

**THAI NGUYEN UNIVERSITY  
SCHOOL OF FOREIGN LANGUAGES**

**NGUYEN BAO NGOC**

**AN INVESTIGATION INTO THE USAGE OF ENGLISH TEACHER  
PROFESSIONAL DEVELOPMENT THROUGH LESSON STUDY IN  
LOWER SECONDARY SCHOOLS IN THAI NGUYEN CITY**

**(Đánh giá việc sử dụng phương pháp nghiên cứu bài học  
đối với phát triển nghề nghiệp của giáo viên Tiếng Anh  
tại các trường THCS thuộc TP Thái Nguyên)**

**M.A THESIS**

**Field: English Linguistics**

**Code: 8220201**

**THAI NGUYEN - 2019**

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(APPLICATION ORIENTATION)**

**Field: English Linguistics**

**Code: 8220201**

**Supervisor: Nguyen Thi Hong Minh Ph.D**

**THAI NGUYEN – 2019**

## DECLARATION

I certify that this minor thesis entitled “**An Investigation into the Usage of English Teacher Professional Development through Lesson Study in Lower Secondary Schools in Thai Nguyen City**” is the study of my own research and the substance of this research has not been submitted for a degree to any other university or institution.

*Thai Nguyen, September 2019.*

Nguyen Bao Ngoc

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## **LIST OF ABBRIVIATIONS**

PD	: Professional development
LS	: Lesson study
WALS	: World Lesson Research Association
UNICEF	: United Nations Children's Fund
VNEN	: The Vietnam Escuela Nueva
AFT	: American Federation of Teachers
CEFR	: Common European Framework of Reference for Languages
BA	: Bachelor's degree

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## **ABSTRACT**

The study intends to exam the usage lesson study in teacher professional development among teachers in six lower secondary schools located in south - center Thai Nguyen City. To the end, 18 teachers of English in the mentioned schools were selected to participate in the study. Initially, a survey was carried out to collect the data by introducing a questionnaire; next teachers were invited to a two -day workshop on lesson study knowledge and practicing this method. After workshop, another questionnaire was conducted the second time for the changes and improvement in the teachers' teaching. The result of the two surveys were compared and analyzed, and the outcome of this process was the result of teachers' professional development before and after using lesson study in teaching. The data showed the alteration in positive way of teacher professional development among teachers.

## CHAPTER I: INTRODUCTION

This chapter discusses the reasons for selecting this study, as well as the scope and participants of the study. The structure of this study is also introduced in this chapter.

### 1.1. Rationale

In education, the term Professional Development might be utilized in reference to a wide assortment of particular preparing, formal instruction, or propelled proficient learning planned to encourage chairmen, instructors, and different teachers enhance their expert information, ability, aptitude, and viability. Education is a ceaseless procedure. It does not stop subsequent to gaining a degree and beginning a vocation. Through proceeding with instruction, vocation disapproved of people can continually enhance their aptitudes and turned out to be more capable at their employments. It is especially imperative for school overseers to urge educators to seek after expert advancement, not exclusively to guarantee the best learning results for their understudies yet in addition to be more viable and fulfilled in different parts of their work. Therefore Professional Development is very important for all teachers. Moreover English is the global language. English teachers always have to improve themselves and develop their language skills and teaching skills. English Teacher Professional Development is really necessary in Viet Nam. This is an issue which is being concerned to the education sector.

There are many forms of promoting the professional development of teachers. According to TALIS (2009), professional development includes many activities such as: courses/workshops, education conferences or seminars, qualification programme, observation visits to other schools; participation in a network of teachers formed specifically for the professional development of teachers; individual or collaborative research on a topic of professional interest; mentoring and/or peer observation and coaching. In Viet Nam, student - centered instructional development and Lesson Study instruction are two major professional learning approaches for the professional development of teachers in lower secondary school.

Catherine Lewis (2000, pp. 11- 22.) stated that teachers will get nine main impacts in using lesson study as the professional development. When teachers use the lesson study in professional working and teaching, they will have many opportunities to develop their skills. This will have a direct impact on the professional development of the teachers.

Nowadays, Viet Nam has applied the lesson study to professional activities in schools to develop the skills of lesson design and Teacher Professional Development. Up to now, the Effectiveness of English Teacher Professional Development through Lesson Study in Lower Secondary Schools in Thai Nguyen City has remained a question that has not yet been studied. This research will focus on solving this question. Professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. The development of teachers beyond their initial training can serve a number of objectives (OECD, 1998): to update individuals' knowledge; update individuals' skills, attitudes and approaches in light of the development of new teaching techniques; develop and apply new strategies concerning the curriculum and other aspects of teaching practice; help weaker teachers become more effective, etc. During our empirical research, lesson study was used as an inquiry model of teacher professional development, which helped teachers achieve the above objectives.

## **1.2. Aims of the study**

Surveying the lower secondary teachers, who are directly involved in the program, the research firstly aimed at investigating the reality of English teacher's professional development activities in Thai Nguyen City. Secondly, their improvement in professional development through using lesson study and find out the effectiveness of this method. Thirdly, the researcher explores teachers' attitude towards using lesson study in professional development. Based on the findings, recommendations are made to promote teacher's proficiency and improve the implementation of this method.

### **1.3. Research questions**

The study aims at investigating influence of the use of lesson study on English teachers' professional development in lower secondary schools in Thai Nguyen city. Specifically, it seeks to answer the following questions:

i) What is the reality of English teacher's professional development activities in lower secondary schools in Thai Nguyen city?

ii) What is the reality of using Lesson Study at lower secondary schools in Thai Nguyen City?

iii) To what extent does lesson study help promote the professional development of the teachers of English in lower secondary schools in Thai Nguyen city?

### **1.4. Scope of the study**

There are twenty seven lower secondary schools in Thai Nguyen City. Within this study, six lower secondary schools in south of Thai Nguyen City are involved in the implementation of lesson study in the professional activities. These schools include: Phu Xa, Cam Gia, Tan Lap, Dong Lien, Tich Luong, Huong Son Lower Secondary School.

### **1.5. Design of the study**

This study is composed of five following parts:

**Chapter 1:** Introduction – provides an overview of the study

**Chapter 2:** Literature reviews – present related theory which conceptualizes the framework of the study through the discussion of issues and ideas on theories of teacher professional development and lesson study.

**Chapter 3:** Methodology – describes an overview of the context, the methodology used in this study including the context, the subject, the data collection instruments and data collection procedure and data analysis.

**Chapter 4:** Findings and discussions - consists of a comprehensive analysis of the data and a discussion on the findings of this study.

**Chapter 5:** Conclusion and recommendations - offers a summary of the findings, gained research experience, recommendations, limitations and future directions for further study.

## CHAPTER 2: LITERATURE REVIEW

This chapter discusses some definitions of teacher professional development, teaching methods, lesson study, its classification, its role in teaching and learning, approaches in English teaching, using lesson study and the related literature review of the research.

### 2.1. Current trend of innovation of teaching methods

Today, humanity is entering "the third wave of civilization" with "opportunities and hopes" but also "full of challenges and worries". The power will belong to which country has the most advanced human resources.

Resolution of the 8th Conference, the 11th Central Executive Committee (Resolution No. 29-NQ / TW) describe to launch basic and comprehensive innovation of education and training. It also sets out the task: "strongly renovating teaching and learning methods in the direction modern, promote positive, proactive, creative and self-employed learners update and innovate knowledge, skills and capacity development". Hence it can be implied that innovating teaching methods is defined as the pioneering stage in educational reform process.

Many new teaching models have been implemented such as: Models of Friendly schools piloted by UNICEF in collaboration with the Ministry of Education and Training in 50 secondary schools across the country according to the way of innovating teaching methods, building friendly relationships in the school to help optimize students' learning;

VNEN model piloted at 1447 primary schools; Contest: Integrated theme teaching for teachers...However, in addition to the initial results achieved, the renovation of teaching methods in lower secondary schools is still limited. Firstly, passive traditional teaching methods such as presentations and knowledge transfer are still used in almost schools. Numbers of teachers who are proactive and creative in their coordination Teaching methods as well as using active, active and creative teaching methods of students are not much. Secondly, the application of information technology is not high. Moreover, communication in teaching and using the use of

modern teaching facilities has not been widely implemented. Many teachers are also abuse, causing undesirable effects for students, leading to poor teaching effectiveness. Finally, a part of teachers is still confused, not yet found a teaching process study based on rational research to promote students' activeness, improve teaching effectiveness.

Developing the teaching staff is always a strategic issue for each country because the teaching staff of the leading factor determines the quality of education. It is the only source of human resource training capable of realizing all plans for the future, especially in the twenty-first century considered the century of information technology and knowledge economy. Therefore, improving the quality of teachers is considered a breakthrough, the focus of the fundamental and comprehensive innovation of education, especially in general education. Teachers are considered as a key element of education reform and innovation. Because it is without a good teacher in professional capacity and good moral qualities, there is no quality education. Currently, the capacity of high school teachers still leaves concerns both in quantity and quality before the requirement for education innovation. That requires solutions to remove and develop the professional capacity of teachers to best meet the new school education program.

The traditional teaching method is the method in which mainly the teacher speaks - the listening. Even in the 1990s, this method is still dominant in colleges and universities, even in the United States. Recent information on the one hand shows the limitations of traditional teaching methods; On the other hand, the urgent need to convert to new methods, attracting more students in the teaching-learning process. These new methods, we temporarily call active teaching methods. The professional development of teachers associated with active teaching methods - lesson study method is a new challenge.

## **2.2. Professional Development (PD)**

### **2.2.1. Definition**

The Organization for Economic Co-operation and Development (OECD) adopts a broad definition of teacher professional development (PD) as “activities that develop

an individual's skills, knowledge, expertise and other characteristics as a teacher" (2009, p49).

In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness. When the term is used in education contexts without qualification, specific examples, or additional explanation, however, it may be difficult to determine precisely what "professional development" is referring to.

Paul Cobb's (1994) stated that "learning should be viewed as both a process of active individual construction and a process of enculturation into the practices of wider society".

### **2.2.2. Types of Professional Development**

In the book *Creating Effective Teaching and Learning Environments* (2009), TALIS analyzed of the types of development activities including nine main types:

1. Informal dialogue to improve teaching,
2. Courses and workshops (on subject matter or methods and/or other education-related topics)
3. Reading professional literature
4. Education conferences and seminars (at which teachers and/or researchers present their research results and discuss education problems)
5. Professional development network formed specifically for the professional development of teachers
6. Individual and collaborative research on a topic of professional interest
7. Mentoring and peer observation as part of a formal school arrangement.
8. Observation visits to other schools...
9. Qualification programs (e.g. a degree programme...)



According to Garet et al (2001) "undoubtedly the most common type of professional development, and the form most criticized in the literature, is the "workshop." A workshop is a structured approach to professional development that occurs outside the teacher's own classroom." It generally involves a leader or leaders with special expertise and participants who attend sessions at scheduled times-often after school, on the weekend, or during the summer. Institutes,

courses, and conferences are other traditional forms of professional development that share many of the features of workshops, in that they tend to take place outside of the teacher's school or classroom; and they involve a leader or leaders with special expertise and participants who attend at scheduled times.

Although traditional forms of professional development are quite common, they are widely criticized as being ineffective in providing teachers with sufficient time, activities, and content necessary for increasing teacher's knowledge and fostering meaningful changes in their classroom practice.

### **2.2.3. The importance**

According to TALIS (2009), teachers' professional development might be, or may not be, necessary. Some expert improvement might be regarded mandatory in light of the fact that the abilities and learning the advancement exercises plan to upgrade are viewed as vital for instructor quality. Now and again support in such exercises may even be required for educator certification. It can likewise be imperative for educators to practice their very own proficient judgment by recognizing and partaking being developed exercises which they feel are most beneficial to them. A high level of mandatory expert improvement might be demonstrative of an all the more much overseen proficient advancement framework with less watchfulness for educators to pick the advancement they believe they require. The professional capacity of teachers has a decisive influence on the learning outcomes of students. Improving the quality of teaching and learning in each lesson if linked to fostering the capacity of teachers will ensure multi-faceted educational effectiveness. This paper will address the approach to developing professional capacity of teachers through innovative research

teaching specific lessons at schools, which have been used successfully in many parts of the world and in some schools in Vietnam.

## **2.3. Lesson study**

### **2.3.1. Definitions**

There are many definitions of lesson study which are stated by many researchers in Japan (Hashimoto, Tsubota & Ikeda, 2003) and in the USA (Lewis & Tsuchida, 1997; 1998; Stigler & Hiebert, 1999). According to Yumiko & Johanna (2010), lesson study is a type of classroom research in which a few teachers investigate teaching and learning in the context of an actual single class lesson. When the teachers complete the study they document their work in a report that describes the lesson they designed, explains how the lesson worked and what they have learnt about teaching and learning from the lesson study experience.

Hiebert et al. (2002) suggested that lesson study is a teaching improvement and knowledge building process that has origins in Japanese elementary education. In Japanese lesson study teachers work in small teams to plan, teach, observe, analyze, and refine individual class lessons, called research lessons. According to Aki Murata (2011), lesson study is a collaboration-based teacher professional development approach that originated in Japan. As Hiebert et al. (2002) suggested many Japanese elementary school teachers participate, throughout their careers, in a continuing in-service program built around the lesson study group.

In another study, William & Bryan (2006) explored Lesson study is a teaching improvement and knowledge building process that has origins in Japanese elementary education. In Japanese lesson study teachers work in small teams to plan, teach, observe, analyze, and refine individual class lessons, called research lessons. Nearly all Japanese teachers participate in a lesson study team during a school year. In addition, they observe research lessons regularly in their own schools and at schools that host lesson study open houses. Research lessons are published and widely disseminated throughout the country. In essence Japanese

lesson study is a broad-based, teacher-led system for improvement of teaching and learning.

Lesson study is a model of teacher professional development which is rooted in Japan. In recent years, various educational researchers have also studied lesson study in terms of the concept, characteristics, procedures and benefits.

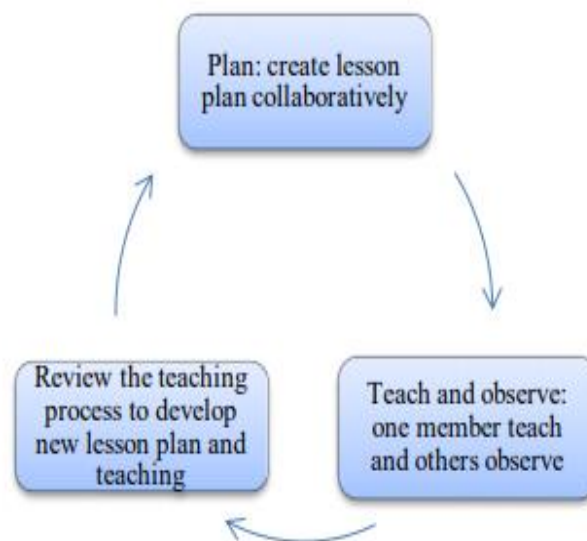
### **2.3.2. Lesson Study Cycle**

In the lesson study cycle, learning activities of students followed these three stages:

Stage 1: Preparing to design the lesson plan and plan the lesson collaboratively. This progression is significant to decide the nature of the exercise plan. Deciding the objective of exercise is to distinguish the information, abilities and capabilities that students need to create through the unit. In this progression, educators need to peruse the substance of the exercise, the information and abilities result of mathematic subject to decide the nitty gritty objective of lesson. In view of the target of the exercise, the educators at that point need to distinguish the students' experience information (learning, aptitudes and experience) so as to decide how to viably develop new learning. At long last, they plan the fundamental learning exercises of the exercise and investigate the part exercises. Educators investigate the utilization of showing strategies for every action, select proper showing techniques; select the reasonable showing helps for the particular substance and exercises; break down what substance can be abused; envision the dangerous academic circumstances; select the structure, strategy and apparatus of evaluation for every action dependent on students' competency; make the drafts of the exercise plan and finished the exercise plan inside the gathering.

Stage 2: Teach and observe the lesson plan. The teacher representatives present the completed lesson plan to the group; then the teachers group analyzes, discusses, and reflects on the lesson plan (appropriate factor, inappropriate factor, varied factors...).

Stage 3: Review the teaching process to develop new lesson plan and teaching: reconciling the comments, discussing, reviewing the inappropriate points from step 1 to finalize and complete the lesson plan.



**Figure 1: Lesson Study Cycle (adapted from Baba (2007))**

According to Baba (2007), Lesson Study consists of preparation, actual class, and class review sessions in Japanese “kyozai kenkyu”, “koukai/kenkyu jyugyo” and “jyugyo kentoukai”. The process of transforming a planned curriculum, such as that found in National Course of Study or textbooks, into a curriculum that can be implemented in the classroom is referred to as “preparation”, the first stage of the Lesson Study process. This process begins with finding and selecting materials relevant to the purpose of the class, and is then followed by refining the class design based on the actual needs of the students and tying all of this information together into a lesson plan. The significance of Lesson Study is that all of these processes are performed in collaboration with other teachers.

### **2.3.3. Origin**

Naomichi (2010) stated that the origin of Japanese lesson study was in the early Meiji era. During this time, the object lesson was known as a new teaching method. To spread the method, teacher training became an important issue. Pre-service teachers in normal schools would practice the object lesson by using the criticism lesson. This demonstrates the origin of lesson study and its principles. The criticism lesson later

expanded its role from pre-service teacher training to in-service professional development.

Nguyen Van Hanh (2016) stated that originating in Japan for a long time, from the Meiji period (1868 - 1912), up to now, the study lesson is considered to be a very effective teacher approach to vocational education. In Japan and in many countries, applying the case study to professional activities in schools develop the skills of lesson design.

Yumiko & Johanna (2010) explored that lesson study became popular in Japan after the 1960s, although it had been practiced since the 19th century. The origin of lesson study was the Tokyo Normal School and its attached school, both of which were established in the early 1870s. The attached school served as a laboratory school for student teaching as well as for studying and experimenting with new teaching methods. Teachers at the attached school produced reference materials to disseminate these new methods, which were originally introduced from the USA. These methods were subsequently introduced to ordinary classrooms via a normal school in each prefecture.

#### **2.3.4. Benefits**

Catherine Lewis (2000, pp. 11- 22.) stated that teachers will get nine main impacts in using lesson study as the professional development.

##### **1. Individual Professional Development**

Japanese teachers mention many effects of research lessons on their own professional development, including feedback on their own teaching and new ideas gained from watching others teach.

##### **2. Learn to See Children**

Research lessons facilitate such vision in several ways. Student data are systematically gathered during the lesson (and often the larger unit of which it is part) and provided to all participants. For example, in the levers lesson these data included students' illustrated plans for lifting the 100 kilograms, their revised plans, and the teachers' observations of what each group actually did during the lesson.

### 3. Spread of New Content and Approaches

When a new topic such as solar energy is added to the curriculum, it becomes a popular focus for research lessons. Research lessons give teachers the opportunity to ask questions about the new topic. It also gives teachers the chance to make sense, collectively, of topics or approaches newly added to the national curriculum. In other words, teachers had the benefit of colleagues' ideas as they sought to understand new science and why it had been added to the curriculum.

### 4. Connect Individual Teachers' Practices to the School Goals and Broader Goals

Research lesson plans typically have sections labeled "the current situation of our students" and "the ideal profile of our students." Nevertheless, school research themes show trends over time that clearly relate to national education priorities for example, problem-solving, autonomy and initiative, individuality, internationalization, enjoyment of daily life. Not surprisingly, teachers connect their own school research themes to key themes in national educational policy.

### 5. Competing Views of Teaching Bump Against Each Other

In the discussion following a research lesson on solar batteries, several teachers suggested that the teacher who taught the lesson should have used students' words, rather than his own words, in the lesson summary. "I felt sorry for the students when the teacher concluded the lesson with his own summary statement," said one teacher. The teacher "forcibly" pushed students' results into his own summarizing statements, commented another. Yet other teachers disagreed:

### 6. Create Demand for Improvement

Demand occurs when educators want to improve their practice. Research lessons may be seen as a way of creating demand.

### 7. Shape National Policy

Research lessons may help shape national educational policy. One way this happens is that ideas pioneered by classroom teachers at research lessons may spread to other teachers, and, eventually, be made part of the national curriculum. Solar energy entered the national curriculum in this way, after being demonstrated in research

lessons. A second route of policy influence is through the outside commentators invited to research lessons; often these individuals have been active in the development of a new topic or approach.

#### 8. Honor the Central Role of Teachers.

Research lessons honor the central role of teachers. Japan's national educational guidelines are remarkably terse, underscoring the idea that policy is brought to life in the classroom, not on paper. The research lesson system provides a route to become nationally known that does not lead inexorably out of the classroom.

Lesson study is used as training and professional development model for teachers because it gives teachers many benefits when participating. First of all, taking part in lesson research to improve content teaching, teachers will understand that content more and think more about how to teach it.

Secondly, lesson study provides teachers with the opportunity to consider teaching and learning in practice objectively through data of direct or indirect study hours (through observation data other teachers, videos, comments ..). Therefore, teachers detect and assess the impact of the teaching methods and techniques they use for their learning.

Third, lesson study focuses on student learning. Through observation and discussion of what is happening in the classroom, how students respond to impacts, the participating teachers are more fully aware of how students learn and think as well as how students understand the lesson, respond to what the teacher teaches. Moreover, participating in Lesson study helps teachers improve their observation skills and design tools to make students' learning and thinking easier for teachers and visible.

Fourth, study lessons promote and maintain cooperation among teachers. This cooperation narrowed the gap between the research team members and contributed to creating a cooperative atmosphere in the school. Studying lessons create learning communities, learning culture and reinforcing colleagues in the school.

Fifthly, when participating in lesson study, teachers perform the role of researcher, practice improvement and they become more professional, professional and more confident in solving problems of practice to improve the quality of their teaching.

In other hand, Tracy & Cathy (2005) has recognized after studying about the lesson study on six upper-elementary teachers from a city school system in the southeastern United States, emerged six themes related to the effects:

#### 1. Focused and Sustained Work

Teachers' experienced professional growth was as a direct result of their engagement in the on-going, sustained professional work of lesson study. Teachers reported that past experiences with professional development efforts consisted mostly of attending one-shot workshops that involved very little interaction or discussion and required no follow-up or support. During the lesson study process they found that teachers were much more actively involved in controlling and sustaining the experience; and even though this was more demanding it was much more rewarding in increasing their professional understandings and competencies

#### 2. Professional Confidence

It also indicated that they experienced increased confidence in approaching instruction as a result of engaging in the lesson study experience.

#### 3. Peer Collaboration

Regular collaboration with peers about curriculum objectives, teacher instruction, and information learned from field experts helped the participants learn new approaches to instructing students. After planning collaboratively for the first research lesson, the teacher indicated a desire for continued collaborative sessions.

#### 4. Professional Literature and Education Experts

It was beneficial for the teachers in this study to participate in the reading and sharing of professional literature that was directly linked to their problem of study. They indicated that the information was instrumental in increasing their knowledge of instructional techniques and strategies

#### 5. Peer Coaching and Mediation



Teachers involved in lesson study would benefit from peer coaching and mediation training. The training should help them feel more comfortable when providing or receiving constructive feedback from their peers.

## 6. Instructional Improvements

There was evidence to suggest that the following areas of instruction were affected by the lesson study experiences: instructional vocabulary, differentiated instruction, manipulative math instruction and knowledge of learning stages, and establishing high student expectations.

The World Lesson Research Association (WALS) points out some of the values Study lesson is:

- Study lesson drag teachers - people who are working alone - come back to work together.

- Study lesson is the first brick to build a colleague, develop the school as a "learning community"

- Study lesson to transfer teachers often do things that are familiar and think it is good to review reality and adjust, change.

- Teachers cannot change others or the past but can change themselves and the vision at the present and future by lesson study.

### **2.3.5. Objectives and methods of lesson study**

#### **2.3.5.1. Objectives of lesson study**

Fernandez and Yoshida (2004) point out that the goal of lesson study is to improve and change new teaching practices of teachers in each specific lesson of the chapter submit. Study lessons to attract teachers to improve their teaching quality and do enrich their experience of student learning. Therefore, study the lesson attached with classroom teaching practice and the result is the learning quality of better students.

Stigler and Hiebert (1999) emphasize that the success of research is measured by teacher learning, linked to the innovation of teaching methods in each lesson (micro teaching).

Lewis, Perry and Hurd (2004) argue that: “Research is not just about work to improve a lesson. It is the construction of paths to improve teaching constantly.

Research is not just about doing a good lesson but Lesson study requires a scientific thought to support those improvements. Lesson study combines practice with the theory in each teacher.

According to AFT (American Federation of Teachers), the main focus of lesson study is to understand how students learn and how students think and think. This shows that the professional development of teachers through "lesson study" is essentially improving teaching (knowledge-based learning of students) to make the way students learn and how to thinking students become more correct and effective than lesson study aims to improve teaching practices (on methods and techniques of teaching lessons), thereby professional and research capacity. Practical creation of teachers is developed. Researching will affect all 3 components: professional capacity of teachers, teaching practices and results and learning effectiveness of students. However, study insurance is not a training course for teachers; it is not about giving sample lesson plans, not just about completing a lesson that improves, continuously develops the ability of teachers to perform lessons.

According to M. Sato (2008), the school can only be changed from inside by Lesson study "study community". Lesson study "learning community" can become a pillar to innovate the school because going through together and contemplating the lesson will lead to reform in the whole school. Because promoting the learning relationship between teachers towards helping each other and supporting each other, the results will enhance the collaboration between them. Teachers can develop professional competencies through the experience of observing, reflecting on students' learning along with listening to other people's opinions. By accumulating experience in studying lectures, each teacher can express specific content with the lessons specific students. Teachers can analyze the content and discuss the solutions to these problems and difficulties.

According to the WALs (World Lesson Research Association) (2012): The purpose of the lesson study is to help teachers go beyond the "just conduct" ideology, and

instead to reform by diagnosis and redesign lesson. These two activities are experienced by teachers together in lesson study. Diagnosis is to identify actual problems and causes; the design is to form new, purposeful things from real-world problems that are realized. Design is the school's living nucleus and diagnosis is the energy for design. Diagnosis and lesson design are one of the focus of lesson study. The diagnosis is to identify the actual problem and explain the cause; the design is to form a new lesson.

### **2.3.5.2. Methods of lesson study**

\* General method

According to WALs, the method of studying lessons with a common approach is: from student learning, finding meaning behind the teacher's or the teaching itself to improve the lesson.

\* Specific method: There are 3 main approaches

- (1) Observe - ponder - share about any lesson so that teachers realize the reality of students' learning.
- (2) Implementation of design - conducts - diagnosis (according to 4 steps of lesson study) and compares 2 lessons before and after the test to test adjustment.
- (3) Consider class as a laboratory for analyzing lessons to discover, explore, interpret and solve problems from the reality of students' learning.

In addition, lesson study can be done by analyzing lessons in another region or school through the lens of teachers in the region, local schools, based on the teachers' "wealthy eyes" to observe students' learning. Studying lessons by analyzing two comparative subjects in two countries, regions and schools (called comparative lesson study)

In schools, lesson study has three basic philosophies:

- (1) Ensure learning opportunities for all students.
- (2) Ensure professional development opportunities for all teachers.

(3) Ensure opportunities for many parents to participate in the student's learning process.

First, study the lesson to ensure learning opportunities for all students: Each student must be a main character in the school regardless of level of awareness, family situation or anything else. Therefore, teachers need to accept all students. There are no good or bad students but every student is precious. All students need to receive "learning gifts" from schools and teachers. Accordingly, studying lessons to focus on creating opportunities for

All students (both students are quite good and students are difficult) are able to study and study really and meaningful. This is reflected in the study of the lesson always interested in students learning or stopping learning? When and which students study (or stop learning)? How do students learn? What is the problem of students, what are the causes of that fact? How to solve that problem? Thus, lesson study is always aimed at the learning benefits of each specific student.

Second, research lesson to ensure professional development opportunities for all teachers:

Every teacher has the right to professional development. Achieving the ideal of ensuring the learning opportunities for all students is extremely difficult. Therefore, teachers need to continuously develop into professional teachers. Without that ability, teachers will hardly feel and think with students and create opportunities for them to have quality learning. Specifically, teachers need to have basic abilities:

(1) Understand what students think and feel.

(2) Full knowledge of the subjects to teach

(3) Decide on strategies and arrange the most appropriate teaching. Teachers need to have the opportunity to study with their school colleagues to become competent in the above areas. To achieve that, lesson study ensures the opportunity to learn from practically every teacher through collaboration and sharing.

Finally, lesson study ensures the opportunity for many parents to participate in their child's learning process because the role of parents is nurturing and developing students. They can be a source of evidence, information or documents and supplies. Teachers and students can come to the parents' home and interview or parents can come to classrooms and give presentations. Research as a useful support and connection tool aims to ensure the goal of improving the quality and learning effectiveness of each specific student.

### **2.3.6. Distinguish ‘Lesson study’ with current teacher training**

As discussed above, lesson study is a teacher development model, but it is fundamentally different from the traditional way of fostering:

First, instead of providing knowledge from experts outside the school, studying the lesson comes from the need to solve the real problem of the school that the teacher is facing.

Secondly, the equal relationship between the participants studying the lesson is different from the hierarchical relationship, between the teacher and the learner in the training classes.

Thirdly, in the training classes teachers are the ones who receive new knowledge (in a passive position), while in the lesson study teachers play the role of a reformer, an observer.

Lesson Study provides teachers the opportunity to see teaching and learning in the classroom in a concrete form. This is due to the fact that lesson study guides teachers to focus their discussions on planning, implementation, observation, and reflection of classroom practices. By looking at actual practices in the classroom, teachers are able to develop a common understanding or image of what good teaching practice entails, which in turn helps students understand what they are learning.

Another unique characteristic of lesson study is that it keeps students at the heart of the professional development activity. Lesson study provides an opportunity for teachers to carefully examine the student learning and understanding process by observing and discussing actual classroom practices. Understanding student

misunderstandings is often examined in the process of observing and discussing the lesson. This also contributes to helping students construct their understanding. A third characteristic of lesson study is that it is teacher-led professional development. Through lesson study, teachers can be actively involved in the process of instructional change and curriculum development who has been implementing lesson study for over 4 years, contrasted lesson study with traditional professional development in the U.S., as summarized in Table 1.

As can be seen from Table 1, lesson study is teacher-led professional development where all the participants reciprocally learn from each other's' experiences. In addition, the collaboration helps reduce isolation among teachers and helps to develop a common understanding of how to systematically and consistently improve instruction and learning by the school as a whole. Moreover, lesson study is a form of research that allows teachers to take a central role as investigators of their own classroom practices and become life-long autonomous thinkers and researchers of teaching and learning in the classroom. According to Vu Thi Son (2009) the contrast between lesson study and traditional was shown on the table 1.

**Table 1: Contrast between lesson study and traditional**

	<b>Traditional</b>	<b>Lesson Study</b>
<b>1. Objectives</b>	<ul style="list-style-type: none"> <li>- Focus on assessing and classifying teaching periods according to the prescribed criteria.</li> <li>- Agree on how to teach all types of lessons for all teachers to improve teaching skills. Illustrative lessons are considered a model lesson.</li> <li>- Focus mainly on the teaching of teachers, less interested in learning of students. Therefore, students who have difficulties in learning are not promptly helped by teachers.</li> </ul>	<ul style="list-style-type: none"> <li>- Do not carry out assessment of teaching hours according to prescribed criteria.</li> <li>- Create opportunities for teachers to develop professional capacity, promote their creativity, connect theory with practice, ...</li> <li>- Ensure all students participate in the learning process, while improving the learning quality of each student</li> </ul>

	<b>Traditional</b>	<b>Lesson Study</b>
<b>2. Teaching illustrations</b>	<ul style="list-style-type: none"> <li>- When teaching illustrations, teachers often try to "round the shoulders" (teach all the knowledge in the lesson), adhere to time, focus on good students (fear of burning lesson plans). So, do not quote general class. After teaching period, teachers do not know the thoughts and feelings of students.</li> <li>- Most of the lessons illustrate often bring "performance - performance". (- To deal with the evaluation and classification of teaching periods, some teachers have "prepared in advance").</li> </ul>	<ul style="list-style-type: none"> <li>- Encouraging voluntarily but ensuring rotation.</li> <li>- On behalf of the group, express the ideas designed in the lesson.</li> <li>- Students encounter difficulties in learning by teachers to guide and help in time.</li> <li>- Do not "teach first" because the purpose of professional activities is not to assess and classify teaching but mainly to experience and learn from reality.</li> </ul>
<b>3. Attending teaching hours</b>	<ul style="list-style-type: none"> <li>- The division of subjects and teaching by blocks has created the separation between teachers, it is difficult to act together towards the common goal: to help students learn.</li> <li>- The final purpose of the project is to evaluate and classify teaching periods. Therefore, the attendants often focus all attention on monitoring teachers, less attention to learners</li> </ul>	<ul style="list-style-type: none"> <li>- Participants are teachers of blocks and subjects to share teaching experience based on students' learning reality</li> <li>- Arrange a moderate number, stand in a favorable position to observe, record, use techniques and take pictures, film, behaviors, psychology, attitudes of students to have data analyze students' learning.</li> </ul>

	<b>Traditional</b>	<b>Lesson Study</b>
<b>4. Results</b>	<ul style="list-style-type: none"> <li>- Teachers are "under pressure", have to teach people to assess their abilities (not because of students' learning). Therefore, teachers must "keep abreast" of the rules of teaching period, do not dare to change the way of teaching, do not dare to create.</li> <li>- If you encounter unexpected situations, teachers are often confused.</li> <li>- Teaching methods that teachers use in teaching periods are often formal.</li> <li>- When sharing and analyzing teaching periods (if there are restrictions), teachers often blame students or other causes. Teachers cannot see the main reason is from teachers...</li> <li>- "Preparing in advance" is too careful so lessons are sometimes "ideal". People who do not learn anything now.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers are creative, find out measures to improve the quality of teaching and learning.</li> <li>- Identify your own limitations to make timely adjustments.</li> <li>- Pay attention to the difficulties of students, especially weak and poor students.</li> <li>- Relations between peers becoming close, sympathetic, sharing and helping each other.</li> </ul>

#### 2.4. Previous studies



Tracy C. Rock & Cathy Wilson (2005) carried out a study the University of North Carolina at Charlotte, Charlotte, North Carolina. The purpose of this study is to describe the effects of the lesson study process on six upper-elementary teachers from a city school system in the southeastern United States. The findings of the study are important in determining if the model is effective in helping teachers to examine and improve their practice. To date, the number of US sites where lesson study is successful (judged by teachers' accounts of its usefulness in improving instruction) is still very small, and it is likely these sites had important supporting conditions in place for lesson study.

In 2000, Lewis Catherine conducted a study about research lessons, which form the core of a larger process called lesson study within Japanese elementary science faculty development. Lesson study are genuine study hall exercises with understudies which are: saw by others; made arrangements for quite a while, normally cooperatively; intended to enliven specific objectives of training; recorded; and talked about. Sorts of research exercises incorporate inside school exercises, exercises open to instructors outside the school, and exercises as a component of national meetings. Subsequent to introducing a model, the paper talks about the effect of research exercises, analyzing how they add to the improvement of instruction. The strengths of research lessons are: individual professional development; learning to see children; spreading new content and approaches; connecting individual teachers' practices to school goals and broader goals; competing views of teaching bump into each other; creating demand for improvement; shaping national policy; and honoring the central role of teachers.

In 1998, Lewis and Tsuchida conducted a study about lesson Study, the method was also seen by as an important way to spread ideas about new content and approaches – especially at times when there were changes in the national curriculum, with teachers not only having the opportunity to watch new content being taught but also being able to discuss the reasons behind changes. Other ways in which they saw Lesson Study having an impact was through: connecting classroom practice to broader school and community goals; creating demand for improvement of practice

through viewing best practice and comparing it with their own; shaping national policy; and honoring the role of classroom teachers. But perhaps the most interesting observation is that Lesson Study provides the opportunity for teachers to explore conflicting ideas, by giving teachers a chance to bring up, discuss, and perhaps reconcile competing goals or visions of education

In 2018, Fer Coenders and Nellie Verhoef conducted a study about the professional development of beginning and experienced teachers collaborating in Lesson Study teams. Two high school teacher teams participated, chemistry and a multidisciplinary team. Each team consisted of a beginning and an experienced teacher. Both teams went through the Lesson Study cycle twice. What and from what the beginning and experienced teachers learned, differences in teacher leaning and what Lesson Study elements contributed to this learning were studied in a qualitative multiple case study using interviews, reflective journals, and recordings .

In 2008, Clea Fernandez conducted a study about the Japanese professional development practice of lesson study and its articulation within the Japanese educational system. In sights gained from an empirical study that explored the feasibility of lesson study in a U.S. setting are discussed. Challenges to lesson study practice are highlighted, with particular attention paid to the difficulties faced by American teacher.

In 2018, Nguyen Thi Kieu conducted a study about a number of issues in the lesson study, which identifies the learning process through lesson study and proposes the process of teaching through the form of lesson study and the results of applying the process in teaching “mathematics lesson plan” for primary education students at Dong Thap University. The quantitative and subjective outcomes from the underlying observational procedure show the viability of actualizing the procedure of exercise examine in educating so as to build up an expert competency for students.

Until now, there has been no studies of lesson study conducted in lower secondary schools in Thai Nguyen city. The reality of teacher professional development and using lesson study at schools and its influence on teachers has been a question waiting for answers, this paper with the application of lesson study in teacher professional

development will investigate the shift in teachers' level, from this, the suggestion to develop English teacher career.

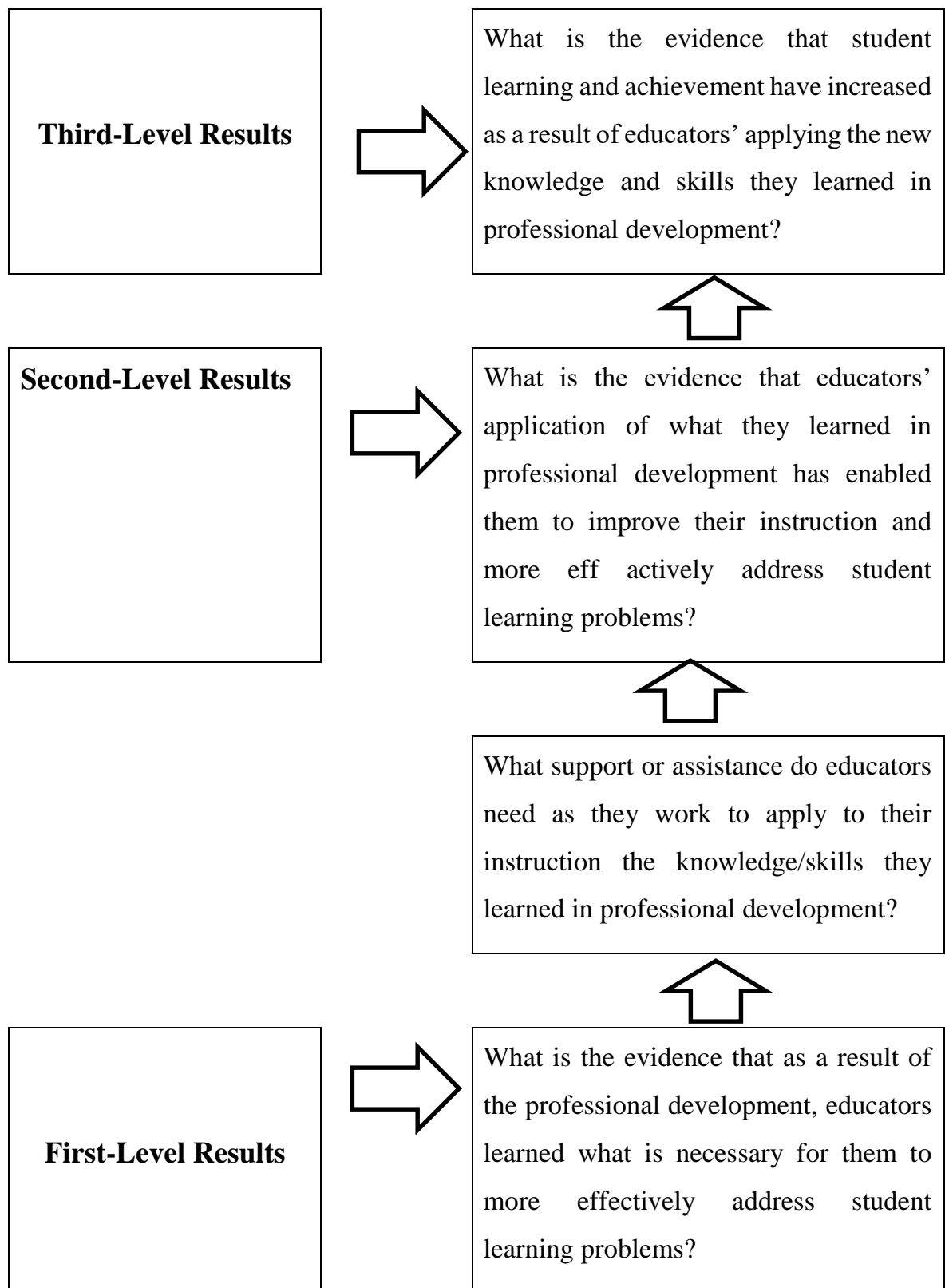
## **2.5. Determine the value and results of professional development.**

According to Hayes (2010), "Professional development yields three levels of results:

- (a) Educators learn new knowledge and skills because of their participation;
- (b) Educators use what they learn to improve teaching and leadership;
- (c) Student learning and achievement increase because educators use what they learned in professional development.

Every teacher wants to do the job well, but opinions vary over the qualities and competence required to be successful. Hayes (2006) explored the nature of the teaching profession and current government priorities in quantifying effectiveness in teaching. He argued that the use of evidence to support teachers' claims about effectiveness and the volume of documentation issued by the United Kingdom Government in pursuit of test and examination success fail to take sufficient account of the other aspects of the teacher role. In particular, the social and moral impact that a teacher exerts on pupils is a vitally important factor in educating them to be responsible and caring people. Although teachers need to develop teaching skills and strategies to enhance pupil learning, effectiveness depends in part on school context, experience, teachers' emotional disposition and motivation. The concept of linear development of teachers against specific criteria appears to be an illusion promoted by governments to maintain tight control over education. If effectiveness in teaching is an aspiration for every practitioner, the author stresses the importance of understanding the impact of factors such as life experience, personal qualities, the school situation and the sort of pupils being taught in the process.

The results of professional development can be assessed through techniques such as surveys, tests, observations, video recordings, and interviews. If administrators become better leaders and teachers become more effective and apply what they learn so that students achieve at higher levels, professional development is worth the cost."



**Figure 2: Determine the value and results of professional development**

**(Hayes – 2010)**

## CHAPTER 3: METHODOLOGY

This chapter discusses the research question, context of the study, research method including action research and mixed method, data collection instruments namely questionnaire and observation. The procedure of data collection and data analysis are also presented in this chapter.

### 3.1. Research questions

The study aims at investigating influence of the use of lesson study on English teachers' professional development in lower secondary schools in Thai Nguyen city. Particularly, it seeks to answer the following questions:

- i) What is the reality of English teacher's professional development activities in lower secondary schools in Thai Nguyen city?
- ii) What is the reality of using Lesson Study at lower secondary schools in Thai Nguyen City?
- iii) To what extent does lesson study help promote the professional development of the teachers of English in lower secondary schools in Thai Nguyen city?

### 3.2. Context of the study

In this study, six lower secondary schools in south of Thai Nguyen City are involved in the implementation of lesson study in the professional activities. These schools include: Phu Xa, Cam Gia, Tan Lap, Dong Lien, Tich Luong, Huong Son Lower Secondary School. These schools are located in the south – center of Thai Nguyen City.

The six mentioned lower school caters students from grade 6 to grade 9 whose ages range from 12 to 15. The school has the largest number of students is Doc Lap lower secondary school with more than 650 students. Other schools same size of population of around 500 students.

Eighteen teachers of English are involved in the study as participants, 66.7% of whom are female. 16.7% of the teachers are aged from 40 to 46 while the majority is aged from 27 to 35. 88.8% of the teachers are BA holders; 11.2 of them are doing

their master course. According to the survey, 22.2% of teachers have less than 5 years of experience; 50% have five to 10 years of experience and the rest have taught English for more than 10 years. The number of teachers with more than 5 years of experience accounts for half of the total; they are experienced and have enough years of work to teach through all grades of the lower secondary school. It is noteworthy noticing that 100% of the participants' English proficiency levels are at B2 in the CEFR. However, there is a small number of the participants involved in the implementation of LS as a professional development activity.

The new English textbook is being used in all the schools with three classes per week. The students have three periods per week. Nevertheless, all students spend two or three hours on extra English classes or clubs after school. Generally, students are quite motivated and show remarkably great interest in English learning.

### **3.3. Methods of the study**

Quantitative and experimental methods are applied as research methods seeking to provide answers to the research questions.

#### **3.3.1. Quantitative method**

Quantitative method generates statistic (Dawson, 2002) and questionnaires is regarded as a statistical technique is one of the most familiar type applied in this study method. As the number of the participant is 18 teachers and the implementation time of the study lasts for a school term, this method enables the evaluation of the subjects faster and more accurate. The quantitative method aims at providing data in the reality of English teacher's professional development activities and lesson study usage in six lower secondary schools.

This method also aims to measure the progress of professional development of teachers before and after using lesson study in English teaching through the tests.

#### **3.3.2. Experimental method**

The experimental method, as Gay (1992: 298) defined, is the only research method which can truly test hypotheses concerning cause-and-effect relationships. It is acknowledged as the most "valid approach to the solution of

educational problems, both practical and theoretical, and to the advancement of education as a science.”

With the empirical tests based on experiments, the experimental method provides the strongest argument for the effectiveness of applying lesson study in English teachers’ professional development. In this study, the experiment of implementing lesson study in teaching was conducted in 5 months, from December 2018 to April 2019 in six mentioned lower secondary schools.

### **3.4. Data collection instruments**

This study employed questionnaires to collect data from the subjects. The researcher decided to make use of questionnaire due to the fact that Questionnaires provide the researcher with the capability of collecting a significant amount of data at relatively little cost. Questionnaire distributed by post can be posted to the target group, and the respondents can opt for the answer whenever it is most convenient for them (Gilbert 2001). This study also employed the test to collect and compare data.

A combination of questionnaire, tests as research instruments are employed to seek answers to the research questions. These instruments are beneficial to obtain in – depth, rich data and information about the reality of in the reality of English teacher’s professional development activities and lesson study usage in six lower secondary schools. The usage of these instruments will be discussed below.

#### **3.4.1. Questionnaires**

A questionnaire, in Nunan’s (1992) viewpoint, is “an instrument for the collecting data, usually in written form, consisting of open and /or closed questions and other probes requiring a response from subjects.” This research tool can serve as an inductive method with the aim to formulate new theory, where open-ended questions are used to ‘explore a substantive area’ (Gill & Johnson 2001). Nevertheless, other researchers may have alternatives to use a questionnaire as a means of collecting reliable data in a rather deductive approach in order to test existing theory.

The present researcher's choice of using questionnaires comes from the following reasons. Firstly, questionnaires will save the researcher's time as Brown (1988) believes: "you can collect a large amount of data in a fairly short time". It is easy to get information from many people quickly and without the need of the researcher's presence. Secondly, they are easier and less expensive than other forms of data collection (Seliger & Shohamy, 1989). Furthermore, questionnaires can be used to research almost any aspect of teaching or learning (Nunan, 1989), and they can be easily used in field settings such as classrooms (Nunan, 1992).

One of the main drawbacks of questionnaire is the often low response rate (Bell, 1999). Hence, the researcher will give students and teachers questionnaires directly and offer them to do at the same time. Besides, the researcher needs to combine with other tools in this research to reduce the limitation of each method.

Questionnaire one consisted of three main sections. Section one is general information about the participants. Section one aimed at investigating an overview of the teachers, about name, gender, school, age, degree and teaching experiences. Section two aimed at investigating the reality of English teacher's professional development activities in lower secondary schools in Thai Nguyen city. In this section there are 3 small parts. Part one aims to investigate the extent of the importance of career development activities for teachers with the scale from 1 to 5 (Not important (1) Slightly important (2) Important (3) Fairly important (4) Very important (5)). Part two aims to investigate the level of participation in teachers' professional development activities. There are seven professional development activities investigated and the frequency was with the scale from 1 to 4 (Weekly (1) Monthly (2) Per semester (3) Yearly (4)). Part three aims to investigate the meaning of professional development activities with the scale from 1 to 5 (Not at all meaningful (1) Not very meaningful (2) Somewhat meaningful (3) Meaningful (4) Very meaningful (5)). Section three aimed at investigating the reality of using Lesson Study at lower secondary schools in Thai Nguyen City. Part one aimed to investigate the using lesson study at schools. Part two and three determined the teacher's level of understanding of the lesson study method through definition and



stage in this method. Part four aimed to investigating the frequency of using lesson study with scale from 1 to 4 (Weekly (1) Monthly (2) Per semester (3) Yearly (4)). Part five aimed to investigating the efficiency level of lesson study with scale from 1 to 5 (not useful (1) Slightly useful (2) Useful (3) Fairly useful (4) Very useful (5)). Part six aimed to investigating the feedback of students in the lesson which using lesson study methods. Part seven aimed to investigating the difficulties you face when developing teaching career.

Questionnaire two consisted of 3 sections with the scale from 1 to 5 (Worse 1 No change 2 Improved 3 Much improved 4 Very much improved 5). The first section aimed at investigating the changes in plan (lesson plan) and teaching materials with four criteria. The second section aimed at investigating the changes in organizes learning activities for students with four criteria. The last section aimed at investigating the changes in student activities with four criteria.

### **3.4.2. Tests**

The effectiveness of using lesson study in English teaching in lower secondary schools is identified by a pre-test and post-test of English teaching lessons.

In the pre-test, teachers who do not know exactly and have not completed the lesson study cycle will be allowed to attend an English lesson. Those who will participate in the assessment will include the team leader and colleague. Each participating teacher will continue using the lesson study method at school with their college. The evaluation form will be used to evaluate other teacher's English lesson as a result of post – test.

Lower secondary schools teaching lesson evaluation guide was used as the tests with eight teachers. The teaching evaluation criteria include three main contents and divided into twelve criteria. The total score for an English teaching lesson is 100 points.

<b>Content</b>	<b>Criteria</b>	<b>Points</b>
<b>1. Plan (lesson plan) and teaching materials (20 points)</b>	The relevance of <i>the learning sequence</i> with the objectives, content and teaching methods used.	5
	The relevance of clarity of the goals, content, organization and products to be achieved for each <i>learning task</i> .	5
	The relevance of <i>teaching equipment and learning materials</i> is used to organize student learning activities.	5
	The reasonableness of the <i>inspection and assessment plan</i> in the process of organizing students' learning activities.	5
<b>2. Organize learning activities for students (35 points)</b>	Methods and forms of <i>transferring learning tasks</i> .	10
	Ability to <i>monitor, observe and timely detect</i> difficulties of students.	10
	The relevance and effectiveness of the <i>measures to support</i> and encourage students to cooperate and help each other when performing learning tasks.	5
	Ability to <i>synthesize, analyze, evaluate</i> student performance and discussion process.	10
<b>3. Student activities (45 points)</b>	Ability to <i>receive and be ready</i> to perform the learning tasks of all students in the class.	5
	<i>Positive, proactive, creative, cooperative</i> activities of students in implementing learning tasks.	15
	Students' ability to actively participate in <i>presenting, exchanging and discussing</i> the results of implementing learning tasks.	15
	The <i>correctness, accuracy and relevance</i> of the results of implementing students' learning tasks.	10
<b>Total score</b>		<b>100</b>

Firstly, lesson plan and teaching materials accounts for 20 points. There are 4 criteria in this section. Each criterion is 5 points about the relevance of the learning sequence with the objectives, content and teaching methods used; the relevance of clarity of the goals, content, organization and products to be achieved for each learning task; the relevance of teaching equipment and learning materials is used to organize student learning activities; the reasonableness of the inspection and assessment plan in the process of organizing students' learning activities. Secondly, organize learning activities for students are for 35 points. There are 4 criteria in this section. There are 3 criteria of 10 points in this section, they are methods and forms of transferring learning tasks.; ability to monitor, observe and timely detect difficulties of students; ability to synthesize, analyze, evaluate student performance and discussion process. The relevance and effectiveness of the measures to support and encourage students to cooperate and help each other when performing learning tasks are only criteria with 5 points. Thirdly student activities for students are for 45 points. There are 4 criteria in this section. This is the highest score, because the effectiveness of the lesson will be assessed through the student's learning activities. There are 2 criteria of 15 points; they are positive, proactive, creative, cooperative activities of students in implementing learning tasks; students' ability to actively participate in presenting, exchanging and discussing the results of implementing learning tasks. The correctness, accuracy and relevance of the results of implementing students' learning tasks is 10 points and ability to receive and be ready to perform the learning tasks of all students in the class is 5 points.

### **3.5. Procedures of data collection**

**Step 1:** Questionnaires about the reality of English teacher's professional development activities and using lesson study in lower secondary schools in Thai Nguyen city.

**Step 2:** The teaching evaluation criteria to evaluate the teaching period of teachers who have knowledge and steps to implement lesson study methods are not exactly. The teacher took part in a two day workshop about lesson study.

**Step 3:** The teaching evaluation criteria to evaluate the teaching period of teachers after using lesson study at their school.

**Step 4:** Questionnaire about teacher professional development was applied to collect the data about the effectiveness of lesson study method applied in English teaching.

a time frame for data collection procedure

**Table 2: A time frame for data collection procedure**

12/2018 – 1/ 2019	2/2019	23 - 24/3/2019	3/2019	4/2019
<b>Step 1:</b> Questionnaires about the reality of English teacher’s professional development activities and using lesson study in lower secondary schools in Thai Nguyen city.	<b>Step 2:</b> The teaching evaluation criteria to evaluate the teaching period of teachers	A two day workshop about lesson study.	<b>Step 3:</b> The teaching evaluation criteria to evaluate the teaching period of teachers after using lesson study at their school.	<b>Step 4:</b> Questionnaire about teacher professional development was applied to collect the data about the effectiveness of lesson study method applied in English teaching.

The main objective of this study is to investigating the changes in teacher's attitudes, experiences, evaluation before and after taking part in the workshop about lesson study process in professional development. A mixed method research design will be adopted in the study to improve practices and study the usage of the Lesson Study that will be taken in lower secondary schools.

Eighteen English teachers did a survey with a questionnaire. The questionnaire aims to investigate the first and second research questions.

i) What is the reality of English teacher's professional development activities in lower secondary schools in Thai Nguyen city?

ii) What is the reality of using Lesson Study at lower secondary schools in Thai Nguyen City?

The answer showed the extent to which teachers use professional development activities. Also see the teacher's understanding about lesson study. Teachers who do not know exactly and have not completed the lesson study cycle will be allowed to attend a English lesson. Those who will participate in the assessment will include the team leader and colleague. The rating scale is one hundred points. The teaching evaluation criteria include three main contents and divided into twelve criterias. Based on Dispatch number 978/SGDĐT-GDTrH on 24/8/2005 Department of education and training of Thai Nguyen province - on Guidance on assessment and classification of teaching and learning hours for teachers' teaching plans.

The results of the lessons were recorded as the pre test of the teachers. This results were defined as the professional development of teachers without understanding the method of lesson study and not using it in correct cycle. In this study, teachers who had recorded pre-test results would participate in a two - day workshop that was designed to bring the basic knowledge of lesson study methods to teachers, and they have real opportunities to practice this method in groups. After finding about the new knowledge, the participants also planned and taught two periods in English 6 in two groups.

This research started with two sessions of professional development. To support the professional development, documents about the professional development plan, handouts, PowerPoint presentations, and a lesson plan sample of integer numbers, including worksheets were prepared as models for the participants to create their own lesson plans. Professional development, using a Lesson Study model, followed the conceptual framework. Two groups of lower secondary school teachers participated in the professional development. Each group met and discussed planning for differentiation and devised an initial lesson plan. One group member taught the planned lesson while other group members observed and the researcher recorded the teaching process using a video recorder. Observations were discussed within each Lesson Study group. The lesson plans were modified based on the previous

experience to create the next lesson plan for teaching the next lesson. In addition, teachers in each group were encouraged to extend the differentiation of their English lessons with their own regular classes. Lesson Study Group Meetings were held before and after each teaching session. Since the Vietnamese secondary English teachers who involved with this research were not familiar with the use of lesson study to improve their good practices in their classrooms. So first we had to conduct a workshop on “Lesson study as a means to innovation of teaching and learning English”. Eighteen teachers, one specialist in English education attended this workshop; they were from the lower secondary schools in Thai Nguyen City. The objectives of the workshop were:

- To help teachers on what is the lesson study exactly;
- To help teachers on how to use lesson study as a means to innovation of teaching and learning English;
- To discuss with teachers on how the lesson study support the professional development of teachers;
- To select the well - known and experienced teacher to prepare the lesson plan and carry out it in the class for observing and discussing.

Findings of the study will shed light on the lesson study as an English teacher professional development. The study was conducted in five months January - May 2019. All teachers were introduced to lesson study for the first time at the workshop of the research. Also at the workshop the methodology of the research was explained and discussed, i.e. what were required of them were observations on the things which happened in their classes and their reactions to the innovation. Two classes were involved in the study. The students’ ages ranged from 12-13 years. Overall a total of 70 students and 8 teachers were involved in the study. The study involved grade 6 students. The topic covered in the grade 6 was " Unit 11: Our greener world - Lesson 1 Getting started". To prepare the lesson plan, we considered the role of this unit in the curriculum and discussed what teachers usually taught this unit. Teachers agreed that the lesson plan should have some characteristics as follows:

- The language content taught is meaningful;

- The thinking processes of students are transparent through their answers, products, presentation that the viewers can recognize while watching the video;
- Vocabulary and grammar are suitable for grade 6;
- Every teacher in the division has his/her own contribution to the innovation;
- The lesson uses the instructional materials that are innovative and appropriate to the school.

The teacher implements this lesson plan will be chosen by teachers in the division. He has experienced in creating problematic situations and asking open-ended questions that require English thinking of students.

**Table 3: Workshop schedule**

<b>Time</b>	<b>Activities</b>	<b>Data</b>
Day 1 – Morning	Brief meeting with the participants: <input type="checkbox"/> Schedule <input type="checkbox"/> Strategy <input type="checkbox"/> Data needed	
Day 1 – Afternoon	Professional Development: <input type="checkbox"/> Lesson Study <input type="checkbox"/> Lesson Study Group Meeting 1 <input type="checkbox"/> Discussion of Lesson Plan 1	Lesson Plan 1
Day 2 – Morning	English Lesson 1 <input type="checkbox"/> Teaching <input type="checkbox"/> Observation	Observation report
	Lesson Study Group Meeting 2 <input type="checkbox"/> Review of lesson 1 <input type="checkbox"/> Discussion of lesson plan 2	Lesson Plan 2
Day 2 – Afternoon	English Lesson 2 <input type="checkbox"/> Teaching <input type="checkbox"/> Observation Observation report	Observation report

Each participating teacher will continue using the lesson study method at their school with their college. The evaluation form will be used to evaluate other teacher's English lesson as a result of post – test. The comparison of the results of the two lessons was taken place. The supporting software used was SPSS. SPSS Statistics is a software package used for interactive or batched, statistical analysis. Long produced by SPSS Inc., it was acquired by IBM in 2009. The current versions (2015) are named IBM SPSS Statistics. The software name originally stood for Statistical Package for the Social Sciences (SPSS), reflecting the original market, although the software is now popular in other fields as well, including the health sciences and marketing.

Another questionnaire was made for teachers who participated in the workshop. They will assess their professional development according to the five scales of the questionnaire after using lesson study in teaching. The questionnaire was designed based on Dispatch number 978/SGDĐT-GDTrH on 24/8/2005 Department of education and training of Thai Nguyen province - on Guidance on assessment and classification of teaching and learning hours for teachers' teaching plans.

### **3.6. Procedures of data analysis**

The software **Statistical Package for the Social Sciences** (SPSS version 20) was used to analyze the data after being collected from step 2, 3 and. Data from step 3 was compared with data from step 2 to see the difference between two stages.

Cronbach alpha was introduced by Lee Cronch in 1951 to provide a measurement of internal consistency of a test or scale expressed a number from 0 to 1. Internal consistency describes the extent to which all the items in a test measure the same concept or construct; therefore it is connected to the inter-relatedness of the items within the test. Reliability estimates show the amount of measurement error in a test. Put simply, this interpretation of reliability is the correlation of test with itself. There are different reports about the acceptable values of alpha, ranging from 0.70 to 0.95. A low value of alpha could be due to a low number of questions, poor interrelatedness between items or heterogeneous constructs. The Cronbach alpha was used to exam the reliability of the questionnaires.



## CHAPTER 4: FINDINGS AND DISCUSSIONS

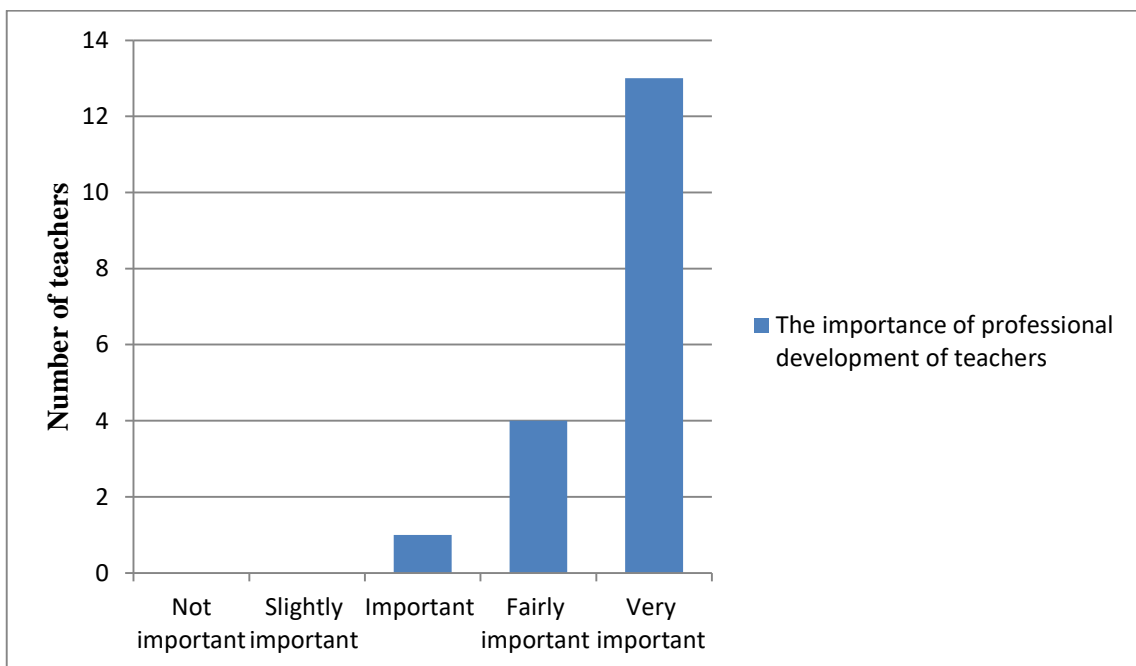
This chapter reports the findings drawn from the data which were collected to reveal the answers to the research questions. The data collected questionnaires and tests will be analyzed to give answers for the research questions.

### I. Findings

This chapter reports the findings of the study including the survey and the interviews. First, an overview is given of the study population demographics, context and general results and then more detailed results are presented in sections corresponding with the research questions. General themes of responses are identified in this chapter and are further discussed in the analysis chapter.

#### 4.1. The reality of English teacher's professional development activities in lower secondary schools in Thai Nguyen City

##### 4.1.1. The importance of professional development



**Chart 1: The importance of professional development**

The chart above shows the teacher's perception about the importance of career development.

There are thirteen out of eighteen teachers who consider career development very important, accounting for 72.2%.

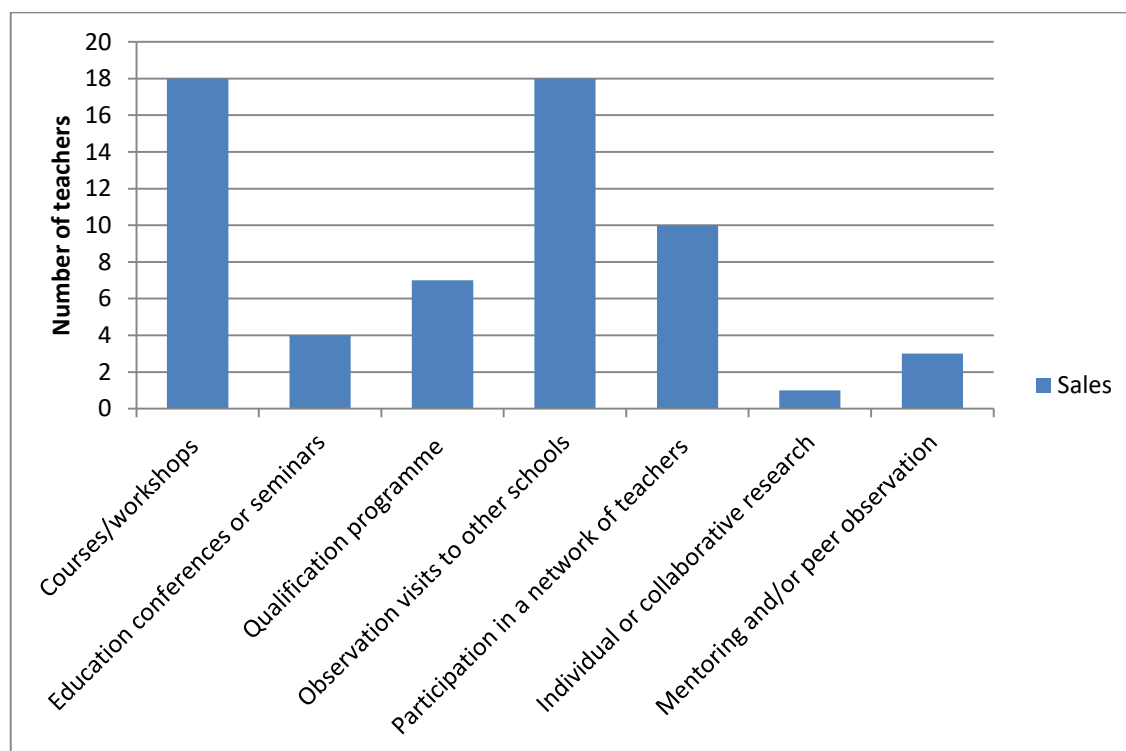
The four teachers thought it was fairly important to develop their career, about 22.2%.

There is only one participant who found that professional development was important, 5.6%.

All teachers are aware of the important work of continuous career development, with no teachers chosen at the level: Not important, slightly important.

#### 4.1.2. The professional development activities

In the book *Creating Effective Teaching and Learning Environments*, TALIS analyzed of the types of development activities including nine main types: Informal dialogue to improve teaching, courses and workshops, reading professional literature, education conferences and seminars, professional development network, individual and collaborative research, mentoring and peer observation, observation visits to other schools, qualification programs...Regarding activities, participants also took part in other kinds of professional development activities.



**Chart 2: Professional development activities.**

Looking at the chart above, it is easy to see that the other two types of teacher professional development activities that teachers have participated were courses/ workshops and observation visits to other school.

Regarding courses/ workshops, eighteen teachers have participated in this activity, about 100%. Another activity is observation visits to other school which has completely 100% of teachers choosing.

There were 10 teachers who took part in a network of teachers, around 55.5%. Qualification program me has 7 teachers, they improve their teaching by learning about do English test for FCE in Thai Nguyen University.

Education conferences or seminars was taken part in by four participants, while mentoring and/or peer observation was approximately 16%.

There is only one teacher claiming that they did individual or collaborative research, 5.6%.

**Table 4: Frequency of professional development activities**

Professional development activities	Significant	Frequency			
		Weekly	Monthly	Per semester	Yearly
1. Courses/workshops (e.g. on subject matter or methods and/or other education-related topics)	18			100%	
2. Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems)	4			50%	50%
3. Qualification programme (e.g. a degree programme)	7				100%
4. Observation visits to other schools	18	16,6%	55,5%	27,8%	
5. Participation in a network of teachers formed specifically for the professional development of teachers.	10			100%	
6. Individual or collaborative research on a topic of interest to you professionally	1				100%
7. Mentoring and/or peer observation and coaching, as part of a formal school arrangement	3				100%

According to the table above, the frequency of participation in teachers' professional development activities is at level: Per semester and yearly. It can be seen that how often these activities is still quite small, the teachers involved to improve their capacity are not much.

Observation visits to other schools was the activity which take place regularly and have the most people involved, around 55.5% monthly.

**Table 5: Meaningfulness of professional development activities**

Professional development activities	Meaningfulness				
	Not at all meaningful (1)	Not very meaningful (2)	Somewhat meaningful (3)	Meaningful (4)	Very meaningful (5)
1. Courses/workshops		5,6%	44,4%	38,9%	11,1%
2. Education conferences or seminars			25%	75%	
3. Qualification program me				100%	
4. Observation visits to other schools			44,4%	16,7%	38,9%
5. Participation in a network of teachers formed specifically for the professional development of teachers.				80%	20%
6. Individual or collaborative research on a topic of interest to you professionally			100%		
7. Mentoring and/or peer observation and coaching, as part of a formal school arrangement			66,7%	33,3%	

When be asking the question “How is the meaning of professional development activities that you have been involved in?” the results of Meaningfulness of professional development activities is showed in the table.

Regarding courses/workshops, around 5.6% of teachers said that it was not very meaningful, 44.4% of them agreed that it was somewhat meaningful, about 38.9% of them said that this activity was meaningful and more than 11% of participants thought that it was very meaningful.

Regarding education conferences or seminars, 25% of respondents said that this activity was somewhat meaningful and about 75% of them agreed that it was meaningful.

Regarding qualification program me, all seven teachers who participated confirmed that this activity was meaningful.

Observation visits to other schools is a highly meaningful activity, 44.4% of teachers said that it was somewhat meaningful, more than 16% of them agreed that this activity was meaningful; the rest thought that it was very meaningful.

Participation in a network of teachers formed specifically for the professional development of teachers was meaningful with 80% of respondents and 20% of them said that it was very meaningful.

Individual or collaborative research on a topic of interest to you professionally was somewhat meaningful with the idea of only one teacher.

Regarding mentoring and/or peer observation and coaching, as part of a formal school arrangement, 66.7% of participants said that it was somewhat meaningful and 33.3% of them said that it was meaningful.

According to the teachers' evaluation, although capacity development activities have not been conducted regularly, it has brought a lot of meaning to the participants.

#### **4.2. The reality of using Lesson Study at lower secondary schools in Thai Nguyen City**

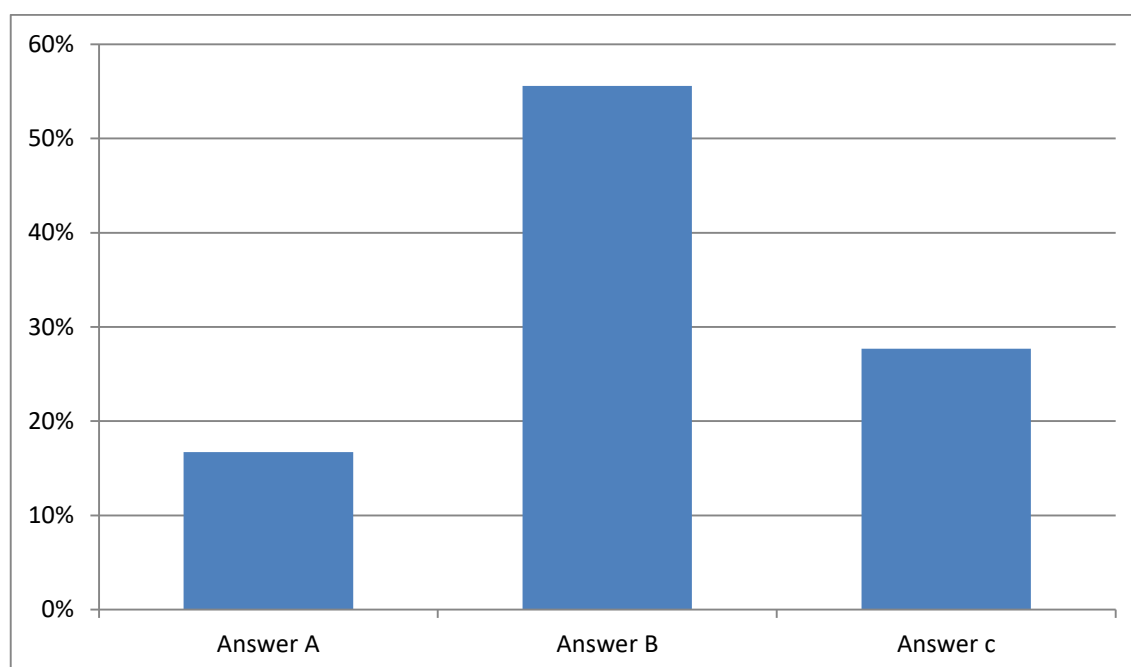
Lesson study is used extensively throughout Japan and has begun to capture the attention of the Vietnamese educational community as a potential strategy for

enhancing teacher professional development in Vietnam (Vu Thi Son, Nguyen Duan, 2010; Nguyen Thi Duyen, 2013).

**Table 6: The teachers' use of Lesson study.**

Answers	Number of teachers	Percentages
Yes	18	100%
No	0	0%

All teachers affirmed that they have used to study the lesson study at their school.



**Chart 3: The best definition of lesson study.**

**Answer A:** In lesson study teachers work to plan, teach, observe, analyze, and define individual class lessons, called research lessons.

**Answer B:** In lesson study teachers work in small teams to plan, teach, observe, analyze, and define individual class lessons, called research lessons.

**Answer C:** In lesson study teachers work in pairs to plan, teach, observe, analyze, and define individual class lessons, called research lessons

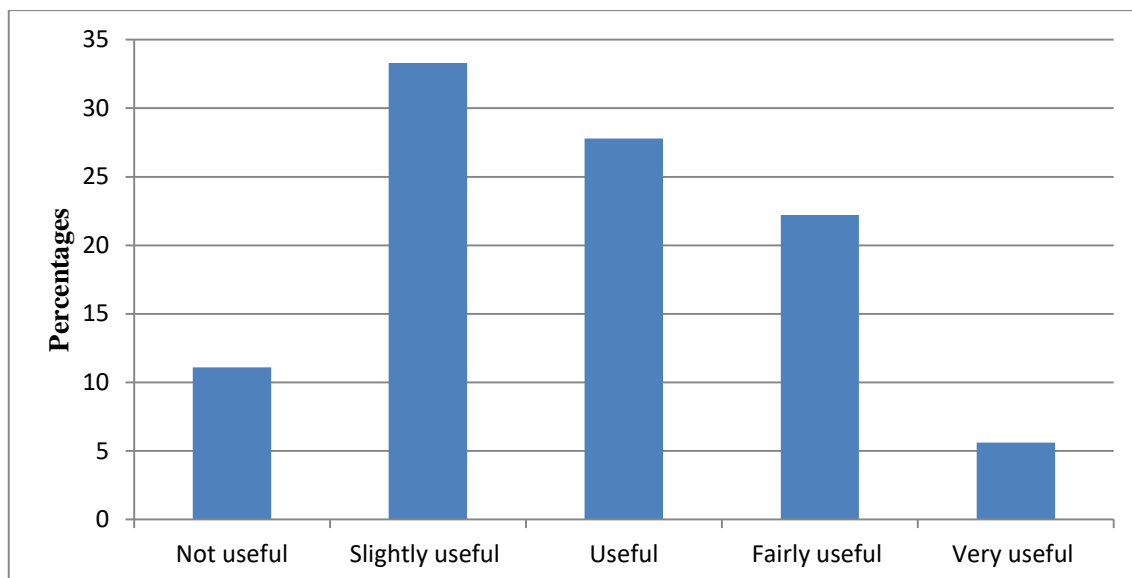
In the questionnaire, there are three answers to the definition of lesson study. The most accurate answer is Answer B. The other two answers are wrong answers about the definition. There are ten of eighteen teachers to choose the answer B, around 55.6%. Eight teachers did not really understand the definition of the lesson study method, 44.4% of teachers. It can be seen that all teachers have known and used lesson study in professional activities to improve their careers, but the level of knowledge of them about lesson study is not really clear and thorough. Therefore, the effectiveness of using lesson study to teacher professional development is not really positive.

The stages in doing lesson study were also asked in the questionnaire. And the result is the same as for the question about the lesson study definition, up to 44.4% of the teachers have arranged the wrong stages in the lesson study cycle. It was also the eight teachers who had the wrong answer in the previous answer. The other ten teachers, who have the correct answer in the first question, have numbered the correct stages in the lesson study cycle, 55.6% of respondents.

**Table 7: Frequency of using lesson study**

<b>Frequency</b>	<b>Number of teachers</b>	<b>Percentage</b>
<b>1. Weekly</b>	0	0
<b>2. Monthly</b>	0	0
<b>3. About 2 months – 5 months</b>	18	100%
<b>4. Once per year</b>	0	0

The table above clearly shows that all eighteen teachers have the same lesson study frequency, about 2 months to 5 months.



**Chart 4: Efficiency level of lesson study**

When asked about the effectiveness of using lesson study, there are 2 teachers who have not found effective in teaching, 11.1% of teachers. About 33.3% of respondents said that it was slightly useful. 27.7% of them agreed that lesson study was useful, about 22.2% of them thought it was fairly useful and the rest, only one person defined that it was very useful.

**Table 8: Feedback of students in the lesson which using lesson study methods**

Not interested (1)		Slightly interested (2)		Interested (3)		Fairly interested (4)		Very interested(5)	
Number of teacher	%	Number of teacher	%	Number of teacher	%	Number of teacher	%	Number of teacher	%
0	0	7	38.9	5	27.7	4	22.2	2	11,2

It can be seen that there is no response from teachers that their students are not interested in the lesson when they used lesson study. 38.9% of teachers said that their student were slightly interested in. Around 27.7% of teachers agreed that the students were interested in the lesson. Four teachers said that the students were fairly interested, 22.2%. The rest, about 11,2% of them found that the student were very interested in.



In conclusion, the implementation of the steps of the lesson study method of the schools is not really frequent. Teachers have not correctly understood and knowledge the concepts, processes, roles of teachers colleagues and students in Lesson Study. Therefore, the effectiveness of lesson study methods for teacher's professional development was not high. From the low data collected, eight teachers had not really understood and found the effectiveness in the lesson study method. In this study, there were ten teachers who used and correctly understood the lesson study method; they also received effective results in their career development process.

### **4.3. Relationship between Lesson study and professional development.**

#### **4.3.1. Results of the pre-test about teaching period.**

With the eight teachers who did not understand exactly the definition as well as the process of the lesson studies, to be continued to work on a lesson in class. Those who will participate in the assessment will include the team leader and colleague. The rating scale is one hundred points. The teaching evaluation criteria include three main contents and divided into twelve criterias. Based on Dispatch number 978/SGDDT-GDTrH on 24/8/2005 Department of education and training of Thai Nguyen province - on Guidance on assessment and classification of teaching and learning hours for teachers' teaching plans.

**Table 9: Results of the pre-test about teaching periods**

<b>No.</b>	<b>Full name</b>	<b>Gender</b>	<b>Total score</b>	<b>Ranking</b>
1.	Teacher A	F	80/100	Very good
2.	Teacher B	M	74/100	Good
3.	Teacher C	M	71/100	Good
4.	Teacher D	F	72/100	Good
5.	Teacher E	F	81/100	Very good
6.	Teacher F	M	60/100	Average
7.	Teacher G	F	68/100	Good
8.	Teacher H	F	70/100	Good

The table illustrates the result of the first test which investigated an English lesson. The highest point of English lessons were taught by teachers is eighty-one. There were two teachers who got total score more than 80 points and their lessons were very good. These two teachers are deducted from the criteria in the section student activities. Teachers have not yet thoroughly observed students in the teaching period. That means ability which monitor, observe and timely detect difficulty of students is not good. Activities of students are not really positive, proactive, creative and cooperative in implementing learning tasks.

Only one teacher had got 60 points in total. This is the lowest point among all teachers involved in teaching. All criteria in the teacher's evaluation timetable are deducted, especially in the section plan (lesson plan) and teaching materials and student activities. This indicates a lack of teacher preparation and promotion experience, which is often encountered by young teachers. They need to be observed and discussed with their peers to learn from experience. Lesson study methods can assist teachers with these difficulties.

Five teachers got from 68 to 74 points in total, their lessons were good. When observing the teacher's evaluation timeline of the five teachers also realized that they lost points in the criteria in the section plan (lesson plan) and teaching materials and student activities.

Considering the criteria for evaluating the teaching period of eight teachers, it can be seen that the majority of lessons still face the following problems:

- There is no clarity in the objectives, content and organization to be achieved in each learning task.
- The plan for checking and evaluating is not reasonable for students.
- The observation of students is not really good, leading to the timely detection of students' difficulties.
- The interaction between teachers and students is not high, teachers do not understand the needs of students.

- Students are still passive, not yet active in performing their learning tasks
- The results of implementing students' learning tasks are still not correct, accurate and appropriate.

Support is needed to help teachers solve the problems they are having and help them improve their teaching periods.

#### 4.3.2. Results of the post-test about teaching period.

In this study, teachers who had recorded pre-test results would participate in a two - day workshop that was designed to bring the basic knowledge of lesson study methods to teachers, and they have real opportunities to practice this method in groups. The teaching evaluation criteria to evaluate the teaching period of teachers after using lesson study at their school.

**Table 10: Results of the post-survey test about teaching periods**

No.	Full name	Gender	Total score	Ranking
1.	Teacher A	F	91/100	Very good
2.	Teacher B	M	87/100	Very good
3.	Teacher C	M	90/100	Very good
4.	Teacher D	F	89/100	Very good
5.	Teacher E	F	88/100	Very good
6.	Teacher F	M	79/100	Good
7.	Teacher G	F	89/100	Very good
8.	Teacher H	F	95/100	Very good

The table illustrates the result of the post-survey after using lesson study in teaching English at school.

It is obvious that points of teaching periods which used lesson study method; there was a clear shiftment towards the positive result.

There are seven teachers who got from eighty to ninety five points. 87.5% of the participants were evaluated to have taught a very good English period. The highest teaching hour is 95 points. It means that most of the criteria for teaching hours,

teachers are nearly perfect. It can be seen that overcoming problems they have encountered before in teachers' lessons now when they apply the lesson study method. The criteria in the section plan (lesson plan) and teaching materials were almost no longer deducted. That is easy because when using the lesson study method, teachers have been building a teaching plan and teaching materials together. That partnership helps solve all the problems teachers face and brings a careful and appropriate preparation.

In the lesson study process, teachers are allowed to observe the lesson and observe the students during the lesson. The criteria in section organize learning activities for students and student activities also improved significantly.

A teacher also made clear improvement when applying the lesson study method. The point of the lesson was 79; 12.5% of teachers have taught a good English period. The issues in the section plan (lesson plan) and teaching materials have been resolved when applying lesson study at school. Points in student activity section were still deducted. However, they do have criteria for the first period when no criteria have a worse score than the previous grade.

This showed a positive alteration in professional development of teachers after using lesson study at school.

#### 4.3.3. The influence of Lesson study on teachers' professional development

**Table 11: Pair differences between pre-test and post-test**

		Paired Samples Test							
		Paired Differences				95% Confidence Interval of the Difference	t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower				
Pair 1	Pretest- Post test	-16,50000	5,83095	2,06155	-21,37480	-11,62520	-8,004	7	,000

The table illustrates the pair differences between pre- test and post-test of the English teaching period. All of the p value = .000 which could be concluded that there was a high possibility of improvement among teachers in professional development investigated in this study.

**Table 12: Reliability of the pre-test and post-test results****Reliability Statistics**

Cronbach's Alpha	N of Items
,649	2

Regarding the Cronbach's Alpha value of the pre-survey and post-survey is 0.649. Based on this reliability test, it can be concluded that these research instruments are of acceptable internal reliability.

#### 4.4. Results of the questionnaire about the teacher's self-assessment in professional development.

**Table 13: Results of the questionnaire about the teacher's self-assessment in professional development**

Content	Criteria	Worse (1)	No change (2)	Improved (3)	Much improved (4)	Very much improved (5)
<b>1. Plan (lesson plan) and teaching materials (20 points)</b>	1.1 The relevance of <i>the learning sequence</i> with the objectives, content and teaching methods used.	0%	0%	62,5%	25%	12,5%
	1.2 The relevance of clarity of the goals, content, organization and products to be achieved for each <i>learning task</i> .	0%	0%	50%	37,5%	12,5%
	1.3 The relevance of <i>teaching equipment and learning materials</i> is used to organize student learning activities.	0%	0%	37,5%	50%	12,5%
	1.4 The reasonableness of the <i>inspection and assessment plan</i> in the process of organizing students' learning activities.	0%	0%	75%	0%	25%

Content	Criteria	Worse (1)	No change (2)	Improved (3)	Much improved (4)	Very much improved (5)
<b>2. Organize learning activities for students (35 points)</b>	2.1 Methods and forms of <i>transferring learning tasks</i> .	0%	0%	50%	37,5%	12,5%
	2.2 Ability to <i>monitor, observe and timely detect</i> difficulties of students.	0%	0%	37,5%	50%	12,5%
	2.3 The relevance and effectiveness of the <i>measures to support</i> and encourage students to cooperate and help each other when performing learning tasks.	0%	0%	0%	75%	25%
	2.4 Ability to <i>synthesize, analyze, evaluate</i> student performance and discussion process.	0%	0%	37,5%	50%	12,5%
<b>3. Student activities (45 points)</b>	3.1 Ability to <i>receive and be ready</i> to perform the learning tasks of all students in the class.	0%	0%	50%	37,5%	12,5%
	3.2 <i>Positive, proactive, creative, cooperative</i> activities of students in implementing learning tasks.	0%	0%	50%	37,5%	12,5%
	3.3 Students' ability to actively participate in <i>presenting, exchanging and discussing</i> the results of implementing learning tasks.	0%	0%	0%	75%	25%
	3.4 The <i>correctness, accuracy and relevance</i> of the results of implementing students' learning tasks.	0%	0%	50%	25%	25%

The table shows the level of improvement in teacher professional development after using lesson study in teaching lesson.

All criteria are assessed from the level: improved. The first and second levels have no teachers selected, 0% of teachers.

Regarding the first criteria, the relevance of *the learning sequence* with the objectives, content and teaching methods used, and 62.5% of teachers said that it was improved, 25% agreed that it was much improved, the rest 12.5% of respondents thought it was very much improved.

Regarding the second criteria, the relevance of clarity of the goals, content, organization and products to be achieved for each *learning task*., 50% of teachers said that it was improved, 37.5% agreed that it was much improved, the rest 12.5% of respondents thought it was very much improved.

Regarding the relevance of *teaching equipment and learning materials* is used to organize student learning activities, 37.5% of teachers said that it was improved, 50% agreed that it was much improved, the rest 12.5% of respondents thought it was very much improved.

Regarding the reasonableness of the *inspection and assessment plan* in the process of organizing students' learning activities, 75% of teachers said that it was improved, 25% of respondents thought it was very much improved.

Regarding the next criteria, methods and forms of *transferring learning tasks*, about 50% of teachers said that it was improved, 37.5% agreed that it was much improved, the rest 12.5% of respondents thought it was very much improved.

Regarding ability to *monitor, observe and timely detect* difficulties of students, and ability to *synthesize, analyze, evaluate* student performance and discussion process, about 37.5% of teachers said that it was improved, 50% agreed that it was much improved, the rest 12.5% of respondents thought it was very much improved.

Regarding the relevance and effectiveness of the *measures to support* and encourage students to cooperate and help each other when performing learning tasks and students' ability to actively participate in *presenting, exchanging and discussing* the results of implementing learning tasks, 75% agreed that it was much improved, 25% of respondents thought it was very much improved.

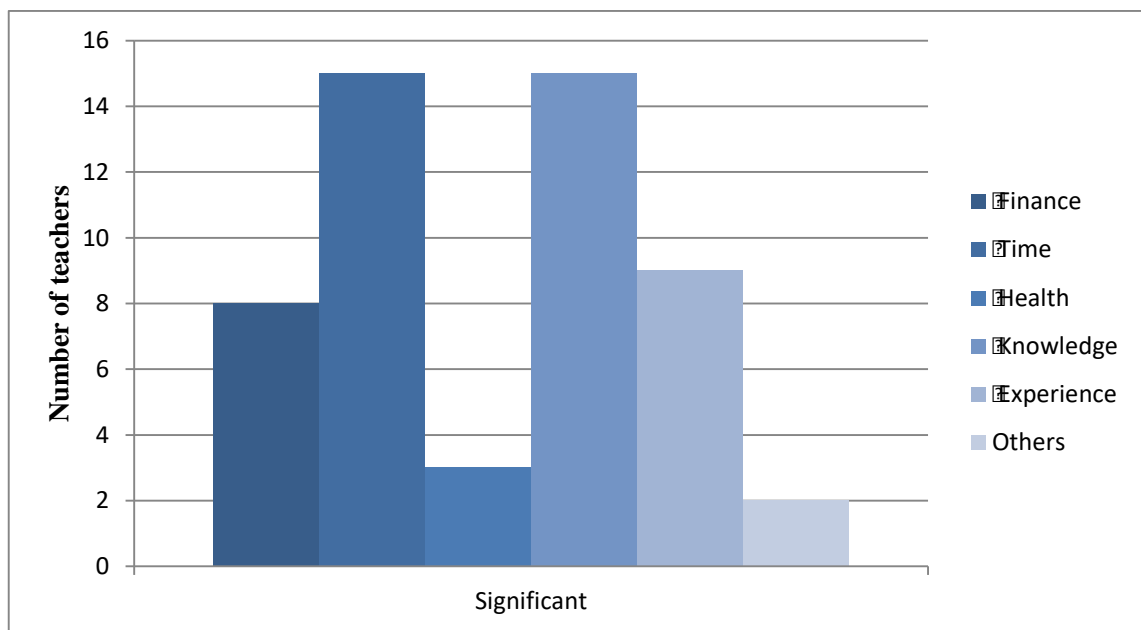
Regarding ability to *receive and be ready* to perform the learning tasks of all students in the class and *positive, proactive, creative, cooperative* activities of

students in implementing learning tasks, about 50% of teachers said that it was improved, 37.5% agreed that it was much improved, 12.5% of respondents thought it was very much improved.

Regarding the *correctness, accuracy and relevance* of the results of implementing students' learning tasks, about 50% of teachers said that it was improved, 25% agreed that it was much improved, 25% of respondents thought it was very much improved.

This showed that there were improvements in teacher professional development to participants; while there were criteria that were improved, much improved or very much improved.

#### 4.5. Difficulties in professional development activities



**Chart 5: The teacher's difficulties in professional development activities**

The problem that most teachers encounter were time and lack of knowledge. During the school year, learning activities take place continuously and greatly. Teachers have just taught and organized activities for students to spend a lot of time. So the first difficulty that participants encounter were about time, about 83, 3% of participant got the difficulty.



Lacks of knowledge were also a problem that many teachers face. 83,3% of teachers they encountered that problem. Because of teaching for many years, familiar with using textbook materials, teachers do not update themselves with new knowledge from many different people such as book, newspapers, internet...

About teaching experience, there are 9 teachers who feel they are inexperienced. Most of these people have less than five years of teaching time, 50% of teachers. On the financial issue, there are eight teachers claiming that this was their problem, about 44.4% of participants.

There are three teachers, accounting for 16.7% of teachers saying they have health problems when participating in career development activities. These people are aged 47 and older.

## **II. Discussion of all findings**

Basing on the findings of the questionnaire 1, it was found the reality of English teacher's professional development activities in lower secondary schools in Thai Nguyen City and the reality of using Lesson Study at lower secondary schools in Thai Nguyen City. All teachers participating in the study participate in professional development activities on a regular or irregular basis, leading to professional development at different levels.

Regarding the use of lesson study method in teacher professional development, all teachers have also used this method. However, there were some teachers who do not understand the definition and cycle of lesson study, so the effectiveness of this method for teacher development is not high. In this research, organizing those teachers and collect the results as a pre-test

A two-day workshop is designed for teachers who do not understand the lesson study method involved. After having full knowledge and being practiced according to the study lesson cycle, teachers continue to use this method to teach English at school as professional development activity. Attending those teachers for the second time, the result was recorded as the post test. Compare the two

results obtained, showing a marked improvement in the professional development of teachers.

The questionnaire 2 also helped to figure out the improvement of professional development by teacher self-assessment. This showed that there were improvements in teacher professional development to participants; while there were criteria that were improved, much improved or very much improved.

## **CHAPTER 5: CONCLUSION AND RECOMMENDATIONS**

This chapter summarizes the main findings of the study; recommendations were suggested. In this chapter, the limitations of the research and recommendations for further study were also presented.

### **5.1. Conclusion**

After the process of collecting and analyzing the data, the study could be summarized in some points. Firstly, all teachers are aware of the important work of continuous career development. The two types of teacher professional development activities that teachers have participated were courses/ workshops and observation visits to other school. According to the teachers' evaluation, although capacity development activities have not been conducted regularly, it has brought a lot of meaning to the participants.

Secondly, from the result collected by the first questionnaire, all teachers affirmed that they have used to study the lesson study at their school. It can be seen that all teachers have known and used lesson study in professional activities to improve their careers, but the level of knowledge of them about lesson study is not really clear and thorough. Eighteen teachers have the same lesson study frequency, about 2 months to 5 months. Most teachers evaluate the effectiveness of using lesson study in teaching is slight useful.

Thirdly, regarding the third question that was raised at the beginning of this study, it could be concluded that there were improvements in teacher professional development through the use of lesson study. This is illustrated in the increasing score in the teachers' self-assessment of their teaching.

### **5.2. Recommendations**

From findings of the research, the four main difficulties that teachers are facing in continuous professional development are: Time, knowledge, finance and experience.

Firstly, the lack of time to work is always a problem for teachers. Professional development activities for teachers need to be organized in parallel during the school year as well as during the summer holidays. Because during the school year, there are so many extra-curricular activities, exams ... It would be better if there were periodic, planned, teacher professional development activities. Be prepared and arrange work in advance, participants will achieve more effective results. There are a number of suggestions given to help teachers have more time to develop their careers, the reduction of instruction for teachers who are sent to foster professional development is constantly offered. Other teachers will support their peers, and in turn teachers will participate in career development activities during the school year.

Secondly, knowledge is always a challenge for everyone. Professional development activities need to be more specific and closer so that teachers can easily access. Teachers need to try to cultivate more knowledge in all situations, from superior and colleagues as well as from books, internet... When teachers participate in professional development, there should be tests to assess their level of progress more often. The tests can be daily, weekly and continuously displayed. It is a scale that helps teachers become more motivated in their professional development. Recognize emulation and reward with teachers who have good results.

Regarding finance problem, in addition to paying for the cost of studying for teachers in the course of participating in professional development activities, travel and accommodation expenses are also considered. Need to organize career development activities in the city center, district... The most suitable for all participants can conveniently travel. Distances are also issues to consider.

It is necessary to organize training sessions to develop teachers' profession in a large and widespread manner. All teachers in city or town will be involved and organization costs will be reduced. The remaining costs will be used to support the provision of materials for teachers.

In terms of experience, constantly visiting class to attend class, participating in reviewing students is a recommended way to help teachers accumulate experience.

This will be the capital for teachers to participate in other professional development activities.

For organizing professional development activities, it is necessary to divide teachers who participate in smaller groups. In those groups, there are different levels and ages. Young teachers will work with more experienced teachers. They will learn from each other in many aspects, from teaching experience, knowledge... It is an opportunity for teachers to develop their careers.

In many cases teachers see the technology as a hindrance or unnecessary to achieving their aims and in some cases this may be correct. Technology training needs to include an understanding of how much and when not to use technology. Technology should never become an obstacle to learning. Technology is moving very quickly and new apps, websites and devices are being made available all the time. Training for teachers is however far less frequent and often not seen as a particularly good investment for cash strapped schools. Training teachers to keep up technological change needs to be constant and if possible self-directed so teachers can get the training they need to achieve the goals they want to. Training needs to be delivered by pedagogical experts who can give teachers hands on experience of using technology to learn.

### **5.3. Limitations**

Though the study is carefully and clearly designed and based on reliable data, some limitations are unavoidable.

First and foremost, the number of the participants in this study is small; therefore the result of this study shows the scale of little English teachers. The questionnaire to investigate teacher improvement is a self-evaluation; therefore the objective of the results was partly limited. This study was the investigation of the beginning stage of the action research; there are remaining steps that should be employed to collect more concrete data.

Due to these limitations, shortcomings are inevitable in this paper; all comments on the improvement are welcomed and appreciated.

#### **5.4. Suggestions for further studies**

Basing on the limitation mentioned in the previous part, there are some recommendations for researchers in the future. The study should be conducted in a large scale in a various English teachers from primary to higher education level. In addition, some more research instruments should be employed to reduce the subjective of the self-evaluation.

## APPENDIX A

### SURVEY QUESTIONNAIRE (For 18 teachers)

Dear participants:

This survey questionnaire is used to investigate the reality of English teacher's professional development activities in lower secondary schools and using Lesson Study at lower secondary schools in Thai Nguyen City.

The survey is entirely anonymous. The results will be presented in the form of collated data and will not contain any personal or institutional details. This data may be used for publications, conferences, reports, etc. Completion of this survey implies participant consent. Thank you for your participation.

#### I. General information

- Name: .....Gender: F / M
- School: ..... Age: .....
- Degree: ..... English level: .....
- How long have you worked as an English teacher?
  - Less than 5 years
  - From 5 to 10 years
  - More than 10 years

#### II. Teacher professional development.

##### 1. How important is the professional development of teachers?

Not important (1)	Slightly important (2)	Important (3)	Fairly important (4)	Very important (5)

**2. Did you participate in any of the following kinds of professional development activities, and how often of these activities on your development as a teacher?**

*For each question below, please mark one choice in part (A). If you answer 'Yes' in part (A) then please mark one choice in part (B) to indicate how often it had upon your development as a teacher.*

Professional development activities	Participation (A)		Frequency (B)			
	Yes	No	Weekly	Monthly	Per semester	Yearly
1. Courses/workshops (e.g. on subject matter or methods and/or other education-related topics)						
2. Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems)						
3. Qualification programme (e.g. a degree programme)						
4. Observation visits to other schools						
5. Participation in a network of teachers formed specifically for the professional development of teachers.						
6. Individual or collaborative research on a topic of interest to you professionally						
7. Mentoring and/or peer observation and coaching, as part of a formal school arrangement						



**3. How is the meaning of professional development activities that you have been involved in?**

Professional development activities	Meaningfulness				
	Not at all meaningful (1)	Not very meaningful (2)	Somewhat meaningful (3)	Meaningful (4)	Very meaningful (5)
1. Courses/workshops					
2. Education conferences or seminars					
3. Qualification programme					
4. Observation visits to other schools					
5. Participation in a network of teachers formed specifically for the professional development of teachers.					
6. Individual or collaborative research on a topic of interest to you professionally					
7. Mentoring and/or peer observation and coaching, as part of a formal school arrangement					

**III. Lesson study**

**1. Have you ever used “Lesson study”?**

Yes

No



**2. In your opinion, what is the best definition of lesson study?**

A	In lesson study teachers work to plan, teach, observe, analyze, and define individual class lessons, called research lessons.
B	In lesson study teachers work in small teams to plan, teach, observe, analyze, and define individual class lessons, called research lessons.
C	In lesson study teachers work in pairs to plan, teach, observe, analyze, and define individual class lessons, called research lessons

**3. Number the stages in doing lesson study in your school?**

- Discussion
- Planning
- Observation
- Meeting
- Teaching

**4. How often do you use Lesson Study in Teacher professional development?**

1. Weekly
2. Monthly
3. About 3 month – 5 month
4. Once per year
5. Other.....

**5. How is the efficiency level of lesson study that you have been used?**

Not useful (1)	Slightly useful (2)	Useful(3)	Fairly useful (4)	Very useful (5)
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**5. Feedback of students in the lesson which using lesson study methods?**

Not interested (1)	Slightly interested (2)	Interested(3)	Fairly interested (4)	Very interested(5)

**6. What are the difficulties you face when developing your career?**

Difficulties	Recommendations
<input type="checkbox"/> Finance	
<input type="checkbox"/> Time	
<input type="checkbox"/> Health	
<input type="checkbox"/> Knowledge	
<input type="checkbox"/> Knowledge	
<input type="checkbox"/> Others.....	

## APPENDIX B

### TEACHER'S SELF ASSESSMENT (For 8 teachers)

Worse	No change	Improved	Much improved	Very much improved
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

#### IMPROVEMENT LEVEL

Content	Criteria	Level
<b>1. Plan (lesson plan) and teaching materials</b>	1.1 The relevance of <i>the learning sequence</i> with the objectives, content and teaching methods used.	
	1.2 The relevance of clarity of the goals, content, organization and products to be achieved for each <i>learning task</i> .	
	1.3 The relevance of <i>teaching equipment and learning materials</i> is used to organize student learning activities.	
	1.4 The reasonableness of the <i>inspection and assessment plan</i> in the process of organizing students' learning activities.	
<b>2. Organize learning activities for students</b>	2.1 Methods and forms of <i>transferring learning tasks</i> .	
	2.2 Ability to <i>monitor, observe and timely detect</i> difficulties of students.	
	2.3 The relevance and effectiveness of the <i>measures to support</i> and encourage students to cooperate and help each other when performing learning tasks.	
	2.4 Ability to <i>synthesize, analyze, evaluate</i> student performance and discussion process.	
<b>3. Student activities</b>	3.1 Ability to <i>receive and be ready</i> to perform the learning tasks of all students in the class.	
	3.2 <i>Positive, proactive, creative, cooperative</i> activities of students in implementing learning tasks.	

	3.3 Students' ability to actively participate in <i>presenting, exchanging and discussing</i> the results of implementing learning tasks.	
	3.4 The <i>correctness, accuracy and relevance</i> of the results of implementing students' learning tasks.	

## APPENDIX C

### Lower secondary schools teaching lesson evaluation guide

#### 1. Evaluation criteria for teaching lesson.

Content	Criteria	Points
<b>1. Plan (lesson plan) and teaching materials (20 points)</b>	The relevance of <i>the learning sequence</i> with the objectives, content and teaching methods used.	5
	The relevance of clarity of the goals, content, organization and products to be achieved for each <i>learning task</i> .	5
	The relevance of <i>teaching equipment and learning materials</i> is used to organize student learning activities.	5
	The reasonableness of the <i>inspection and assessment plan</i> in the process of organizing students' learning activities.	5
<b>2. Organize learning activities for students (35 points)</b>	Methods and forms of <i>transferring learning tasks</i> .	10
	Ability to <i>monitor, observe and timely detect</i> difficulties of students.	10
	The relevance and effectiveness of the <i>measures to support</i> and encourage students to cooperate and help each other when performing learning tasks.	5
	Ability to <i>synthesize, analyze, evaluate</i> student performance and discussion process.	10
<b>3. Student activities (45 points)</b>	Ability to <i>receive and be ready</i> to perform the learning tasks of all students in the class.	5
	<i>Positive, proactive, creative, cooperative</i> activities of students in implementing learning tasks.	15
	Students' ability to actively participate in <i>presenting, exchanging and discussing</i> the results of implementing learning tasks.	15
	The <i>correctness, accuracy and relevance</i> of the results of implementing students' learning tasks.	10

<b>Total score</b>		<b>100</b>
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## 2. Ranking teaching lesson

- + Very good: from 80 points to 100 points;
- + Good: from 65 points to less than 80 points;
- + Average: from 50 points to under 65 points;
- + Weak: less than 50 points.

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