

Vietnamese EFL Teacher Change Through Professional Development: A Mixed Methods Study

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Teacher professional development is always a critical component in driving educational change. Effective professional development empowers teachers to embrace change, resulting in enhanced teaching effectiveness and improved educational quality. There has been a growing body of research dedicated to understanding professional development for teachers across different contexts worldwide and its consequential teacher change. Nevertheless, there is a notable scarcity of studies focusing on teacher change experienced by Vietnamese EFL tertiary teachers following their participation in professional development activities. The present study aims to address this research gap by examining teacher change among Vietnamese EFL teachers at three universities in the Mekong Delta. Using a mixed-methods research design, combining questionnaires and semi-structured interviews, the research will delve into the changes that the participants have experienced as a result of their participation in professional development, the mechanisms of the change process, and its influential factors. It is expected that the findings of study will yield profound insights into the practices of teacher professional development and teacher change among Vietnamese EFL teachers. Based on the research findings, stakeholders can evaluate the effectiveness of current teacher professional development initiatives and make informed decisions regarding future professional development for Vietnamese EFL teachers.

Online Profile

Biography

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