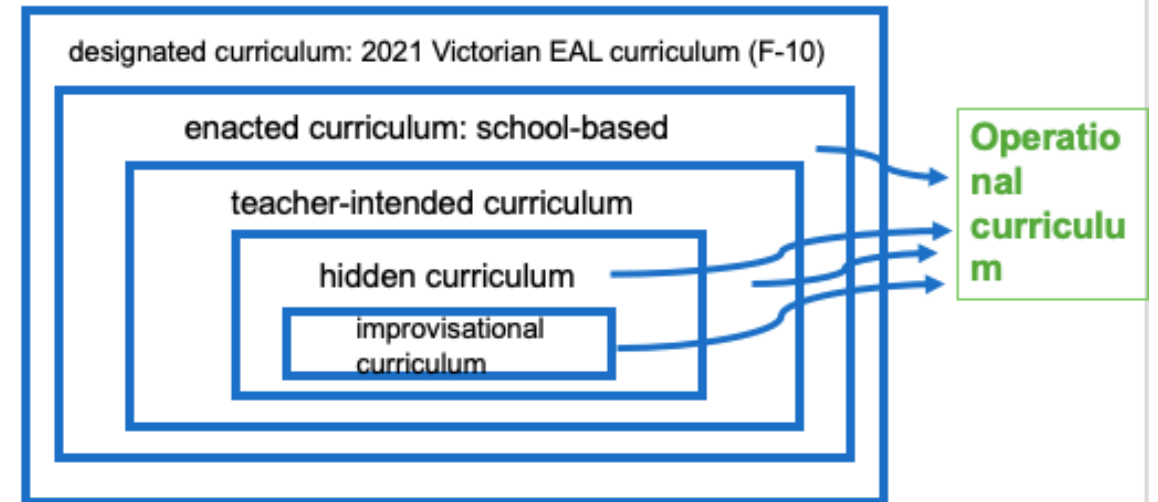
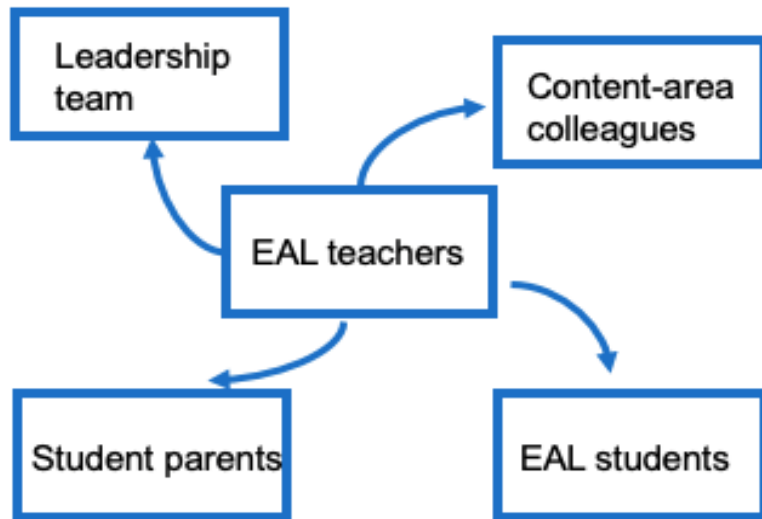
Findings

2021 Victorian EAL F-10 curriculum

An adept boundary spanner

Privilege, empower, and acknowledge

A legitimate boundary spanner



Warm-up

Reflection

Interactions

Whole-group Discussion

Small-group Discussion

Initial Findings

Discussion: Plurilingual Awareness

- How do you currently integrate students' native languages into the learning environment?
- Can you share instances where plurilingualism positively impacted your students' learning experiences?



Plurilingual awareness refers to an individual's or a community's recognition and appreciation of linguistic diversity and the ability to navigate and use multiple languages effectively.

Plurilingual strategies in practice

- Do you need to speak your students' mother languages to use plurilingual teaching strategies?
- Seeing translanguaging as **a spontaneous process**: speech/action events – multilingual/multicultural resources – mutual meaning making
- Designing multilingual and multicultural space as **planned systematic scaffolding**: empower students' freedom of speech and thoughts – sense of self-worth

Warm-up

Reflection

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Discussion

Initial Findings

Practical ways for teachers to use plurilingual strategies include:

*Seeing translanguaging as **a spontaneous process***

- encouraging students to label vocabulary in home language (Schwinge, 2003)
- where possible, grouping students with shared languages (Chau, 2007; Goldstein, 2003; Liu, 2010). Students can brainstorm ideas in their shared language and discuss how to communicate the ideas to the class in English
- encouraging students to give each other feedback using home language (de Jong & Freeman Field, 2010; Hardman, 1999)
- using resources such as bilingual dictionaries or home language books (de Jong & Freeman Field, 2010).

What are some creative ways to celebrate linguistic diversity in our classrooms?

Warm-up

Reflection

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Discussion

Initial Findings

Practical ways for teachers to use plurilingual strategies include:

*Designing multilingual and multicultural space as **planned systematic** scaffolding (Li, 2023; Pinho Feller, 2022)*

- learning aspects of students' languages. For example, knowing that verbs in Chinese do not change tense might help teachers understand why students can take time to express tense using verbs
- displaying vocabulary charts with multiple languages in the classroom

Teachers can also teach students **to transfer linguistic knowledge** from one language to another (de Jong & Freeman Field, 2010) by:

- comparing expression and meanings across languages
- modelling experimentation with different languages (García et al., 2012)
- asking students to teach and explain aspects of their language (Skilton-Sylvester, 2003).
- Fine motor skills such as handwriting are also transferable across languages. As such, practising home language writing is also valuable (Skilton-Sylvester, 2003).

How can we integrate plurilingualism into our curriculum more effectively?

Warm-up

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Discussion

Scenario: Designing a Speaking Assessment with Mother Language Inclusion

Context: Tong, a novice EAL teacher, is tasked with **designing a speaking assessment** for her Year 9 EAL students from refugee backgrounds. The school-based EAL curriculum requires students to **include their mother language in the assessment**. However, Tong **doesn't share** the mother language with her students, and she's feeling unsure about how to approach this requirement.

Question: Do you have any suggestion to help Tong address the inclusion of the mother language in the speaking assessment?

Warm-up

Reflection

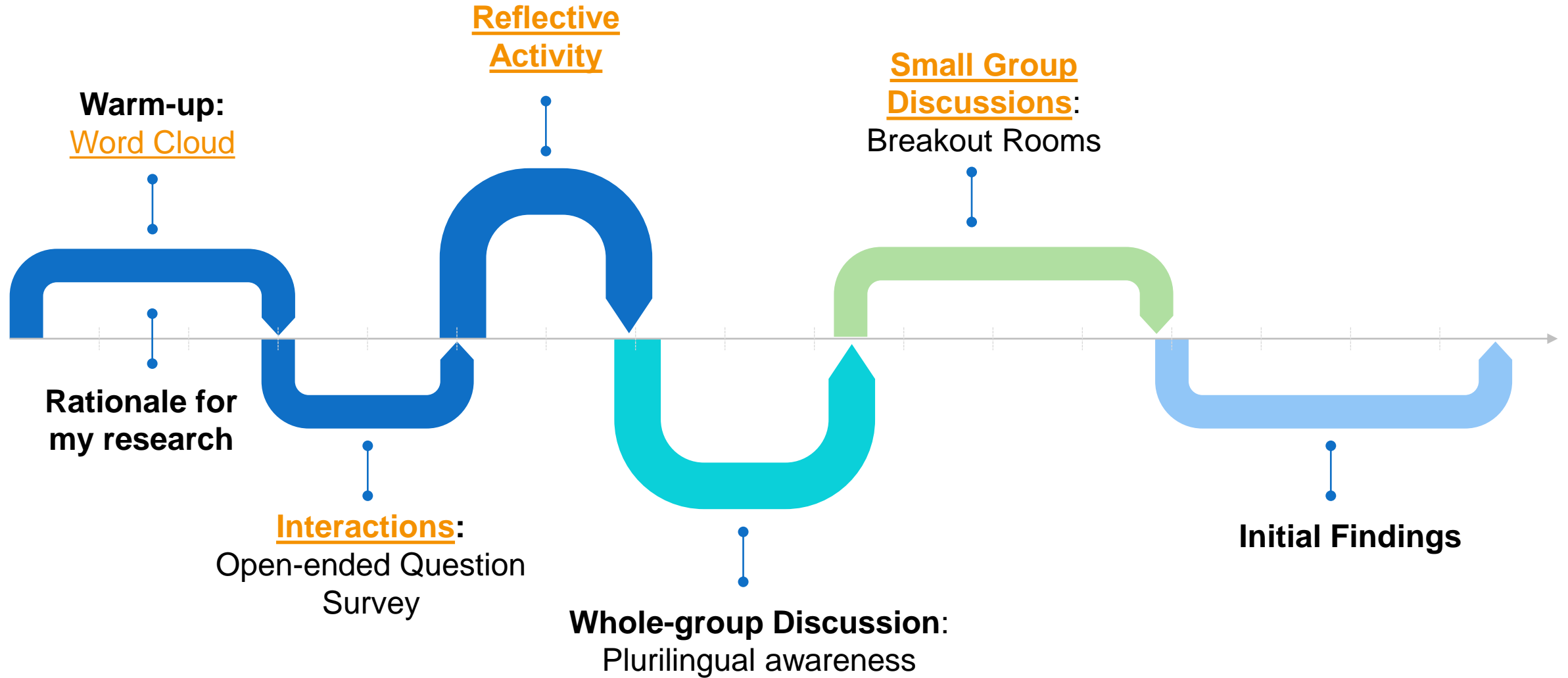
Interactions

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Discussion

Initial Findings

Outline



Four forms of professional agency

	Definition	Example
Proactive agency	Teachers planning for and initiating curriculum change as a personal choice	Being passionate about promote the school-based EAL curriculum
Reactive agency	teachers were required to make change as a result of the external influence	Updating the pedagogical knowledge about EAL
Accommodative agency	a practitioner's choice to accommodate to a required change yet with limited concern with the details of the change, or having agency over its implementation	Individually modifying the school-based curriculum into her EAL classes
Transformative agency	the ability of individuals to bring about positive and meaningful curriculum change actively and intentionally in themselves, their practice, and the broader educational context	Transforming their previous EAL learning experience into their current EAL teaching practices

Co-existence of professional agency

	Tong's accommodative +transformative agency	Liang's transformative agency	Emma's reactive agency in government school	Emma's transformative agency in independent school	Manisha's transformative agency
Work-life balance	X	✓	N/A	✓	✓
Initial teacher education related to EAL	X	✓	✓	✓	✓
School resources	X	✓	✓	✓	X
Relational collaboration	X	✓	✓	X	✓

Warm-up

Reflection

Interactions

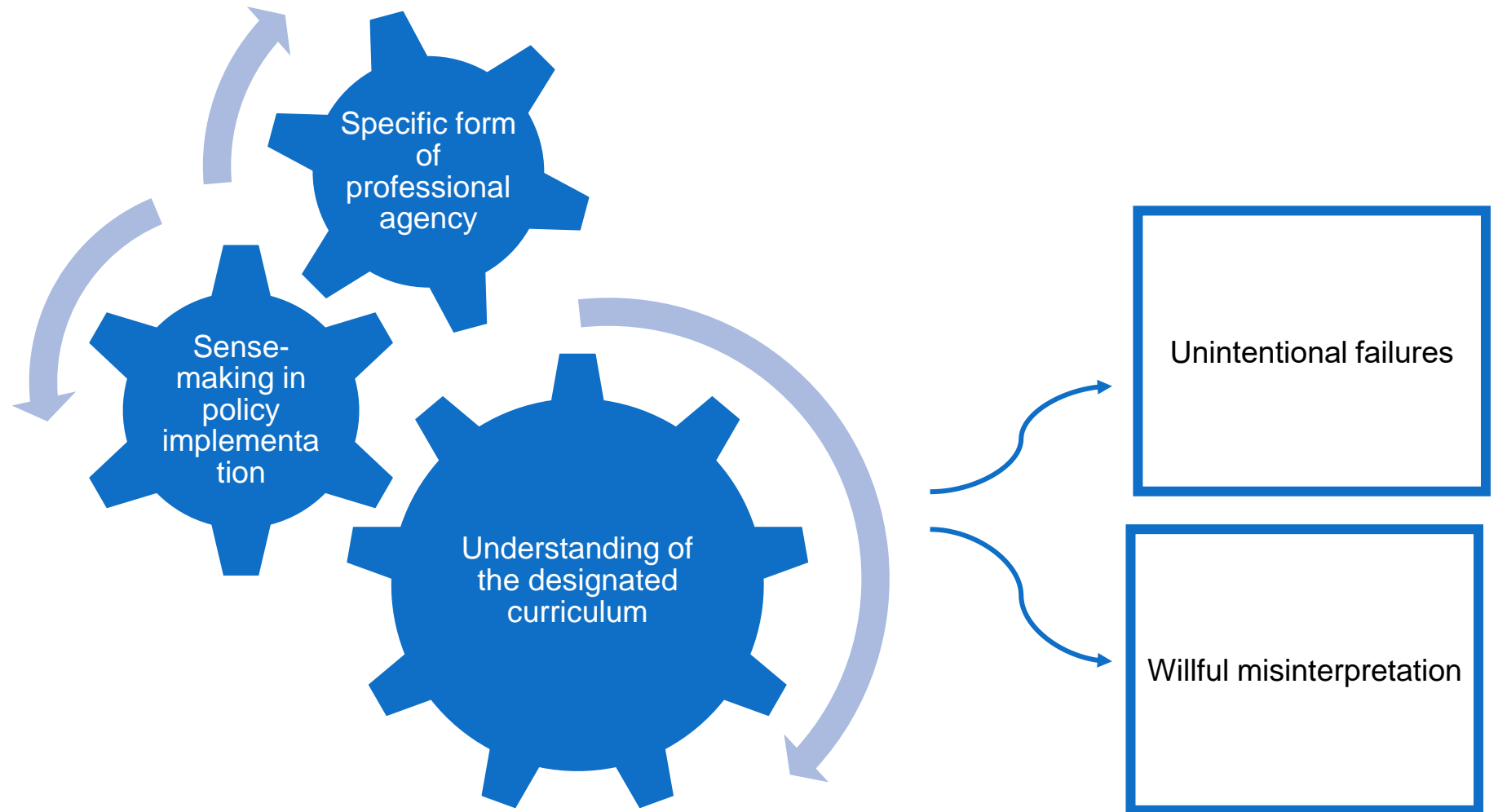
Whole-group Discussion

Small-group Discussion

Initial Findings



Findings:



Warm-up

Reflection

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Initial Findings

THANK YOU

