TESOL
in Context

Teaching English to Speakers of Other Languages

Acknowledgement of Country

In the spirit of reconciliation the Australian Council of TESOL Associations (ACTA) acknowledges the Traditional Custodians of country throughout Australia and their connections to land, sea and community. We pay our respect to their elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples today. We acknowledge that the arrival of the English language to this continent impacted the traditional languages and cultures of Aboriginal and Torres Strait Islander people, and celebrate the work to reclaim or maintain these languages. ACTA members teach English in addition to supporting the maintenance and development of First Languages, and encourage the acquisition and use of other languages – including First Nations Languages.

About**TESOL** *in* Context

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EDITORIAL

TESOL in Context: English as an Additional Language or Dialect (EAL/D) and Initial Teacher Education

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A number of issues and pressures are currently converging in the area of teacher education for EAL/D specialists. These include a time of increased challenges in recruiting teachers to schools across Australian schools and systems; and concurrently, increased government and public attention to the nature of teacher education programs in Australian universities. With the suggestion of a 'multilingual turn' in applied linguistics being raised a decade ago, it is valuable to consider how this is reflected in contemporary teacher education, in relation to developing a multilingual stance and preparing pre-service teachers for multilingual pedagogies in EAL/D teaching. This multilingual turn, which recognises the pedagogical value of students' full linguistic repertoires, provides a crucial lens through which to examine the papers in this collection, each of which grapples with how teacher education can move beyond monolingual assumptions.

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This special issue brings together papers that examine EAL/D education in Australia, from a wide-angle view at the provision of courses across Australian universities, to discussion of the content of pre-service teacher learning and the approaches used to deliver it, and diverse considerations for pre-service teachers and teacher educators in developing a multilingual stance in classroom practice.

In the opening paper *How do Australian universities prepare pre-service teachers to teach EAL/D to multilingual learners in Australian classrooms?*, Carly Steele and colleagues audit EAL/D teaching in ITE programs across Australian universities. This research explores the gap between

teacher preparation and the demands of teaching EAL/D learners in schools in the context of decreasing employment of specialist EAL/D teachers and devolving responsibility for EAL/D provision to individual schools.

The mandatory minimum standard for EAL/D teacher education, based on AITSL's Australian Professional Standards for Teachers (APST), requires programs to address "linguistic diversity" but not to teach specialist EAL/D knowledge or pedagogies. The picture painted by this research is somewhat bleak, with only 26% of 215 ITE programs across 37 universities offering EAL/D education beyond this minimum. The concentration of EAL/D units in primary education degrees identified in this study suggests that English language learning is not seen as important in early development or when specialist knowledge is being learnt in high school. It was also found that in the condensed curricula of postgraduate teacher education programs, EAL/D units are often jettisoned.

The inequality experienced by EAL/D learners in schools is reproduced in teacher standards and teacher education. The researchers identify that strengthening the regulatory instrument of the APST is necessary, so that EAL/D education is at least taught to the level articulated in the Australian Curriculum's recognition of specific learning needs of EAL/D students. While this foundational mapping reveals significant gaps in current provision, the following papers demonstrate that where EAL/D education does occur, innovative approaches are emerging that offer pathways forward.

In their paper *Pedagogical translanguaging as "troublesome knowledge" in teacher education*, Ollerhead, Moore-Lister, and Pennington examine the ways in which teacher education students incorporate pedagogical translanguaging into their professional knowledge and practice. Using the framework of "troublesome knowledge", the researchers analyse the reflections of three teacher education students. They demonstrate that these students face challenges in enacting linguistic differentiation, connecting their own linguistic ability with teaching effectiveness, and moving from theory to practice in relation to translanguaging. Though it may be easier for teacher education students with lived experience of language learning to adopt a translanguaging stance, practical enactment of translanguaging pedagogy is still troublesome, particularly given the 'English-only is best' belief entrenched in Australian education.

Recognising these cognitive and emotional challenges faced by teacher candidates can support the development of more effective teacher preparation programs, by identifying where obstacles may be located and how they may be addressed. This includes recognising the disadvantaged position of monolingual teacher candidates and developing ways for students to experience translanguaging pedagogy through their teacher education, in order to develop translanguaging stance and pedagogy in our teacher education students.

Building on these challenges of moving from theory to practice, Singh, Caldwell, and Mu focus on a specific pedagogical skill that underpins effective EAL/D teaching: grammatical knowledge and metalanguage. This is necessary knowledge for teachers of EAL/D, and specifically in the use of the South Australian teaching and assessment tool known as LEAP levels (Learning English: Achievement and Proficiency levels), a diagnostic assessment framework whose application depends on teachers having sophisticated understanding of English grammar.

During a course for pre-service primary teachers specialising in English and EAL/D, PSTs received instruction in grammar from a systemic functional linguistics perspective and were then given practice in applying the LEAP tool. In-person workshops were supplemented by online training materials including five videos covering specific grammatical concepts and metalanguage. The researchers used a pre-quiz and post-quiz to measure the effectiveness of this instructional approach.

Although the authors caution that this is a "modest (though valuable) intervention", their results demonstrate that PSTs' grammatical understanding improved. As well as statistically significant improvement in quiz results, PSTs also gave positive feedback about the effectiveness of the learning materials. This suggests that explicit grammar instruction with self-directed learning components is valuable as a foundation for EAL/D teaching and assessment.

Drawing parallels to the Australian context, Canadian researcher Anwar Ahmed considers the politics of language and culture in teacher education in *Initial Teacher Education and the Emotional Geography of Languages: A conceptual intervention*. In both contexts there are rising challenges in recruiting and retaining teachers, and teacher preparation is increasingly politicised. Ahmed asserts that teachers' competencies are not stable and continuous learning is necessary, with a particular contemporary focus on multilingualism, translanguaging and fluidity, under the banner of Critical Multilingual Language Awareness. In Australia although the 'multilingual turn' is apparent in academic discourse, practical applications in schools and teacher education are harder to identify, and further work is needed to overturn the monolingual bias in education – with an important role for innovative teacher education.

Ahmed offers Emotional Geography of Languages as a conceptual framework to inform curriculum and pedagogy in teacher education. It combines the dimensions of affect, space and connection to land, particularly in contexts of diversity. EGL can be used to explore the dynamic and resilient emotional relationships people develop with language and place, and their impact on identity – both for teacher candidates and their future students.

Working within the monolingual ideologies of Australian schooling means that developing a multilingual stance and enacting multilingual pedagogies is challenging. In the final paper of this special issue, *Breaking deficit views through a "language as resource" orientation: One teacher's*

journey of shifting lenses, Catriona Vo and Julie Choi share their long-term collaborative partnership which has supported Vo's transformation as a teacher and Choi's development as a teacher educator.

Through "dialogic restorying", the authors share and reflect upon key moments over a seven-year period, analysing shifts in understanding and practice. Elements include language portraits, informal conversations, action research and a conference presentation. We see the development of the teacher's relationship with multilingualism and a Language-As-Resource stance in classroom practice, and the teacher-educator's development to a collaborative co-learning approach.

This paper illustrates clearly that personal and professional transformation takes time, well beyond the period allocated to teacher education in universities. The implications for ITE are multiple – learning for teachers is an ongoing process; there is a need for iterative opportunities for teachers to build understanding of multilingualism, language and identity; and a collaborative, caring and reciprocal learning approach between pre-service teachers and teacher educators is central to transformative teacher education.

These perspectives on teacher education give us cause for both concern and hope. It is troubling to see the limited opportunities that Australian pre-service teachers have to learn about EAL/D learners and how to teach them. The monolingual mindset (Clyne, 2008) that plagues school curriculum and education is replicated in teacher education curriculum. This limits the knowledge and skills that teachers are able to graduate with and is a contributory factor in the shortage of EAL/D specialist teachers currently plaguing Australian schools.

Without mandates on universities, courses will be focussed on what is seen as important for the 'mainstream', and EAL/D education will continue to be limited, with core offerings subsumed under the banner of linguistic or cultural diversity. Though in some cases there are universities offering EAL/D units or sequences of courses as a specialisation catering to local needs, force of policy is needed to retain these courses and enable institutions to offer more than the current minimum, and that begins with stronger identification of teacher professional standards addressing EAL/D learning. These findings point to several urgent actions: universities need policy incentives to expand EAL/D offerings beyond minimum requirements; teacher education programs require dedicated time for iterative practice with multilingual pedagogies; and professional standards must explicitly articulate EAL/D competencies to drive systemic change.

On the other hand, the expertise in the research and teaching conducted by EAL/D teacher educators across our universities is a signal of optimism for the future. In this field academics are variously interrogating ITE curriculum and pedagogy from a social justice lens with a focus on EAL/D learners; developing and testing innovative approaches to teaching specialist technical knowledge; and developing reflective and critical teachers with a productive multilingual stance.

The range of innovative approaches that EAL/D teacher educators are implementing and investigating indicates that this continues to be a space for meaningful research, critical reflection and implementation of responsive and effective pedagogies.

Beyond their content contributions, these papers also demonstrate innovative methodological approaches to EAL/D teacher education research. From large-scale program audits to longitudinal collaborative partnerships, they illustrate the range of research methods needed to understand and improve this complex field.

It is clear that the mosaic of knowledge, experiences and dispositions needed to become a knowledgeable, skilled, and agentive EAL/D teacher begins with the possibility of engaging in specialised teacher education. This requires provision of courses by universities, and design of these courses to include specialised knowledge and effective ways of teaching this. Ongoing thorough critical review of ITE courses is needed to incorporate lessons from research – that is, an expanded (and expanding) understanding of what knowledge is important; how this knowledge interacts with current practice in both schools and higher education; and therefore how pre-service and early career teachers can be most effectively supported to develop and incorporate this knowledge into their professional identities and practice. Of course, it is equally important that we continue to interrogate and reflect upon our own developing knowledge and practice as EAL/D teacher educators. The challenge ahead lies in scaling these pockets of excellence: how can the innovative approaches documented here move from individual initiatives to systematic transformation across Australian teacher education?

References

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To what extent do Australian universities offer dedicated units to prepare pre-service teachers to support EAL/D learners?

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Abstract

Framed by social justice perspectives, in this article, we present our findings from an audit of Initial Teacher Education (ITE) degrees offered by Australian universities. The purpose is to establish which degrees (and universities) offered dedicated English as an Additional Language and/or Dialect (EAL/D) units that explicitly and solely focus on EAL/D learning and teaching, as core units or elective units, or as a specialisation for secondary ITE courses. To do this, we analysed the publicly available unit titles and descriptions on university websites for 37 Australian universities, representing 215 undergraduate and postgraduate ITE degrees in early childhood, primary and secondary education offered in 2024 and the beginning of 2025. The data were categorised using an EAL/D unit identification tool that we developed. Our findings show that while some universities are preparing teachers to support the EAL/D learners in their

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classrooms, many are not. This is tied to the accreditation process for ITE degrees and the role that the Australian Institute for Teaching and School Leadership (AITSL) teacher standards play. Given the clear need, this lack of recognition and failure to adequately allocate resources towards meeting the needs of EAL/D learners is a social justice issue, and we end with a plea for change in this area.

Introduction

This study is part of a larger Australian Council of TESOL Associations (ACTA)-funded research project, "Fading Footprints: Tracing EAL/D Teaching Courses at Australian Universities" that seeks to investigate the underlying factors which have contributed to the erosion of English as an Additional Language and/or Dialect (EAL/D) units of study within Initial Teacher Education (ITE) degrees at Australian universities. The project aims to address the gap between the demands of teaching EAL/D students in schools, and the preparation provided to pre-service teachers. As a first step in this research project, we needed to find out how many EAL/D units are, in fact, being offered within ITE degrees at Australian universities. We were unable to locate any publicly available information that summarised the EAL/D offerings across Australian ITE degrees, hence, the current audit. Framed by social justice perspectives, we aimed to find out how many EAL/D units are offered within ITE degrees at Australian universities. To do this, we conducted an audit of ITE degrees offered by Australian universities to establish which degrees (and universities) offered dedicated EAL/D units that explicitly and solely focus on EAL/D learning and teaching, as core units or elective units, or as a specialisation for secondary ITE courses.

In this article, we first explain why there is a need to conduct an audit of EAL/D learning and teaching in ITE, followed by an examination of some of the key issues surrounding educational responses to linguistic diversity in Australia. We then introduce the social justice perspectives that underpin our research into how universities prepare pre-service teachers for EAL/D learners needs in the classroom. Next, we describe the research methodology used to analyse the publicly available unit titles and descriptions from websites for 37 Australian universities, representing 215 undergraduate and postgraduate ITE degrees in early childhood, primary and secondary education offered in 2024-beginning of 2025, and present our quantitative findings. We conclude with a discussion of how educational systems can better respond to the dire need for pedagogically equipped EAL/D teachers of multilingual learners.

Why conduct an audit of EAL/D learning and teaching in ITE?

There is an urgent need to examine how universities, through their Initial Teacher Education (ITE) degrees, prepare teachers to support the EAL/D learning needs of multilingual learners in the classroom. This need stems from Australia's increasingly linguistically diverse student population which includes EAL/D learners. At the same time, specialist EAL/D provision in schools has been greatly eroded due to school autonomy policies implemented by state and territory governments throughout Australia (Creagh et al., 2022; Michell, under review). Mainstream classroom teachers now need the specific knowledge and skills to effectively teach EAL/D to multilingual learners in Australian classrooms (ACTA, 2021a; AEU, 2021; Hammond, 2006; Oliver et al., 2017; Watkins et al., 2013). The need for dedicated EAL/D units in ITE courses has been recognised by multiple parliamentary inquiries, educational reviews, educational associations, and academics, as well as by those universities who do

provide units dedicated to EAL/D learning and teaching (ACTA 2023b; APH, 2012; APH, 2017; APH, 2022; Smith & Downes, 2023; Steele & Wigglesworth, 2023; Strong Beginnings, 2023). However, the extent and nature of such provision across Australian universities remains unclear. Without a comprehensive understanding of what currently exists in universities, it is impossible to have an informed, national-level conversation about the adequacy and consistency of EAL/D preparation for future teachers. Each of these factors will be discussed in turn to justify why this audit is needed.

Increasing linguistic diversity

The 2021 Census (ABS, 2022) reported 250 ancestries and 350 languages in Australia with 5.5 million people from 26 million using a language other than English in their daily lives and 48.2% of Australians having a parent born overseas. It is clear from these statistics that the Australian population is highly diverse in terms of languages spoken and cultural backgrounds. Yet, because there is no national mandate for education systems to report on the number of EAL/D students enrolled, their proficiency levels or their progress, there is very little publicly available data to accurately report on the English language learning needs of students in Australian schools (ACTA, 2016a; 2021b). The Australian Curriculum, Assessment and Reporting Authority (ACARA, n.d.) estimates that of the primary and secondary school students in Australia, approximately 25 per cent are learning EAL/D, and this can be as high as 90% in some schools. The data from the Australian Council of TESOL Associations (ACTA, 2021b) suggests there are over 600,000 EAL/D learners in Government and Catholic schools. This includes "13,576 new arrivals, 348,455 EAL/D learners in mainstream classrooms, an estimated 27,329 Indigenous EAL/D learners, and 211,686 international students" (ACTA, 2021b, para 3). However, this data is not only dated (from 2018-19), but also likely to be an under-reported figure, because not all schools in Australia are included (ACTA, 2021b). Historically, there has been long standing neglect in national reporting of EAL/D learners (ACTA, 2016a; 2016b; 2017; 2019; 2021b). Given the dramatic increase in migration and in EAL/D enrolments over the past years, it is likely that the number of EAL/D learners in the Australian schooling system is much higher. The scale of linguistic diversity in Australian schools is such that no primary or secondary teacher can expect to teach in classrooms that do not have students with EAL/D learning needs. Graduate teachers who enter the profession without an understanding of how to teach these students are therefore fundamentally ill-equipped to teach in Australian schools. The fact that students' linguistic diversity and language learning needs are not adequately reported, despite being a sizeable proportion of the schooling population, reflects the peripheral, largely invisible and also vulnerable position that these learners hold in the Australian education system (Steele et al., 2025).

Reduced specialist EAL/D provision in schools

Over the last decade, specialist EAL/D provision in schools has been greatly eroded due to school autonomy policies implemented by state and territory governments throughout

Australia. Reflecting Neoliberal, New Public Management values of cost cutting and flexible resource management, these policies have devolved decision-making about EAL/D program resourcing and staffing to principals through one-line budgets and encouraged diversion of earmarked EAL/D funding away from the EAL/D learner target group to other school priorities (Michell, under review). The result has been widespread EAL/D teacher casualisation, de-professionalisation and an overall loss of specialist EAL/D teaching expertise in schools, along with the dilution or cessation of EAL/D funding and support (Creagh et al., 2022; Michell, under review). At the same time, schools have become increasingly privatised and commodified, resulting in specialist EAL/D educators and programs being replaced with commercial products (Creagh et al., 2022). This situation, together with inadequate national teacher standards, has reduced education employer and pre-service teacher demand for, and ultimately provision of, undergraduate and post-graduate EAL/D courses in tertiary institutions.

The role of mainstream teachers

Teaching EAL/D learners in Australian schools is primarily a 'mainstream issue' since students will mostly be taught by their classroom teacher without the requisite training of how to support them (ACTA, 2021a; AEU, 2021; Hammond, 2006; Oliver et al., 2017; Watkins et al., 2013). Longstanding issues such as a shortage of time, funding, and qualified EAL/D specialists, are contributing factors to the lack of collaboration between both EAL/D and mainstream teachers, despite its potential to build mainstream teachers' capacity to cater for their linguistically diverse learners (Partridge & Harper, 2023). Moreover, post-COVID shortages of EAL/D specialists, alongside mainstream teacher shortages, have severely impacted all teachers' ability to address the linguistic needs of EAL/D learners (Neilsen et al., 2020; Steele et al., 2023). These issues are compounded not only by inadequate pre-service training in language teaching education, but also from insufficient professional learning for teachers on how to cater for superdiverse learner cohorts (ACTA, 2021a; Gilmour et al., 2018; Watkins et al., 2013). Instead, the priority is placed on professional learning that is 'more important' or 'pressing', such as meeting benchmarks for the Programme for International Student Assessment (PISA) or the National Assessment Program – Literacy and Numeracy (NAPLAN), emphasising that learners 'catch up' with their mainstream peers instead of considering their needs and harnessing their existing knowledges (Oliver et al., 2017). Within these views there is a tendency to conflate monolingual literacy learning with meeting EAL/D learners' English language learning needs (ACTA, 2019; Cross, 2011, 2012; Steele & Oliver, 2024). Such factors mean that education systems, and the teachers within them, are poorly prepared to meet the demands of teaching EAL/D learners. This is a pressing national issue that, at its core, needs to be urgently addressed in ITE and expanded from there.

An identified need for mandating EAL/D learning and teaching in ITE

Over the past decades, there have been numerous recommendations from parliamentary inquiries, educational reviews, educational associations, and academics that, at a minimum, all ITE degrees should include one mandatory unit on EAL/D learning and teaching. The *Our Land Our Languages* report from the Australian Parliament House (2012) recommended "compulsory English as an Additional Language or Dialect training for all teaching degrees" (p. viii). Later, the *Power of Education* report also from the Australian Parliament House (2017) made the same recommendation that, "as a matter of urgency: English as a Second Language or Dialect (ESL/D) training be made a compulsory component for all teaching degrees" (p. xvi). Similarly, the *Don't take it as read - Inquiry into Adult Literacy and its Importance* Report (APH, 2022) recommended that, "as part of the new National School Reform Agreement … the Australian Government seek the agreement of the states and territories to require a proportionate number of qualified English as a second or additional language (TESOL) educators to be provided, on an ongoing basis, to the number of enrolled English as an Additional Language or Dialect (EAL/D) learners in schools." (p. xxiii). Most recently the review of Quality Initial Teacher Education (QITE), the report of the Teacher Education Expert Panel (Strong Beginnings, 2023) proposed that responsive teaching, including for students who have English as an additional language or dialect (EAL/D), should form one of the four types of core content that "every teacher should learn in ITE to be prepared for the classroom and best support students" (p. 9). ACTA, the peak representative body for TESOL associations nationally, over the last decade has submitted no less than eleven submissions advocating recognition for EAL/D learners across the country, and appropriate redistribution of resources to meet their learning needs, including through the provision of unit content for EAL/D learning and teaching in ITE degrees (ACTA, 2015; 2016a; 2016b; 2017; 2019; 2021; 2022a; 2022b; 2023a; 2023b; 2023c; 2024). Of note is ACTA's submission on the Australian Universities Accord (ACTA, 2023b) calling for reform strategies that ensure universities support and report on necessary teacher skill development and credentialling in the areas of EAL/D, languages and bilingual education and address the loss of university expertise in these areas. Similar recommendations are also made in academic literature (see for example, Smith & Downes, 2023, Steele & Wigglesworth, 2023).

Despite these recommendations, there is little in the Australian Professional Standards for Teachers (APSTs) (AITSL, 2017) that require university offering ITE to include compulsory EAL/D learning and teaching. Only Focus Area 1.3 of the APSTs mentions linguistic diversity in Australian schools and the need for teachers to use "strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds" (AITSL, 2017). This aggregated category of diverse diversities does not sufficiently distinguish the needs of EAL/D learners and portrays linguistic diversity as being akin to diverse cultural, religious, and socioeconomic backgrounds. Attempts have been made to address the non-recognition of EAL/D learners and teaching by developing the supplementary teaching frameworks; EAL/D Elaborations of the Australian Professional Standards for Teachers (ACTA, 2015) and The Capability Framework for Teaching Aboriginal and Torres Strait Islander EAL/D Learners (Queensland Department of Education Training and

Employment, 2013). However, these frameworks have no policy force as they remain outside the AITSL standards. Therefore, the regulatory requirements governed by accreditation processes for ITE degrees to meet EAL/D learners' needs are minimal and do not meet the benchmark set by these parliamentary inquiries, educational reviews, educational associations, and academics.

Educational responses to linguistic diversity: Key issues

In the education system, linguistic homogeneity continues to be reinforced through monolingual pedagogies and Anglocentric language policies (Phyak et al., 2023) that are derived from colonial ideologies linking a national language with community cohesion and shared values (Canagarajah, 2013). Australian institutions perpetuate 'monolingual' policies and practices that further diminish and devalue linguistic diversity (Dobinson et al., 2024). Consequently, the plurilingual advantage that EAL/D learners bring to learning is left unrecognised, under-utilised, and even viewed in deficit terms. Against this backdrop, children's first, heritage or traditional languages are often seen by teachers and parents alike as barriers rather than resources to learning (Piller & Gerber, 2021). Additionally, the plurality of languages that EAL/D learners possess may represent an unwanted additional layer of complexity in the classroom, causing teachers to revert back to monolingual ideologies that suggest that teachers should only teach in the target language (Ellis, 2013). Moreover, when these perspectives are held by those in positions of power in educational systems, teachers who think otherwise, are often left with little choice but to follow what has been mandated, leading to the inculcation of negative perceptions about the value of the learning that can occur outside of the English language. This has strengthened the role of English as the already dominant language for purposes of schooling in Australia, reinforcing its hegemonic tendencies and overlooking the benefits of EAL/D learners using their L1 in their learning.

As a result, monolingualism has been entrenched in Australian classrooms, and despite recent attempts to acknowledge learners' multilingual resources, these resources still occupy a marginal position when compared with English (Ellis, 2013). Such inadequacies in EAL/D responses and recognition reflect broader attitudes in Australia that do not value language learning or linguistic diversity (Clyne, 2005; Cross et al., 2022) and have significant implications for multilingual learners in the schooling system. The underrepresentation of EAL/D learner needs in the AITSL teacher standards greatly underestimates the demands of learning an additional language or dialect through schooling (ACTA, 2022a, p. 17). This omission has led to reduced systemic support for EAL/D provision (Creagh et al., 2022) and dwindling teacher professional learning (ACTA, 2017; 2021a; 2021b; 2022b; Gilmour et al., 2018). It has subsequently resulted in a failure to adequately allocate resources to meet the needs of EAL/D learners, posing a significant social justice issue.

Theoretical framework: Social justice and EAL/D learners' needs

Social justice in education calls for equitable opportunities and resources that specifically address the diverse needs of multilingual learners, including those identified as EAL/D students (Barnes et al., 2019; Veliz et al., 2023). These learners often face unique linguistic, cultural, and social challenges, particularly in navigating an education system primarily designed for monolingual English speakers. A critical framework for examining their educational experiences is Nancy Fraser's social justice model (Fraser, 2000, 2003), which advocates for both recognition and redistribution as key dimensions of equity and social justice. In Fraser's (2000, 2003) model, recognition and redistribution focus primarily on the power, cultural and economic struggles that contemporary societies face in creating equitable opportunities for individuals to access "participatory parity" (Fraser, 2009, p. 16). This is a principle of equal moral worth which presupposes that for justice to occur, adequate social arrangements must be in place for 'all' to participate in social life. Recognition addresses the need for validating and valuing all individuals' cultural and linguistic backgrounds, while redistribution refers to the fair allocation of resources and opportunities to meet their distinct needs.

Fraser's concept of recognition (as justice), located in a cultural dimension of social life (Bozalek et al., 2020) is particularly relevant to EAL/D learners, as it requires the educational apparatus, including ITE courses, to value learners' linguistic and cultural assets rather than seeing these assets solely as deficits to be remedied. Recognition, or the "the politics of recognition" (Fraser, 2003, p. 10), in this context, functions as an anti-oppressive approach that actively works to dismantle hegemonic assumptions embedded in dominant monolingual and monocultural ideologies (Slaughter & Cross, 2021; Veliz & Chen, 2024). This anti-oppressive stance compels educational institutions to critically examine and transform policies, curricula, and pedagogical practices so that EAL/D learners' identities are not marginalised or 'othered' but are instead celebrated as integral to the educational environment. Furthermore, recognition within educational settings seeks to address the 'status subordination' that multilingual learners may experience (Fraser, 2000). It is not sufficient to merely acknowledge linguistic diversity; rather, true recognition demands affirming and integrating students' home languages and cultural backgrounds into teaching practices and learning materials. This aligns with culturally sustaining pedagogies (Paris & Alim, 2017), which advocate the active maintenance and celebration of students' linguistic and cultural identities within the classroom. For EAL/D learners, this approach fosters an inclusive environment that respects and sustains their backgrounds while enabling meaningful participation in schooling and beyond.

In addition to recognition, redistribution of resources is critical for enabling EAL/D students to thrive academically and socially. Fraser (2003) argues that redistributive policies are necessary to ensure that all students, including those who are multilingual, have access to the educational tools, materials, and supports required for equitable outcomes. In practice, this can mean additional language support staff, differentiated teaching approaches, and access to resources that align with EAL/D students' particular needs. The absence of these resources can contribute to systemic inequities, as noted in research showing that EAL/D learners who lack

adequate support often experience lower academic achievement and engagement (Barnes et al., 2019). It is worth noting that in Fraser's (2000, 2003) view, redistribution which functions mostly at an economic level should go beyond the arrangement and provision of resources for individuals to have a fair go. Instead, redistribution should encompass dismantling the entrenched neoliberal ideologies that dictate economic power and resource allocation, particularly in the context of higher education (Peters, 2012). The unfortunate reality that "ITE programs are not equipping teachers with the necessary knowledge, skills, and dispositions" (Smith & Downes, 2023, p. 88) to be culturally and linguistically responsive to the needs of EAL/D learners reflects a system that prioritises profitability over pedagogical efficacy, inclusion, and social justice.

This intersection of recognition and redistribution is particularly relevant in the context of initial teacher preparation programs in Australian universities, where questions arise about whether these programs adequately prepare pre-service teachers for language diverse classrooms. Research on teacher education in Australia indicates that while some progress has been made in integrating multicultural education into the curriculum, significant gaps remain in the depth and quality of education in EAL/D-specific pedagogies (Hammond, 2021). Scholars suggest that for teacher preparation to be truly effective, universities need to ensure that future teachers not only gain theoretical knowledge about linguistic diversity but also receive professional learning in how to support multilingual learners' academic and social success (Veliz et al., 2023).

Research methodology

To find out how many EAL/D units are offered within ITE degrees at Australian universities, we analysed the publicly available unit titles and descriptions from each university's website for the year of 2024 and the beginning of 2025. The selection parameters included undergraduate and postgraduate ITE degrees, and all types of qualifications from early childhood, primary and secondary courses. However, the analysis did not include 1-year postgraduate degrees in education (e.g. Grad Dip Ed). A rigorous process was followed to gather the unit titles, descriptions and unit outcomes, if available, from each university for categorisation using the EAL/D Unit Identification Tool that we developed. This formed the basis for the reporting of quantitative data in the findings section.

In the initial phase of analysis, Author 3 identified the ITE degrees offered by each of the 37 Australian universities that provide teaching qualifications. Next, they categorised the unit (or 'subject' at some universities) content in each of these degrees against three key parameters: *Strong evidence of responding to EAL/D learners*; *Some evidence of responding to EAL/D learners;* and *Very little evidence of responding to EAL/D learners* based on the number of units offered across undergraduate and postgraduate ITE degrees. The coding information was added to a *Trello* board (https://trello.com/) and labelled as 'Trello cards' for easy navigation of large content for the subsequent analyses collectively conducted by the research team (see

Figure 1).
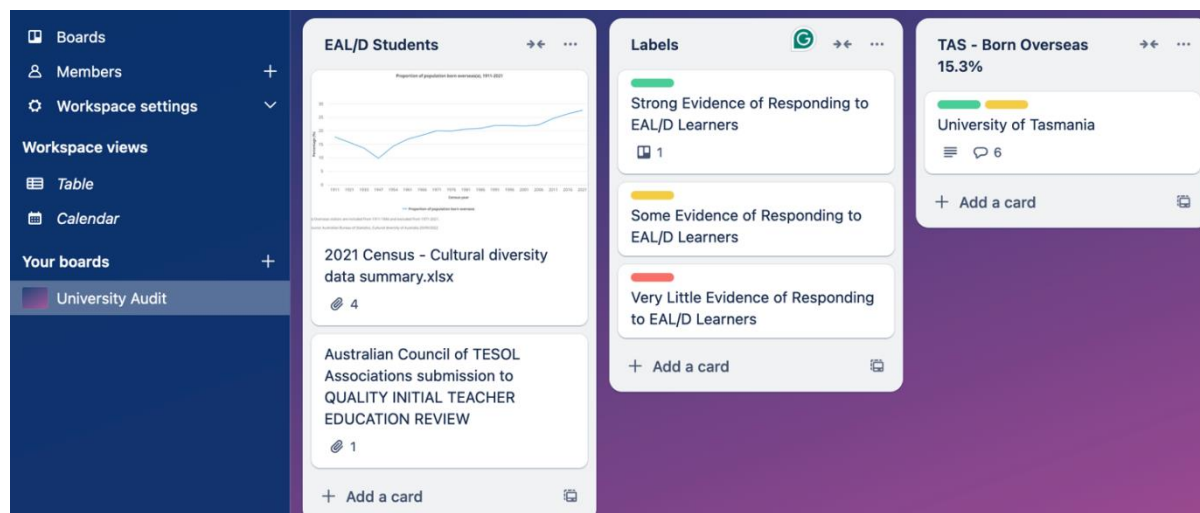
Figure 1. *A Trello board for ITE courses and related units.*

A *Trello* card was added for each university which included the unit title and codes, then using the comment function, unit descriptions were added for each university, which were grouped together by state (see Figure 2).
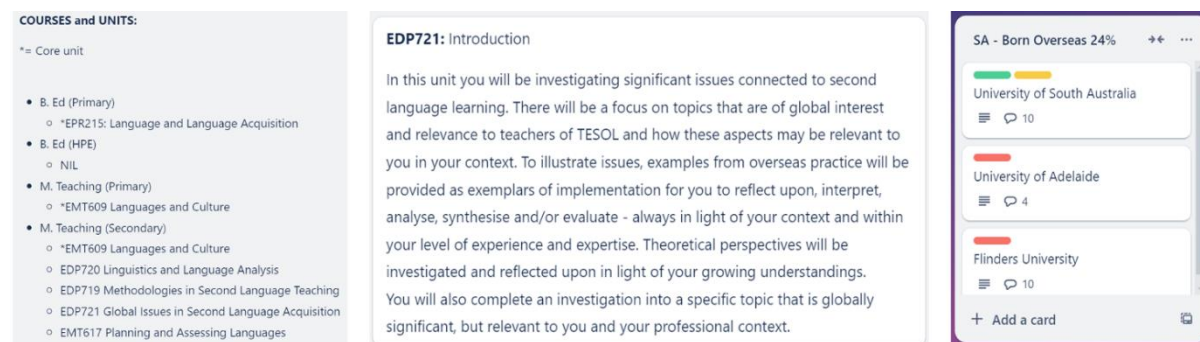
Figure 2. *Coding example: ITE courses and related units (left), a unit description (middle), and universities in South Australia (right).*

Here, it needs to be acknowledged that this large-scale auditing of ITE degrees nationally was an extremely time-consuming task, and that many university websites were not easy to navigate to locate the requisite information. There was one instance where information could not be located online; the Bachelor of Primary Education degree offered by the University of Sydney is not included in the data set, but the other ITE degrees offered by this university are. Through this process, we identified units for 215 ITE degrees. This number differs from the 372

accredited courses listed by AITSL (see: https://www.aitsl.edu.au/deliver-ite-programs/apl) because we only included major educational university providers. When filtered for the institutions we included, the number listed was 292. However, some of the courses listed are not currently offered, or represent degree combinations thus counting the same teaching qualification multiple times. For example, the "Bachelor of Arts (Western Civilisation)/Master of Teaching (Secondary)" and "Bachelor of Arts/Master of Teaching (Secondary)" offered at Australian Catholic University (ACU) are listed as two separate courses on the AITSL list whereas our data is only focused on the Master of Teaching (Secondary). This represents yet another challenge encountered when examining the data.

Using the information collated on the *Trello* board, we then examined all unit titles and descriptions. From this preliminary analysis, it was decided that units related to languages education (Chinese, Japanese, etc.) would be excluded from the data since these units were not for EAL/D learners, even though they might be underpinned by theories of language learning. They were also only available to those undertaking a language specialisation. Several universities offered TESOL specialisations, and these remained in the data set as these units were specifically designed to support EAL/D learners.

In the next phase, we categorised the units using the *EAL/D Unit Identification Tool* that we developed (Table 1). The research team analysed the unit title, description and unit outcomes, if available, for each unit identified as being possibly related to EAL/D teaching and learning to decide to which category, if any, the units belonged. Discrepancies in categorisation were resolved following a rigorous process of peer debriefing and coding verification. This was a challenging labour-intensive task as the unit descriptions varied greatly from a couple of paragraphs to a few sentences, and in one case, only one sentence was provided. Additionally, the unit learning outcomes were not always available. As a result, we were, at times, making inferences from very limited information. It is also important to recognise that the unit descriptions may not necessarily reflect the learning and teaching that occurs.

Each unit was placed into one of three categories: *EAL/D units, applied linguistics units* and *linguistic diversity units* (see Table 1 for further descriptions of these three categories). The three categories reflect how prominently EAL/D learners, and EAL/D learning and teaching strategies featured in the unit titles and descriptions. When analysing and assigning units to each of these categories, there were several rounds of cross-checking and coding verification amongst the research group (*n*=11). The research team consists of academics (*n*=8) and those currently working in educations systems (*n*=3). We are qualified teachers (*n*=7) and TESOL specialists (*n*=10) with PhDs in fields related to applied linguistics (*n*=7) and are located in WA (*n*=7) and NSW (*n*=4). Author 3 is not from a teaching background or the discipline of applied linguistics but does work in Primary and Secondary Education resource development and has expertise in quantitative analysis, which helped to ensure that the unit categorisation, using the *EAL/D Unit Identification Tool,* was adhered to. Robust discussions amongst the group ensued and it was particularly valuable to have the diverse expertise of the group to develop the system of categorisation that was used and to discuss how each unit should be categorised. Additionally, Table 1 and Appendix A were shared with the nationwide ACTA

Teacher Education Consultancy Group for further verification of the auditing process. The majority of the units were intensively cross-checked by Authors 1 and 2, and the other members of the research team checked a different section each to ensure inter-coder reliability (Creswell & Poth, 2024).

Using the *EAL/D Unit Identification Tool* (Table 1), all units were categorised to create Appendix A: Categorisation of units related to EAL/D learners in ITE degrees across all Australian universities. Appendix A forms the basis of the quantitative tables presented next in the findings. The tables identify the number of ITE courses across Australia's universities that include specific course content about teaching EAL/D learners, and whether they comprise core or elective units.

Table 1. *EAL/D Unit Identification Tool for ITE degrees.*

Name	Level	Description	Inclusion/exclusion criteria	Examples	Considerations
EAL/D units	1	These units explicitly and solely focused on EAL/D learners and learning and teaching strategies to support multilingual learners in the classroom.	Explicitly references EAL/D learning and teaching in the unit's name or description. Includes variations of this term, such as "English language learners", "learning of standard Australian English" and "second language learners".	"Teaching EAL/D learners" (Queensland University of Technology), "Teaching English language learners" (Central Queensland University).	It was not always evident from the unit's name, and it was sometimes only through an evaluation of the unit content that the EAL/D learner focus became clear. For example, "Intercultural communication in the Early Years" (University of Southern Queensland) and "Literacies Learning in Diverse Contexts" (University of Southern Queensland).
Applied Linguistics units	2	These units drew on content from the fields of applied linguistics, sociolinguistics, linguistics, language and literacy which is relevant for teachers of EAL/D learners but is not focused on EAL/D learners.	Does not explicitly reference EAL/D learning and teaching but does have a focus on language. Where EAL/D learners were referenced, they were not the primary focus of the unit. This applied when it was a professional experience unit (teaching practicum) and/or references to EAL/D learners were prefaced with phrases such as "as well as", "also considered" "in addition" and "that include".	"How Languages Work: Linguistics and the Structure of Language" (University of Newcastle), "Plurilingual Pedagogies and Dialogic Reading" (University of New England), "Diverse Literacies" (University of Western Sydney)	There was a focus on language development, language acquisition, literacy development as well as how language works including language analysis across the five levels of language. There was a tendency toward these units being part of the course's literacy units and may tend to focus on language and literacy development in first language contexts with some consideration given to additional languages. Or they were units with linguistics or TESOL codes, or in some cases subject English codes that were broader in content.
Language diversity units	3	These units focused on diverse learners or learner diversities which included diverse linguistic/ language backgrounds.	Explicitly references linguistic diversity – or diverse language backgrounds but does not extend beyond this.	"Inclusive Teaching for Diverse Learners" (Queensland University of Technology), "Responding to Diversity and Inclusion" (Central Queensland University)	It was clear that these units were designed to meet AITSL Focus Area 1.3: Students with diverse linguistic, cultural, religious and socioeconomic backgrounds, and in fact, this sentence was replicated word-for-word in many of these units making them easy to classify.

Findings

In the findings section, we first present quantitative data identifying the total number of universities that require students to complete a dedicated unit about EAL/D learning and teaching as part of their teaching qualifications, and those who do not, before offering a more detailed examination of the unit content across undergraduate and postgraduate ITE degrees,

and ECE, primary and secondary courses.

There are 18 universities across Australia that require some of their students (depending on their ITE degree) to undertake a dedicated EAL/D learning and teaching unit (core EAL/D unit) as part of their teaching qualification, representing almost half of the total number of universities (*n*=37) that offer ITE degrees (Table 2). These 18 universities may not offer a core EAL/D unit across all their ITE degrees[1]. Of these 18 universities, seven universities offer a different core EAL/D unit for some of the different degree types they offer. For example, Queensland University of Technology (QUT) mandates one unit "Teaching EAL/D learners" in their undergraduate degrees (excluding their Birth to 5 years course) but not their postgraduate degree. James Cook University mandates one unit for their undergraduate degrees ("English as an Additional Language/Dialect for Indigenous Learners") and another for their postgraduate degree ("Culturally and Linguistically Diverse Classrooms and Communities"), hence, two units listed in Table 2. Universities offer a greater choice of EAL/D units as electives – see 27 individual core EAL/D units compared with 55 individual elective EAL/D units. These higher numbers likely reflect the TESOL specialisations offered by some universities (*n*=12, see Appendix A) as well as the tendency to code-share units from other schools for elective units, for example, Linguistics, English (literature). Regrettably, there are 8 universities across Australia that do not offer either a core or an elective EAL/D unit for their pre-service teachers across any degree type – undergraduate, postgraduate, or course – ECE, Primary and Secondary.

Table 2. *EAL/D learning and teaching units by Australian university.*

University	Core EAL/D units	Elective EAL/D units	No EAL/D units offered
University of Tasmania		3	
Australian Catholic University		3	
University of Canberra	3	1	
Charles Darwin University	1	5	
Flinders University		4	
University of Adelaide		2	
University of South Australia		10	
University of Western Australia		1	
University of Notre Dame		1	
Edith Cowan University	1	1	
Curtin University			x
Murdoch University			x
Griffith University		1	
University of Southern Queensland	2		
University of the Sunshine Coast			x
Queensland University of Technology	2		
James Cook University	2		
Central Queensland University	1		
University of Queensland	1		
Federation University Australia			x
Monash University			x

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[1] For a full list of which of their ITE degrees require students to complete this unit, refer to Appendix A.

Deakin University			x
Latrobe University	1	1	
Victoria University	1	3	
Swinburne University	1		
University of Melbourne		3	
RMIT University	1	2	
Southern Cross University			x
Charles Sturt University	1		
University of Wollongong	1		
University of Technology Sydney	3		
Western Sydney University	1	2	
University of Sydney	2	4	
Macquarie University			x
University of Newcastle		4	
University of New England	2	2	
University of New South Wales		2	
TOTALS	**18 universities** (27 units)	**20 universities** (55 units)	**8 universities**

Across the 37 Australian universities, we were able to locate the details for 117 undergraduate and 97 postgraduate ITE degrees and one combined degree (Table 3). Within each of these degree types there are a range of courses offered, most commonly these are in Early Childhood Education (ECE), Primary and Secondary education. However, there are also a range of courses offered that do not fit neatly into these three courses, as shown in Table 3, some of these include the ECE and Primary courses, Primary and Secondary courses. Table 3 shows how the EAL/D units presented in Table 2 are distributed across these degree types and courses. For this reason, the number of core and elective EAL/D units listed is greater since the same unit may be counted multiple times because it is part of the ECE, Primary and Secondary course (e.g. *n*=3) for example EDEN345 at ACU. Table 3, therefore, can be used to examine differences between the degree types and the courses, and the role EAL/D units play in these degrees. Additionally, Table 3 has also been expanded beyond core and elective EAL/D units to include the other categories of applied linguistics and linguistic diversity units.

Table 3. *EAL/D learning and teaching units by ITE degree course and specialisation.*

Degree Type / Course	University ITE Degrees	Core EAL/D Units	Core Applied Linguistics Units	Core Linguistic Diversity Units	Elective EAL/D Units	Elective Applied Linguistics Units	Elective Linguistic Diversity Units
Combined	**1**	**0**	**0**	**0**	**0**	**0**	**0**
B.Science/Art and M. Secondary	1	0	0	0	0	0	0
Undergraduate	**117**	**30**	**30**	**33**	**41**	**25**	**6**
Birth to 5 Years	2	1	0	0	0	0	0
ECE	24	7	4	7	2	1	1
ECE and Primary	13	1	7	5	1	0	1
Primary	35	11	10	9	11	2	3
Primary and Secondary	9	3	7	2	4	1	0

Secondary	34	7	2	10	23	21	1
Postgraduate	**97**	**12**	**19**	**17**	**27**	**5**	**1**
Birth to 5 Years	3	0	0	0	0	0	0
ECE	14	1	0	3	0	0	0
ECE and Primary	6	2	3	0	0	2	0
Primary	34	5	9	6	4	2	0
Primary and Secondary	2	0	3	1	0	0	0
Religious Education	1	0	0	0	0	0	0
Secondary	36	4	4	7	23	1	1
Special and Inclusive Education	1	0	0	0	0	0	0
Total	**215**	**42**	**49**	**50**	**68**	**30**	**7**

From Table 3, there are more core EAL/D learning and teaching units in undergraduate degrees, compared with postgraduate degrees (26% vs. 12%, respectively), and more in Primary Education courses (23%), than ECE (21%) and Secondary Education (16%) courses. These numbers are not large, and, in fact, the number of core EAL/D learning and teaching units represented across the different courses is much less than suggested by Table 2. In Table 2, half of the universities offered a core EAL/D learning and teaching unit. However, this may equate to one unit in one course. Given that so many courses are offered, the representation of EAL/D learning and teaching units across all courses and degree types is much lower. To illustrate, for undergraduate degrees the number of core EAL/D units (n=30) is slightly less than the number of core linguistic diversity units (n=33), which means that approximately 26% of university ITE degrees offer EAL/D learning beyond the minimum requirement of the AITSL standards (Focus Area 1.3) whereas 28% of university ITE degrees follow this benchmark (i.e., the Linguistic Diversity units) and 26% are providing what we have categorised as core Applied Linguistics units (n=30). In the undergraduate degrees, this pattern is mostly maintained across the course type (ECE, Primary, Secondary) with Primary Education degrees having marginally more core EAL/D units. For postgraduate degrees core applied linguistics units are the dominant type of unit offered, 20% compared with 12% for core EAL/D and 17.5% for linguistic diversity units. This trend is fairly consistent across the different postgraduate courses offered with Primary Education having only slightly better representation than Secondary, and ECE having minimal core EAL/D units.

The number of elective EAL/D units in Secondary Education courses at both the undergraduate (n=41) and postgraduate levels (n=27) is noteworthy, and again this likely reflects TESOL specialisation options offered by some universities (n=12, see Appendix A). That there are little to no elective Linguistic Diversity units points to the creation of these units specifically to meet the AITSL standards Focus Area 1.3: Students with diverse linguistic, cultural, religious, and socioeconomic backgrounds, which as a requirement of accreditation are therefore, core units. The figures indicate that some "Linguistic Diversity" units have not been identified through the audit conducted because the total for the three categorisations (EAL/D, Applied Linguistics, Linguistic Diversity) should equal or exceed the number stated in the ITE degrees column in

Table 3, given that for ITE degrees to be accredited they must meet the AITSL standards, including Focus Area 1.3. Therefore, the figures provided in Table 3 for linguistic diversity units should be much higher. However, it seems that the linguistic diversity component of Focus Area 1.3 was not prominent enough in the unit names and descriptions to be identified in the audit process.

The overall finding is that, with some notable exceptions of EAL/D learning and teaching units, there is little unit content that provides the learning necessary for teachers to effectively respond to EAL/D learner needs in classroom contexts. Further, the unit content related to "linguistic diversity" is minimal and often unidentifiable.

Discussion

Returning to Nancy Fraser's conception of social justice as both recognition and redistribution, there are some universities across the country that have recognised the learning needs of EAL/D learners, and the need for pedagogically equipped teachers to respond to these learners in their classrooms. Subsequently, these universities have redistributed resources within the university context towards meeting this identified need. These efforts to ensure that pre-service teachers are prepared to teach EAL/D learners are a form of recognition and redistribution that go well-beyond the minimal requirement set out in the AITSL teacher standards (see Focus Area 1.3). Further, that universities feel the need to extend far beyond what is required by AITSL speaks volumes about how much of a social justice issue it is. In this regard, it is encouraging to see this degree of autonomy and individual decision-making being enacted at some universities. There were some universities that were highly responsive to their local contexts, for example, the "English as an Additional Language/Dialect for Indigenous Learners" unit being offered by James Cook University across ECE, Primary and Secondary undergraduate degrees, a regional university that serves schools with large populations of Aboriginal and/or Torres Strait Islander learners. However, whilst promising, such examples are a minority.

Most universities are not consistently offering units about EAL/D learning and teaching to their pre-service teachers across all course and degree types. There is better representation of EAL/D learning and teaching unit content in undergraduate Primary degrees, reflecting the dominant view in education that language teaching is the purview of primary school teachers and not secondary teachers for whom specialist content knowledge is what counts, leaving language and literacy to English teachers (Ollerhead, 2022). This view ignores the fact that many EAL/D learners will not be able to access highly specialised content knowledge in the primary *and* secondary school curriculum unless effective scaffolded language-based pedagogy is provided (e.g. Hammond, 2006, 2021, 2022; Gibbons, 2002, 2012; Michell & Sharpe, 2005; Nguyen & Williams, 2019; Poetsch, 2023). Also indicative of the marginal position EAL/D learners hold, is that units related to EAL/D learning and teaching are often the first to go when delivering condensed two-year master's degrees in teaching. These units are viewed as non-essential

knowledge in Secondary education degrees and often ECE degrees as well. This is despite the report of the Teacher Education Expert Panel (Strong Beginnings, 2023) stating that responsive teaching, including for students who have English as an additional language or dialect (EAL/D) should form one of the four types of core content that "every teacher should learn in ITE to be prepared for the classroom and best support students" (p. 9).

The ongoing privileging of 'mainstream subjects' over EAL/D pedagogies in the university context is seen in the dominant "linguistic diversity" units that represent the minimum requirement of the AITSL teacher standards Focus Area 1.3. These units claim to address linguistic diversity, but it is difficult to see how this could be achieved in any real depth alongside the other content in the units. This glossing over has resulted in ITE degrees that provide only minimal and inadequate education in EAL/D learning and teaching, leaving pre-service teachers under-prepared for teaching EAL/D students in mainstream classrooms. Pre-service teachers, early in their teaching career, will hence find themselves under pressure while navigating these complexities and attempting to determine what is best for their students. In the novice stages of interpreting curricula and planning for learning in the English-medium curriculum, they have to grapple with being aware of, and responding to, the linguistic skills and cultural knowledge of their students.

To navigate and respond to competing educational priorities and pressures, pre-service teachers need training support to understand the language and literacy demands of curriculum and develop culturally and linguistically responsive pedagogies that not only provide the necessary pedagogical skills to support their EAL/D learners, but also recognise, value and incorporate into their pedagogical toolkit the linguistic and cultural resources that EAL/D learners bring to the classroom (Partridge & Harper, 2023; Slaughter & Cross, 2021). With this knowledge, pre-service teachers are better positioned to design teaching and learning materials that cater for culturally and linguistically diverse learners, including students from refugee backgrounds with limited formal schooling histories (Sharifian et al., 2021). Increased exposure to, and formal education in, EAL/D pedagogies will empower teachers to adopt approaches which provide students access to education via the dominant language of English in a variety of modes (van Kooy et al., 2024). It is essential that this starts in ITE courses— regrettably, a road yet to be taken in the current ITE landscape.

AITSL needs to be a leader in this regard to pave the way forward. Currently, some universities are leading change, effectively responding to the need to prepare pre-service teachers for EAL/D learning and teaching. However, due to the failure of AITSL to not only drive but mandate change, many universities are lagging in this area and ultimately, both teachers and their students bear the consequences of these decisions. AITSL needs to revise the teacher standards to create a specific Focus Area for EAL/D learners in the same way they have for Aboriginal and Torres Strait Islander learners (see Focus Area 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students) and learners with a disability (see Focus Area 1.6 Strategies to support full participation of students with disability). Such a change would then mirror Australian Curriculum documentation related to student diversity (https://v9.australiancurriculum.edu.au/student-diversity) that identifies the specific needs of

EAL/D learners alongside those with a disability or who are gifted and talented. The current neglect in this area is evidently influenced by the previously discussed monolingual ideologies that operate across society and specifically within education to limit and constrain what is offered in ITE at Australian universities highly governed by accreditation requirements. Thus, it is here with accreditation requirements, that change should start.

Limitations and future directions

Given the scope and size of the quantitative analysis conducted, there is potential for oversights. Thirty-seven universities were identified as offering 215 courses in ITE across ECE, Primary and Secondary education. Despite ensuring a rigorous process of checking and cross-checking, a margin of human error is expected with this volume of data, especially when so much of the data collected required an in-depth search spanning multiple webpages at each university. Appendix A was shared with the nationwide ACTA Teacher Education Consultancy Group to help detect whether any units were missing from the data set, and some valuable additions to the data set were received (noted by a '+' sign). However, not all institutions were represented leaving some universities unchecked.

During this process, the point was raised that for NSW universities there are mandatory requirements for EAL/D provision across the whole ITE degree (see NESA, 2024) rather than stand-alone units, which was the focus of our search. Consequently, different structures for EAL/D learning and teaching remain unidentifiable in our audit.

Also, as part of our member-checking with the ACTA Teacher Education Consultancy Group, it was brought to our attention that some of the units that were not identifiable as EAL/D learning and teaching units from their unit title and description, were in fact, focused on EAL/D learners. For example, for the unit EUN113 at QUT, half the unit is dedicated to EAL/D learning and teaching, but this was not apparent in the audit process because it was combined with learning about students with disabilities. In these cases, we have adhered to the audit process established using the *EAL/D Unit Identification Tool* for reliability, and validity. In other examples, it seemed that units were described in one way and taught in another. For the next part of our research, we seek to further understand 'what is going on' through in-depth qualitative research.

It also needs to be noted that data is current for the year 2024 and first half of 2025 and therefore represents a snapshot in time that will ultimately become dated as soon as universities review their course content. We do, however, hope that this data provides a valuable baseline that can be used to measure change over time. For this reason, we have been transparent with the data collected and the coding process used to support future studies of this type.

Conclusion

Our audit of university ITE degrees exposes a national crisis and systemic injustice: the long-held monolingual, Anglocentric hegemonies entrenched in Australian society and its education system are reproducing inequalities in mainstream English-first school subjects whilst relegating EAL/D learning and teaching to the periphery in teaching practices and equitable policy making. The common refrain that Australia takes pride in being a multicultural country that celebrates cultural and linguistic diversity sounds hollow in the current educational landscape, where EAL/D learners are misrepresented or lack visibility while related resources and efforts are misdirected. A closer examination of the audited ITE course units further reveals a wider social injustice where a sizeable number of university ITE degrees fail to prepare pre-service teachers to effectively teach their EAL/D learners in diverse Australian classrooms. This situation is directly linked to the minimal requirements relating to EAL/D learners in the AITSL teacher standards.

The bleak picture of EAL/D unit offerings across Australian universities draws attention to the crucial role of teacher standards and accreditation requirements within which universities develop, accredit, and deliver their initial teacher education courses. Although, as outlined, there is no shortage of reports and submissions recommending that universities offer dedicated units for teaching EAL/D learners on social justice grounds, AITSL remains unresponsive to both policy advocacy and the linguistic reality of Australian schools. What is urgently needed is for AITSL to move beyond 'catch-all', tokenistic teacher standards that misrecognise and disregard the specific learning needs of EAL/D learners and mandate the specialist knowledge and skills that teachers need for teaching this learner cohort. Supported by specific EAL/D course content requirements and transparent EAL/D unit labelling, promulgation of such standards will ensure appropriate recognition and resource redistribution needed for pedagogically inclusive and effective EAL/D pre-service course provision for Australian schools.

At the time of a national crisis of teacher shortage, particularly in the EAL/D space, schools are in dire need of EAL/D teaching support and 'qualified' EAL/D specialists for the growing number of migrant and refugee students in their schools. If Australian universities continue following the dominant 'English first' ideologies that prioritise and promote 'mainstream education' course offerings, the cycle where EAL/D learners lag behind without hope of succeeding academically in mainstream classrooms, perpetuated by unprepared pre-service teachers, will paint an even bleaker picture of Australia's education system. A call for the government and universities to respond to this national crisis of social injustice and education inequality is urgently needed.

Acknowledgements

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Appendix A: Categorisation of units related to EAL/D learners in ITE degrees across all Australian universities.

University	Degree Type	Course Type	Unit content (*Core Unit; #TESOL Specialisation; (I)Indigenous Focus)		
			EAL/D	**Applied Linguistics**	**Linguistic Diversity**
University of Tasmania	Undergraduate	Primary	-	EPR215*	-
		Secondary	-	-	-
	Postgraduate	Primary	-	EMT609*	-
		Secondary	EDP720# EDP719# EDP721#	EMT609*	-
Australian Catholic University	Undergraduate	ECE	-	-	EDFX204
		ECE and Primary	-	-	-
		Primary	EDEN345	-	-
		Primary and Special Ed	EDEN345	-	-
		Primary and Secondary	EDEN345	-	-
		Secondary and Special Ed	EDEN345	-	-
	Postgraduate	ECE and Primary	-	EDEN602	-
		Primary	-	EDEN602	-
		Secondary	EDTL599 EDTL699	-	-
University of Canberra	Undergraduate	ECE	10181*	-	-
		Primary	9880* 9857	-	-
		Secondary (Arts)	9857*	-	-
	Postgraduate	ECE and Primary	9880* 10181*	-	-
		Primary	11345	-	-
		Secondary	-	7649	-
Charles Darwin University	Undergraduate	Birth to 5 Years	ELA201*	-	-
		ECE and Primary	-	-	-
		Primary	-	-	-
		Secondary	ELA213 TES102# TES203# TES204#	TES206# TES307#	-
	Postgraduate	Birth to 5 Years	-	-	-
		ECE	-	-	-
		Primary	-	-	-
		Secondary	ELA513	-	-
Flinders University	Undergraduate	ECE	-	-	-
		Primary	-	-	-
		Secondary	ESOL1001# ESOL2003# ESOL2004# ESOL3005#	LING3105# LING3106# LING2004# ESOL1002#	-
	Postgraduate	Birth to 5	-	-	-
		ECE	-	-	-
		Primary	-	-	-
		Secondary	-	-	-

University of Adelaide	Undergraduate	Secondary	EDUC4114	LING1101 LING1102	-
	Postgraduate	Secondary	EDUC7114	-	-
University of South Australia+	Undergraduate	ECE / Early Childhood	EDUC1087 EDUC2093	-	EDUC3055*
		Primary	EDUC1087 EDUC2093 EDUC4214	-	EDUC3055*
		Secondary	EDUC1087 EDUC4205 EDUC1087# EDUC2093# EDUC4214#	LANG2032# LANG3038#	EDUC3055* EDUC1109*
	Postgraduate	ECE	-	-	-
		Primary	-	-	-
		Secondary	EDUC5199# EDUC5154# EDUC5180	-	EDUC5249
University of Western Australia	Undergraduate	Primary	EDUC3025	-	EDUC3011*
	Postgraduate	Primary	-	-	EDUC5539*
		Secondary	-	-	EDUC5539*
		F-12	-	-	EDUC5539*
University of Notre Dame	Undergraduate	ECE	-	EDUC2046*	EDUC1027*
		Primary	-	EDUC4671	-
		Secondary	-	-	-
	Postgraduate	ECE	-	-	-
		Religious Education	-	-	-
		Special and Inclusive Education	-	-	-
		Primary	EDUC5204	-	-
		Secondary	EDUC5204	-	-
Edith Cowan University	Undergraduate	ECE	-	-	-
		Primary	LAN3240*	-	-
		Grade 1-10	LAN3240*	-	-
		Secondary	-	-	EDU3104*
	Postgraduate	ECE	-	-	-
		Primary	LAN6350	-	-
		Secondary	-	-	-
Curtin University+	Undergraduate	ECE	-	EDUC4036	-
		Primary	-	-	EDPR3004 EDUC4044(I)
		Secondary	-	-	-
	Postgraduate	ECE	-	-	-
		Primary	-	-	-
		Secondary	-	-	-
Murdoch University	Undergraduate	ECE	-	-	-
		Primary	-	-	-
		Secondary	-	-	-
	Postgraduate	Primary	-	-	-
		Secondary	-	-	-
Griffith University+	Undergraduate	ECE and Primary	3421EDN	-	4299EDN(I)
		Primary	3421EDN	-	4299EDN(I)
		Secondary	-	-	4299EDN(I)
	Postgraduate	ECE and Primary	-	7114EDN	-
		Primary	-	7114EDN	-

University	Level				
		Secondary	-	-	-
University of Southern Queensland	Undergraduate	ECE	EDE3150*	-	-
		Primary	-	-	-
		Secondary	-	-	-
	Postgraduate	Early Years	EDM8007*	-	-
		Primary	EDM8007*	-	EDM5002*
		Secondary	-	-	EDM5002*
University of the Sunshine Coast	Undergraduate	ECE	-	-	-
		Primary	-	-	EDU412*
		Secondary	-	-	EDU412*
	Postgraduate	Primary	-	-	EDU712*
		Secondary	-	-	EDU712*
Queensland University of Technology	Undergraduate	Birth to 5	-	-	-
		ECE	EUB405*	-	-
		Primary	EUB405*	-	-
		Secondary	EUB310*	-	-
	Postgraduate	ECE	-	-	EUN113*
		Primary	-	-	EUN113*
		Secondary	-	-	EUN113*
James Cook University	Undergraduate	ECE	ED3443*(I)	-	-
		Primary	ED3443*(I)	-	-
		Secondary	ED3443*(I)	-	-
	Postgraduate	Secondary	ED5986*	-	-
Central Queensland University+	Undergraduate	ECE	EDCU14034*	-	EDCU11031*
		Primary	EDCU14034*	-	EDCU11031*
		Secondary	-	-	EDSE11024*
	Postgraduate	ECE	-	-	EDFE20034*
		Primary	-	-	EDFE20034*
		Secondary	-	-	EDFE20034*
University of Queensland	Undergraduate	Primary	EDUC2750*	-	EDUC1710* EDUC3760*
		Secondary	-	-	EDUC1710* EDUC3606*
	Postgraduate	Primary	-	-	EDUC7516*
		Secondary	-	-	EDUC7600* EDUC7606*
Federation University Australia	Undergraduate	ECE and Primary	-	EDECE2020*	-
		Primary	-	EDBED4112*	-
		Secondary	-	-	-
	Postgraduate	ECE	-	-	-
		Primary	-	-	-
		Secondary	-	-	-
Monash University+	Undergraduate	ECE and Primary	-	EDF1084* EDF3079*	EDUC3066*
		Primary and Secondary	-	EDF1084* EDF3079*	EDUC3066*
		Primary and Secondary HPE	-	EDF1084* EDF3079*	-
		Primary and Secondary Inclusive and Special Education	-	EDF1084* EDF3079*	-
		Primary	-	EDF1084* EDF3079*	EDF1069* EDUC3066*
		Secondary	-	LINGENGL03#	EDUC3066*
		Secondary HPE	-	-	EDUC3066*

	Postgraduate	ECE	-	-	-
		ECE and Primary	-	EDF5818* EDF5819*	-
		Primary	-	EDF5817* EDF5818* EDF5819*	-
		Primary and Secondary	-	EDF5817* EDF5818* EDF5819*	-
		Secondary	-	-	-
Deakin University	Undergraduate	ECE	-	-	ECE404*
		ECE and Primary	-	-	ECE404*
		Primary	-	-	ECE404*
		Secondary HPE	-	-	-
	Combined	B.Science/Art and M. Secondary	-	-	-
Latrobe University	Undergraduate	ECE	EDU2LLC*	-	EDU2ULD*
		ECE and Primary	-	-	-
		Primary	-	-	-
		Secondary	-	LIN1FOL# LIN1IML# LIN2001# LIN2MKM# LIN2SOL# LIN3CLD# LIN3DCW# LIN3LAA#(I)	-
	Postgraduate	Primary	EDU5019	-	-
		Secondary	-	-	-
Victoria University	Undergraduate	ECE	-	-	-
		Early Childhood	ECE3001*	-	-
		F-12	EDT1001# EDT2001# EDT2002#	EDT1002#	-
	Postgraduate	Primary	-	-	-
		Secondary	-	-	-
Swinburne University	Undergraduate	ECE	-	EDU10002*	-
		ECE and Primary	-	EDU10002*	-
		Primary	-	EDU10002*	-
	Postgraduate	Primary	EDU80047*	-	-
		Secondary	-	-	-
University of Melbourne	Postgraduate	ECE	-	-	EDUC91053*
		ECE and Primary	-	-	-
		Primary	-	-	-
		Secondary	EDUC9118# EDUC91148# EDUC91178#	-	-
RMIT University	Undergraduate	ECE and Primary	TCHE2621*	-	-
		Primary	TCHE2621* TCHE2662 TCHE2587	TCHE2646*	-
		Primary and Secondary	-	TCHE2698*	TCHE2627*
	Postgraduate	Primary	-	TCHE2697*	-
		Secondary	-	-	-
	Undergraduate	ECE	-	-	-
		Primary	-	-	-

University	Level	Stage			
Southern Cross University		Secondary	-	-	EDUC3031
	Postgraduate	ECE	-	-	-
		Primary	-	-	-
		Secondary	-	-	-
Charles Sturt University	Undergraduate	ECE and Primary	-	-	EED307*
		Primary	EEP306*	-	-
		F-12	EEP306*	-	-
		Secondary	EEP306*	-	-
	Postgraduate	Primary	-	-	-
		Secondary	-	-	-
University of Wollongong	Undergraduate	Early Years	-	EYLL102*	-
		Primary	EDLD302*	EDKL200*	-
		Secondary	EDLD302*	-	-
	Postgraduate	Primary	-	-	-
		Secondary	-	-	-
University of Technology Sydney	Undergraduate	Secondary	010047*	-	-
	Postgraduate	Primary	013456*	-	-
		Secondary	013986*	-	-
Western Sydney University	Undergraduate	ECE	-	-	TEAC2009*
		Primary	TEAC4012*	-	-
		Secondary	-	-	TEAC3046*
	Postgraduate	Birth to 5 / 5 to 12	-	TEAC7030*	-
		Primary	-	TEAC7090*	-
		Secondary	TEAC5007# TEAC5008#	-	-
University of Sydney	Undergraduate	ECE	-	-	-
		Primary	UNK	UNK	UNK
		Secondary	UNK TESOL#	-	-
	Postgraduate	Primary	EDMT5533*	-	-
		Secondary	EDMT5678* EDMT5672# EDMIT6622# EDMT5622#	-	
Macquarie University	Undergraduate	ECE	-	-	EDST1500*
		ECE and Primary	-	EDST2500*	EDST1500*
		Primary	-	-	-
		Secondary	-	EDST2500*	-
	Postgraduate	ECE	-	-	-
		Birth to 5 Years	-	-	-
		Primary	-	-	-
		Secondary	-	EDST8520*	-
University of Newcastle	Undergraduate	ECE and Primary	-	LING1000*	EDUC3065*
		Primary	-	LING1000*	-
		Secondary	EDUC1143# EDUC2143# EDUC3143# EDUC4143#	LING1111# LING2502#	
	Postgraduate	Primary	-	EDUC6748*	-
		Secondary	-	EDUC6781*	-
University of New England+	Undergraduate	ECE	-	EDEC308*	-
		ECE and Primary	-	EDEC308*	-
		F-6 Teaching	EDUC303*	-	-
		F-12 Teaching	EDUC303*	-	-
		Secondary	EDUC303*	-	-
	Postgraduate	Primary	EDUC503*	-	-

		Secondary	EDUC503* EDLA387# EDLA388#	-	-
University of New South Wales+	Undergraduate	Primary	-	EDST2003* EDST1120*	-
		B. Science/Arts/Design and Secondary	EDST6704# EDST6734#	EDST2003*	-
	Postgraduate	Primary	-	EDST6781* EDST5139*	-
		Secondary	EDST6704# EDST6734#	EDST5139*	-

*Core unit; #TESOL Specialisation Unit; (I)Indigenous Focus

+University contact provided all EAL/D units – all were reviewed by Authors 1, 2, & 3 as per the Audit tool to ensure consistent results. Not all units provided were found to meet the requirements based on publicly available unit outlines

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Carly Steele is an applied linguist and a fully qualified teacher with over 12 years' experience in diverse teaching contexts across Australia including urban cities, and rural and remote communities. She has lectured in initial teacher education courses in university settings since 2019 and completed her PhD at the University of Melbourne in 2021. Her research focuses on how language learners are positioned in schools with the aim to promote culturally and linguistically responsive teaching and assessment practices. Carly primarily engages in participatory action research in collaboration with classroom teachers.

Julian Chen (they/them) is an Associate Professor of Applied Linguistics/TESOL and the Course Coordinator of Asian Languages at the School of Education, Curtin University. Julian's research synergises technology-enhanced language learning, task-based language teaching, virtual reality, inclusive pedagogy, and participatory action research. Julian is the former Book Review Editor of *Australian Review of Applied Linguistics*, and Editor of *Emergency Remote Teaching and Beyond* (2021, Springer), and author of *Second Life as a Virtual Playground for Language Education* (2022, Routledge).

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Pedagogical translanguaging as "troublesome knowledge" in teacher education

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Abstract

This paper reports on the shifts in understanding experienced by participants in a postgraduate initial teacher education course designed around pedagogical translanguaging as a core theoretical and pedagogical concept. Throughout the semester-long unit, teacher education students engaged with culturally and linguistically responsive teaching approaches by reflecting upon and shifting their understandings of how plurilingual students' home languages can be celebrated and included in classroom teaching, even when English remains the medium of instruction. However, adopting pedagogical translanguaging as a concept and practice was not without its challenges, with both monolingual and plurilingual teacher education students having to confront and overcome deep-seated beliefs that "English-only is best".

Using a grounded approach to analyse teacher education students' written reflections and transcripts from semi-structured interviews, our research found that learning about pedagogical translanguaging presented teacher education students with what Meyer and Land (2003) refer to as a threshold concept, which opened up new and previously inaccessible ways of thinking about linguistic diversity. Our teacher education students faced challenges in redefining their positions as they encountered counterintuitive beliefs about language and teaching, alongside the necessity to reevaluate their own language identities. Our analysis reveals that pedagogical translanguaging represents troublesome knowledge for these students, often leading them into an uncomfortable liminal space, with the practical application being the most troublesome hurdle.

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Introduction

Each year, Australian universities produce over 16,000 new schoolteachers who must adhere to a defined set of professional standards (Australian Institute for Teaching and School Leadership [AITSL], 2017). One of these standards highlights the necessity of effectively teaching students from diverse linguistic, cultural, religious, and socioeconomic backgrounds. This is particularly important given that 38% of students in Australia come from language backgrounds other than English. Consequently, new educators are strongly encouraged to embrace the various languages and cultures present in their classrooms through approaches such as translanguaging (García, 2009; García & Wei, 2014). However, many newly graduated teachers find that they have had inadequate training to implement these inclusive teaching practices effectively (Dobinson & Dovchin, 2021).

This in-depth study focuses on the experiences of three postgraduate teacher education (TE) students participating in a course titled "literacy across the curriculum for diverse learners" that focused on pedagogical translanguaging (Cenoz & Gorter, 2022) as a foundational theoretical and pedagogical framework. This was a new course designed to familiarise students with Australian Professional Teaching Standard 1.3: "Know students and how they learn: demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds." (AITSL, 2017). Throughout this semester-long program, TE students worked on developing culturally and linguistically responsive teaching strategies by critically reflecting on and reevaluating their understanding of language use and instruction. They learned about the significance of creating classroom environments that embrace children's home languages while simultaneously supporting effective content learning through English as the medium of instruction.

We consider pedagogical translanguaging to have been a threshold concept (Meyer & Land, 2003, 2006) for these TE students in their exploration of classroom practices which support linguistic and cultural diversity. While the course enhanced their understanding, it also introduced significant challenges in both theory and practice. TE students, regardless of being monolingual or multilingual, needed to navigate a liminal space as they confronted and reassessed their deeply held belief that "English-only is best" in Australian classrooms. This process required them to engage with translanguaging as troublesome knowledge (Perkins, 1999), which, in its various forms, represents the fundamental challenges that novice learners face when dealing with threshold concepts. In this context, TE students needed to reconcile their traditional views of language with more inclusive and flexible teaching approaches.

The significance of the study

In this paper, we contend that understanding pedagogical translanguaging as troublesome knowledge is crucial for addressing the complexities that multilingual classrooms can present.

An analysis through this lens reveals insights into the cognitive and emotional challenges teachers face, allowing for tailored professional development that equips them to navigate these obstacles. A better understanding has the potential to foster a supportive environment for both teachers and students, ultimately leading to more effective implementation of translanguaging strategies that enhance learning and promote inclusivity. We believe that recognising and addressing these challenges helps ensure that translanguaging practices enrich learning and classroom interactions while also validating students' linguistic identities.

Research into teacher beliefs and understandings indicates that measuring changes in these perspectives can be quite challenging (Pajares, 1992; Tschannen-Moran & Woolfolk Hoy, 2001). Our experiences of working as teacher trainers in multilingual contexts around the world (including sub-Saharan and North Africa, Mexico, United Kingdom, and Australia) indicate that the framework of liminality is a useful heuristic when discussing changes in TE students' beliefs and understandings. Defined as "a suspended state of partial understanding, or 'stuck place'" (Meyer et al., 2010, p. 9), the learner will typically waver back and forth between established and emerging understandings (Cousin, 2006a, p. 4). As we listened to our TE students' reflections on learning about pedagogical translanguaging, they revealed mixed understandings, showcasing both pre-liminal and transitional liminal ideas regarding the essence of translanguaging pedagogy (Cousin, 2006a). Below, we will provide the theoretical background on the concepts of pedagogical translanguaging, troublesome knowledge and liminality to frame our study.

Pedagogical translanguaging

The practice of integrating children's home languages and cultural practices into the school curriculum was originally introduced in Australia by Bakamana Yunupingu (1990), who established the "Both ways education system" in 1989. This approach recognised traditional Aboriginal teaching alongside Western methods. However, the term 'translanguaging' was originally coined by Welsh educator Cen Williams in 1994, to describe the way his students moved between Welsh and English, drawing on all of their linguistic resources, to complete classroom learning tasks. This practice contrasted with existing notions of languages as autonomous entities delineated by fixed boundaries where speakers engaged in language crossing or code-switching (Martin-Jones,1995). Translanguaging has since become a widespread theoretical and pedagogical concept, owing to the work of Ofelia García who expanded the term to describe a dynamic practice where multilingual speakers leverage their communicative resources to maximise their communicative potential (Wei & García, 2017).

Within the contemporary educational landscape, multilingual perspectives are increasingly integrated into classroom practice. The United Nations Convention on the Rights for the Child (Article 305) states that "it is the rights of children who are of minority or Indigenous background to use their first language and practice their culture and religion", and a large body of translanguaging evidence-based research (D'warte, 2024; Sánchez et al., 2018; Tai & Wong,

2023) makes visible the importance of valuing a student's linguistic and cultural knowledge and experience, or 'funds of knowledge' (González et al., 2006). Pedagogical translanguaging describes various practices, all of which are planned by the teacher with a pedagogical purpose and use resources from the students' whole linguistic repertoire (Cenoz & Gorter, 2022).

In the context of initial teacher education, pedagogical translanguaging is a key framework to build professional skills, knowledge, and understanding of the needs of linguistically and culturally diverse students in Australian educational contexts (AITSL, 2017). TE students are now encouraged to consider alternatives to English as the only medium of instruction when teaching plurilingual learners (Wong & Tai, 2023). This approach represents not only the interrogation of traditional teaching practices, but also the emergence of new understandings of language and learning which are usefully encapsulated in Meyer and Land's (2003) idea of a "threshold concept". The path towards these new understandings will typically involve the encountering of what Perkins (1999) has described as "troublesome knowledge". We adopt this framework as a tool to assess the nature of the difficulties our TE students encounter as they grapple with translanguaging as a pedagogy.

Troublesome knowledge within the threshold concept

The threshold concept effectively explains why certain areas of knowledge are inherently challenging to understand, and that coming to understand them may involve a gradual and often uncomfortable process. Meyer and Land (2003) describe this process as "akin to a portal, opening up a new and previously inaccessible way of thinking about something. It represents a transformed way of understanding, interpreting, or viewing something, without which the learner cannot progress" (p. 1). They draw on discussion from Perkins (1999) in their characterisation of the nature of a threshold concept and identify five key characteristics: they are transformative, often irreversible, potentially bounded to another discipline, unable to be integrated with other discipline knowledge, and can be troublesome, as illustrated in Figure 1:
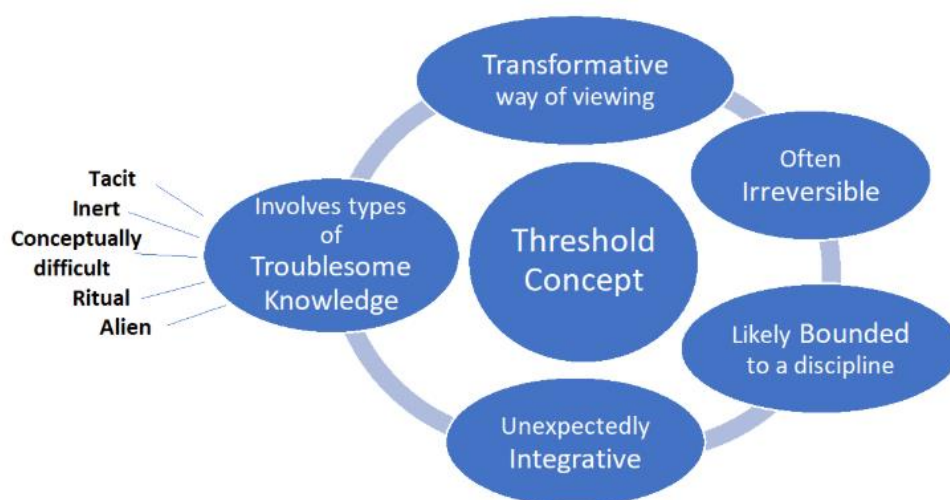

Figure 1. Characteristics of a threshold concept (after Meyer & Land, 2003).

Research studies examining how TE students have responded to transformed understandings about language (e.g., Moloney & Saltmarsh, 2016), reveal that many expressed anxiety about how to activate their linguistic expertise in the classroom. More recent research confirms TE students' struggles with implementation of translanguaging pedagogy in the context of the school (Hinojosa Pareja & López López, 2018; Iversen, 2020; Lew & Siffrinn, 2019; Tai & Wong, 2023).

In view of the growing body of discussion which highlights the significant hurdle which practical implementation presents in traversing the threshold of pedagogical translanguaging, we have found it useful to build on Alyafaee (2023), who labels the areas of struggle ELT teachers encounter in applying theory to practice as "practically difficult knowledge". Findings from our research lead us to add a sixth label of 'practical knowledge' to Meyer and Land's (2003) typology of troublesome knowledge (Figure 2). This allows for the incorporation of the challenges novices face in applying theory to practice as a fundamental aspect of a threshold concept:
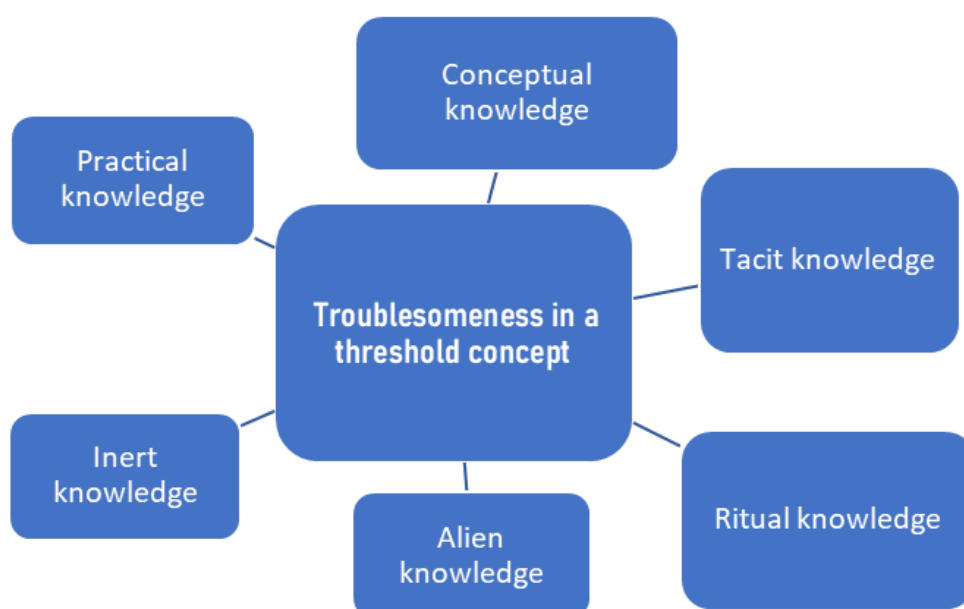

Figure 2. Troublesome knowledge as a characteristic of a Threshold Concept (adapted from Alyafaee, 2023; Meyer & Land 2003, 2006; Perkins, 1999).

Within this framework of troublesome knowledge, 'ritual' knowledge manifests as unexamined routines at the subconscious level (such as expected patterns of behaviour within a classroom), while 'inert' knowledge manifests in its lack of connectivity and practical integration into related areas (such as facts learned in preparation for exams). 'Alien' knowledge represents enduring beliefs that hinder understanding (such as 'English-only is best') and both 'tacit' and 'conceptually difficult' knowledge involve unexamined ideas—tacit knowledge being specific to a discourse community (such as recognising but being unable to explain grammatical errors within a text), and conceptually troublesome knowledge arising from unfamiliar insights (such as learning linguistic structures which are not part of a student's home language). Our sixth

type of troublesomeness, 'practical knowledge', is characterised as the difficulty of applying underlying understandings in one's practice: without an understanding of how to apply new knowledge, the threshold into a transformed understanding cannot be fully crossed.

It is expected that a threshold concept will be troublesome in one or more of these six ways and the process of grappling with threshold concepts will involve a journey of questioning and adjusting one's worldview. This transition can be conceived as occurring within a liminal space which entails navigating messy, nonlinear paths across conceptual terrain (Cousin, 2006a).

Liminality

Liminality is often conceived as a complex learning path. Meyer and Land (2006), for example, characterise this path as a transformative journey in the form of a continuum consisting of four stages: preliminal, liminal, postliminal, and subliminal. However, as Cousin (2006a) notes, mastering new knowledge is a nonlinear process which involves constant configuration and reconfiguration and can require uncomfortable emotional repositioning. This recursive view of the process of complex learning can be depicted as approaching new learning through a preliminal stage of rote or chunk learning before moving on to a reconstitutive stage where fundamental shifts of belief begin to emerge. This then leads into a postliminal consequential stage where conceptual boundaries are crossed until eventually understandings become irreversibly instinctual, at the subliminal stage. This recursive continuum of liminality is depicted in figure 3 below.
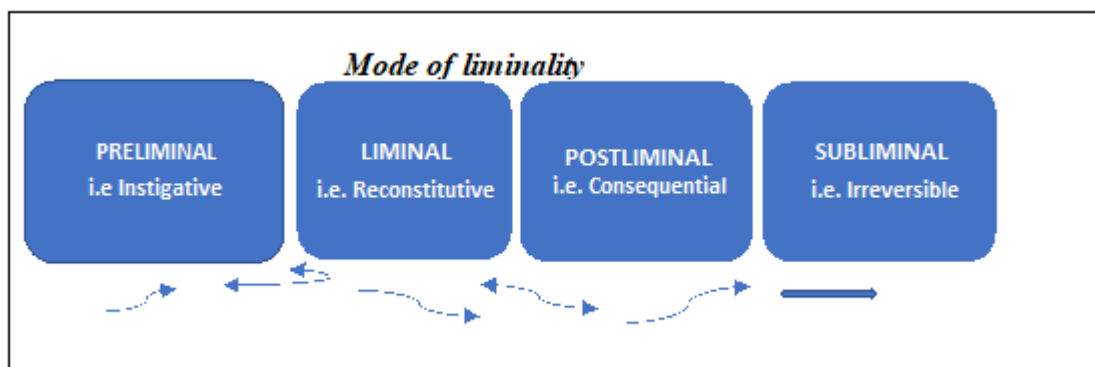

Figure 3. The liminal journey towards mastering a threshold concept (adapted from Cousin, 2006a; Land & Meyer, 2010).

We have found this framework of liminality useful in characterising the ontological and systemic journeys through the threshold concept of translanguaging in our study. From our observations at the outset, or instigative stage, on encountering a threshold concept a novice will resort largely to memorisation and the learning of chunks of information which allows for not much more than a mimicking of ideas and behaviours. This preliminal stage then evolves into a series of stages in which there is a reconstruction of understandings: firstly, previous

understandings are replaced by new ones and a shift in beliefs and actions begins to emerge; from this liminal space there then develops a deeper transformation of original conceptions as links are made across conceptual boundaries and the novice now finds themself able to "talk the talk". This is not, of course, a uni-directional process, and during the transition from a preliminal to a postliminal stage of understanding, there will be frequent regressions as a novice navigates their way through this process of mastery. These regressions diminish as the new understandings solidify and the novice achieves mastery; upon reaching the subliminal stage where understanding is fully consolidated, these new ways of thinking and of doing become irreversible and ultimately instinctual.

The study

This in-depth study was part of a larger research project that followed 45 postgraduate teacher education students enrolled in a mandatory unit titled "Language and Literacy across the Curriculum" at a large metropolitan Australian university. Nine TE students volunteered to give interviews, and here we report on 3 of these participants. The course explored various topics related to policy, theory, pedagogy, and assessment for teaching in culturally and linguistically diverse secondary classrooms. Instruction included topics such as multilingualism, cultural and linguistic funds of knowledge (González et al., 2005); scaffolded language learning for EAL/D learners; pedagogical translanguaging and case studies of intensive language programs. The unit also included a three-week practicum allowing participants to apply their knowledge in their specialist teaching areas. The participants specialised in a diverse array of secondary teaching subjects, including English, Languages, History, Mathematics, Economics, Geography, and Science.

Aims of the study

In this grounded qualitative study, we aimed to understand the troublesome knowledge (Perkins, 1999) related to the postgraduate teacher education unit described above, which focused on translanguaging as a core theoretical and pedagogical concept. We sought to identify the challenges our participants faced when applying a translanguaging approach during their practicum and conducted semi-structured interviews with nine student-teachers from the cohort. Their insights formed the basis for our research questions:

- To what extent does the theory and practice of pedagogical translanguaging pose troublesome knowledge for TE students preparing to teach students from diverse linguistic, cultural, religious, and socioeconomic backgrounds?
- What (mis)understandings do TE students have regarding the implementation of pedagogical translanguaging (i.e., types of troublesome knowledge)?

Our findings prompted us to explore which types of troublesome knowledge most obstruct TE students' progress through the phases of liminality comprising the threshold concept of pedagogical translanguaging.

Data collection and analysis

Data for this part of the study were collected from nine participants using three sources: forum posts, an end-of-semester assignment, and semi-structured online interviews. This ensured a rich set of data and provided opportunities to triangulate each participant's epistemological understandings and the sources of troublesome knowledge. Our discussion focuses on three participants: Amy and Baaz (pseudonyms), both speakers of English as an additional language, and Nic (pseudonym), a monolingual speaker of Standard Australian English. Baaz specialises in Maths and Economics, Amy teaches Maths, and Nic teaches Science.

We employed a grounded, qualitative research methodology to uncover teacher education students' epistemological understandings, allowing for an exploration of complex and often nuanced phenomena. A discourse analytic lens was used to examine how students conceptualised knowledge, the processes they engaged in while learning, and the specific challenges they encountered in their educational journeys. This helped us to uncover underlying assumptions in participants' language, offering insights into how teachers interpret and apply concepts like translanguaging in their classrooms. Additionally, a grounded approach promoted flexibility and responsiveness in the research process, allowing us to adjust our focus and probing as new themes and insights emerged during data collection and analysis. This adaptability proved crucial in leading us towards an understanding of pedagogical translanguaging as troublesome knowledge.

From our data analysis, we found that the participants' conceptual problems could be roughly sorted into 3 main categories: interpretations of what is meant by addressing cultural and linguistic diversity to support learning in the classroom'; perceptions of one's own lingualism as a determiner of a teacher's ability to support learning in plurilingual classrooms; and feeling prepared to deliver lessons which integrate appropriate translanguaging techniques. In sifting through the data, we then found that within each category various sources of 'troublesomeness' (see figure 2) began to emerge, leaving us with subsets of types of trouble within each category. Our discussion here addresses the most prominent type in each category: from Perkins (1999), tacit knowledge (category 1) and conceptual knowledge (category 2); and in recognition of the participants' struggles to translate theoretical knowledge into practice, we drew on Alyafaee, (2023) for our third category of practical knowledge. It was from this analysis that our themes emerged (see below).

By using Cousin's (2006a) model of liminality (see Figure 3), we were then able to evaluate the apparent transitions in understandings as revealed through the data. This analysis then confirmed the extent to which translanguaging presents a threshold concept in our teacher education unit.

Findings and discussion

We set out above how our data invited us to investigate the sources of troublesome knowledge in teacher education students' understandings of translanguaging pedagogy within three categories: tacit knowledge (Perkins, 1999), conceptual knowledge (Perkins, 1999), and practical knowledge (Alyafaee, 2023). From our analysis, three key themes related to these sources of troublesome knowledge have emerged:

a) Tacit knowledge: Linguistic differentiation for EAL/D Learners.
b) Conceptual knowledge: The relationship between teaching effectiveness and linguistic ability.
c) Practical knowledge: Transitioning from theory to practice.

Perkins notes that certain forms of challenging knowledge stem from subtle differences within a knowledge category that often go undetected. Such knowledge typically resides in specific communities where members assume a shared understanding of key concepts. We believe the teaching profession is an example of this phenomenon. In our data, "pedagogical translanguaging" is a concept frequently taken for granted, and discussions of how it can be used to support differentiated language instruction and affirm cultural knowledge often lacks detailed explanation. This gap is evident in the discrepancies between the way TE students cite theoretical concepts from literature and their explanations of how they apply these ideas in their own practices, as demonstrated below. We go on to discuss each of these themes in turn.

Theme 1: Tacit knowledge: Linguistic differentiation for EAL/D learners

The excerpts examined here come from our TE students' final assignments and forum posts, where they reference their readings to support their claims. These assignments encourage careful thought and reformulation, revealing apparent contradictions in the participants' interpretations of the literature, which indicate the presence of troublesome knowledge. For example, in Nic's analysis of a lesson where he effectively draws on the translanguaging literature, his conclusion suggests a conflict of ideas.

> *Translanguaging strategies such as those provided are excellent approaches to teaching EAL/D students as they are can form connections between their home language and English (Cummins et al., 2005). It is critical that teachers facilitate these connections whenever possible, and notetaking, creating glossaries and discussing concepts in their home language are great opportunities for students to form their initial understanding (Ollerhead, 2018).* **However,** *it is* **also** *the responsibility of the teacher to develop EALD students' English proficiency (Dixon, 2018).* [Nic - Final assignment] [emphasis added]

On the one hand Nic acknowledges the value of classroom strategies for connecting learning content with the learner's home language, but he then appears to suggest that translanguaging

can only be implemented *at the expense of* learning English. This juxtaposition of discourses suggests only a partial grasp of translanguaging as a pedagogy.

Further evidence for this pre-liminality can be seen if we compare the above synthesis of translanguaging with his discussion on the topic in interview. Here he is being invited by the interviewer to illustrate how he provides opportunities for his learners to draw on their linguistic funds of knowledge:

> NIC: *I just utilise things that would help students with different backgrounds. Help understand, and if they can learn it in their language. Then they don't then try and convert over to English. It would be that would be so amazing. It's I guess it's hard to say...yeah, I don't know. It's it's kind of two quite contradictory positions.* [Nic - Interview]

His assertion that "*It's kind of two quite contradictory positions*" is revealing of the struggle he is facing as he seeks to relinquish the dominant discourse of "English only" and reconfigure his understanding of the role of home language as a valuable fund of knowledge in the classroom.

A similar disjunction can be seen in Amy's forum post, where she identifies classroom segregation as a problem for translanguaging pedagogy:

> *The use of translanguaging in classrooms not only enhances cognitive development but also fosters the construction of identity… it empowers students to enhance their understanding of abstract concepts in English by connecting them with familiar terms from their native languages, bridging their daily experiences with classroom instruction (Conteh, 2018). A potential challenge with using translanguaging is classroom segregation, as students may cluster by language, isolating different language groups**.** To prevent this, I lead discussions in multiple languages, including English, promoting inclusivity and unity in math education.* [Amy - forum post]

Amy expands on the role of identity construction, identifying a legitimate issue in *"isolating different language groups"*. However, her somewhat impractical solution—suggesting that the teacher *"lead discussions in multiple languages"*—indicates a partially developed understanding of translanguaging pedagogy. Similar to Nic, this tacit understanding becomes more evident during her interview discussion and presents a significant obstacle:

> RES.: *So are you quite confident to identify language issues in your students' work if if you need to, like we asked you to do in the assessments?*

> AMY: *Hmm…. Where are the issues? What? How do we describe them? How do we give feedback and what will we do to improve the students' performance? For me it's really hard, because …I don't really have a proper training in*

> *grammar, so I don't know anything about grammar…I sort of have to put in a lot of effort to sort of know … it'll be really hard to teach. because sometimes that's me as well.* [Amy - Interview]

Despite appearing clear about the need to address her learners' language issues, Amy seems to identify language issues as occurring only at the level of grammar. This somewhat old-school view of what should be taught in schools is framed in terms of her personal deficit in pedagogical grammar and skills. This tacit understanding seems to be drawn from her own language issues (*"that's me as well"*) and prevents her from considering a more contemporary view which resonates with translanguaging—that of language as discourse.

Unlike Nic and Amy, Baaz relies less on literature citations in his forum posts and focuses more on his personal learning journey. He discusses this journey extensively in his interview, and, in response to a forum task concerning a lesson example, he emphasises the importance of cultural and linguistic funds of knowledge in learning, drawing on his experiences as an EAL student:

> *With my own non-English speaking background in western academia, I could identify with the entire lesson. The research driven knowledge that a student's own linguistic knowledge and skills (L1) can be extremely instrumental to the student's development of corresponding abilities in a foreign cognitive/academic language (L2) strongly resonates with my own academic journey.* [Baaz - Forum post]

He demonstrates further this postliminal understanding of translanguaging pedagogy in consequent forum posts, discussing how he would use a multilingual ecology as a framework for organising an oral language task. A multilingual ecology (Creese & Martin, 2003) describes the relationships between multiple languages and the environment in which they are used, in this case the linguistic interactions that occur within the classroom. As Baaz explains here:

> *Since EAL/D first language knowledge can be positively transferred during L2 acquisition, I would design the critical part of this class's (applying for a job) learning content in L1.*

And:

> *I will organise my classroom in a way that allows the learners to feel language-friendly and encourages students to share their languages…I would design multiple groupwork activities. This would allow me to build a learning environment that supports translanguaging.* [Baaz - Forum post]

He draws together these examples of how he could integrate a multilingual ecology in his teaching by referring back to the professional standards that this unit of his MEd programme sets out to deliver, further indicating how he appears to have crossed into a post-liminal understanding of translanguaging:

> *A good teacher, actually, as part of our professional standards, really is that we are able to teach to cultural and linguistic diversity. And that means… analysing the language. It means planning for the language. It means knowing your students and where their language is.* [Baaz - Forum post]

It is noteworthy that unlike Nic and Amy, Baaz rarely draws overtly on the literature in his forum posts and refers repeatedly to his own learning journey when discussing translanguaging pedagogy. "*The research driven knowledge that a student's own linguistic knowledge and skills (L1) can be extremely instrumental to the student's development of corresponding abilities in a foreign cognitive/academic language (L2) strongly resonates with my own academic journey*", he tells us. Indeed, his comments here in his forum posts, and later in his interview, suggest that individuals with significant lived experiences of a threshold concept are better equipped to fully unpack and understand it. We will revisit this idea under theme 2, below, where Baaz recounts how his journey through *"Western academia"* has been one of struggle and how his *"non-English speaking background"* has significantly influenced his conceptual understanding of translanguaging pedagogy.

Theme 2: Conceptual knowledge: The relationship between teaching effectiveness and linguistic ability

A second type of troublesome knowledge identified by Perkins (1999) is conceptual knowledge, which arises when ingrained beliefs are challenged. Learners may be able to recite a concept from memory, but their intuitive beliefs resurface and hinder their progress. This entanglement is evident in data extracts from student-teachers whose understanding of translanguaging pedagogy appears obstructed by their perceptions of their linguistic abilities.

For example, Nic views his monolingualism as a barrier to effective teaching in multilingual classrooms, while Amy, who speaks English as an additional language, discusses her struggles in the classroom as a result of her limited English proficiency. Both TE students adopt a deficit perspective regarding their linguistic skills, believing they affect their ability to effectively teach EAL/D learners.

When asked about his language learning experiences, Nic describes his background in a largely apologetic manner, emphasising his essentially monolingual status:

> NIC: *So I've, I've, yeah, born and raised in Sydney. Mum's, my mum's dad was born in Greece. And she speaks Greek to her parents. Yeah, I, we never went to Greek school or anything. Unfortunately, not. So I picked up, I don't know, a few things from that, like just words here and there. …and I mean, other than learning Japanese in year 8. That's, yeah. Unfortunately, that's my background to be honest.* [Nic - Interview]

Nic intuitively views his monolingual status as "unfortunate", and this belief influences his perception of the ideal profile for teachers in Australia's multicultural classrooms as being plurilingual. For example, when the interviewer asks about his experiences with implementing translanguaging pedagogy, he reverts to this belief and expresses regret over his linguistic shortcomings.

> NIC: *It would be great if I could, I know this, so, I'm not gonna learn different, like, you know ten different languages assigned, but it would be great to know. I could just utilize things that would help students with different backgrounds. Help understand, and if they can learn it in their language then they don't then try and convert over to English. It would be, that would be so amazing.* [Nic - Interview]

In his view that plurilingualism is an "amazing" skill set for today's teachers, Nic overlooks the fact that the implementation of pedagogical translanguaging is not dependent on a teacher's being plurilingual, but more on their ability to create and plan opportunities for translanguaging in the classroom. Nic's views reveal that he has only a liminal understanding of this threshold concept.

Similarly, Amy, who speaks English as an additional language, also sees effective translanguaging pedagogy as dependent on the teacher's language skills. However, unlike Nic, she believes that her lack of English proficiency hinders her ability to provide appropriate instruction in her multicultural classes. When the interviewer prompts her to discuss how she implements translanguaging pedagogy, she seems to confuse it with the broader need for 'clarity' during the explicit input stage of a lesson (our emphasis).

> RES.: *So in your professional standards for teachers, for example, there is like reference to cultural and linguistic diversity… do you feel like you are prepared properly for that?*
>
> AMY: *I think it's a long way to go for me… What, what I struggle with is really classroom instruction more than the theory.* ***So now, I'm trying to write script for my, like teaching, which I think local students or teachers doesn't need it.*** *For me, we, we need it because to explain the same concept… I know in a textbook kind of way how to explain it. But now, okay, giving instruction to the student… It's like,…****So how do I use…like the the common language the student will understand? I think we sort of know the theory behind, but applying that into the teaching area, it's a long way to go.*** [Amy - Interview] [emphasis added]

Amy holds an intuitive belief that teachers who speak English as an additional language are at a disadvantage compared to their English-native peers. She perceives herself as being in a deficit position regarding her ability to apply pedagogical knowledge in practice. Even when praised for her language use in the classroom, she quickly clarifies that it reflects her mentor's

script, stating, "It's not mine!" This response indicates that her negative self-view is deeply ingrained:

> AMY: *So now what I'm developing, it's like ...my supervisor explain each concept right? And I will use it in my next lesson. And then sometimes people say, "Hey, I really like how you explain this concept. "It's not mine!", I said... I've got a lot of quotations and ... it's really good that every time I explain this concept, I can use that phrase.* [Amy - Interview]

Interestingly, when the interviewer encourages Amy to shift her focus from her own language difficulties to how she supports her learners' linguistic diversity, she recognises that her examples are not relevant to language differentiation for student learning. This acknowledgment that she is somewhat off-track indicates that Amy is in a liminal rather than preliminal stage regarding this threshold concept.

> AMY: *Maybe explain the CONCEPT more in calc [calculus]. That's why they don't understand. So it give me a hint that what I should look at is how to tune my instruction more.*
>
> RES.: *So maybe that sense of differentiation, language differentiation?*
>
> AMY: *Yeah? Or or it's more like, I think it's a tool for us to evaluate or reflect on our teaching.* [Amy - Interview]

Both Nic and Amy demonstrated an understanding of key concepts in translanguaging pedagogy by referencing relevant literature; however, when asked how they apply these concepts in practice, their intuitive beliefs about their linguistic abilities resurfaced. This entanglement suggests that both student-teachers are still in a liminal stage of development regarding translanguaging pedagogy. In contrast, Baaz showcases a different experience. In his interview, he describes his process of epistemological shift, moving from an initial 'counterintuitive' stance to embracing translanguaging pedagogy.

> BAAZ: *Some of the readings and some of the literature that has been included in this unit is a little bit counter intuitive, because that that [English only] ideology actually still remains quite strong in some areas of academia, in some areas of school even. But then there's this body of research that's developing and saying "No". A good teacher, actually, as part of our professional standards really is that we are able to teach to cultural and linguistic diversity.* [Baaz - Interview]

He explains how he entered his postgraduate teaching program expecting EAL/D learners in Australian classrooms to face similar struggles to the ones he had experienced in Western academia. However, he revised this intuitive belief after experiencing translanguaging pedagogy firsthand.

> BAAZ:*[This translanguaging unit] it's antithetical, because by the time I became a professional I [had] internalized the whole thing. And when in my university they said that English needs to be, you know, literacy needs to be taught… through curriculum. Everybody has to take part. And I said, No, that's not, that's not our job. Our job is not to, you know, do these things. We are economics, math teacher, second language speaker, right? And then, when I started reading the material…, the most powerful thing as a student, as a, as a person who experienced this thing throughout the life, the most powerful thing is the psychological environment… It seems inconsequential, but it's actually the most powerful, the ambience, the welcoming ambience.* [Baaz - Interview]

Baaz's experience of feeling welcomed as an EAL/D learner during this particular course was crucial to his understanding of teaching as an inclusive practice, emphasising the importance of Australian Professional Teaching Standard 1: *"Know your students and how they learn"* (AITSL, 2017). His comments reinforce the idea that individuals with significant lived experiences of a threshold concept are better equipped to fully unpack and understand it.

Theme 3: Practical knowledge: Transitioning from theory to practice

In the following data set, we examine how TE students are struggling to learn how to deliver lessons that accommodate their learners' diverse cultural and linguistic backgrounds while encouraging them to draw on their own cultural and linguistic resources. We have observed Amy's challenges in applying her theoretical understanding to practice in themes 1 and 2. Although she expresses confidence in her grasp of differentiated instruction and can discuss its components assuredly, she acknowledges that she still has *"a long way to go"* in applying this knowledge effectively.

> AMY: *I do have teaching experience and differentiated instruction is my specialty….listen, it´s like a whole area. How you give instruction on the language, the content…I think we sort of know the theory behind, but applying that into the teaching area, it's a long way to go.* [Amy - Interview]

Similarly, Nic can identify several pedagogical translanguaging techniques he has used in his lessons. However, he admits to having a minimal skill set for their practical application. He states, *"We did little things",* highlighting the challenges he faced in *"applying anything"*.

> NIC:*… But I tried like I, I still did, like, we did little things like glossaries, and every conversation, especially with the seniors...I always emphasized it, bolded it, underlined it or something. But yeah, just trying to model it through them…just in terms of applying anything. It was just a bit, a bit hard.* [Nic - Interview]

The techniques he discusses all focus on helping students with language they may not know. However, when the interviewer shifts the conversation to how teachers can leverage learners' linguistic strengths, it becomes clear that Nic feels out of his depth.

> RES.: *quite a few of our students are coming with actually quite a wealth of, of linguistic knowledge ... then what we are trying to do is also to, to put forward culture as a, as a fund of knowledge.*

> NIC: *I understand that and ...I could just utilise things that would help students with different backgrounds..... It's, I guess it's hard to say...yeah, I don't know. It's, it's kind of two quite contradictory positions.... But you know it is a difficult one.* [Nic - Interview]

Nic's use of conditional language when discussing his teaching practice and his identification of two contradictory positions in relation to Funds of Knowledge suggest he still finds translanguaging pedagogy both conceptually troublesome and challenging to apply.

In our earlier discussions in themes 1 and 2, we noted that Baaz draws on his own experiences in western academia to inform his teaching, indicating that his understanding of translanguaging pedagogy is less troublesome than for Nic and Amy. We proposed that this demonstrates he has reached a reconfigurative stage of liminality regarding this threshold concept, at least concerning the types of troublesomeness identified by Meyer and Land (2003). However, this position becomes less clear when we examine his perspective through the lens of practical knowledge.

For example, in the following excerpts from his forum posts, Baaz describes how institutional factors impede his ability to implement translanguaging pedagogy. In the first instance, he cites the institutional structure and learning culture as obstacles to adopting a translanguaging approach:

> *The public university where I teach operates in an academic environment of monolingualism. For most of my international students with weaker English backgrounds, this poses significant hurdles in their learning journey.* [Baaz - Forum post]

Instead of implementing translanguaging strategies, Baaz explains that he prioritises creating an inclusive atmosphere in the classroom:

> *However, in my classes, I use my own EAL/D background to initiate the process of identity negotiation. As Cummins, Cohen, and Giampapa (2005)* [sic] *say, identity negotiation is a reciprocal process where I, as a teacher, open up identity options for my students, while also defining my own identities. This encourages my students to express themselves linguistically as well as culturally.* [Baaz - Forum post]

Baaz feels confident in creating inclusive spaces for expressing identity but is unsure about how to incorporate his students' multilingualism into their learning.

> *The curriculum and the daily learning routine leave very little room for me to adopt any form of translingual in my classes.* [Baaz - Forum post]

Although this capable student-teacher appears to be in a post-liminal position regarding his understanding of translanguaging, he seems uncertain about how to apply suitable strategies in his practice. This uncertainty is further demonstrated in his subsequent discussion posts, for example:

> *The strategy of having students write their first draft in their home language may pose some challenges. In a school such as Broken Hill High (where I did my first practicum), where there are very few students with EAL/D backgrounds, it would be very difficult to pair up students in groups where they can write and provide constructive feedback in their home languages. This might lower the opportunity for students with EAL backgrounds to create a multilingual ecology where they can share their knowledge and experiences.* [Baaz - Forum post]

Here he identifies the classroom microsystem as a barrier to implementing the strategy of drafting and discussing in the home language but does not suggest alternative strategies for his EAL/D students to "create a multilingual ecology where they can share their knowledge and experiences". This lack of proposed solutions indicates that while Baaz may have a solid theoretical understanding of the pedagogical approach, he still struggles to apply relevant strategies in practice.

The analysis reveals that pedagogical translanguaging remains troublesome for all three participants at a practical level. If we consider that effective practice reflecting its theoretical foundations serves as a threshold function leading to transformative understanding (Meyer & Land, 2006), we can conclude that Amy, Nic, and Baaz have yet to achieve this goal. Practical knowledge appears to be the most significant type of troublesomeness in understanding the threshold concept of translanguaging pedagogy for pre-service teachers.

Limitations of the study

This study represents a very small sample of TE students, all of whom are preparing to work in secondary education. Further research that includes students in primary and early childhood courses, and indeed in-service teachers, would provide a more comprehensive picture of their grasp of translanguaging pedagogy.

Conclusion and implications

This study represents a significant contribution to the field by being among the first to examine teacher education students' understandings of pedagogical translanguaging through the lens of troublesome knowledge. By adopting this framework, we are shifting the discussion from simply acknowledging the challenges that teacher education students face to a deeper understanding of the epistemological barriers that hinder their ability to implement translanguaging strategies confidently. Our findings provide new insights into how students experience and navigate these instructional practices, revealing specific sources of discomfort and confusion that have not been thoroughly addressed in existing literature.

As our data suggest, while a TE student's own lived experiences may play a significant role in driving shifts in understanding across the liminal spectrum, this is evident only in the domains of tacit knowledge and conceptual knowledge. Crucially, it appears that a significant lived experience does not necessarily provide sufficient insights into how to go about putting this conceptual knowledge into practice. In this regard, we need to acknowledge firstly that monolingual TE students may stand at a disadvantage to their plurilingual peers due their lack of lived experiences with learning through other languages and, secondly, that the ability to integrate appropriate translanguaging pedagogy into classroom practice does not appear to be contingent *only* upon one's own lingualism or language background. Without the skill to translate theoretical insights into actionable classroom strategies, both mono- and plurilingual TE students find it difficult to cultivate inclusive and effective learning environments.

The value of this analysis lies in its potential to inform teacher education programs of the challenges translanguaging presents and offer actionable recommendations for teacher preparation. Our findings suggest consideration should be given to the disadvantaged position of TE students who come from a monolingual background or who do not have significant lived experiences of translanguaging. Bringing student teachers' tacit understandings about the role of English and the role of learners' other home languages in the classroom to the forefront may provide a useful springboard in helping them to unearth and examine their own beliefs. Building first-hand experiences into the TE programme of the kinds of struggles EAL/D learners may have might also be a useful catalyst for shifts in understanding across the liminal space. In addition, universities must actively promote a supportive response by fostering student identity and actively dismantling deficit narratives surrounding multilingualism.

Our findings also emphasise the need for initiatives that not only equip TE students with the theoretical frameworks of translanguaging but also guide them through the practical complexities of integrating these approaches into their classrooms, with the possibility of extending the hours of practicum to allow students more hands-on experience with the support of a teacher mentor. This kind of dialogic discourse not only enriches student understanding but also equips them to adeptly navigate the complexities associated with cultural and linguistic diversity (Thomson & Michell, 2020). As discussion from D'warte (2021) and Barros et al. (2021) suggest, allowing pre-service teachers to witness real-world examples of expert teachers

proficient in translanguaging skills and plurilingual practices should form a cornerstone of teacher education.

In summary, this study not only underscores the substantial challenges faced by TE students but also advances the conversation by offering foundational insights that can guide transformative practices within teacher education. Future research should continue to build upon these findings, exploring further sources of troublesome knowledge for both pre-service and in-service teachers and further refining the support systems necessary for teachers to thrive in increasingly diverse classrooms. Aguirre-Muñoz and Pando (2021), Goodman and Tastanbek (2021), and Andrei et al. (2020) have all noted that reflective practice is vital for educators to articulate their instructional choices effectively, enhancing their understanding of how to incorporate translanguaging strategies into their teaching and teacher preparation must go beyond theoretical discourse and prioritise practical application in classroom settings. Moreover, as highlighted by Gorter and Arocena (2020), the effectiveness of translanguaging pedagogy is contingent upon the ecological systems of learning environments. Schools must systematically integrate translanguaging approaches into their existing curricula, aligning these strategies with broader commitments to promoting multilingualism. Our study compounds the idea that by embedding these principles within teacher training and ongoing professional development, we can nurture a new generation of educators who are prepared to embrace linguistic diversity, thereby transforming the landscape of teaching and learning in increasingly pluralistic educational environments.

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Pre-service teachers' experiences of learning grammar to support EAL/D learners

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Abstract

In South Australia, pre-service teachers require a sound knowledge of grammar to deploy the Learning English: Achievement and Proficiency (LEAP) Levels, an assessment, monitoring and reporting tool designed to inform programming and planning for English as an Additional Language and Dialect (EAL/D) students. However, research shows that many pre-service teachers do not have strong Metalinguistic Awareness (MA). In response, a series of five videos was produced to explicitly teach pre-service teachers the grammar needed to deploy LEAP, titled: *A beginner's guide to functional grammar*. This article reports on the experiences of those pre-service teachers working with these instructional videos. Quantitative data were gleaned from pre- and post- quizzes that sought to test pre-service teachers' (n=28) knowledge of grammar. Overall, the scores on the pre- and post-quiz results demonstrate a statistically significant difference, with a marked increase of five-point-five points on a 28-point scale following their engagement with the videos. Ultimately, this article reports on the success of teaching strategies used to increase pre-service teachers' knowledge of certain areas of grammar, and points to future directions for working with and supporting EAL/D students through LEAP.

Keywords: *Pre-service teachers; EAL/D learners; Learning English: Achievement and Proficiency (LEAP) Levels; grammar; Metalinguistic Awareness.*

Introduction

The LEAP assessment tool

The Learning English: Achievement and Proficiency (LEAP) levels were developed in 2020 by the Department for Education (South Australia) in collaboration with literacy consultant Bronwyn Custance and the University of South Australia (Caldwell & Custance, 2019a, 2019b). LEAP is a revised version of the previous *Language and Literacy Levels*, which itself was a revised version of the original *South Australian Curriculum, Standards, and Accountability (SACSA) English as a Second Language (ESL) Scales* (see Dare & Polias, 2022 for a brief historical recount). LEAP is essentially a tool for teachers that outlines the English language expectations of the Australian Curriculum from Foundation (Reception) to Year 10. As outlined by the Department for Education (SA): "This development of Standard Australian English (SAE) is twofold. It involves developing knowledge about the English language and how it works to make meaning; knowledge about how to use language appropriately and effectively in varied contexts" (Department for Education, 2020, p. 4).

As an assessment, monitoring and reporting tool, LEAP has four key aims:

- assess, monitor and report the language development (predominantly focusing on the development of academic language) of any student, in particular high needs students such as EAL/D students;
- determine the level of student language learning need;
- identify the appropriate support category to inform and direct allocations of EAL/D funding;
- inform learning design through the identification of key teaching points in formative and summative assessments, to enable setting of learning goals and language level targets. (Department for Education, 2020, p. 4)

LEAP is especially broad in its scope, applicable to both spoken and written language, as well as describing the kinds of language development needed for all major learning areas outlined by the Australian Curriculum: English, mathematics, science, history and geography. The theoretical foundations of LEAP are based on Systemic Functional Linguistics (SFL): a socially-oriented, functional and contextual model of language, whereby success in schooling is understood as a mastery of a range of text types and a developmental shift towards more technical, abstract and specialized language (Caldwell et al., 2022; Derewianka & Jones, 2022; Halliday & Hasan, 1985, Martin & Rose, 2008). In contrast with the previous versions cited above, LEAP was not developed solely for EAL/D learners; it is applicable to all students. However, in line with this journal's special issue, this paper will specifically focus on LEAP in relation to EAL/D learners.

Structurally, there are 14 levels of LEAP, which correspond to three year-level groups from the Australian Curriculum: Levels 1–6: Reception to Year 2; Levels 7–10: Years 3–6; and

Levels 11–14: Years 7–10. Drawing on the Australian National Literacy Learning Progression, LEAP has five key sub-elements: listening, interacting, speaking, creating texts and grammar. It does not include reading and viewing, handwriting/keyboarding, spelling or punctuation. Moreover, listening and interacting are captured only in Levels 1-6. And speaking is subsumed under creating texts and grammar. Creating texts involves reporting on general descriptors and text types (as noted above), e.g. narratives, information reports, and so on. Grammar is more detailed and comprises much of the LEAP content. The grammar in LEAP is informed by both formal and functional categories of grammar (see e.g. Derewianka, 2023) and is organized into three levels of language: whole text, sentence level and group/word level. As noted above, LEAP is informed by a Hallidayan approach to grammar, which links functional elements to their grammatical forms. In this paper, however, we will place greater emphasis on grammatical form as this is an area of particular challenge for EAL/D learners (see e.g., Hinkel 2016 for further discussion and debates on teaching grammar to EAL/D students). For those interested in accessing examples of the LEAP levels, they have been made freely available by the Department for Education (SA) (2023).

Metalinguistic Awareness, metalanguage and LEAP

Metalinguistic Awareness (MA) refers to a person's "conscious awareness of the nature of language and its role in human life" (Alderson et al., 1997, p. 95). It involves the accurate and contextually relevant production of metalanguage (language about language) for the purpose of knowledge building, typically in the context of literacy production. As Myhill et al. (2012) argue in relation to teachers' knowledge about language, MA involves "explaining grammatical concepts clearly and knowing when [and how] to draw attention to them" (Myhill et al., 2012, p. 142). From a pedagogical perspective, MA is the capacity to explain the language choices made from an available repertoire when a learner reads, engages with, deconstructs, and critiques texts, as well as when they compose their own texts. It includes asking questions about language choices, for example, what would be a more effective choice of sentence type here? Why did I use this language feature instead of another? What is the impact of my linguistic choices on how I express and connect my ideas. How will my linguistic choices be interpreted by my audience in this particular context? In the current context, it also includes the ability to identify and teach the grammatical forms relevant to the needs of EAL/D students.

MA is therefore central to LEAP. In fact, MA is central to all initial teacher education in Australia, as pre-service teachers need to acquire a certain level of knowledge of language and how it works, as prescribed by the Australian Curriculum:

> students develop their knowledge of the English language and how it works. They discover the patterns and purposes of English usage, including spelling, grammar and punctuation at the levels of the word, sentence and extended text, and they study the connections between these levels. By developing a body of knowledge about these patterns and their connections, students learn to

communicate effectively through coherent, well-structured sentences and texts. They gain a consistent way of understanding and talking about language, language in use and language as system, so they can reflect on their own speaking and writing and discuss these productively with others. (ACARA, 2024)

Like the Australian Curriculum, LEAP specifically draws on a range of metalanguage from a functional model of language, especially at the level of grammar. As such, the analysis and evaluation of EAL/D learners' written texts through LEAP requires pre-service teachers in a tertiary context to have a sound understanding of metalanguage, including fundamental formal grammatical categories of verb, noun, adjective, adverb and conjunction. Without this foundational linguistic knowledge, and its expression through language, LEAP would be challenging, if not impossible, to implement in a classroom context effectively and accurately.

MA, metalanguage and teacher education

Pre-service teachers who undertake teacher training programs have generally been found to exhibit low levels of MA. Purvis et al. (2016) explain that despite the formalized expectations of the Australian Curriculum, as well as other educational initiatives, pre-service teachers in training continue to present with "relatively low levels of language structure knowledge" (Purvis et al. 2016, p. 56). Thwaite (2015) for example argues that whilst pre-service teachers may have some knowledge about language forms and text structures, their knowledge tends to be based on traditional grammar, rather than functional grammar. And as such, is more difficult to apply to authentic texts, and is often less meaningful and functional as feedback or instruction to their learners.

Other studies support the finding that many pre-service teachers exhibit relatively low levels of MA. Moon (2014) for example conducted general literacy testing on three cohorts of pre-service teachers enrolled in a Bachelor of Education course at an Australian multi-campus metropolitan university. 203 'pre-service teachers' in their second year of study were tested on spelling, vocabulary word building, sentence construction and grammar. Notwithstanding the limitations of the study (language skills were not tested in authentic contexts, and did not consider functional grammar), Moon was able to show that many of the 203 pre-service teachers lacked the necessary literacy competence to perform as a professional teacher:

…many undergraduates in this course lack the personal literacy competence to perform those tasks to a professional standard. This is a concern, given the importance of language and literacy competence in ensuring effective teaching. (Moon, 2014, p. 126)

In a similar but more expansive study, Washburn et al. (2016) investigated the linguistic knowledge of pre-service teachers from Canada, England, New Zealand, and the USA, whereby all participants completed the Survey of Basic Language Constructs. One key finding

was that all participants scored below 70% on knowledge of language items. In particular, the scores of pre-service teachers from the United States were as low as 40%. The authors concluded that explicit language knowledge, vital to teaching English literacy practices, was clearly not a focus in the initial teacher education programs. The implication then of these and similar studies for teacher education is that "future teachers [may be] unprepared to effectively teach reading [and literacy practices] to their…students, as one cannot teach what one does not know" (Binks-Cantrell et al., 2012, p. 527). Similarly, from an instructional perspective in the context of literacy education, "low metalinguistic knowledge of pre-service and in-service teachers is likely to restrict the provision of evidence-based literacy instruction in the classroom" (Purvis et al., 2016, p. 56). This perspective highlights the crucial importance of supporting MA of pre-service teachers through initial teacher education; otherwise, the "MA deficit" associated with these teachers-in-the-making would carry over into the in-service teaching force.

In response, some research has attempted to document what happens when pre-service teachers are indeed taught metalanguage, and MA more generally, in their teacher training programs. Banegas (2021) for example examined Argentinian pre-service teachers' perceptions of their MA after taking a course with a focus on functional grammar. The study found that preservice teachers perceived a positive influence of this course on their MA. Similarly, Carey et al. (2015) used My Writing Lab Global – an online program including language exercises and written assignments – in tertiary workshops and lectures with pre-service teachers. The pre-service teachers perceived an improvement in their knowledge about language, and this was supported by an improvement from pre to post tests. The authors conclude that there are clear benefits to explicitly teaching knowledge about language to pre-service teachers.

Despite these studies, and despite the broader research evidence indicating low MA amongst pre-service teachers, there is scope to examine the impact of explicit teaching of grammar in initial teacher education programs. In fact, Purvis et al. (2016) argue more broadly that: "relatively few studies have examined the effects of teacher preparation coursework in building pre-service teachers' language structure knowledge" (Purvis et al., 2016, p. 55). As such, and in the specific context of LEAP, the motivation for this teaching intervention, and the motivating research question for study is as follows:

- How do pre-service teachers respond to training in metalanguage that aims to build their knowledge of language and how it works for the ultimate purpose of deploying LEAP for EAL/D learners?

Context of study

The context of this study is a 12-week course titled – *TESOL in Practice* – taught in 2023, and located within a Bachelor of Primary Education (Honours) program. The general aim of this course is to enable pre-service teachers to examine the English language development and learning needs of EAL/D students, including how they learn, their prior learning and life

experiences and how this impacts their current and future learning. In the first module, pre-service teachers in this course are taught to assess, plan sequences of scaffolded learning and design teaching resources and learning activities in order to meet the needs of EAL/D learners. The course also focuses on teacher differentiation strategies to meet the needs of EAL/D learners as they develop their proficiency in Standard Australian English (SAE).

In the second module, the course turns to LEAP, as well as related training. Specifically, the course culminates in the pre-service teachers completing a LEAP assessment (comprising a significant assessment weighting for the total grade of the course). After completing three weeks of training in grammar (outlined in detail in the next section), the students viewed an instructional video titled – *How to assign a LEAP level* – designed in collaboration with a key external partner from the Department for Education, South Australia. The pre-service teachers then participated in two practice LEAP levelling workshops (across two weeks) where they were provided with two writing samples, completed an independent analysis, and assigned a LEAP level to that analysis. The pre-service teachers were then tasked with assessing whether the LEAP level assigned to an EAL/D student's writing sample was justified. They were then required to state whether they agreed or disagreed (suggest an appropriate level if they disagree) with the assigned level and to justify their position using evidence from LEAP. In the final weeks of the course, the pre-service teachers viewed another instructional video titled – *Focal points and strategies* – to understand the process of how to identify a teaching focal point and targeted strategies to support EAL/D learners.

Grammar training in the course

Before the pre-service teachers engaged with LEAP, the second module of the course commenced with an introduction to the theory of Systemic Functional Linguistics (SFL), particularly the concepts of genre, field, tenor, mode, drawing on, for example, Derewianka & Jones (2022) and Troyan et al. (2019). In that first week, the pre-service teachers were also tasked with independently engaging with some of the fundamentals of grammar (see Table 1). Specifically, the students were provided with a set of online training materials, titled: *A beginner's guide to grammar.* This series comprised five videos in total, each presented as a monological explanation by the course coordinator, and again, was designed in collaboration with a key external partner from the Department for Education. Specifically, the students were introduced to five key formal grammatical categories (or metalanguage) over a two-week period: sentence structure, verb groups, adverbials (adverbs, adverb groups and prepositional phrases), noun groups, and cohesive devices. This sequence was designed to begin with the largest unit – the clause (and potential combinations of clauses that comprise a sentence) – then move to the 'heart of a clause' – verb groups – followed by the grammatical categories closely related to the verb group – adverbials – then noun groups, concluding with cohesion that can operate across sentences.

Table 1. Grammar training in the course *TESOL in Practice.*

Course Week	Workshop content	Online/independent content

Week 7	SFL theory: genre, field, tenor and mode	***Pre-quiz**
		Videos: 1, 2 and 3
Week 8	Follow-up: 1, 2 and 3	Videos: 4 and 5
		*Post-quiz
Week 9	Follow-up: 4 and 5	NA

Video 1, titled Sentence Structure, was approximately 14 minutes in duration and focussed on the grammar of sentence types. Specifically, the video explained and compared simple, compound and complex sentences. After viewing Video 1, pre-service teachers were prompted to take a multiple-choice practice exercise in which they applied their knowledge of sentence structure and classified sentences as simple, compound, or complex. They received auto-generated answers to their responses and could redo the exercise as many times as required. Practice exercises were provided after all five videos.

Video 2 (approx. five minutes), titled verb groups, built on the pre-service teachers' knowledge from Video 1, and introduced the different types of verbs based on functional grammar (e.g. Derewianka 2023): action, mental, relating, saying and existing. After viewing this video, pre-service teachers completed two exercises; one which required them to identify if the verb was action, saying, mental, relating or existing, and a second which required students to highlight the verbs or verb groups in the sentences provided.

Video 3 (approx. six minutes), titled adverbials, taught question probes to identify such details as 'where', 'when', 'how' and 'why'. In other words, the circumstances surrounding an activity or process, realised by such formal grammar categories as adverbs, adverb groups and prepositional phrases. In the exercise that followed, pre-service teachers were required to highlight the adverbial in the sentences provided.

Video 4 (approx. nine minutes), titled noun groups, used several examples to demonstrate how a noun can be expanded by adding pre and post modifiers. The parts of a noun group were presented as a chart highlighting their respective functions: the Pointer, Describer, Classifier, Qualifier. In the subsequent practice exercise, pre-service teachers were required to highlight the noun groups in the text provided.

Video 5 (approx. nine minutes), titled cohesive devices, was broad in its scope and examined the use of reference pronouns and text connectives. Several examples were used to demonstrate how reference pronouns either refer forward or back to another section of text, or perhaps outside the text to a shared context. Further examples were used to demonstrate how text connectives create logical development of ideas and to organize a text. This video also briefly explained the difference between active and passive voice. For the exercise pre-service teachers were required to highlight all cohesive devices in the text provided.

In addition to the five videos, and their respective practice exercises, a survey was administered to the students at the end of each video (outlined in more detail in Section 2.2 below). The students also participated in follow-up workshops in weeks 8 and 9 of the course (see Table 1).

In those workshops, the pre-service teachers were asked what they had learned, understood or found confusing and if they had any questions about the videos on sentence structure, verb groups, adverbials, noun groups and cohesive devices. These were discussed and explicitly taught as required.

Research design and data collection

67 pre-service teachers were invited to complete two quizzes, one before (pre-quiz) and one after (post-quiz) their engagement with *A beginner's guide to grammar* composed of the five instructive videos explained above (see Table 1). In total, 28 pre-service teachers completed both the pre- and post-quiz, which consisted of 26 items. Their scores on the pre- and post-quiz were used as 'objective' measures to detect any changes in their knowledge of grammar before and after engaging with the five videos. The pre- and post-quiz respectively provided insights of the pre-service teachers' prior and subsequent knowledge of the grammar, their areas of strength, and areas for improvement, ahead of applying this knowledge in the LEAP assessment tool in the final weeks of the course.

The pre-service teachers were given unlimited time to complete the pre- and post- quiz. The 26 items were not sequenced according to the videos (i.e. starting with sentence, then verb groups, etc.) and instead, were deliberately presented in a random order. Overall, six items focused on sentence structure, seven items on verb groups, three on adverbials, six on noun groups, two on reference pronouns, and two on text connectives.

18 items on the quiz were multiple choice, for example:

> *Tom saw Martha but did not recognise her.*

> The pronoun in this sentence is:
> a) *saw*
> b) *Martha*
> c) *her*

The other eight items required students to independently identify and insert a grammar response into a contrived sentence, for example:

> Add an adverbial of place to this sentence.

> *The party was held ....*

In addition to the pre- and post-quizzes, all the 67 pre-service teachers were invited to complete a short survey following their engagement with each of the five videos. 45, 37, 34, 33, and 32 pre-service teachers completed the post-video survey respectively for sentence structure, verb groups, adverbials, noun groups, and cohesive devices. Each post-video survey asked about the

pre-service teachers' self-perceived knowledge of grammar in a particular domain before and after engaging with the videos. Each survey consisted of nine items, largely identical in wording, except for the specified grammar domains in the corresponding items.

For the purpose of our analysis, two items on each post-video survey were used as subjective measures to detect any changes in students' knowledge of grammar. The two items are: (1) "Prior to viewing this video, my understanding of sentence structure (verb groups/adverbials/ noun groups and cohesive devices) was…"; and (2) "I now have a clear understanding of sentence structure (verb groups/adverbials/ noun groups and cohesive devices) after viewing the video". Both items were measured via a four-point scale: "nil", "vague", "strong", and "very strong" for item (1); and "strongly disagree", "disagree", "agree", "strongly agree" for item (2).

To be clear, any results from both the quiz and the survey will be read and treated with caution. We do not have enough evidence to establish cause (pedagogy) – effect (student growth) as our study is not an experiment intervention study by design. Instead, this study represents a modest (though valuable) intervention to determine the extent to which pre-service teachers were able to develop a level of metalinguistic awareness through their engagement in a training course designed to provide them with foundational knowledge about English grammar.

Results

Overall, the scores on the pre- and post-quizzes demonstrate a statistically significant difference (t=-8.84, p<.001). While the mean score of the pre-quiz results is 17. 96 (SD=3.06), that of the post-quiz is 23.43 (SD=3.47), with a marked increase of 5.47 points on a 28-point scale following the pre-service teachers' engagement with the five videos. This indicates growth in pre-service teachers' grammar knowledge, as measured objectively through the pre- and post-quizzes.

To complement the objective performance test, we then compared pre-service teachers' subjective perceptions of their grammar knowledge in each of the five domains. Results from the post-video surveys consistently demonstrate a statistically significant growth in their self-perceived grammar knowledge following their engagement with the videos. The growth in all five domains demonstrates a medium to large effect size, ranging from .50 (verb and verb group) to .70 (adverbial). This also indicates a substantial positive change in students' subjective perceptions of their grammar knowledge across all domains following engagement with the videos.

Table 2. Grammar knowledge growth.

	N	Mean pre	Mean post	Mean difference	t	df	effect size
Pre- and post-quiz	28	17.96	23.43	-5.47	-8.84	27	3.27
Sentence structure	45	2.44	3.22	-.78	-8.71	44	.60

Verb groups	37	2.65	3.41	-.76	-9.31	36	.50
Adverbials	34	2.50	3.26	-.76	-6.38	33	.70
Noun groups	33	2.52	3.21	-.69	-6.84	32	.59
Cohesive devices	32	2.31	3.06	-.75	-6.82	31	.62

The results summarized in Table 2 show that statistically significant growth, both objectively (quiz scores) and subjectively ('agree', 'I now have a clearer understanding of <insert specific grammar>') occurred in response to the grammar training videos and the pre- and post-quiz. There are of course some slight differences in results across the grammar categories. For now, however, within the confines of this paper, and this small data set, we simply want to respond to the question of 'what' happened. And the answer is that growth occurred; the participating pre-service teachers had a better understanding of grammar following their engagement with the five videos.

Three additional survey prompts also provide some further insight into the effectiveness (or otherwise) of the videos, at least from the pre-service teachers' subjective position. The same three prompts were given to the students for each of five surveys (see below). The first required a yes/no response. The second and third were measured via a four-point scale: "strongly disagree" (SD), "disagree" (D), "agree" (A), "strongly agree" (SA).

1. This video has been useful to my understanding of <insert grammar, e.g. verb and verb groups> (yes or no).
2. I found that the explanations and examples presented in the video course were helpful to my learning (agreement cline).
3. The scaffolding of the material/content supported my learning (agreement cline).

Table 3 below summarises the responses from the pre-service teachers across the five video surveys, and the three prompts.

Table 3. Effectiveness of grammar training.

	Number of responses	1. video	2. explanations and examples	3. scaffolding
Sentence structure	45	44(yes) 1(no)	20(SA), 24(A) 1(D)	16(SA), 27(A) 1(D)
Verb groups	37	37(yes)	15(SA), 22(A)	15(SA), 22(A)
Adverbials	34	34(yes)	14(SA), 19(A) 1(D)	12(SA), 21(A) 1 (D)
Noun groups	33	31(yes) 2(no)	12(SA), 19(A) 2(D)	10(SA), 22(A) 1(D)
Cohesive devices	32	30(yes) 2(no)	4(SA), 27(A) 1(D)	6(SA), 25(A) 1(D)
Overall total:	**181**	**176(yes) 97%**	**176(SA or A) 97%**	**177(SA or A) 98%**

These results support the findings above in Table 2 in so far as the students were positive in their response to the grammar training, specifically: the video resources, the explanations and examples provided, and the scaffolding. In these terms, the pre-service teachers were overwhelmingly in agreement and supportive of the teaching opportunities provided to them. From the data above, we see very few instances where the students provided a negative response (less than three percent of the pre-service teachers), either as a 'no' or 'disagree' response to the first prompt referring to the usefulness of the video; the second prompt referring to the helpfulness of the explanations and examples; and the third prompt referring to the scaffolding provided (or otherwise). Put another way, in total, an average of 97 percent of the students agreed that the video was useful, the explanations and examples helpful, and the scaffolding supportive.

We do not take this finding for granted. It could of course have been the case that some, several, or many of the students were not appreciative of the training, and yet still showed growth in their understanding of grammar. In fact, it is not uncommon for students to be overtly negative and critical in their evaluation of their experiences of tertiary education, and their teachers specifically (see e.g. Heffernan, 2022). This was not the case for our study. Knowledge growth occurred, and the videos were deemed effective and supportive.

Conclusion and future directions

Drawing on the pre- and post- quiz results, as well as the survey data, we can conclude that the pre-service teachers in this study, over a three-week period of training, developed their understanding of key formal elements of grammar, and responded overwhelmingly positively to the training provided. Or in direct response to the research question: the pre-service teachers responded especially well to training in grammar (that aims to build their knowledge of language and how it works for the ultimate purpose of deploying LEAP for EAL/D learners). This finding is significant, and not to be glossed over. Given the limited research evidence in the field (noted in Section 1.3), we see this as a valuable contribution, supporting the work of Carey et al. (2015) and Benagus (2021), for example, who demonstrate that the explicit teaching of language categories (or metalanguage), can help develop pre-service teachers' awareness of language structures and how language works.

In terms of the pre-service teachers' response to the training, the survey results have provided some insights into its effectiveness, at least within the limited criteria provided in the survey items. The pre-service teacher cohort overwhelmingly agreed that the videos were effective resources; they appreciated the explanations and examples provided; and they agreed that they were scaffolded sufficiently. As noted earlier in the paper, we acknowledge that our positive results should be read and treated with caution. We do not have enough evidence to establish cause (pedagogy) – effect (student growth) as our study is not an experiment intervention study by design. Also to note is that not every pre-service teacher enrolled in this course participated

in our study. It is likely that those who did participate might have already brought a positive disposition into the study, hence introducing bias, at least to a certain extent.

In terms of future directions, we have two key points. The first is that there is more data to be explored, which was unfortunately beyond the scope of this paper. In particular, some pre-service teachers provided short answer responses which elaborated on their experiences with the training. These may provide further insight into the grammar training: what worked and what did not work. Another direction would be focus group interviews with the pre-service teachers to help 'get at' why they think the pedagogy worked. For example, a working hypothesis of these authors is that the pre-service teachers are extrinsically motivated to learn grammar, in order to effectively deploy LEAP for the assessment of their course, as well as their future teaching practice. In terms of the latter, grammar training in initial teacher education is of course informed by the Australian Curriculum, and presumably pre-service teachers are motivated to learn grammar for this reason alone. However, we do speculate that grammar training for the purposes of a mandated learning and assessment tool, for pre-service teachers who are going to work with EAL/D learners specifically, adds another layer of motivation. In other words, the pre-service teachers need to know grammar urgently and accurately, in order to deploy LEAP. Another important future direction would be an examination of the overall training provided (Table 1). This paper has not considered the critical role of the teacher-student workshop content and follow-up sessions, where the pre-service teachers learnt about grammar, SFL theory, and most importantly, were able to dialogue and recap with their teacher and colleagues regarding the video content.

Our second key point relates to MA and the broader theme of this special issue: initial teacher education and EAL/D learners in the Australian educational context. We hope we have provided some insight into effective training of grammar, for the deployment of LEAP, for the ultimate purpose of assessing, reporting and supporting EAL/D learners in the classroom. In this way, we hope to have contributed to broader calls for teacher learning that supports EAL/D learners (see e.g., Ollerhead, 2016, also citing Hammond [2014]). And on this final point of EAL/D learners, we would like to briefly return to MA, and the work of Myhill (e.g., Myhill et al., 2012, Myhill, 2021). To be clear, this paper does not report on the pre-service teachers' acquisition of a comprehensive MA. It is specifically focused on the pre-service teachers' experience with and understandings of a small set of grammar basics, for the purposes of LEAP, designed especially for EAL/D learners. MA is more than successfully completing a grammar quiz. MA is the power to analyze, control, manipulate, make and justify decisions about language forms and structure. As Myhill (2021) explains: "at the heart of our pedagogic approach is the importance of making connections for learners between a grammatical choice and how it subtly shapes or shifts meaning in their own piece of writing" (Myhill 2021, p. 269). To this end, in terms of future directions for this research, we are not only interested in pre-service teachers' acquisition of a knowledge of grammatical forms, but in their ability to effectively deploy this knowledge (power, control, etc.) in the context of LEAP, and more generally, in the context of any classroom literacy event with EAL/D learners (where applicable and appropriate). To this end, we want to flag another two future directions of this research. The first is to consider the experiences of students in the final weeks of this course as

they attempt to deploy their knowledge of grammar in the context of their LEAP assessment, that is, grammar working in the context of whole texts for the purpose of supporting EAL/D learners (see Section 2). In other words, exploring the pre-service teachers' ability to go beyond recognizing and identifying a grammar category, to being able to do so with respect to the whole text, and even more specifically, in light of the context (genre and register). Second, we see practicum in initial teacher education (that is, field experience in the classroom) as the ultimate demonstration of pre-service teachers' acquisition of metalanguage, grammar and MA more generally. In other words, to what extent does their newly acquired knowledge of grammar transfer to classroom practice? Ultimately, it is hoped that the pre-service teachers in this course are able to apply this grammar learning to actual classroom contexts, in co-operative and supportive dialogue with EAL/D learners, and through LEAP.

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Initial Teacher Education and the Emotional Geography of Languages: A conceptual intervention

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Abstract

The article addresses a key challenge faced by Initial Teacher Education (ITE) programs: how to reconcile the growing multilingual reality of society with the limited adoption of multilingualism in educational practice. It begins by providing an overview of ITE and some of its challenges. It then examines the importance of Critical Multilingual Language Awareness (CMLA), which emphasizes multilingualism as essential for equity and inclusion in linguistically diverse contexts. To extend the discussion of CMLA, the idea of Emotional Geography of Languages (EGL) is introduced as a conceptual framework grounded in the affective turn in Applied Linguistics and TESOL, the spatial turn in education, and Indigenous views of land-people relationality. EGL explores how emotions and identities, tied to places and languages, shape human relationships while challenging policies that marginalize mother tongues and heritage languages. The article concludes by demonstrating how EGL can inform teacher candidates' CMLA, preparing them to contribute to pedagogical and social transformation in linguistically diverse settings.

Keywords: *Teacher education; emotional geography of languages; multilingualism; critical multilingual language awareness; diversity.*

Introduction

Initial Teacher Education (ITE) programs around the world are facing various challenges including recruiting students from minoritized communities, funding constraints, and neoliberal structural and ideological reconfigurations (Barnes & Cross, 2018; Zeichner, 2022). For example, Biesta et al. (2020) identified eight challenges to teacher education, ranging from reclaiming an intellectually rigorous conception of teaching to re-engaging with the politics of education. I believe that we need to address all these challenges if we want to renew and sustain what Phelan (2022) described as "a sense of *educational* possibility" (p. 23). However, in this article, I would like to focus specifically on the challenge #5 regarding the politics of language and culture in teacher education.

The article is organized into four sections. First, I present an overview of the challenges to ITE in our time of increasing social and economic inequality, massive displacement of people, xenophobia, and physical and epistemological violence. In the second section, I tackle the challenge of the politics of language and culture in ITE. Since the *multilingual turn* in language education (May, 2013), we have seen greater awareness and recognition of the crucial roles of languages in students' academic achievement and civic participation. Among the researchers of language awareness, there is a growing interest in multilingualism as a principle of equity, diversity and inclusion, and as a pedagogical approach to respecting and fully utilizing minoritized students' linguistic repertoires (Shapiro, 2024). This is reflected in the recently adopted label *Critical Multilingual Language Awareness* (CMLA), which maintains that "multilingualism must be an integral focus of language awareness theory and instructional practice in educational systems characterized by rapidly increasing linguistic diversity as a result of unprecedented population mobility" (Cummins, 2023, p. 561).

In the third section of the article, I contribute to the ongoing scholarly discussions of CMLA by introducing the concept of *Emotional Geography of Languages* (EGL). My conceptualization of EGL is grounded in three distinct yet potentially overlapping areas: the *affective turn* in Applied Linguistics and TESOL, the *spatial turn* in education, and Indigenous views of land-people relationality. In brief, an emotional geography of languages recognizes how people's connections to specific places influence their sense of identity, as well as how transnationally mobile individuals carry a history of emotional experiences with places, languages, and cultures. This perspective also entails recognizing how emotions and identities interact to help individuals create, sustain, or end relationships. Furthermore, EGL acknowledges the deep emotional attachment people often feel toward their mother tongue(s). Finally, it calls for a critical examination of policies that encourage learning state-mandated languages for practical reasons while potentially undermining the value of mother tongues and heritage languages. In the concluding section of the article, I demonstrate how the EGL framework can enhance critical multilingual language awareness among teacher candidates during their initial teacher education programs. It is expected

that, upon graduation, these candidates will teach with such awareness in diverse settings, where many multilingual students use English as an additional language or dialect.

I write this article from my perspective as a former EFL student, a former ESL teacher, and a current teacher educator. After living, learning, and teaching in diverse linguistic and cultural settings, I now work at a publicly funded university in Canada, where I primarily teach courses in the TESL (Teaching English as a Second Language) program. My current research focuses on areas such as critical literacy, second language writing, and language teachers' professional learning. I grew up in Bangladesh and pursued graduate studies in my native country, the USA, and Canada. I immigrated to Canada as an adult, and my mother tongue is neither of the country's official languages—English and French. The university where I currently teach is located on the traditional, ancestral, and unceded territory of the Musqueam people, an Indigenous community (referred to in Canada as a First Nation). As a result, my understanding of the topics discussed in this article is largely shaped by North American scholarship. However, in considering the readership of *TESOL in Context*, I recognize many parallels between the Canadian and Australian contexts. Both countries are multicultural and multilingual, serving as major destinations for global human migration. Additionally, both countries are committed to reconciliation with their Indigenous peoples, though significant challenges remain.

In the field of teaching English as an Additional Language or Dialect (EAL/D), both Canada and Australia are striving to implement more culturally relevant and equitable pedagogical practices. For instance, in Australia, language teachers working with Aboriginal students are encouraged to exhibit exemplary practices and support an educational culture that values and promotes respectful and reciprocal cross-cultural relationships while teaching English to Aboriginal learners (ACTA, 2015). Similar to Canada, Indigenous languages and Aboriginal English hold a distinct and significant place in Australia's national linguistic landscape (Oliver et al., 2016). However, within the complex linguistic environments, colonialism and capitalism continue to hinder efforts to build the solidarity needed for decolonizing Indigenous-settler relations. All learners from a settler background, including newcomers, need explicit instruction and conceptual tools to recognize how they benefit from colonial systems (Shin, 2022). Thus, while I write from a predominantly Canadian perspective, I hope the discussions that follow will encourage readers to reflect on their own contexts and consider how global and historical forces may shape local policies and practices—whether overtly or covertly.

Initial teacher education: A brief overview

There is a growing consensus that a well-trained professional teaching force is essential for improving the quality of education, driving social change, and ensuring economic sustainability. Yet, many observers are worried that teaching is in a state of impending crisis due to problems

recruiting, training and retaining highly qualified teachers (Robinson, 2017). In Australia, the challenges of teacher recruitment and retention, particularly in disadvantaged schools, have worsened since the COVID-19 pandemic. Rural and remote schools continue to struggle to attract teachers, while many urban schools also face severe shortages, prompting the need for urgent policy interventions. Indigenous communities are especially affected, experiencing high vacancy rates and difficulty in finding qualified teachers (McPherson & Lampert, 2025). Hence, it is difficult to overstate the crucial role of teacher education in our contemporary time. But what does "teacher education" mean? For many, it means gaining knowledge and skills necessary for teaching that occurs prior to starting formal teaching. For others, teacher education means both preparation for teaching and continuing professional learning occurring throughout one's teaching career. Thus, one popular conceptualization of teacher education is a binary of pre-service and in-service components. In this conceptualization, a clear line between pre- and in-service components of a teacher's career is imagined, based primarily on temporality.

However, compartmentalizing teachers' education from a temporal perspective may be problematic because many teachers around the world start teaching without a formal teacher education credential, and they may participate in teacher education programs while teaching or after gaining a significant amount of classroom teaching experience. Therefore, the term "initial teacher education" is used in this article to refer to programs of education that train and prepare individuals for professional work as teachers. In the context of language teacher education, and more specifically, English language teacher education, programs of ITE encompass a range of offerings that may last only a few weeks (e.g., the Cambridge CELTA) or three-four years (e.g., a bachelor's degree with a teaching specialization). In some contexts, a graduate degree such as MA in TESOL can be an initial training for language teachers. In recognition of the diversity in programming around the world, I agree with Maggioli's (2023) definition of ITE as "an endeavour where veterans and novices co-build new meanings about teaching and learning, for the benefit of the profession" (p. xvi).

In the field of language teacher education (LTE), Wallace's (1991) framework of three models has been a cornerstone for analysing and debating theory, research, and pedagogy over the past four decades. These models include the craft model, the applied science model, and the reflective model. In the craft model, effective teaching is seen as the application of techniques used by expert teachers. Therefore, the trainee teacher is expected to take on the role of an apprentice and acquire knowledge and skills from experienced teachers. In the applied science model, effective teaching involves the application of scientific knowledge to classroom practice. This model assumes that there is a body of scientific knowledge about content and pedagogy, which teachers must master to become effective educators. Finally, the reflective model maintains that teachers' professional learning is an ongoing journey, which becomes successful through intentional reflection on one's practice.

One critique of the traditional models of LTE including Wallace's (1991) topology is that they view teacher development as mastering *stable competencies*. However, recent research has shown that teachers' professional competencies are personally, socially and situationally determined (Blmeke & Kaiser, 2017). While Wallace's typology has remained meaningful (as effective teachers need classroom skills, content knowledge, and reflection), one of its criticisms is that the models promote stability and predictability in teachers' learning and development. As Cook (2013) argued, Wallace's models were meant:

> to focus inwards, advocating how teachers should orient towards the task of teaching, through classroom techniques, academic knowledge or introspection, rather than to focus outwards considering current instabilities in both the subject matter and student requirements and how they might impact on teachers. (p. 15)

It is therefore important for ITE to embrace "instabilities" and look "outwards," as Cook (2013) suggested. Most language learners today are not aiming for a fixed set of language proficiencies. Given the dynamic contexts of language use, predefined and stable proficiencies may not equip learners to meet the communicative demands of rapidly changing contexts. For this reason, LTE must acknowledge the fluid nature of language, as seen in the increasing acceptance of code-switching and translanguaging practices among multilingual speakers. As Leung (2022) observed, the fluidity demonstrated in multilingual students' language practices often eludes the proficiency descriptors of conventional language teaching and assessment programs. In other words, LTE curricula and pedagogies need to shift from stability to fluidity, from one-dimensionality to multiplicity. This shift is essential because traditional approaches to language education are undergoing a profound transformation. As Larsen-Freeman (2023) noted, the global context of language education is clearly in flux, impacted by the legacies of colonization and racism, the push for inclusion and decolonization, the ongoing effects of the global pandemic, and the displacement of populations fleeing conflict, economic hardship, and climate change. In the face of such radical changes, ITE curricula and pedagogies need to develop teachers' disposition and skills to adapt to the changing needs of diverse students. This may be possible when teachers' professional competencies are viewed and nurtured from personal, social, historical and situational perspectives.

Language awareness, multilingualism, and ITE in our changing times

Like many other countries, Australia has implemented various policies to enhance its ITE programs. In 2016, the federal government introduced the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) as a gatekeeping mechanism for students registering as a graduate teacher. One of LANTITE's primary goals was to address concerns about teacher quality, with the expectation that new admission and graduation criteria would help select higher-quality candidates

for teacher education programs. However, Barnes and Cross's (2018) analysis showed that this policy initiative had minimal impact on broader teacher education reforms. The underlying message of the policy was that the quality of teacher education programs is secondary to the need for candidates with specific knowledge and skills (e.g., literacy and numeracy) to ensure high-quality teaching in Australian classrooms. Consequently, a teacher's potential success, as well as the success of their students, was assessed before they even enter an ITE program. If this was the case, then what would be the significance and contribution of the ITE programs (Barnes & Cross, 2018)?

Some observers have noted that the challenges in initial teacher education are multifaceted and complex (Hardy et al., 2020), and the politicized focus on teacher preparation and the ongoing push for reforms show no signs of diminishing in the near future (Anthony et al., 2016). Recognizing such complexities, Biesta et al. (2020) urged stakeholders interested in teacher education to explore new questions and adopt innovative approaches to better align principles, theories, and practices in the field. They outlined eight key challenges for teacher education. In this article, I focus specifically on the challenge #5, which wants us to "engage strongly with the politics of language and culture in teaching and teacher education across diverse educational contexts" (p. 457).

One way of addressing this challenge is to look at the politics of language and culture through the lens of multilingualism. As a communicative practice for individuals using more than one language, multilingualism has a long history. However, greater social and institutional acceptance of multilingualism was enhanced by the increased mobility of people and advancement of communication technologies. Aronin and Singleton (2008) discussed several distinguishing features of historical and contemporary multilingualism; and Cenoz (2013, p. 4) clustered these features into three main areas:

- Geographical: In comparison with the past, multilingualism is not limited to geographically close languages or to specific border areas or trade routes. It is a more global phenomenon spread over different parts of the world.
- Social: Multilingualism is no longer associated with specific social strata, professions, or rituals. It is increasingly spread across different social classes, professions, and sociocultural activities.
- Medium: In the past, multilingual communication was often limited to writing, and mail was slow. In the 21st century, because of the Internet, multilingual communication is multimodal and instantaneous. (Cenoz, 2013, p. 4)

Since the turn of the new century, various fields of language studies and language teaching have witnessed an increasing research attention to multilingualism (Duff, 2015; Siemund, 2023). Fields of study that have a specific goal of teaching a particular language have also embraced

multilingualism. For example, TESOL International Association (2004) published a position statement, in which it mentioned that:

> Although TESOL's mission is to advance excellence in English language teaching, TESOL values and encourages multilingualism in all learners at every age and level. As research shows, multilingual capabilities have positive effects on development and learning. TESOL supports and encourages programs that foster skills in first and additional languages.

It appears that the multilingual turn has become a part of the critical and progressive movement in education, although its materialization is debatable. Not only language teachers but also content-area teachers need to re-think how to understand the roles of languages in students' learning, development and well-being. They need to pay greater attention to the language-related assumptions that underpin curricular policies and pedagogical practices (Meier, 2017).

Although interest in multilingualism research is on the rise, there are several contradictions, especially in Applied Linguistics and TESOL when it comes to the question of language status and hierarchies. Sugiharto (2015) argued that, as an intellectual movement, the contemporary multilingual turn has not recognized vibrant multilingual realities that existed for a long time around the world. Others have argued that the multilingual turn sometimes aligns itself with neoliberal multiculturalism, which uncritically promotes diversity, plurality, individualism, competition and cosmopolitanism, while perpetuating colour-blindness, racism, and dominance of English (Kubota, 2016). Another contradiction which is relevant for my purpose here is that despite the recognition of a multilingual reality in society, TESOL and second language acquisition research "continue[s] to treat the acquisition of an additional language (most often, English) as an ideally hermetic process uncontaminated by knowledge and use of one's other languages" (May, 2014, p. 2).

Despite these contradictions and ironies, there is great potential in recognizing the roles of multiple languages and acting upon language-based identities for educational and social transformation. Multilingualism can be effectively translated into a pedagogical approach to achieving social justice (Skutnabb-Kangas et al., 2009). In other words, multilingualism is not only about language teaching and learning, but also about greater social and cultural equity and civic participation. It supports the general principles of equity, diversity and inclusion by promoting pedagogical approaches to respecting and fully utilizing minoritized students' linguistic repertoires. This is reflected in the recently adopted label Critical Multilingual Language Awareness (CMLA), which maintains that "multilingualism must be an integral focus of language awareness theory and instructional practice in educational systems characterized by rapidly increasing linguistic diversity as a result of unprecedented population mobility" (Cummins, 2023, p. 561).

Prasad and Lory (2020) presented a framework for CMLA that emphasizes the central role of power in shaping language practices. In their model, power serves as the core domain that interconnects and influences the four other domains: cognitive, affective, performance, and social. This framework highlights how linguistic interactions are embedded within broader power structures. The authors not only centre power in creating multilingual language awareness but also draw our attention to language in the plural and the people who use the languages. As Prasad and Lory (2020) said, a "focus on language users rather than exclusively on languages purposefully draws attention to the embodied ways individuals use their expansive communicative repertoires to make meaning as well as to the ways that linguistic hierarchies have been socially constructed" (pp. 809-810). However, we must recognize that "overturning a prevalent deficit perspective to multilingualism and, correspondingly, multilingual users is undeniably a Herculean effort" and an innovative approach to initial teacher education can be a good start to this effort (De Costa & Van Gorp, 2023, p. 557).

A sustained focus on CMLA through innovative approaches to initial teacher education is important because although multilingualism as a social fact is increasingly present in many contexts across the world, teaching practices have remained consistently monolingual. In her keynote address at ACTA Conference, de Jong (2018) "caution[ed] against the monolingual bias in preservice teacher preparation and argue[d] for the mandate for developing a multilingual stance for all teachers of EAL students" (p. 5). I believe that de Jong's warning is well-founded, and that teacher education curricula and pedagogies must foster this multilingual stance, which is essential for shifting teachers' mindsets and attitudes towards language, teaching, and learning. As Kramsch (2022) noted, when teachers have a multilingual mindset, their "attention shifts from language as product to language as process" (p. 470). This mindset may not be developed simply by encouraging teachers to use more than one language or frequent code-switching in the classroom. A multilingual mindset may be nurtured by directing teachers' attention from what their students lack to what they already have (French, 2019; Putjata et al., 2022). This shift is likely helpful to take a critical stance towards hierarchies and power imbalances among languages. Another reason why ITE should be a starting point for the development of CMLA and a multilingual mindset is that "whether teachers see multilingualism as a resource (or not) depends less on their mono- or multilingualism than on their biographical experiences in education" (Putjata et al., 2022, p. 400). Following this line of argument, I recommend that teacher candidates be provided with opportunities to develop a multilingual mindset by raising their CMLA through personal and educational experiences in ITE programs.

Against the backdrop of ITE's historical neglect of the multilingual paradigm (Portolés & Martí, 2020), I propose that LTE programs adopt a specific stance—through innovative curricular policies and pedagogical practices—aimed at developing teacher candidates' CMLA. A strong foundation of CMLA can prepare novice teachers to navigate diverse contexts of teaching and learning and address the discrepancy between increasing presence of multilingualism in society

and an apparent resistance to it in the classroom. As part of such preparation, we need an expanding conceptualization of CMLA because ITE programs are very diverse not only from logistical and material, but also from epistemological perspectives. For this conceptual expansion, I now turn to my proposal for understanding CMLA from the vantage point of an emotional geography of languages.

The emotional geography of languages

The concept of the Emotional Geography of Languages (EGL) was initially developed as a critique of Canada's official bilingualism and its implications for the complex nature of "Canadian identity." A key criticism of the official bilingualism, which is limited to English and French, is that it marginalizes other languages spoken by Canadians, particularly those of allophone speakers—Canadians whose first language is neither English nor French. While the policy of official bilingualism offers many benefits, it has also contributed to the erosion of Indigenous and heritage languages, along with the cultural diversity of numerous communities, both Indigenous and settler. In response to these concerns, the EGL framework was proposed to explore how individuals' connections to places and languages influence their identity formation. This framework also underscored the importance of recognizing and valuing people's emotional attachments to their mother tongues (Ahmed, 2024a). Before exploring how the concept of EGL can inform the development of CMLA in initial teacher education contexts, I briefly highlight three areas of work that have provided the foundation for the EGL framework.

The affective turn

Like many disciplines in humanities and the social sciences, Applied Linguistics and TESOL have witnessed a strong interest in affect and emotions. This emerging scholarly interest is qualitatively different from a historically dominant approach to emotion research in language studies, which was based primarily on positive psychology. The new wave of interest is critical in nature, and it draws from diverse contemporary areas of work, including cultural studies, feminism, neuroscience, anthropology, and literary studies. Applied linguists such as Swain (2013) and Benesch (2012) discussed why it is not a good idea to try to separate emotion and cognition in language education. Thus, the new wave of emotion research has rejected the Cartesian dualism of mind and body, of reason and emotion. It has also distanced itself from a historically dominant focus on cognitivism in applied linguistics research.

As an emerging interdisciplinary body of research, the affective turn in Applied Linguistics and TESOL has considerable internal diversity. Despite some theoretical and methodological disagreements, there is a consensus about the critical role of emotions in language teaching and

learning. Prior (2019, p. 524) identified four areas of general agreement among applied linguists interested in the affective turn:

1. *Emotions are not just intra-psychological or biophysiological phenomena.* They are also fundamentally social and contextual. Emotions are shaped by our languages, cultures, world views, personal histories, social relationships, and affiliations.

2. *Emotions are communicated, displayed, and responded to through a range of multisemiotic resources.*

3. *Emotions are actively managed and regulated.* Language learners/users and teachers regularly attend and respond to their communicative environments and feeling states (and the participation and feeling states of others) in ways that support some emotions and suppress others.

4. *Emotions take objects/objects take emotions.* Emotions are about, directed at particular people, things, places, times, activities, occasions, for example. (italics original)

Prior (2019) concluded that emotions have always been important in the field of language education, remain essential today, and will continue to be so in the future. Emotions are deeply connected to identity, agency, and power—the three core elements in language teaching and learning in an increasingly multilingual world. Emotions are important not only for those who learn second/additional languages (Plonsky et al., 2022), but also for those who teach the languages (Gkonou et al., 2020). For language teachers, it is a double-responsibility to be emotion-literate for understanding their students' as well as their own emotions. I therefore agree with White (2018) that "we need further research which can illuminate the multiple, dynamic and situated nature of emotional experiences in and outside of language classrooms—including at different stages of those processes—and their significance in the lives of language learners" (p. 30).

The spatial turn

The spatial turn in social theory has emphasized "the transient and social nature of space, that space is a construct *not* a given" (Gulson & Symes, 2007, p. 2). One way of understanding this turn is to contrast space with place. Places are generally fixed; they have names, and they appear in maps. Space, on the other hand, lacks a clear boundary; it is amorphous and hard to pin down. In this sense, place is objective, but space is subjective. Place is static, but space is created anew with every (inter)subjective encounter. So, if place is a noun, space is more like a verb (Gulson & Symes, 2007). In the field of education, the spatial turn has inspired important works related to the location of the school, the where of the students' life, the architecture of school buildings, and how all these intersect with teaching and learning. The spatial turn has also encouraged educators and education researchers to consider that places and spaces of education are not neutral; they are

shaped by such factors as power dynamics, identities, and socio-economic forces (Rißler et al., 2024). For example, Helfenbein (2021) discussed how various spatial concepts can be used to analyse curriculum, educational research, and the lived experiences of students and teachers. An important dimension of Helfenbein's analysis is how a critical geographical approach to education can shed light on the path to equity and social justice by examining the spatial distribution of resources, opportunities and outcomes.

The field of language education has focused predominantly on a particular kind of place: the classroom. However, in recent years, the focus has expanded outside the classroom (Murray & Lamb, 2018). For example, White and Bown (2018) used data from North American students who participated in a study abroad program in Russia. The authors' analysis showed how the students' emotional experiences were central to their construction of space in which language learning opportunities unfolded. Reviewing the contemporary literature on the spatial turn in humanities and the social sciences and on its implications for language education, Higgins (2017) highlighted the intersection of space, place and language and how such intersection can help us theorize language practices, including the teaching and learning of additional languages, in new ways. She concluded that "as migration and border crossing continues to become a norm for much of the world, spatial perspectives can play a growing role in understanding changing language practices and in developing pedagogical practices that benefit translocal, multilingual speakers" (Higgins, 2017, pp. 113-114). Overall, these studies illustrate the growing recognition of the importance of spaces beyond the classroom in shaping language learning experiences and how such spaces are socio-culturally constructed across a linguistically diverse world.

Indigenous views of land-people relationality

Indigenous perspectives on land-people relationality emphasize a profound and reciprocal connection between humans and the land. The land sustains life, and all living beings ultimately return to it. In Kimmerer's (2021) words, humans eventually become humus. Since time immemorial, Indigenous peoples have shown how to live in harmony with and nurture a deep love for the land. Consequently, land holds a central place in education within many Indigenous traditions. For example, Simpson (2017) discussed how education "comes from being enveloped by land" (p. 154). In her Michi Saagiig Nishnaabeg tradition of education, Simpson (2017, p. 155) wrote, "the *context is the curriculum*, and land, Aki, is the context" (italics original). In such an understanding of people's connection to land, it is impossible to view land as property to be exploited for personal gains. Instead, land is viewed as a living entity with agency, spirituality, and reciprocity. We are custodians rather than owners of the land. Like other creatures, we have our own responsibilities to maintain harmony in nature. When we believe that we are connected with the land through mutual respect and co-existence, it is possible to extend human kinship to the land. Thus, the Indigenous perspectives on land-people relationality challenge colonial

perspectives on land ownership and advocate, instead, for a stewardship of the land that honours ancestral ties and promotes co-existence and sustainability (Coulthard, 2014).

By way of summarizing the three areas of work briefly mentioned above, I want to use the concept of *topophilia*, proposed by the geographer Yi-Fu Tuan (1974). He coined the term to illustrate how people's affective bonds with places contribute to the formation of their values, beliefs, motivations, and identities. He suggested that topophilia is fundamental to understanding how people experience the world and the roles of place in human well-being and identity formation that are linked to places, memories, histories, and cultural practices. In Tuan's own words, "The term *topophilia* couples sentiment with place…. Environment may not be the direct cause of topophilia but environment provides the sensory stimuli, which as perceived images lend shape to our joys and ideals" (p. 113). Topophilia proves to be an important concept because even with increasing global mobility, many social scientists agree that people's identities today are fundamentally connected to specific places, and their bonds with these places carry strong emotional significance (Boccagni & Baldassar, 2015; Easthope, 2009; Glaveanu & Womersley, 2021).

The discussion above highlights how the affective turn, the spatial turn, and Indigenous perspectives on land-people relationality necessitate a rethinking of language awareness. Place-based identities are becoming increasingly significant in the field of language education. In contrast to earlier beliefs that dislocation forced people to sever ties with their original places, cultures, and languages; new patterns of mobility—both international and within nation-states—along with advances in communication technologies, the globalization of trade and commerce, and the growing acceptance of transnational identities, have enabled individuals to create new identities while keeping their earlier ones (De Fina & Perrino, 2013). For this reason, in our contemporary time, people's strategic use of multiple languages—often linked to multiple identities—calls for a reassessment of the previously dominant "one-nation, one-language" ideology that has shaped language education curricula worldwide (Ahmed, 2024b).

Today's multilingual social reality and its contradictions in educational contexts bring us back to Biesta et al.'s (2020) challenge to address the politics of language and culture in teaching and teacher education. To respond to this challenge, we need to expand the contemporary work on critical multilingual language awareness. Drawing insights from the affective turn, the spatial turn, and Indigenous perspectives on land-people relationality, I believe that an emotional geography of languages can serve as a productive conceptual framework to inform the curricula and pedagogies of initial teacher education. An emotional geography of languages should consist of:

a) awareness of how people's relations to places influence their identity constructions;
b) attention to how transnationally mobile people carry with them a history of affective encounters with places, languages, and cultures;

c) understanding of how affect and identity shape each other by enabling social actors to establish, maintain, or dissolve relationships;

d) appreciation of the fact that people have a strong emotional attachment to their mother tongue(s); and

e) interrogation of policies that promote instrumental motivation to learn state-mandated languages at the expense of mother tongues and heritage languages. (Ahmed, 2024a)

In short, an emotional geography of languages is expected to be a helpful conceptual tool to explore the close and distant emotional relationships people develop with languages and places and how these relationships impact their identity construction, particularly in contexts of cultural and linguistic diversity.

Conclusion, or hope for a transformative ITE

Teachers often say that working with diverse students is a challenging aspect of their work. As a result, the professional standards for teachers in many countries have emphasized the need to prepare teachers to support students from different backgrounds. Although teacher education policies and programs have increasingly emphasized diversity, research from various countries—including Australia, Canada, Korea, Sweden, and France—indicates that many teachers, including recent graduates, still find working with diverse students to be a complex and demanding task (Rowan et al., 2021). While diversity can be understood in many ways, here I am concerned with the linguistic aspect of diversity. Supporting multilingual learners for academic success and personal wellbeing must be a key goal not only of language teacher education but also for other areas of initial teacher education programs. This is important because children from many immigrant and Indigenous families work in an entirely new linguistic and cultural environment in their schools. If linguistic diversity is not nurtured through a multilingual approach to education, these children may "feel alienated from their families' primary emotional bases (e.g., their native land, heritage culture, and language)" (DaSilva Iddings et al., 2022, p. 319).

To effectively teach students from diverse backgrounds, teacher education programs have been tasked with developing graduate teachers' "knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds" (Australian Institute for Teaching and School Leadership, 2022, p. 10). However, we need to ask: what is the nature of such knowledge and how can it be developed? Because teaching and learning are a complex endeavour and a teacher's pedagogical priorities may shift throughout their career trajectory, it is not wise to teach prospective teachers a set of strategies and ask them to apply these strategies universally in all contexts. I, therefore, recommend that ITE programs attempt to develop teachers' adaptive expertise, which will encourage them to see

professional competencies as personally, socially, and situationally determined (Blmeke & Kaiser, 2017), and thus to be contextually responsive and relevant.

One way of developing such adaptive expertise and contextually relevant pedagogical knowledge can be to incorporate a critical language awareness of the multilingual reality of today's world. Teacher candidates as well as teacher educators are likely to benefit from the concept of the emotional geography of languages because it sheds light on the complex multilingual ecology and how people, places and languages are interconnected in ways that have implications for identities, wellbeing, and education. When EGL is taken into consideration for developing critical multilingual language awareness, it can inform the curricula and pedagogies of ITE for responding to educational and societal needs of multilingual learners. In ITE contexts, EGL-informed CMLA can be nurtured by engaging teacher candidates in "multilingual identity texts" projects.

While there are many creative ways to incorporate EGL into the curriculum and pedagogies of ITE, here I focus specifically on the use of identity texts, which Cummins (2006) described as the written, spoken, or visual artifacts that students produce to represent their identity and experiences within a particular cultural or linguistic context. Identity texts can include personal narratives, artwork, poetry, or any other form of expression that reflects one's cultural and linguistic background. Cummins emphasized the importance of incorporating students' identity texts into curricula and instructional materials to respect their cultural and linguistic backgrounds, promote self-esteem, and enhance academic achievement. Opportunities to create identity texts are expected to enable multilingual speakers to "showcase their intellectual, linguistic, multimodal, and artistic talents, challenge the devaluation of identity that many linguistically diverse and other marginalized students experience in contexts where their home languages or varieties of language are not explicitly acknowledged as intellectual and cultural resources" (Cummins & Early, 2011, p. 4).

In my work as a former ESL instructor in Toronto – a city known for its cultural and linguistic diversity, I was inspired to utilize identity texts as a response to the multilingual turn in language teaching, place-based education, and a call for home/heritage language maintenance. I was also encouraged by the growing recognition of transnationally mobile people's affective attachment to places and how such attachment has significant influence on their identity negotiation and the quality of their future attachment to new places (Barnawi & Ahmed, 2020). A focus on students' attachment to places - explored through identity texts - appeared to be a transformative pedagogical move because it enabled some students to trace their memories and post-memories and to imagine new possibilities in a new country. For example, a student with refugee experience created a visual narrative to illustrate her emotional attachments to people, places, institutions, and languages in three different countries (see Ahmed & Morgan, 2021 for details about this student's identity text). The outcome of this pedagogical intervention was in alignment with Choi and Slaughter's (2021) finding that "the use of identity texts can be used to explore the linguistic journey of learners and

the discourses and situational factors that have led them to their current dispositions towards language, language learning and identity" (p. 100). Upon reflection, I now believe that students' production of multilingual and multimodal identity texts may contribute to the creation of a pedagogical space where languages are not only learned but also creatively used to negotiate, construct, and affirm language- and place-based identities.

As education increasingly requires attention to diversity, CMLA can be developed and utilized in both language and content-area classrooms. Unfortunately, discussions of multilingualism and CMLA are usually centred around second/additional language education. The conceptual framework of EGL presented in this article has been meant to promote CMLA – through such activity as creating *multilingual identity texts* – in ITE programs for all subject areas, including additional language teaching. A critically reflexive way of teaching pre-service teachers to incorporate the principles of the emotional geography of languages can prepare them to practice such pedagogies in their own classroom once they enter the teaching profession. In this way, initial teacher education programs can address the challenge of engaging with the politics of language and culture in diverse educational contexts (Biesta et al., 2020). By asking teacher candidates to produce their own multilingual identity texts, teacher educators can resist the reproduction of the monolingual bias in teacher education. In turn, graduate teachers can utilize their EGL-informed CMLA as an overarching pedagogical principle in their work in contexts where monolingual practices may still be the norm. While the conceptual framework of the emotional geography of languages has been discussed primarily in the context of initial language teacher education, its relevance extends to the broader field of teacher education as well as in-service teacher development programs. Critical multilingual language awareness should be a fundamental part of all teachers' pedagogical knowledge base—not just for EAL/D teachers. The hope is that transformative changes will arise from teachers' advocacy and action for EGL-informed CMLA across diverse settings in Australia and beyond.

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Breaking deficit views through a "language as resource" orientation: One teacher's journey of shifting lenses

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Abstract

In this paper, we illuminate the powerful shift in one teacher's understanding of "language as a problem" to "language as a resource". Drawing on the concepts of "language as resource" (Ruiz, 1984), "multilingual resources" (French, 2016), and "acts of reciprocity" (Windle et al., 2023), we analyse critical events shaping one teacher's development of the LAR orientation across a seven-year period from initial teacher education into the early career years of teaching. Our findings show how the LAR orientation can be a productive starting point to help teachers develop an asset-based orientation towards language. We conclude by calling attention to the significant need in teacher education for initiatives and practices that foster "collaborative creations of power" (Cummins, 2000). Given the centrality of multilingual realities in the classroom, supporting a new generation of teachers to leverage language as a resource is essential to engage in responsive teaching in an increasingly diverse and inequitable world.

Keywords: *Acts of reciprocity; language as resource; multilingual pedagogies; multilingual resources; teacher education.*

Introduction

In Australia, initial teacher education (ITE) programs are under pressure to equip pre-service teachers with responsive teaching practices (Department of Education, Skills and Employment, 2022). With over 600,000 students across all year levels of schooling who are learning English as an additional language/dialect (EAL/D) from various backgrounds (Australian Council of TESOL Associations, 2022), the superdiversity characterising Australian classrooms has seen multilingualism increasingly become the norm rather than the exception (Cross et al., 2022). This has seen calls for all teachers to enact multilingual pedagogies that recognise and leverage students' linguistic resources as vital for learning (Catalano & Hamann, 2016; de Jong & Gao, 2022). However, the ability of teachers to respond to this mandate remains challenging. One challenge is the dominance of monolingual ideologies within the Australian school system, which tends to overlook and undervalue students' languages as a valuable resource for learning (D'warte, 2024). These entrenched ideologies make it difficult for teachers to embrace multilingual pedagogies in monolingual environments. Even for teachers who reject the monolingual mindset, a compounding challenge is the lack of explicit guidance showing teachers how to enact multilingual pedagogies that leverage students' cultural and linguistic resources for learning. To address these challenges, our study seeks to show how teachers can reframe deficit ideologies and enact multilingual practices that draw on students' linguistic and cultural resources through the 'language-as-a-resource' (LAR) orientation. Based on Richard Ruiz's (1984) orientations to language planning, an LAR orientation emphasises that all students and teachers "bring all kinds of developed skills and capacities to classrooms that are assets to those learners and their classmates if we enable them to function as such" (Catalano & Hamann, 2016, p. 275). Recognition of these resources is vital to equipping teachers to address both the 'vertical' and 'horizontal' dimensions of multilingualism necessary for learning (Heugh, 2018). Horizontal multilingual practices, where speakers engage their entire linguistic repertoire to negotiate meaning-making, serve as a crucial bridge to vertical multilingual practices involving the more formal, outcome-based domains that support students' development of school literacies and academic English (Heugh, 2018).

Efforts to prepare teachers in Australia to fully realise the potential of LAR has seen educators build teachers' understandings through explicit training in translanguaging pedagogy (Dutton & Rushton, 2021; Ollerhead, 2019), embedding a multilingual stance in teacher education programs (Turner et al., 2022) and implementing pedagogical interventions in the classroom. Examples of these interventions include language mapping (D'warte et al., 2021; Slaughter & Cross, 2021), language portraits (Dutton & Rushton, 2021), and language trajectory grids (Choi & Slaughter, 2021), which seek to build teachers' understandings of how students' linguistic resources can be leveraged for learning. However, an emerging body of research in Australia shows the difficulties of pre-service and in-service teachers shifting away from monolingual ideologies and practices to recognise and leverage students' language resources for learning (French, 2016; Ollerhead, 2019; Turner et al., 2022). In the first study conducted by French (2016), it was found that in-service teachers' rejection of students' multilingual resources was linked to dominant monolingual ideologies, where teachers failed to acknowledge the

legitimacy of students' multilingual identities and language practices. The common response to students' multilingual practices was passive acceptance, where teachers would accept their use of multilingual resources but felt like they were unable to convert this attitude into purposeful pedagogy. Similarly, in Ollerhead's (2019) study, pre-service teachers trained in elements of translanguaging pedagogy across a 9-week course noted challenges in implementing language-based pedagogical strategies. It was found that up until students' engagement in translanguaging in their coursework, pre-service teachers who had been educated in a monolingual education system did not consider connecting and leveraging students' language resources in the classroom for learning. Despite this, Ollerhead's (2019) study showed how teacher educators could foster asset-based approaches to language. This included creating pedagogical opportunities for meaning-making and modelling how teachers can draw upon learners' semiotic resources. In Turner et al.'s (2022) study, these pedagogical opportunities were explicitly embedded in an elective unit focused on building a multilingual stance. Whilst pre-service teachers were able to develop a positive attitude towards students' linguistic diversity, it was found that this was not necessarily sufficient for pre-service teachers to view language as a resource for learning. Pre-service teachers still needed to be convinced that an asset-based approach to language was beneficial. These findings suggest that although teacher education programs in Australia are working to equip teachers with the knowledge and skills needed to challenge deficit language ideologies and enact multilingual pedagogies, a gap remains in the literature understanding how teachers can fully realise the value in "language as a resource" for learning.

As Catalano and Hamann (2016) remind us, teachers need more than appropriate tools—they need "a change in mindset so that they are able to face the challenges of the multilingual classroom with more resources both professionally and personally" (Mejía & Hélot, 2015, p. 278). Until teachers can see how dominant deficit ideologies can be countered with resource-oriented approaches that meaningfully leverage students' funds of knowledge for learning, we can expect them to be ill equipped to respond to students' multilingualism and default to prevailing monolingual practices. The LAR orientation offers an approach yet to be fully realised in how teachers can challenge deficit language ideologies and be equipped with multilingual pedagogies to respond to the needs of multilingual learners. Our aim in this study is to consider the value of the LAR orientation for language and literacy teachers and how this can be developed with pedagogical implications in mind for teacher education. We draw on the concepts of "language as resource" (Ruiz, 1984), "multilingual resources" (French, 2016), and "acts of reciprocity" (Windle et al., 2023) to analyse how one teacher was able to see the value of the LAR orientation and embrace this over the period of her training and in schools. Through various artefacts and dialogic reflections between this teacher and her former university teacher educator, we examine the value and development of the LAR orientation for language and literacy teachers and conclude with pedagogical implications for teacher development in the space of ITE. Our work seeks to answer the following research questions:

- What is the value of the LAR orientation for language and literacy teachers to engage in responsive teaching?
- How can language and literacy teachers develop a "language as resource" orientation?

- What pedagogical considerations are helpful in ITE and the early career years for teachers to build and sustain the LAR orientation?

Conceptual framework

This study is grounded in the concepts of "language as resource", "multilingual resources", and "acts of reciprocity". The work of Ruiz (1984) remains influential in multilingual education for examining how language related ideologies influence educational practices and policies. Ruiz' framework distinguishes between three orientations — the *language-as-problem* orientation, which views linguistic diversity as a challenge to be managed; the *language-as-right* orientation, which focuses on the right to not be discriminated against on the basis of language and advocates for one's home language in schools; and the *language-as-resource* orientation, which seeks to reframe language away from deficit perceptions to being viewed as an asset. The LAR orientation offers a transformative lens for reshaping how teachers understand and respond to leveraging students' multilingualism in the classroom. Given how linguistic diversity is often seen as a problem in need of remediation within the Australian school system (D'warte, 2024), the LAR orientation can empower teachers to challenge and reframe deficit language ideologies to more expansive views of language. In recent years, the LAR orientation has been expanded to the "multilingualism as a resource" orientation (de Jong et al., 2019). This extension recognises that it is multilingualism rather than proficiency in one language that becomes a resource, not only for learning but across six other dimensions: intellectual, cultural, economic, social, citizenship and language rights (Lo Bianco, 2001). The LAR orientation therefore not only involves challenging deficit perspectives of language. It requires teachers to also recognise and build upon students' multilingual resources for what they already know and how this can be leveraged across the curriculum. In this paper, we draw on the work of French (2016) and how multilingual resources can be conceptualised expansively to include:

1. knowledge of linguistic features such as text structure, grammar and vocabulary in two or more languages;
2. the ability to compare and contrast linguistic features of different languages;
3. cross-cultural and cross-linguistic communication skills including interpreting and translating;
4. an understanding of cultural practices;
5. conceptual knowledge learnt through different languages; and
6. multiple ways of learning and being a student. (p. 298)

This conceptualisation can empower teachers to engage in the LAR orientation by considering how dynamic linguistic, cultural connections and learning practices can be resources leveraged for learning. Especially for teachers who may have multilingual ties but do not necessarily see themselves as multilingual, it is important to facilitate deeper understandings of language that goes beyond restrictive, narrow views of 'proficiency' in standardised linguistic systems. An expansive understanding of 'multilingual resources' can help teachers fully realise the LAR

orientation, where they can recognise their own power and agency to challenge deficit language ideologies and leverage students' multilingual resources for learning.

We draw on the work of Windle et al. (2023) to understand how the LAR orientation can be developed through "acts of reciprocity". These acts involve two-way consensual conversations centred around the exchanging information, translating knowledge, building conviviality or expressing care and hope (Windle et al., 2023, p. 584). In creating an interactional, humanising space for relationship building and dialogic engagements, acts of reciprocity are significant to our research as they serve as the medium through which the LAR orientation can develop. As "shared knowledge is never void of relationships but always located in the development of them" (San Pedro & Kinloch, 2017, p. 375S), we seek to understand how the LAR orientation emerges within these relational processes. Understanding the role of acts of reciprocity in the development of the LAR orientation can challenge the hierarchical dynamics of "coercive power relations" to generate "collaborative relations of power" (Cummins, 2000).

As mentioned earlier, it is important to help teachers counter dominant deficit ideologies through the LAR orientation and empower them with expansive conceptualisations of how students' multilingual resources can become resources for learning. In our study, we focus on how the LAR orientation can be developed through acts of reciprocity for teachers to be equipped to do this work.

Methodology

Dialogic restorying

Drawing upon the recent work of Rieker and Johnson (2023), "dialogic restorying" is a relational method focused on revisiting and reinterpreting past experiences through dialogue to inform present and future professional growth. This approach is well suited for exploring teachers' development of orientations such as LAR, as it allows for teachers' experiences to be revisited, reframed, and reconceptualised to offer longitudinal insights. Dialogic restorying involves continuous, iterative reflection. It involves a collaborative reconstruction of past experiences through structured dialogue between participants, which can allow for new interpretations and understandings to emerge.

Research context and participants

Author 1 (Cat) was a student in the TESOL specialisation of the Master of Teaching program and maintained an informal mentor–mentee relationship with an experienced educator, Author 2 (Julie) from 2018 to 2019 at a university in Australia. Their collaboration extended into Cat's employment at a secondary school in 2020. The dialogs presented are an amalgamation of various engagements across seven years (2018-2024), stemming from Cat's ITE to early career years (see Table 1). While many experiences in the relationship are included in the timeline to

highlight their impact on Cat's professional growth, some events were omitted from the dialogs to maintain focus on engagements relevant to the research questions.

Table 1

Timeline of key engagements in Cat's teaching journey from 2018 to 2024

Year	Key engagements
2018 Pre-service Year 1	• Completed Language Portrait 1 (see Figure 1) • Whiteboard incident: Arguments • Placement incident: Modals • Coffee catch up
2019 Pre-service Year 2	• Completed Language Portrait 2 (see Figure 2) • Placement Incident: "Dive" • *Volunteered in language & literacy workshops* • *Conference Presentation: Co-presented and collaborated on EAL/D presentation* • *Writing collaboration: Commenced planning for a co-authored paper*
2020 In-service Year 1	• Completed Language Portrait 3 (see Figure 3) • Informal mentor/mentee check ins • *In-school professional development workshops: Co-planned workshops for teachers*
2021 In-service Year 2	• *Supervised research: Commenced formal studies in research* • *Teacher Research Grant: Applied and won teacher research grant* • *Conference Presentation: Co-presentation of research at national and international conference*
2022 In-service Year 3	• Collaborative action research project on argumentative texts
2023 In-service Year 4	• Received modals note from student • Poster presentation: Created resource for TESOL students (see Figure 4)
2024 In-service Year 5	• Classroom collaboration: Writing activity & K-dramas activity • *Conference Presentation: Co-presentation of paper at international conference*

Note. Blue text refers to events referenced in dialogs; black text highlights excluded events.

Data collection and dialogic process

Our data consisted of email exchanges between Cat and Julie over the period of seven years (2018–2024), reflective notes from informal meetings, teaching artefacts such as classroom materials and language portraits, as well as documentation from collaborative projects.

The dialogic restorying process involved three phases:

1. Initial documentation: Cat and Julie first documented their remembered experiences and interactions in a shared online document, focusing on key moments in Cat's development as a teacher.
2. Collaborative dialogue: Through a series of structured conversations, Cat and Julie explored these experiences together. During these dialogues, Julie acted as a mediator, asking questions that helped surface new understandings about how Cat's orientation toward language as a resource evolved over time.

3. Narrative construction: We then crafted these dialogues into three narrative episodes that trace Cat's journey:
   - Reflecting on language portraits to see perceptions of 'language
   - Experiencing language as a resource in the classroom
   - Sharing precious moments together

These narratives represent a synthesis of multiple interactions, emails, and conversations, reconstructed through collaborative dialogue to illuminate key aspects of Cat's developing understanding of language as a resource.

Analytical approach

To maintain the richness of the dialogs and its relational aspects, we employed the dialogic restorying process itself as the analytical approach. This process began by identifying key moments in Cat's narrative episodes which illustrated a shift in her understandings of language. These moments subsequently were reviewed by through collaborative dialogue to trace changes in Cat's understandings over time, and the relational processes supporting this development. Through this process, we were guided by the conceptual framework to capture how Cat's understanding of the LAR orientation and multilingual resources evolved through various experiences and interactions to answer the research questions.

Restoried dialogs

Part 1: Reflecting on language portraits to see perceptions of "language"

In the exchanges below, Cat and Julie begin the process of dialogic restorying. It starts with an email where Cat reflects on her growing understandings of the LAR orientation. Cat then retraces critical incidents during her ITE period through her language portraits, analysing how her perceptions of language have shifted to come to new understandings of the LAR orientation.

> *(Extract of an email Cat sent to Julie on 6 Jun 2024 after doing a writing activity with her secondary students on their experiences with writing for an upcoming assessment)*
>
> "… As I work through our paper and deficit language ideologies, I'm reminded how I often think in deficit ways when reading my students' work. Leila sees her own vocabulary as limited, Sophie has been told that she 'sucks' at writing, Brett feels like he gets stuck in his words. Yet, my stance towards my students and their resources is crucial. I'm only just realising that I have agency to be creating tasks in this space. I need to find more opportunities to affirm what they have, leverage these funds of knowledge and equip them with the tools that they need to do this work. It's really weird – it's like this whole 'language as resource' orientation is really helping me think about my own students differently."

Julie: This activity and transformation are powerful Cat. We have worked on many projects over the past five years and it seems like it's all these ideas we've discussed are coming together for you and you're finally able to make classroom connections. I'm curious to learn more about 'agency' and 'drawing on students' funds of knowledge' that you seem to be realising.

Cat*:* It's been difficult realising my agency to draw on students' funds of knowledge, despite learning so much in TESOL about the importance of students' linguistic and cultural identities. I really didn't understand how to enact this work in the classroom, particularly when there was so much 'pushed out' in training and the transition into teaching was overwhelming (remember COVID?!). It was hard to know where to start. However, your concern for my wellbeing and limited professional development at the time channeled my frustrations into collaborative projects. Over time, this helped me see my agency to draw on students' funds of knowledge in the classroom. As I go back through different artefacts such as my language portraits, I've started to understand why it's taken me such a long time to make these classroom connections. In 2018, when you first asked me to complete the first language portrait in TESOL (see Figure 1), I remember being confused as to why I had to colour in languages instead of learning how to teach language. This seemed like a "fun-get to know you" activity but I couldn't see how students' cultural and linguistic knowledges related to learning. I started the portrait by shading my entire body blue as English was the only language I was proficient in. As I coloured, I noticed that everyone else's portrait looked lively and vibrant, yet my own felt so empty. I decided to represent the role of Vietnamese on my body by tracing an inner outline and shading it yellow. I thought of my Vietnamese as being too broken to be useful for anything so I wanted to keep it hidden. I coloured my ears and fingers in a darker blue to show the minimal Cantonese I heard at home from picking up the phone. When my classmates asked about the box, I told them it was nothing special – just the food I ate.
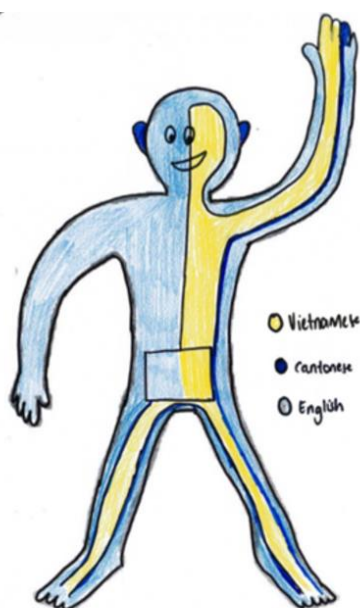
Figure 1
Cat's 2018 Language Portrait completed in TESOL class

After our classes ended, I read your book about all the ways in which your languages and identities were positioned. It made me think about my own positionings towards English and Vietnamese. I decided to use the language portrait as an opportunity to explore the role of Vietnamese in my own identity (see Figure 2). It was common for me to hide my Vietnamese background to others, including my own students as I felt like they would think less of me. In the portrait, I started to think about the different spaces in which I was positioned (Vietnamese: at home, church; English: university, work, and school). I then wrote comments as to how people would position me, such as elders "Oh, you speak Vietnamese so well!", school friends "You don't talk like most Asian girls… you sound wog", and my own students "Are you Thai? Cambodian? Filipino?; She's Asian so she must be smart!". I put a question mark around my heart as I didn't know what to do with all these positionings.
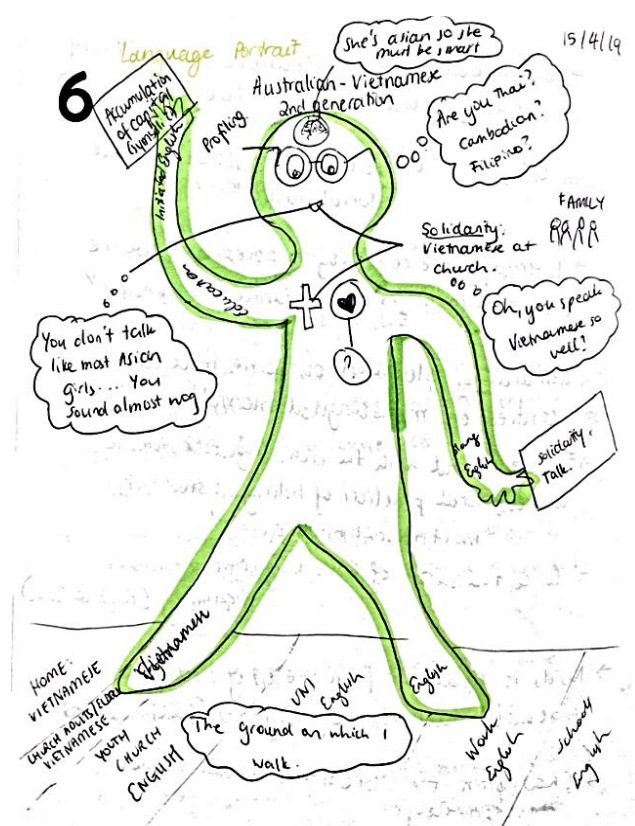
Figure 2
Cat's 2019 Language Portrait completed in personal journal

In my last portrait, when I tried to do this work with my own students (see Figure 3), I openly shared with them my Vietnamese background. They too poured out their lifeworlds to me. When you asked me what I'd end up doing with these portraits, it fell in the "too-hard" basket. Even though you provided me guidance on activities I could do with my students to reflect on their languages and identities, I struggled to build on their funds of knowledge as I was just so overwhelmed as a beginning teacher.

Figure 3
Cat's 2020 Language Portrait modelled to students

Our recent discussions on the LAR orientation have made me realise now how I couldn't see my own agency or draw on students' funds of knowledge without any conceptions of language. Up until my training, I've never been asked to wrestle with language and its relationship to identity, particularly given my education in a monolingual system. I can see now how I embodied the "language as problem" orientation unashamedly – the prominence of English stands in stark contrast to the non-English resources in my portrait (see Figure 1). Even though you challenged these deficit ideologies in our TESOL classes through concepts such as translanguaging and "taking a multilingual stance", I needed iterative opportunities for reflection to recognise how these perceptions of language have shaped me and how I see my students. In my second portrait (see Figure 2), I can now see just how internalised these "language as problem" positionings were. Whilst reading about your experiences served as a helpful prompter to think about language positionings at the time, our critical dialogic reflections have pushed me to interrogate the assimilationist and binary discourses around my multilingual resources. Through these reflections, I've started to challenge notions like "language as a system" to unlearn deficit ideologies, where I am now able recognise my own multilingual resources. As I look back on my language portraits (see Figure 1), even if I didn't understand "language", I could still draw on whatever multilingual resources I had at the time, such as the cultural practices (the "kinds of food" that one eats); or certain cross cultural and cross linguistic acts that I experienced such as ("picking up the phone"). Recognising these multilingual resources now makes me think how activities such as identity texts can be valuable for developing understandings of language, especially when expansive conceptualisations of language are made known. In my case, the concept of "multilingual resources" served as an entry point for me to see this explicitly. However, these activities weren't enough for me to develop agency and understandings of how to draw on students' funds of knowledge. As you can see, it involved sustaining our relationship over a lengthy period of time, multiple opportunities for iterative reflection and critical dialogs to eventually develop these realisations.

Part 2: Experiencing language as a resource in the classroom

In the next set of restoried experiences, Cat elaborates two critical incidents—one involving a student and the other involving a teacher during her placement. The first incident illustrates Cat's consciousness-raising of language as a *resource* in action, where Cat starts to recognise her own multilingual resources as a resource in supporting a student. The second incident relates to consciousness-raising of *language* itself, where Cat reflects on her struggle to grasp the concept of "language as a resource" in the absence of foundational language knowledge and difficulties connecting language to meaning-making.

Julie: I recall asking the TESOL students just before heading into placement to keep some notes on any multilingual encounters experienced. I remember you had a really interesting revelation. Can you remind me about that incident and how it impacted on your understanding of coming to see "language as a resource"?

Cat: I almost forgot you asked me to do that! After reading your book, I emailed you my reflections, and you suggested collaborating on a paper about what I was learning in the field. For my upcoming placement, you encouraged me to note anything interesting related to multilingualism. I happened to be assigned to an English class with many Vietnamese students, and one particular student struggled to understand a key event in a novel. He didn't know what the word "dive" meant. I had trouble explaining the term in English, so I thought I'd have a go at using Vietnamese. I didn't know what the Vietnamese word for dive was. I just put my hands together and uttered the word, "bơi" (which meant 'swim'). I will never forget his face lighting up as he immediately yelled out "lặn" (dive). I'd never heard that word before, but at that moment, I understood it. Through Vietnamese, the student and I reached a depth of understanding that wouldn't have been possible if we had just used English. When I told you about this incident at the time, you helped me see students' different levels of language and literacy knowledge, their "readiness" to use their home language in school, and my fear of helping students due to my lack of Vietnamese. But I didn't fully grasp this as leveraging students' "funds of knowledge" at the time; I simply saw it as an experience to use my non-English resources in a school context.

In coming back to this incident now with what I've learnt about language as a resource, I can see *how* Vietnamese can be a resource for students when used purposefully in the classroom. Even one Vietnamese word (and the wrong one) could help a student access key information. Revisiting these encounters now has helped me think differently about my own multilingual resources – what I believed to be this broken, fragmented language could actually help someone. I feel like I am able to now realise the depths of what you were trying to say back then about students' experiences, their readiness and knowledges as a starting point, especially when I can see more of how I understand language. As I look back at my second language portrait (see Figure 2), I questioned my heart because I didn't know how my broken Vietnamese could help anyone. Now, I know it can. I just don't think I could make these connections at the

time as a teacher candidate in training as I was actually more worried about my lack of language knowledge and fearful of being "caught out" during placement.

Julie: Oh tell me more about that sense of fear or imposture?

Cat: Do you remember that whiteboard incident in the first few weeks of class? You got us into groups and asked us to deconstruct the functions of an argument. We could only identify a conjunction. I left that day feeling quite upset that I was specialising as a language teacher without any language knowledge. Eventually, I got caught out. On placement, I had an embarrassing interaction with an English teacher I was about to observe.

> *Teacher: Cat, do you know what modals are?*
> *Cat: Umm… I'll be honest, I haven't heard the term before.*
> *Teacher: WHAT?! I can't believe you don't know what modals are. We're covering it with the Year 8's today, so hopefully you'll get it by the end of class.*

I was ashamed.

I considered dropping out of TESOL then, but I remembered your offer to the class that anyone could have coffee with you and discuss anything related to the subject. Students rarely had coffee with their lecturers but you felt friendly and approachable. In our chat, you unpacked these incidents, showing how my lack of linguistic knowledge could be traced back to my education in the Australian schooling system and its failure to teach language explicitly. You also gave me practical recommendations and readings to grow in language knowledge and I left our conversation feeling genuinely cared for, excited and committed to TESOL. Looking back, these incidents were significant for me to see what I didn't know — if I was to be a language teacher, I needed more than one conjunction.

Don't get me wrong, I still find language knowledge challenging. What really helped me grapple with it was when we collaborated on an action research project in 2022 to analyse students' writing in an argumentative text. I learnt so much about the passive/active voice, hedging and booster words, and modals in Legal Studies, yet teaching them at the time however felt so decontextualised. Lately, as we've spoken more about this 'language as resource' concept, I've started to realise why– it was because I couldn't connect language to meaning-making. It finally clicked how lawyers use modals, hedges and boosters to assert or leave room for doubt! A few weeks ago, when I shared with you this incident and my learnings about my own multilingual resources through this paper, you suggested that I consider drawing in texts from students' worlds such as K-dramas to show differences in argumentation across cultures. My students loved watching different court scenes to compare how different language features were used, and I could see them get excited about the power of language. I remember how you used to emphasise in TESOL about the importance of being able to communicate our "meaning" and the many ways we can do so, but it didn't really sink in then because I couldn't connect language to meaning-making.

This conceptual framework is helping me realise just how much time I needed to see "language as a resource". I needed to reflect on encounters that could shift my understandings of language from a deficit to an asset-based perspective. I needed a "knowledgeable other" to help me unpack incidents and realise language as my core expertise. I needed pedagogical guidance as to how language operated in my area before I could see it as a resource for meaning making. I couldn't have realised the depths of language as a resource and my agency to enact tasks that connect to students' lifeworlds without these foundations of trust, care and support from our relationship over time, Julie. It's been a key part in building my interest and commitment to "do more" to leverage students' lifeworlds and their resources, as noted in my opening email. I don't know if I've told you this, but when one of my former students graduated, they gave me a card that took me by surprise. They wrote, "Something that has stuck with me for some reason was when you taught us the importance of modality in writing." From having no idea what a modal was to learning so much about language and my own multilingual resources, I owe a lot to our relationship for what it has taught me about my agency to leverage students' funds of knowledge for learning.

### *Part 3: Sharing precious moments together*

In this final set of restoried dialogs, the focus shifts to Julie reflecting on what she has learned from working closely with Cat over the years. Julie shares how closely working alongside an early career teacher has deepened her understanding of pre-service teachers' readiness to absorb orientations like LAR and the challenges teachers face enacting this orientation in schools.

Cat: I'm curious, Julie. What has this experience been like for you? You've been part of my journey over the past seven years watching me make these connections and eventually move this work into my own classroom. How has being alongside me shaped you and the way you train future teachers?

Julie: 🫢 Gosh, where do I start? I have learned so much about how idealistic academics/teacher educators can be when they aren't working closely with teachers or listening carefully to their learners. Allowing me in as a partner in your journey has given me so much insight into the time it takes, the need for a variety of opportunities, and ongoing support for graduate students and beginning teachers to understand the powerfulness of orientations like "language as a resource". Through big or little transformations from our projects, I often go back to my syllabus design adding in new readings that pre-service teachers can better relate to, create more nuanced tasks that draw out their understandings at different points in their journeys, and work on sequencing topics in ways that are more realistic for them to absorb. Being able to follow the becoming of a teacher's journey over five years through the many projects we have been involved in, is a rare opportunity. It allows me to understand what is realistic in terms of what new teachers can absorb, what actually matters to them, and to the field in these early years. I also really like examining students' writing samples you sometimes ask me to look at. With your students' permissions, as you know, I also turn these into tasks for

my pre-service teachers to analyse in class. I also ask you to help make posters for instance outlining the challenges of enacting "Culturally Sustaining Pedagogies" in schools based on your experience (see Figure 4).
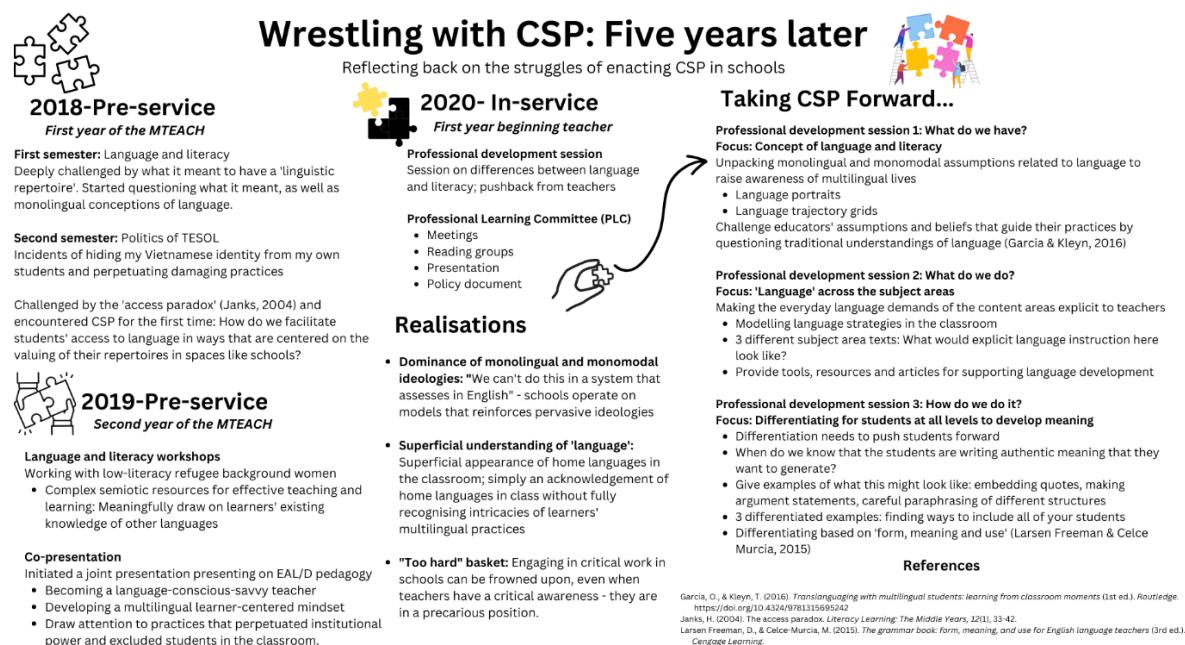
Figure 4

Cat's poster presentation reflecting on challenges implementing culturally sustaining pedagogies in schools

All of these materials are valuable teaching resources for pre-service teachers who gain a first-hand look into the challenges they are likely to face. Pre-service teachers like to hear directly from teachers in the field and in that sense I'm less of someone who has authority of what teachers need to understand about the realities of classrooms today and more of a bridge that links them to "real" teachers' concerns on the ground.

In the end, when teachers are looking back, it's things like "identity texts", critical moments with students, moments of fear and shame, as you pointed out in your reflections here, that "stick" with them. So you see, every dialog is valuable learning for me and opportunities for me to think about how to improve the learning experience for new teachers who may have similar experiences. Hearing about your history, what knowledge you feel you lack and your fears about for instance being "caught out" makes me more empathetic and non-judgemental towards my current students' starting points. I feel like I am becoming more "level-headed", a better listener, and these are valuable traits to develop if we are to try to build the kind of "collaborative relations of power" that Jim Cummins proposes for real transformations in language education. Even though I have known about this concept for many years now, I think I too am only coming to really understand the essence of what "collaborative relations of power"

means through our relationship building work over the years. I worry that I am gaining more than you are in our relationship but reading your reflections above, I can see we have been "co-learning, co-planning, and co-shifting" all along (Pontier & Tian, 2024). It's been a joyful learning experience for me and I'm excited about life after this paper! 😆

Discussion

In this section, we reflect on our findings to discuss our research questions which focus on the value and the development of the LAR orientation for teachers to engage in responsive teaching. We conclude with pedagogical considerations we believe are helpful in ITE and the early career years to sustain this orientation.

The value and development of the LAR orientation

In tracing Cat's seven-year journey through ITE into the early career years, this study reveals the value of the LAR orientation in expanding her understandings of language. This allowed Cat to discover her own histories of deficit discourses surrounding her multilingual resources. This raised awareness of both her own and students' multilingual resources as valuable funds of knowledge that could be leveraged in the classroom. Our analysis of Cat's journey shows how the development of an LAR orientation is a long and complex process. The process can be traced to various methods of iterative reflection, collaborative research projects, and critical dialogs, which made visible Cat's meaning-making resources, cultural experiences and identity negotiations over time. These dimensions played a fundamental role in Cat recognising the transformative potential of the LAR orientation in her own teaching and the lives of her students. Julie's support as Cat's mentor beyond her training was crucial to her developing understandings of the LAR orientation. In return, Cat deepened Julie's insights of pre-service teachers' readiness to absorb orientations such as LAR. At a time where information is being pushed out to pre-service teachers in the name being "classroom ready" (Department of Education, Skills and Employment, 2022; Teacher Education Ministerial Advisory Group, 2015), our findings raise concern for what teachers are ready to absorb. Our study shows how teachers need sustained opportunities for reflection tackling deficit language ideologies and contextual challenges. At the heart of these opportunities are "acts of reciprocity"—expressions of care, trust, listening and dialoguing in interactional spaces where teacher educators listen and become learners with their own multilingual teachers, and for teachers to listen and learn from their own multilingual students (Windle et al., 2023). We conclude with pedagogical considerations for creating spaces within ITE and the early career years to build and sustain the LAR orientation.

Pedagogical considerations

Consideration 1: Provide a range of iterative opportunities for teachers to develop expansive conceptions of language.

For teachers like Cat who have been predominantly educated in a monolingual system, limited conceptions of language and internalised deficit language ideologies can hinder teachers' ability to see language as a resource. Providing iterative opportunities for teachers to build their understandings of language can open new contemplations and contingencies to help teachers recognise these resources in themselves and their students. Cat's ability to see her own multilingual resources served as a crucial entry point in this process. Through reflecting on artefacts such as language portraits and encounters on placement, Cat was able to question the linguistic boundaries of "language as a system" and experience an epistemological shift in her understandings of language through recognition of her own multilingual resources. This shift required iterative opportunities to document, reflect and critically dialog her understandings of language with a "more knowledgeable" other. It is important for teacher educators to understand students' linguistic identities and find ways to connect with these identities and histories, not just through language but through shared experiences. Sharing how one may perceive their own linguistic identities at a certain point in time and space can build teachers' conceptions of language and develop their "multilingual sensibilities"—the ability to appreciate and situate multilingual practices within different communicative contexts and recognise students' negotiations within these areas (Windle et al., 2023).

Consideration 2: Find moments to focus on language knowledge and the importance of meaning-making.

A TESOL specialisation is not necessarily an area where pre-service teachers bring subject matter knowledge about language. Bringing language knowledge explicitly to the attention of pre-service teachers, including the role of deficit language ideologies can play a significant role in developing teachers' understanding of language as their core expertise. To see language as a resource, teachers must understand how language is connected to meaning making. Without this understanding, teachers are at risk of defaulting to fragmented, prescriptive teaching (see Harper & Rennie, 2009) and reinforcing deficit views of language. As Cat's journey shows, when teachers enter the field, there may not be in-school professional development to help teachers develop language knowledge. Teachers need less top-down, checklist types of professional development and more implementation of infrastructures that allow for collaborative knowledge-building partnerships between initial teacher educators and teachers. When this focuses on unpacking deficit language ideologies, building teachers' explicit knowledge of language and how multilingual pedagogies can be incorporated in their practice, new possibilities will emerge for teachers to engage in responsive teaching.

Consideration 3: Building and sustaining collaborative relations of power through acts of reciprocity.

This study reveals how the LAR orientation was developed through acts of reciprocity between Cat and Julie, built on an assemblage of care, trust, support, both inside and outside the classrooms through storying, critical dialogs and collaborative research projects. Cat and Julie's dialogic restorying allow us to understand the depths of their interconnectedness, in

showing how their collaboration is woven with friendship connected to forces beyond the classroom walls. Considerations for how relational interactions can be built on "collaborative" not "coercive relations of power" are fundamental to decolonising approaches that build teachers' multilingual sensibilities to see "how language is a resource not just for instruction but for the lives students lead and for which our instruction is supposed to be an aid" (Catalano & Hamann, 2016, p. 272). These relational interactions are a pathway for "transformative praxis" (San Pedro & Kinloch, 2017): where teachers and learners can find new ways of reflecting, questioning and reclaiming "the human" as they do critical work to leverage students' funds of knowledge in the classroom.

At a time where top-down interventions strip teachers of their agency to "make 'the machine' work better" (Savage, 2021), sustaining the human capacity to care, listen and dialog in an increasingly dehumanising environment is critical. Our work shows the power of meaningful dialogic relationships in creating humanising conditions for teachers to question dominant language ideologies, develop expansive understandings of language and implement asset-based pedagogical approaches for multilingual learners. This work needs to start with a careful understanding of teachers' realities and what they are ready to absorb, otherwise we will continue to see teachers ill-equipped to engage in responsive teaching.

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ACTA Australian Council of TESOL Associations

Mission statement

ACTA is the national coordinating body representing all teachers of English to speakers of other languages. It aims to promote and strengthen English whilst supporting people's linguistic and cultural heritage. English is the language of public communication and the lingua franca for the many different sociocultural groups in Australia, as well as a major language of international communication. For full and effective participation in education, society, and in the international arena, competence in English is necessary.

TESOL is the teaching of English by specialist teachers to students of language backgrounds other than English in order to develop their skills in spoken and written English communication. At the same time, TESOL teachers strive to be sensitive to the diverse linguistic, cultural, and learning needs of individuals.

TESOL draws on a knowledge of the nature of the English language, first and second language acquisition, crosscultural communication, and appropriate curriculum, materials, and methodology for multicultural contexts. It is an integral part of the broader social, educational, and political context. It can inform and be informed by this context.

As a program, profession, and field of study and research, TESOL shares certain understandings and practices with the subject English as a mother tongue, child and adult literacy, languages other than English (LOTE), and bilingual and multilingual education, but also has distinct characteristics.

ACTA's objectives are

To represent and support the interests of teachers of English to speakers of other languages ACTA is committed to quality teacher training and professional development in TESOL and working conditions and career paths which enable teachers to have the stability and continuity of employment to develop, maintain, and deliver quality programs.

To ensure access to English language instruction for speakers of other languages ACTA is committed to ensuring that all students with ESL needs have access to programs that acknowledge and meet their diverse specific needs.

To encourage the implementation and delivery of quality professional development programs ACTA is committed to the development and maintenance of the highest quality programs for students at pre-primary, primary, secondary, and tertiary levels that are appropriately funded, resourced and staffed, and articulated in clear pathways.

To promote the study, research, and development of TESOL at state, national, and international levels ACTA is committed to ensuring that TESOL and TESOL related issues are debated and accorded due recognition in state and national policy initiatives as well as in the international community.

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