

Language Teacher Agency

NAVIGATING COMPLEX AND DIVERSE EDUCATIONAL CONTEXTS

EDITED BY LEONARDO VELIZ, MINH HUE NGUYEN,
YVETTE SLAUGHTER, AND GARY BONAR

An abstract illustration of a landscape with rolling hills and mountains. The colors transition from yellow at the top, through orange, pink, purple, blue, and green, to a dark blue at the bottom. The layers are wavy and overlapping, creating a sense of depth and movement.

CRITICAL APPROACHES AND INNOVATIONS
IN LANGUAGE TEACHER EDUCATION

B L O O M S B U R Y

Language Teacher Agency

Critical Approaches and Innovations in Language Teacher Education

SERIES EDITOR: Bedrettin Yazan (University of Texas at San Antonio, USA)

The series is dedicated to advancing critical language teacher education research that can transform the dominant practices of language teaching in educational contexts around the world. Language education has become more important than ever, to facilitate the crossing of physical and ideological borders of nation-states, and to meet the needs of increasingly ethnically and linguistically diverse student populations. This series helps inform the preparation of resilient and agentive language teachers with critical social justice orientations. It presents state-of-the-art research to support the formation of teachers who identify as democratic, social agents of formal schooling, and devoted to improving learning experiences of marginalized students. The titles in this series appeal to language teachers, teacher educators, and researchers and can be used as educational materials in graduate and undergraduate studies.

ADVISORY BOARD

Darío Banegas (University of Edinburgh, UK)

Osman Barnawi (Royal Commission Colleges & Institutes, Saudi Arabia)

Yasemin Bayyurt (Bogaziçi University, Turkey)

Ester de Jong (University of Florida, USA)

Andy Xuesong Gao (University of New South Wales, Australia)

Icy Lee (Chinese University of Hong Kong, Hong Kong)

Gloria Park (Indiana University of Pennsylvania, USA)

Ingrid Pillar (Macquarie University, New South Wales, Australia)

Richard Smith (University of Warwick, UK)

Zia Tajeddin (Tarbiat Modares University, Iran)

Forthcoming in the series:

Becoming Language Teacher Educators, Christine Montecillo Leider and
Johanna M. Tigert

Humanizing Language Teaching and Teacher Education in Transnational Spaces,

edited by Rashi Jain, Julian Chen, Ethan Trinh

Transcending Language Education in Japan, edited by Madoka Hammine and

Nathanael Rudolph

Critical Autoethnography in Language Teacher Education, Bedrettin Yazan

Teacher Education for Global Englishes Language Teaching, Denchai Prabjandee

Social-Emotional Learning in Language Teacher Education: A Guidebook for

Language Teacher Educators, Administrators and Leaders,

Gilda Martínez-Alba and Luis Javier Pentón Herrera

Criticality, Agency, and Language Teacher Identities: Research and Praxis from

Global Teacher Education, Hyunjin Jinna Kim and Hüseyin Uysal

English Language Teacher Education in Latin America,

Raúl Alberto Mora and Luis Javier Pentón Herrera

Language Teacher Agency

Navigating Complex and Diverse Educational Contexts

Edited by Leonardo Veliz, Minh Hue Nguyen,
Yvette Slaughter, and Gary Bonar

BLOOMSBURY ACADEMIC
LONDON • NEW YORK • OXFORD • NEW DELHI • SYDNEY

BLOOMSBURY ACADEMIC
Bloomsbury Publishing Plc, 50 Bedford Square, London, WC1B 3DP, UK
Bloomsbury Publishing Inc, 1385 Broadway, New York, NY 10018, USA
Bloomsbury Publishing Ireland, 29 Earlsfort Terrace, Dublin 2, D02 AY28, Ireland

BLOOMSBURY, BLOOMSBURY ACADEMIC and the Diana logo
are trademarks of Bloomsbury Publishing Plc

First published in Great Britain 2025

Copyright © Leonardo Veliz, Minh Hue Nguyen, Yvette Slaughter,
Gary Bonar and contributors, 2025

Leonardo Veliz, Minh Hue Nguyen, Yvette Slaughter, Gary Bonar and contributors have
asserted their right under the Copyright, Designs and Patents Act, 1988,
to be identified as Authors of this work.

For legal purposes the Acknowledgments on p. xvii constitute an
extension of this copyright page.

Cover design: Grace Ridge
Cover image © rudchenko and Anastasia Shemetova via iStock

This work is published open access subject to a Creative Commons Attribution-
NonCommercial-NoDerivatives 4.0 International licence (CC BY-NC-ND 4.0,
<https://creativecommons.org/licenses/by-nc-nd/4.0/>). You may re-use, distribute, and
reproduce this work in any medium for non-commercial purposes, provided you give
attribution to the copyright holder and the publisher and provide a link to the Creative
Commons licence. Open access was funded by the University of New England,
Australia; University of Melbourne, Australia; and Monash University, Australia.

Bloomsbury Publishing Plc does not have any control over, or responsibility for,
any third-party websites referred to or in this book. All internet addresses given
in this book were correct at the time of going to press. The author and publisher
regret any inconvenience caused if addresses have changed or sites have
ceased to exist, but can accept no responsibility for any such changes.

A catalogue record for this book is available from the British Library.

A catalog record for this book is available from the Library of Congress.

ISBN: HB: 978-1-3504-5479-8
ePDF: 978-1-3504-5480-4
eBook: 978-1-3504-5483-5

Series: Critical Approaches and Innovations in Language Teacher Education

Typeset by Integra Software Services Pvt. Ltd.

For product safety related questions contact productsafety@bloomsbury.com.

To find out more about our authors and books visit www.bloomsbury.com
and sign up for our newsletters.

Contents

List of Figures	ix
List of Tables	x
Series Foreword	xi
Acknowledgments	xvii

Advancing Language Teacher Agency Research: An Introduction <i>Minh Hue Nguyen, Gary Bonar, Yvette Slaughter, and Leonardo Veliz</i>	1
---	---

Part 1 Language Teacher Agency and Identity

1 Vietnamese Pre-Service English Language Teachers' Agency in Negotiating the Tensions between Aspired and Experienced Identities <i>Minh Hue Nguyen and Xuan Minh Ngo</i>	17
2 A Longitudinal Study of Pre-Service and Early Career Languages Teacher Agency <i>Gary Bonar, Ruth Fielding, and Meihui Wang</i>	35
3 The Development of Collective Agency among Language Teachers in a Professional Community <i>Jian Tao and Xuesong (Andy) Gao</i>	51
4 Language Teacher Agency in a Transnational Telecollaborative Project between Türkiye and the United States <i>Babürhan Üzümlü, Özgehan Uştuk, Bedrettin Yazan, Sultan Maviş, Serdar Şen, Sedat Akayoglu, and John Turnbull</i>	69
5 Understanding Linguistic Repertoire: Language, Identity and Agency in Pre-Service Language Teacher Education <i>Yvette Slaughter and Julie Choi</i>	87
6 Agentic and Less-Agentic Orientations in TESOL Student Teachers' Motivation <i>Mairin Hennebry-Leung</i>	107
7 Reshaping Agency and International Teacher Identity: Supporting EAL VCE Students via a Bilingual Immersion Model at a Sino-Australian Senior School in China <i>Jennifer Cutri</i>	129

Part 2 Language Teacher Agency amidst Structural and Cultural Constraints

- 8 Exercising Teacher Agency in Response to Demands of Practice:
Insights from an Australian TESOL Online Placement
Thi Kim Anh Dang and Minh Hue Nguyen 149
- 9 Teacher Agency of Synchronous Online One-to-One Language
Teachers: An Investigation through Critical Incidents in Teaching
Chujie Dai 171
- 10 Challenging Monolingual Discourses for Agentic Spaces:
Constraints and Opportunities for Language Educators in the
Chilean Education System *Leonardo Veliz, Yvette Slaughter, and*
Finex Ndhlovu 189
- 11 Teacher Agency in Practice during a National Educational
Reform: A Case Study of Primary English Teachers in
Vietnam *Lan Anh Nguyen* 211
- 12 Not Another Paper about Problems We Can't Solve: EL
Practitioners' Agency in Times of the Impossible *Chloe Le, Anita*
Dubroc, and Kim Skinner 231

Part 3 Language Teacher Agency for Social, Cultural, and Linguistic Responsibility

- 13 Language Teacher Agency for Social Justice: Meaningful
Experiences during Teacher Education *Priscila Leal* 251
- 14 The Visible Invisibility of Black Educators in ELT *Olive Nabukeera* 269
- 15 The Negotiation of Plurilingualism by Teachers in a Finnish
Heritage Language School *Johanna M. Tigert* 285

Forging New Paths for Language Teacher Agency: Concluding Remarks
Yvette Slaughter, Leonardo Veliz, Gary Bonar, and Minh Hue Nguyen 301

Index 306

List of Contributors 309

Figures

0.1	Ideologies in language teacher education	xiii
3.1	The collaborative relationships among the participants	61
5.1	Diah's body portrait	94
5.2	Mei's body portrait	95
5.3	Ehuang's body portrait	97
5.4	Keiko's body portrait	98
5.5	Cassie's body portrait	99
6.1	Lingqi's sociogram in interview 1	113
6.2	Lingqi's sociogram in interview 2	114
6.3	Lingqi's sociogram in interview 3	114
6.4	Ellie's sociogram in interview 1	117
6.5	Ellie's sociogram in interview 2	117
6.6	Ellie's sociogram in interview 3	118
8.1	Sameera's reflection accompanied by teaching materials in course assignment	160
8.2	Sameera's reflection notes submitted in her course assignment	162
8.3	Sameera's lesson PPT slide, using Angry Birds game	163
8.4	A framework for theorizing TESOL teacher agency in response to demands of practice	168
9.1	Screenshot of correction in Session 9	181
11.1	A life-course socio-cultural perspective of language teacher agency	215