



*8th International Conference on TESOL:
ELT IN THE 21ST CENTURY: CHALLENGES AND OPPORTUNITIES*

Date: Friday, Aug 11, 2017

Time: 13:30-14:35

Presenter/s: **Ms. NGUYEN Hoang Lan**

Bio:

Ms. NGUYEN Hoang Lan is a lecturer in Faculty of English Language Teacher Education in University of Languages and International Studies, Vietnam National University. She accomplished her M. A. course in English Teaching Pedagogy in ULIS in 2009 and her M. A. course in Applied Linguistics in Dalarna University in Sweden. For many years, she has been carrying out research both on English and Vietnamese Teaching Pedagogy and on Applied Linguistics, with special interest in Curriculum Design, Second Language Acquisition, Testing and Pragmatics. Lan is also one active master trainer of Project 2020.

Title: **Making Teachers and Learners in Vietnam Ready to Switch Their Roles in Projects Lessons in the New English Textbook**

Abstract:

Thanks to the National Foreign Language Project 2020 (Project 2020) which aims at bringing the English teaching and learning in Vietnam closer to the regional and international standard, the New English Textbook (NET) has been developed with the addition of a project after each unit. Theoretically, Project-based learning transforms the roles of students and teachers in ways that benefit all, making teaching and learning more interactive and communicative. Students will develop a sense of agency as learners and as people rather than information recipients while teachers will act rather as a resource, a facilitator than a lecturer (Brown, 2011; Harmer, 2007).

During teacher training courses for secondary and high school teachers in Project 2020, the author had chances to discuss in details with trainees on what challenged them most when teaching project lessons in the NET. They highlighted several aspects, including large class, multi-leveled students, students' engagement and timing issues. Observations with teachers at secondary schools completed the picture by adding more reasons like teacher's lack of knowledge on PBL and on management skills. These were the same as findings of several studies on common problems of teaching projects (Marx et al., 1991, 1997). Such difficulties lead to the fact that both teachers and learners are misunderstanding, thus, misperforming their own roles in Projects lessons.

The workshop starts by showing a video on how a project lesson was organized in a secondary school in Vietnam. Participants will then discuss the role of the teachers and learners in the lesson and compare it with the defined role of teacher and learners as suggested by PBL standard. After investigating what makes PBL difficult in Vietnam, participants will work together to find out what makes teachers and learners ready to switch their role in a PBL lesson.