

Elevating CLIL Teachers' Professional Development: Unveiling the Change Laboratory Journey

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This paper introduces a doctoral research project of the University of New South Wales (UNSW Sydney) aimed at investigating professional development for Content and Language Integrated Learning (CLIL) teachers in primary schools in Vietnam. The study proposes to utilize the Change Laboratory model as a framework for facilitating professional development among CLIL educators. Drawing upon Cultural-Historical Activity Theory (CHAT) and teacher collective efficacy framework, the research aims to explore the impact of participation in the Change Laboratory on CLIL teachers' collective efficacy and teaching practices.

The Change Laboratory model, rooted in socio-cultural theory, offers a structured approach to professional development by promoting collaborative problem-solving and reflection within a community of practice. This research seeks to apply the principles of the Change Laboratory to address the specific needs and challenges faced by CLIL teachers in the Vietnamese context. Simultaneously, the theoretical framework of Cultural-Historical Activity Theory and teacher collective efficacy provides a lens through which to analyze the complex interplay between individual, social, and contextual factors influencing teachers' professional growth and instructional practices.

To achieve the aim of the study, a case study qualitative research approach will be employed with the data planned to be collected from Change Laboratory discussions, semi-structured interviews, classroom observations, and reflective journals as key instruments. Two local primary schools in Central Vietnam are served as school cases of this study. By examining the impacts of the Change Laboratory model in enhancing CLIL teachers' collective efficacy and teaching practice, this research contributes to the ongoing discourse on teacher professional learning and curriculum innovation in multilingual educational contexts.

Online Profile

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Biography

Thi Hoa Le has dedicated over a decade to serving as an English Language Teacher at Ha Tinh University, Vietnam, starting in 2012. Her academic journey includes the attainment of a Master's degree in TESOL from the University of Aberdeen, UK, during the 2016-2017 academic year. This accomplishment was made possible through the esteemed Chevening Scholarship from the Foreign and Commonwealth Office (FCO), British Government. Currently, she is the recipient of a full scholarship granted by the Vietnamese Government, enabling her to pursue Ph.D. in Education at UNSW from 2023 to 2027. Her research interests include Professional Development, Content and Language Integrated Learning (CLIL), English for Academic Purposes (EAP), English for Specific Purposes (ESP) and Language Testing and Assessment.

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