

**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

**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
(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

ACKNOWLEDGEMENTS

I would like to express my gratitude to Nguyen Thi Hong Minh. PhD for assisting me in the process of implementing this study. This paper would not have

been completed without her constant support and encouragement. Her patience and helpful criticism helped me confidently express my ideas into this paper. I regard myself extremely fortunate in having her as my dissertation supervisor.

I would also like to express my sincere thanks to all my lecturers at the Faculty of Foreign Languages, Thai Nguyen University for their valuable lectures which have helped to enrich my theoretical knowledge as well as my practical skills.

Finally, I would also like to express my deep gratitude and love to my devoted parents and sisters who gave me time and encouraged me to complete this study.

TABLE CONTENT

DECLARATION	i
ACKNOWLEDGEMENTS	i
TABLE CONTENT	iii
LIST OF ABBRIVIATIONS	v
LISTS OF FIGURES, TABLES AND CHARTS.....	vi
ABSTRACT	viii
CHAPTER I: INTRODUCTION	1
1.1 Rationale	1
1.2. Aims of the study	2
1.3. Research questions	3
1.4. Scope of the study	3
1.5. Design of the study.....	3
CHAPTER 2: LITERATURE REVIEW	4
2.1. Current trend of innovation of teaching methods	4
2.2. Professional Development (PD).....	5
2.2.1. Definition	5
2.2.2. Types of Professional Development	6
2.2.3. The importance.....	7
2.3. Lesson study.....	8
2.3.1. Definitions.....	8
2.3.2. Lesson Study Cycle.....	9
2.3.3. Origin	10
2.3.4. Benefits	11
2.3.5. Objectives and methods of lesson study	15
2.3.6. Distinguish ‘Lesson study’ with current teacher training	19
2.4. Previous studies.....	22
2.5. Determine the value and results of professional development.	25
CHAPTER 3: METHODOLOGY	27
3.1. Research questions	27
3.2. Context of the study	27
3.3. Methods of the study	28
3.3.1. Quantitative method	28

3.3.2. Experimental method	28
3.4. Data collection instruments.....	29
3.4.1. Questionnaires.....	29
3.4.2. Tests	31
3.5. Procedures of data collection	33
3.6. Procedures of data analysis	38
CHAPTER 4: FINDINGS AND DISCUSSIONS	39
I. Findings	39
4.1. The reality of English teacher's professional development activities in lower secondary schools in Thai Nguyen City	39
4.1.1. The importance of professional development.....	39
4.1.2. The professional development activities.....	40
4.2. The reality of using Lesson Study at lower secondary schools in Thai Nguyen City ...	43
4.3. Relationship between Lesson study and professional development.	47
4.3.1. Results of the pre-test about teaching period.	47
4.3.2. Results of the post-test about teaching period.	49
4.3.3. The influence of Lesson study on teachers' professional development	50
4.4. Results of the questionnaire about the teacher's self-assessment in professional development.	51
4.5. Difficulties in professional development activities.....	54
II. Discussion of all findings	55
CHAPTER 5: CONCLUSION AND RECOMMENDATIONS	57
5.1. Conclusion.....	57
5.2. Recommendations	57
5.3. Limitations	59
5.4. Suggestions for further studies.....	60
APPENDIX A	I
APPENDIX B	VII
APPENDIX C	VIII
REFERENCES	IX

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

LISTS OF FIGURES, TABLES AND CHARTS

Figure 1: Lesson Study Cycle (adapted from Baba (2007))	10
Figure 2: Determine the value and results of professional development (Hayes – 2010).....	26
Table 1: Contrast between lesson study and traditional.....	20
Table 2: A time frame for data collection procedure	34
Table 3: Workshop schedule	37
Table 4: Frequency of professional development activities	41
Table 5: Meaningfulness of professional development activities	42
Table 6: The teachers’ use of Lesson study.	44
Table 7: Frequency of using lesson study	45
Table 8: Feedback of students in the lesson which using lesson study methods	46
Table 9: Results of the pre-test about teaching periods	47
Table 10: Results of the post-survey test about teaching periods	49
Table 11: Pair differences between pre-test and post-test.....	50
Table 12: Reliability of the pre-test and post-test results.....	51
Table 13: Results of the questionnaire about the teacher’s self-assessment in professional development	51
Chart 1: The importance of professional development.....	39
Chart 2: Professional development activities.....	40
Chart 3: The best definition of lesson study.	44
Chart 4: Efficiency level of lesson study	46
Chart 5: The teacher’s difficulties in professional development activities.....	54

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.