



Lesson study as a catalyst for enhancing EFL teachers' instructional efficacy and professional development

Thu Minh Le¹⁺

Huan Buu Nguyen²

^{1,2}School of Foreign Languages, Can Tho University, Can Tho City, Vietnam.

¹Email: lmthu@ctu.edu.vn

²Email: nbhuan@ctu.edu.vn



(+ Corresponding author)

ABSTRACT

Article History

Received: 24 March 2025

Revised: 31 December 2025

Accepted: 4 February 2026

Published: 12 February 2026

Keywords

Collaboration
Lesson study
Professional development
Reflective practice
Teacher efficacy
Teaching improvement.

More recent lesson study studies have moved away from forming a judgment on teachers' competence and students' learning to focus on teachers' efficacy. This paper analyzes eight English teachers from a local university in the Mekong Delta, who are organized into four lesson study teams to enhance their professional development in teaching English as a foreign language. Using thematic analysis of qualitative data from interviews and observations, the findings indicated a positive impact of lesson study on teacher efficacy. In terms of the three important areas of instructional approaches, classroom management, and student engagement, teachers showed a rise in confidence. Particularly, they showed an improved ability to choose and modify strategies during instructional delivery in a lesson study session, while reflecting on and evolving through peer feedback. Classroom management skills are advanced by effective use of time management, positive reinforcement, and joint refinement of techniques and practices based on direct observation. Furthermore, strategies that encouraged relevance, interactive methods, and collaborative learning substantially improved student engagement. Results highlight the importance of lesson study as an effective means for teacher professional development and the improvement of pedagogy. The paper emphasizes the importance of collaborative learning, reflection, and feedback between peers in promoting teacher efficacy. These results provide clues for educators and policymakers in promoting the quality of English as a Foreign Language (EFL) teachers' practice.

Contribution/Originality: This study contributes to teachers' professional development by fostering collaboration to improve student learning through adapting instruction to student needs and implementing effective teaching strategies. The originality of this study lies in the design of lesson plans based on the lesson study model and the observational protocol.

1. INTRODUCTION

Professional development has a substantial impact on teachers' beliefs, practices, and student learning outcomes, as well as on educational reform (Villegas-Reimers, 2003). Teachers, throughout their careers, face dilemmas such as changing curricula, national testing, or evolving student needs. Although professional development programs are designed to improve instruction, they do not always lead to substantial change because they are implemented as a "top-down" delivery model and are not fully integrated to cause transformational teaching (Cohen & Hill, 1998; Guskey, 2000; Wang, Frechtling, & Sanders, 1999).

Traditional professional development has often been criticized for its ineffectiveness (Fiszer, 2004; Guskey, 2000). Programs frequently overlook teachers' specific needs, as they are developed without sufficient dialogue with participants (Fiszer, 2004). Furthermore, finite time constraints create windows for in-depth dialogue and collaborative work (Fiszer, 2004).

In Vietnam, the application of the lesson study model presents challenges due to top-down decision-making and the Confucian cultural context, which influences the principle of collectivism (Nguyen & Jaspert, 2021). These social influences can significantly impair frank critique in cooperative endeavors. Research is needed to explore lesson study models fostering constructive teacher collaboration. Saito (2022) notes that lesson study has been introduced in Vietnam, starting with pilot schools in Bac Giang and gradually expanding. However, progress has been dismal because policymakers and educators have regarded it as a one-off training or a change in teaching methods rather than a sustained professional development approach.

In 2014, the Ministry of Education and Training of Vietnam made a breakthrough by providing official endorsement to lesson study as an activity in professional development for school team meetings across primary, intermediate, and secondary level schools. Despite years of implementation, its effectiveness remains under-researched. Huynh and Nguyen (2021) studied practices in lesson study by 431 high school teachers in Can Tho City. Their data also showed that although the lesson study had been conducted for more than 6 years, some teachers did not have a clear understanding that the lesson study followed its principles. Key components, such as training, lesson planning, observation, and feedback, were poorly implemented. Teachers' complaints about the training indicated a lack of practical relevance and further knowledge.

The current study introduces several novel aspects. To begin with, it is pointed out that lesson study has an important impact on EFL teaching, but there is very limited research regarding this. Second, lesson study research takes place outside of Vietnam, and rarely within the Mekong Delta. Third, the form of this study highlights the effects of lesson study as it relates to teacher efficacy and not student achievement. Prior research often suffered from limitations such as small sample sizes, short study durations, and a lack of follow-up data. This work aims to fill the void by examining the impact of lesson study on EFL teacher efficacy in a systematic way.

2. LITERATURE REVIEW

2.1. Lesson Study

The term 'lesson study' originates from the Japanese phrase 'jugyou kenkyuu,' meaning 'lesson' and 'study.' Cerbin and Kopp (2006) describe lesson study as a method developed in Japanese elementary education to enhance teaching and build collective knowledge. Teachers collaborate in small groups to plan, teach, observe, analyze, and refine lessons referred to as research lessons focusing on improving practices within real classroom contexts.

Desai, Freeland, and Frierson (2007) state that lesson study is designed to lead teachers to plan lessons and to reflect on how those lessons affect students' learning. Doing so through this partnership of inquiry leads to a shared inquiry of its characteristic features, which include educational professionals asking questions, searching for answers, problematizing to find expertise, and examining student responses. It operates as a continuous cycle of experimentation, observation, and adjustment, transforming schools into dynamic learning environments for both teachers and students.

Matoba, Krawford, and Sarkar (2007) highlight the importance of teacher collaboration in lesson study to enhance education and respond to differences in student needs. The work begins with the selection of a theme and the establishment of learning objectives. Teachers formulate a research lesson plan in depth, which is the target of detailed study and reflection.

Perry and Lewis (2009) define lesson study as a context for professional development. Teachers collaboratively set student learning objectives, design research lessons, and observe classroom implementation. Data pertaining to

student engagement and learning guide the refinement of the lesson itself, thus leading to the improvement of associated units and instructional approaches.

Sims and Walsh (2009) consider lesson study a continuous professional development activity embedded in classroom practice. In a cyclical process, teachers plan, teach, observe, reflect, and revise their lessons. During the lesson, one teacher teaches while the others passively observe, and data is collected. The team discusses the strengths, weaknesses, and areas for potential improvement, sometimes consulting external experts. Revised lessons may be retaught, with findings documented for future reference.

Dudley (2015) points out that lesson study is focused action research in the classroom for the professional development of practical teaching skills. This approach is based on the improvement of teaching and learning practices for students (Fernandez & Yoshida, 2004).

According to Elliott (2019), repeated challenges in lesson study are an inherent classroom-based feature; teachers discuss the problem together as they solve it. In lesson delivery, both a team of students listens, while other students observe the lesson, and a team of students provides feedback on the lesson's effectiveness. Iterative revisions foster continuous improvement, making lesson study a distinctive approach to professional growth.

In this study, lesson study is understood as a collaborative process that enables teachers with diverse expertise to prepare, teach, observe, and reflect on lessons, thereby fostering continuous instructional improvement.

2.2. Teacher Efficacy

Bandura (1977) describes efficacy beliefs as the belief that one can succeed in completing particular tasks or behaviors. Such perceptions have a profound impact on behavior across a range of areas education, health, sport, and business. It is by no means accidental that self-efficacy plays such an important role in human decision-making.

Teacher efficacy is defined by the confidence teachers feel in being able to successfully fulfill teaching tasks. It is associated with favorable outcomes such as attainment (Marsh & McLaughlin, 1978), receptiveness to pedagogical innovation (Cousins & Walker, 2001), and good classroom management (Woolfolk & Hoy, 1990). Definitions of teacher efficacy can encompass the notion of being able to direct student learning (Gibson & Dembo, 1984), the notion of being able to prepare and implement strategies toward goals (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998), and the willingness to teach even difficult students (Woolfolk & Hoy, 1990).

Teacher efficacy levels influence student motivation and achievement (Bandura, 1997) as well as teachers' beliefs and practices (Tschannen-Moran & Hoy, 2001). On the contrary, low teacher efficacy is linked to greater pedagogical difficulties, less job satisfaction, and high stress (Betoret, 2006).

Mastery experiences successfully overcoming teaching challenges build confidence, while failures, if not handled constructively, can be detrimental. Concrete vicarious experiences, that is, the teacher sees others successfully cope with challenging situations, lead to a belief in the teacher's competence. Social persuasion involves positive feedback from colleagues or mentors, reinforcing confidence. Finally, emotional and physiological states, such as stress or excitement, influence confidence, with positive emotions boosting efficacy.

In the present study, teacher efficacy is operationalized as teachers' conceptions of their capacities to take action to increase student motivation and to improve the quality of classroom management.

2.3. Theoretical Framework

This work is based on the sociocultural theory of cognitive development of Vygotsky (1978), which plays a central role in social interactions in learning. According to this theory, teachers develop their understanding and skills through collaboration with their peers, highlighting that learning is inherently a sociocultural process (Bocala, 2015). Sociocultural theories predict that the learning and development of the individual are closely related to social experiences, which are achieved through interaction with people, objects, or events that are part of a community (Vygotsky, 1978). Vygotsky also emphasized that higher cognitive functions are developed through socially mediated

activities. Lesson study offers teachers a space to develop through rich social interactions. These interactions include classroom observation, talking, and working together in pedagogy. In this developmental process, teachers engage in social contact as well as social and internal realizations, which are deeply immersed in the construction of cognition as described by Vygotsky (1978) theory.

The present work also rests upon Bandura's theory of self-efficacy (Bandura, 1977), where belief in one's capacity to perform a particular task or achieve a goal occupies a central position. Consistent with this theory, individuals with a high sense of self-efficacy are characterized as ambitious, demonstrating high resilience to adversity, and exerting considerable effort to achieve their goals. Conversely, individuals with low self-efficacy tend to avoid challenging tasks, quit quickly, and exhibit lower motivation and achievement. Multiple factors contribute to the development of self-efficacy, including personal experience, positive reinforcement and support from others, and constructive feedback.

2.4. The Effects of Lesson Study on Teacher Efficacy

2.4.1. International Studies

In Van Sickle (2011), surveyed 59 K-12 science and math lesson study teachers working in science or math lesson studies at California Science Project sites. According to the study, lesson study facilitated teachers to use differentiated strategies catering to students' individual needs. Teachers reported higher levels of confidence and academic performance, which they attributed to teamwork.

In Nauerth (2015), the impact of lesson study on self-efficacy and expectations among 13 (K-6) teachers was investigated using Bandura's Social Cognitive Theory. Data collected from pre- and post-tests, diaries, and class notes indicated increased teacher efficacy and more positive views of student learning.

In Coşkun (2017), used lesson study to teach English as a Foreign Language in a Turkish university. Teachers realized that student learning problems led to modifications in teaching methods and increased awareness of classroom dynamics. However, challenges included increased workloads, limited classroom observation skills, and short study durations, highlighting the need for consistent application.

Schipper, Goei, De Vries, and Van Veen (2017) examined the effects of lesson study on teaching strategies and effectiveness among a group of 48 teachers. Subjects reported favorable changes in classroom setting and student motivation compared to non-subjects.

In Mihajlović and Milikić (2018), the researchers examined the impact of lesson study on future kindergarten teachers. Although no statistically significant differences were observed, participants reported a reduction in anxiety related to math teaching and children's work.

Bayram and Bıkmaç (2021) investigated the experiences of four English language teachers in a Turkish university during different phases of the lesson study process. While teachers faced challenges in planning and data analysis, they also experienced professional growth, becoming more reflective and collaborative.

In Saito (2022), examined lesson studies in Vietnamese schools. While some viewed it as a short-term fix, Saito emphasized its potential as a long-term solution for school improvement, advocating partnerships between teachers and policymakers.

2.4.2. Vietnamese Studies

Nguyen (2013) investigated how four English teachers at a Mekong Delta community college viewed lesson study as a professional development activity for English teaching. Using interviews, journals, and observation, the research highlighted teachers' satisfaction with the collaborative process. Designing, teaching, and refining a research lesson as a group facilitated peer learning, improved lesson alignment with objectives, and reduced anxiety about peer observation for less confident teachers.

Tran (2013) studied the effects of lesson study on math teaching, math learning, and curricular reform. Teachers highly regarded lesson study's focus on authentic classroom experience observation and analysis, which in turn allowed them to develop new and creative approaches towards students' learning. Collaborative dialogue and iterative cycles facilitated the teachers' ability to iterate methods, leading to better student learning and teacher development.

Le, Nguyen, Nguyen, and Nguyen (2021) introduced a process combining the lesson study model with micro-lesson teaching to support young chemistry teachers in Northern Vietnam. The process involved four steps: planning the lesson study, conducting and observing a demonstration lesson, reflecting on and discussing the lesson, and applying insights to teaching. The study, involving 62 teachers, showed notable improvements in teaching practices. Average scores for lesson planning increased from 2.54 to 3.28, while scores for implementing lesson plans rose from 2.48 to 3.18.

Huynh and Kongsakthathong (2017) studied high school biology teachers' attitudes toward lesson study in Can Tho City. Despite 76.9% receiving training, many misunderstood its rationale and steps. While some appreciated the training, others criticized its lack of practical examples. Challenges included fear of criticism, evaluation difficulties, and disagreements during feedback. Myths about observation and reflection limited successful practice, and negative feedback too often dissuaded observed teachers, thus reducing the utility of peer observation.

This study

In this paper, the following research questions are addressed in light of the literature review:

RQ1: To what extent does lesson study influence EFL teachers' efficacy?

Sub-questions:

SRQ1: To what extent does lesson study influence EFL teachers' efficacy for instructional strategies?

SRQ2: To what extent does lesson study influence EFL teachers' efficacy for classroom management?

SRQ3: To what extent does lesson study influence EFL teachers' efficacy for student engagement?

3. METHODS

Qualitatively planned, this study involved collecting data through interviews and classroom observations. Used as complementary approaches, each method deepened the exploration of the subject matter while enhancing reliability through a triangulation of data approach.

3.1. Participants

The subjects involved in this study were eight English teachers from the School of Foreign Languages, Can Tho University, Vietnam. All of the participants held Master's Degrees; thus, they were presumed to have sufficient English proficiency and knowledge and skills in teaching and learning English. These teachers had no prior knowledge of lesson study. The participants were invited to partake in this study. Each participant signed consent forms to participate. The researcher assured participants that their names would be kept confidential and they would only be referred to as teacher 1, teacher 2, teacher 3, teacher 4, teacher 5, teacher 6, teacher 7, and teacher 8.

Table 1. Information about the participants.

Number of teachers	Gender		Years of teaching experience	
	Male	Female	Less than 10 years	More than 10 years
8	1	7	2	6

Table 1 presents the information about the participants in this study. Eight participants were selected based on two criteria: (a) teaching in universities, and (b) three members from each lesson study team should teach the same subject. They have ages between 28 and 48. Both male and female participants were involved. Two teachers had less than ten years of teaching experience, and six teachers had more than ten years of teaching experience at the time of the investigation. Their average age was $M = 33$; seven of the participants were female, and one was male.

3.2. Instruments

The interview protocol was adapted and built upon the teacher efficacy scale created by Tschannen-Moran and Hoy (2001). It focuses on three main areas: teachers' confidence in using instructional strategies, managing classrooms, and engaging students in the learning process, consisting of nine questions as follows:

1. Before teaching, which instructional strategies are you planning to apply to meet your lesson goals? What are your reasons for choosing them?
2. During your teaching, which instructional strategies did you implement? What guided your choices?
3. After observing and exchanging ideas with other teachers, do you feel more confident in choosing and applying instructional strategies? Could you share a few examples?
4. Prior to teaching, what approaches will you use to manage the classroom effectively? Why do you select these methods?
5. While teaching, which classroom management methods did you actually put into practice? What influenced your decisions?
6. Has your confidence in managing the classroom grown after observing and reflecting with colleagues? Please illustrate with examples, if possible?
7. Before starting your lesson, what techniques will you use to actively engage students? What makes you choose them?
8. In your recent class, what strategies did you employ to keep students engaged? What were your reasons for doing so?
9. Do you now feel more assured about engaging students after discussions and observations with fellow teachers? Can you describe some examples?
10. Besides the areas mentioned, what other aspects of your teaching do you now feel more confident about after collaborating with other teachers?

The study also utilized unstructured observations to document the specific steps teachers took during the lesson study. The data contained non-verbal expressions of emotion, tension, disagreement, conflict, stress, and teacher-to-student interaction. This data was used to validate the participants' interview answers. The observation protocol consists of a Table 2 and questions as follows:

Table 2. Observation protocol.

Stages	Field notes of teachers' practices
Warm-up	
Presentation	
Practice	
Production	

1. Is the teacher confident in using instructional strategies? What signals or pieces of evidence show or illustrate teachers' confidence in using instructional strategies?
2. Is the teacher confident in using classroom management strategies? What signals or pieces of evidence show or illustrate teachers' confidence in using these strategies?
3. Is the teacher confident in using student engagement strategies? What signals or pieces of evidence show or illustrate teachers' confidence in using student engagement strategies?

3.3. Procedure

Eight university lecturers from a university in the Mekong Delta participated in a study organized into four Lesson Study teams. Each team consisted of three members the researcher and two lecturers who collaboratively taught the same subject across three separate classes, with each lecturer responsible for one class. The lecturers jointly

selected four comparable lessons and carefully coordinated their schedules so that when one member taught, the other two could observe and provide feedback.

After each lesson, the teams convened to discuss teaching methods and evaluate student learning. By using observational data and constructive feedback, they iteratively adapted the lesson plans, which were subsequently taught by a colleague. To gather deeper insights, interviews were conducted with each lecturer before and after their teaching sessions. This iterative process aimed to refine teaching strategies and enhance the experience for both teachers and students. The procedure of a lesson study cycle was shown in Table 3.

Table 3. Procedure of a lesson study cycle.

Week	Task	Purpose
Week 1	<p>Meeting to discuss the aims of the current study, the responsibilities of the participants, provide key information about the lesson study, discuss the curriculum, set goals, plan research lessons, and plan ways to investigate how students learn from the research lessons.</p> <p>Interviewing before starting Research Lesson 1</p> <p>Class 1: Teaching and observing class 1.</p> <p>After class 1: Meeting, reflecting, discussing, revising lesson plan 1, making lesson plan 2.</p> <p>Class 2: Teaching and observing class 2.</p> <p>After class 2: Meeting, reflecting, discussing, revising lesson plan 2, and making lesson plan 3.</p> <p>Class 3: Teaching and observing class 3.</p> <p>After class 3: Meeting, reflecting, discussing, revising lesson plan 3, writing up what the lesson study group has discovered, and writing the final lesson plan for research lesson 1.</p> <p>Ending Research Lesson 1</p> <p>Interviewing after ending Research Lesson 1</p>	<p>The team began by selecting a topic and goals for student learning. Teachers worked to create a lesson plan that makes students' thinking visible, accessible to observation and analysis, in order to better understand what they were learning in class by placing themselves in the position of students and imagining what it would be like to experience the subject matter and lesson activities.</p> <p>One member of the team taught the lesson, and the other members attended the class to collect data about how students respond to the lesson. Depending upon the team's data collection strategy, observers recorded detailed field notes, focused on specific types of student activity, or used checklists or rubrics to categorize or monitor student engagement, performance, thinking, and/or behavior. They kept an eye on specific students in the class or concentrated on the whole class during the lecture. The lesson was videotaped for future reference and review. Participants discussed their findings and looked at additional lesson materials, like student writing, in search of patterns that could offer crucial insights into instructional strategy and student learning. Following the debriefing session, the lesson study team revised its approach. The lesson study team retaught the lesson in a different class during the second iteration. Again, the team members observed the lesson, collected data, and held a follow-up debriefing session to analyze and revise the lesson. Teams documented their lesson studies so that other instructors could review and learned from their work. The final lesson study contained two closely related parts: the lesson and the study. The lesson documentation included (a) the learning goals, (b) the lesson plan, (c) a rationale for the lesson topic and lesson design, and (d) supplementary materials such as student handouts, video clips of the lesson, and instructors' notes.</p>
Week 2	<p>Interviewing before starting Research Lesson 2</p> <p>Repeating similar steps in week 1</p> <p>Ending Research Lesson 2</p> <p>Interviewing after ending Research Lesson 2</p>	
Week 3	<p>Interviewing before starting Research Lesson 3</p> <p>Repeating similar steps in week 1</p> <p>Ending Research Lesson 3</p> <p>Interviewing after ending Research Lesson 3</p>	
Week 4	<p>Interviewing before starting Research Lesson 4</p> <p>Repeating similar steps in week 1</p> <p>Ending Research Lesson 4</p> <p>Interviewing after ending Research Lesson 4</p>	

3.4. Data Analysis

Data consisted of scripts from participants' interviews and the researcher's observation field notes. Thematic Analysis, as described by Braun and Clarke (2021), was used to code interview transcripts, following the six steps below.

Table 4. Braun and Clarke's six phases of thematic analysis.

Phase	Process	Description
Phase 1	Become familiar with the data	Read and re-read data to become familiar with what the data entails, paying specific attention to patterns that occur.
Phase 2	Generate initial codes/ Coding of the data	Generate the initial codes by documenting where and how patterns occur. This process involves data reduction, where the researcher collapses data into labels to create categories for more efficient analysis. Data complication is also addressed here. This involves the researcher making inferences about what the codes mean.
Phase 3	Search for themes/Creating themes	Combine codes into overarching themes that accurately depict the data. It is important in developing themes that the researcher describes exactly what the themes mean, even if the theme does not seem to "fit." The researcher should also describe what is missing from the analysis.
Phase 4	Review themes/ Cross-checking themes	In this stage, the researcher examines how the themes support the data and the overarching theoretical perspective. If the analysis appears incomplete, the researcher needs to revisit and identify what is missing.
Phase 5	Define themes	The researcher needs to define what each theme is, which aspects of data are being captured, and what is interesting about the themes.
Phase 6	Write-up/Triangulate themes	When the researchers write the report, they must decide which themes make meaningful contributions to understanding what is going on within the data. Researchers should also conduct "member checking." This is where the researchers go back to the sample at hand to see if their description is an accurate representation.

Table 4 presents Braun and Clarke's six phases of thematic analysis, a systematic approach to analyzing qualitative data. In Phase 1, researchers familiarize themselves with the data by reading it multiple times to identify recurring patterns. Phase 2 involves generating initial codes, where data are reduced into meaningful labels that capture key ideas. During Phase 3, these codes are organized into broader themes that accurately reflect the data's content and meaning. Phase 4 focuses on reviewing and refining themes to ensure they align with both the data and the theoretical framework. In Phase 5, each theme is clearly defined, specifying what aspect of the data it captures and why it is significant. Finally, Phase 6 involves writing up the findings and validating them through member checking to ensure the interpretations accurately represent participants' perspectives.

To gain maximum depth of understanding, the results were cross-referenced against the on-site protocol, facilitating triangulation and cross-validation. This data integration enhanced support for the findings and provided an integrative answer to the research issue.

4. RESULTS

4.1. The Effects of Lesson Study on Teachers' Sense of Efficacy for Teaching Strategies

This section presents the findings of the effects of lesson study on teachers' beliefs in their ability to select and use instructional strategies. Remarkably, there is an increased sense of confidence in teachers' choice of strategies as well as adherence to the use of reflective practices that lead to their strategy adjustment. We will explore these themes in depth, supported by relevant excerpts from interviews.

One important aspect is the noticeable rise in teachers' confidence in selecting and utilizing a range of instructional methods in their lessons.

"Thus, the first approach that I am going to apply is image, and I imagine that also other teachers are doing this approach. The other strategy I can employ is to use audio and audio aids. I will read some words to see who can

listen and understand, so that I can divide my class into different levels because it's mixed. I have a list of words to be listened to by students. It has various levels, ranging from low to middle and not high level. I also give high-level words for students to try to see who can do it. If the students are unable, I will answer and encourage them to acquire new learning. That's the second strategy that I use, audio." (Teacher 3, Lesson 1, Before Teaching)

"So I plan to use visual aids, for example, visual images to let students know, introduce them to students to know what these images are, and show them the pictures, and then I will write down object names so that they remember those objects. Then I plan to use color images. I will print them in color to teach. That's my intention to teach this lesson." (Teacher 4, Lesson 1, Before Teaching)

Teacher 3 used sounds and images in combination and adapted instruction based on the listening comprehension ability of the students. Teacher 4 employed color pictures with accompanying labels to facilitate vocabulary development.

Several teachers employed communicative techniques.

"The first stage is the communicative approach. Well, depending on the activities, for example, this upcoming listening lesson, the first thing is for the listening lesson, to identify keywords in the questions, and then listen for main ideas, right? Oh, sorry, listen for details. This lesson is about listening for more details. Finally, having heard it, students will then make a summary again." (Teacher 5, Lesson 1, Before Teaching)

"As I had expected, first of all, to activate student inquiry, I had also prepared a few warm-up questions that the students are required to pose and answer to each other before moving on to the communication theme of this study. Well, it's also the think, pair, share technique. Then came the listening. In this class, I think I let students listen to it twice and didn't read the script like in other classes." (Teacher 6, Lesson 3, After Teaching)

Teacher 5 prioritized a communicative approach in listening lessons, focusing on identifying keywords, extracting details, and summarizing information. In the meantime, Teacher 6 employed warm-up questions and think-pair-share activities to promote initial knowledge activation and student communication.

Scaffolding was a frequent strategy employed by teachers.

"Ah, the teaching strategy that I have used in class is giving students clear instructions. Next, let the students complete part of the exercise, which is like a scaffold for them. For example, I instructed students to read and mark the items listed as being present in the reading. Reading is also an experience that can be later transformed into writing. The intent is to inform students what kind of content must be addressed in writing. Second, if students are weak, they can look up the structure as a sample article." (Teacher 3, Lesson 4, After Teaching)

"Indeed, the tactics that I will explain to help with grammar can be called scaffolding or tutoring, learning through the theory of grammar to learn the formulas, as well as how to apply the present tense, and also how it is different from the simple past tense." (Teacher 5, Lesson 2, Before Teaching).

Teacher 3 took a scaffolded approach by breaking tasks into smaller, manageable pieces and giving clear instructions. For example, they asked students to read and confirm information before writing. In contrast, Teacher 5 implemented organized tutoring, directly teaching grammatical rules and guiding students to understand the distinction between the present and past tenses. These examples demonstrate how teachers thoughtfully organized tasks and provided support to help students navigate the learning process and deepen their understanding.

Still, there are some demonstrative instructional methods, such as "Think-Pair-Share" and "Inquiry-Based Learning," applied in several lessons.

"Then I request all students to work in pairs, in turn, one after another, speaking, turn by turn, they ask and answer. On the other hand, I don't allow students to have free time. All right, if I only watched about 80% or 90% of the group's complete partner work, then I ended the group. I next asked students to stage in front of the class, etc. (Teacher 5, Lesson 1, Before Teaching).

"I will use Inquiry-Based Learning. In this method, students are asked to search and analyze the evidence (visuals and sounds in advertisements) and build grounded guesses. I will also ask students to work in teams to create a food/drink poster. I am also going to employ think-pair-share. They will be asked to come up with their answers, without talking with their partner, then pair up and report on their opinion about the advertisement on page 27. (Teacher 7, Lesson 1, Before Teaching)."

Think-pair-share has been used by Teacher 5 to elicit student-on-student interaction and the sharing of ideas. Teacher 7 implemented an inquiry-based approach by having students investigate visual and audio clues, jointly design a scheme, and use think-pair-share thinking steps to arrive at their conclusions. The use of think-pair-share and inquiry-based learning shows a suggestive shift towards a more interactive student and collaborative construction of knowledge.

Second, there is an extremely high gain in teachers' self-efficacy as measured by themselves.

I'm sure I'm more confident after observing and discussing with other teachers in the team because I had a chance to take detailed notes on the strategies being used and how students respond to their teachers during observations. (Teacher 1, Lesson 1, After Teaching).

Yes, I am more confident after observing and discussing with other teachers because I had the chance to look back at myself in the video. (Teacher 7, Lesson 1, After Teaching).

Teacher 1 increased confidence by carefully recording observations and engaging in peer-to-peer discussions with colleagues, which enabled the selection of effective strategies. Similarly, Teacher 7 attributed his/her increased confidence to repeatedly watching recordings of his/her own teaching and collaborating with peers. It is this familiar task of observation and integration that underpins the positive impact of lesson study on teacher efficacy and classroom teaching.

Thirdly, teachers tend to deviate, at times, from their teaching strategies by responding to peers' feedback and observations.

I will feel more confident after I observe other teachers, etc. I think every teacher will tell me exactly how I feel, as this method was also used by the majority of teachers. In general, the more people use it, the more I feel that it is okay, so the confidence level in using it is also higher. Since it is used a lot, I use it too, and naturally, I feel more secure. I watched a teacher and got the class to draw. Generally, I restrict myself to the act of drawing during class time, as what it can do is minimal compared to what a quill pen can do, so although it is interesting for me, I will learn more about that technique and adapt it in the way that I work on the blackboard. (Teacher 3, Lesson 1, After Teaching).

However, I became more confident in using the classroom management strategy based on my discussion with other teachers, in which I assign homework and reframe the timing of activities. For me, I learned how to create a positive learning environment and encourage the participation of all students. (Teacher 6, Lesson 3, After Teaching).

Teacher 3 adapted his/her approach in relation not only to the colleagues' behavior but also to the degree of his/her conviction in the use of techniques perceived as such by others. Teacher 6, following peer interaction, gained increased confidence in terms of classroom management, clearer assignments, and a more positive learning context. This teaching cycle of observation, discussion, and reflection from the collaborative lesson study illustrates the effect and role of teacher efficacy.

4.2. The Effects of Lesson Study on Teachers' Sense of Efficacy for Classroom Management

This section reports lesson study findings on the efficacy of EFL teachers' classroom management and its influence on the management of time, praise, and positive reinforcement. Relevant interview excerpts are analyzed and discussed in detail.

Firstly, time management appears consistently across multiple teachers. Explicit time management is a commonality among teachers, as it is the most effective atmospheric driver for inducing order and engagement.

"Um, I'm going to check exercise completion by using the student name list to check randomly and give a limited time for each task to manage students in my class. I will consider randomly giving their answers when time is up; they are required to explain where they found the answer and which synonyms or phrases signify the answer. We will also check the time for each activity so that students will know the expected time for an activity, and they have to try themselves to focus on doing the task I assigned on time." (Teacher 2, Lesson 1, Before Teaching).

Then I went around to observe. After that, I controlled the time. For example, I described cooperation between students for 5 minutes, for writing 5 sentences from items in the classroom. Then I went around to support. I helped because the class was mixed all the time. Some groups completed enough sentences correctly. Other groups just carelessly finished. The most effective technique I employed was to walk through the classroom, manage time, and provide assistance when it was needed. (Teacher 3, Lesson 1, After Teaching).

"Well, until now, in most classes, I only use one technique, which is called no empty time. Because of the free time, students will be distracted. I will proceed to use what is relevant to students, namely, the game. I seamlessly moved from the game task to the next task, and in this case, these tasks therefore had a very short window. For instance, all students have to be prepared for the given task, which is to open a book and take it from the shelf. On reading tasks, I will be giving a limited window as a function of class," etc. (Teacher 6, Lesson 1, Before Teaching).

I'm going to manage students in class using positive reinforcement and pacing. I will ask students to give it to themselves and answer my questions for extra marks. This will serve as a driver for them to do better and perform better. I will also time the tasks per session to allow the students to focus only on the task itself in the future. (Teacher 7, Lesson 1, Before Teaching).

Tools of teachers' strategies show that time management is the control strategy that most pervasively dominates the teaching event. Teacher 2 applied a structured schedule with defined time limits for performative activity and ad hoc control of the end of the performative activity at the moment of the day at hand. Teacher 3 was, in the participants' group work, engaged in active monitoring, offering assistance, and correcting the time delay in order to complete the tasks on schedule. Teacher 6 minimized downtime by using rapid transitions between activities and engaging games, while Teacher 7 integrated time limits into their positive reinforcement strategy, ensuring focused student engagement. The ubiquity of structured activity and reduction of free time, which was unengaged, was a distinctive feature across all the teachers' approaches for class activity control and pupil behavior regulation.

Second, several teachers used positive reinforcement, compliments, and positive feedback to stimulate students and create a positive learning atmosphere.

"The best classroom management strategy that I employed was to create a supportive and positive tone using words that help my students feel positive and motivated. I give them compliments when they do the task well." (Teacher 1, Lesson 1, After Teaching).

"I am going to use positive reinforcement and timing to manage students in class. Students will be asked to volunteer to answer my queries and to earn bonus points. This will incentivize them to perform well and become more motivated. I will also check the time for each activity so that students will only focus on doing the exercises. (Teacher 7, Lesson 1, Before Teaching)."

"I will use the technique of praise and encouragement. I will acknowledge the work provided by students along with their results through praise. This will create a positive learning environment." (Teacher 8, Lesson 2, Before Teaching).

Committees of teachers repeatedly used constructive feedback to enhance students' levels of confidence and motivation. For example, Teacher 1 described the value of positive and supportive language for students' academic performance. Teacher 7 has posited positive reinforcement as an integral part of time management (e.g., bonus points for attendance), and Teacher 8 provided explicit evidence indicating that positive reinforcement/recognition forms a

key aspect of creating a positive learning environment. These findings suggest that a positive classroom environment, as promoted by positive reinforcement, is a crucial part of successful classroom management.

4.3. The Effects of Lesson Study on Teachers' Sense of Efficacy for Student Engagement

This section explores teachers' efficacy in student engagement, drawing on insights from teacher interviews. The analysis revealed three key themes: efficacy in utilizing diverse engagement techniques, confidence in integrating technology and games to engage students, and enhanced efficacy through observation and discussion. These themes are examined through an analysis of relevant excerpts.

Firstly, the central theme emerging from the interviews was teachers' increased efficacy in the use of methods to engage students, based on teachers' reports.

"Right, okay, um, when I presented my students with the content of the lesson, I extrapolated the subject matter to my students' interests. For instance, I employ current events or cultural knowledge to tailor my lessons, e.g., hot trends, and in doing so, my students become actively involved in the lesson." (Teacher 1, Lesson 1, After Teaching).

"I will use the name list to assess students' learning and their completion of the task. I integrate individual completion, pair work, and group work, and I adopt the method I also learned from my colleagues, which is "think-pair-share." I tried to restrict the time available for their results. You see some of the students cannot complete them if they attempt to do it in their own way. So, I grouped them into pairs for them to learn something." (Teacher 4, Lesson 4, Before Teaching).

"I am going to use the cooperative learning technique. I will ask students to work in groups. They will be required to finish all their tasks within the available period. In that, they will participate more in the lesson. Another technique that I will use is interactive discussion. By doing so, students will be more actively involved in class discussions by sharing ideas. It also helps students enhance critical thinking and understanding." (Teacher 7, Lesson 1, Before Teaching).

Teacher 7, in the pre-teaching interview for lesson 1, identified the use of the to-do and to-teach lists, the need for learning and/or interactive discussions, group work, games, and topical issues to maintain student interest. Teacher 4 employed individual work, pairs, and group work, as well as the "think-pair-share" method. Teacher 7 used cooperative learning and interactive group discussion to create deeper conceptualization and critical thinking. This spectrum of methods also reflects teachers' conscious breakdown of how they tailor their approaches to cater to different learning styles and maintain student involvement and motivation across a lesson.

Second, the findings showed the mechanism by which teachers' efficacy and practice are enhanced through observing and sharing with their colleagues.

"Um uh, well uh, prior to joining the project and being observed and discussed with other teachers, I thought that student engagement depended much on their personality and responsibility. You observe, uh, and I imagine it is impossible to change uh uh. But then I change. I recognize that my abilities in involving students in the lesson were improved not only by depending on good and obedient students but also by developing interactive activities, and helping all students participate." (Teacher 2, Lesson 1, After Teaching).

"Yes, I feel better about myself after watching and talking to other teachers because, through watching, I could gain insights from the teachers and students I observed. The teacher awarded bonus scores to encourage students. As a result, students studied harder due to competition and the popularity effect." (Teacher 7, Lesson 1, After Teaching).

"Yes, I am more confident after observing and discussing with other teachers because I can learn from both the teachers and the students I observe. I watched and reminded the time so that the students had to complete their tasks within the stipulated time. In this manner, they will be more likely to engage with the lesson. Moreover, I

also provide extra credit/points to motivate the students. Students exert themselves more because of the competition and peer pressure in the group." (Teacher 8, Lesson 2, After Teaching).

It has also been reliably reported that teachers have a history of increasing confidence and changing approaches to teaching methodology, which come about through watching one another and discussing with each other. Teacher 2, for example, noted a shift from relying solely on student personality to developing interactive activities that engaged all students. Teachers 7 and 8, who increased the confidence and engagement of the students, attributed their increase in confidence and greater student engagement purely to the lessons, study, observation, and discussions initiated by committee, which demonstrated the positive impacts of peer observation and shared learning experiences.

Third, data reveal teachers' adoption of technology and games to promote student learning.

There are many ways to engage students. I have shared some methods. For example, I engage students with pictures through games. Of course, I activate their prior knowledge by asking them to write five words describing objects found in the house that they know. I provide them with a masked picture and ask them to guess what it is. Then, I gradually give hints or teach them a lesson about the object. Sometimes, I create small games. For instance, I often play games called Bamboozle. (Teacher 3, Lesson 1, Before Teaching).

"I also use some application software. Sometimes I let students play games, including traditional ones. For instance, it is the game "Who is the Billionaire," as I have previously stated. Oh, what else? Yes, Wheel of Names, so that students might feel a little bit of excitement about it." (Teacher 5, Lesson 1, Before Teaching)

The findings demonstrated a targeted integration of technology and games to maximize student immersion. Teacher 3 also used games and/or visuals in lessons to activate prior knowledge and/or keep student involvement, via processes like guessing games and picture prompts. Teacher 5 implemented educational software and conventional games to generate interest and novelty in teaching, with a blended curriculum. This suggests a growing trend towards integrating technology and playful elements into classroom instruction to improve student participation and enjoyment of learning, although the extent of this integration varied amongst participants.

5. DISCUSSION AND IMPLICATION

This study explored the impact of lesson study on EFL teachers' efficacy in instructional strategies, classroom management, and student engagement, focusing on university teachers in Vietnam's Mekong Delta. Conclusions point to the beneficial impacts of lesson study on teacher efficacy, reflective practice, and strategies for teaching, as well as better classroom organization and peer review of teaching practices. These results are in line with the existing literature on lesson study and include practical insights gained in this context.

The increase in teachers' confidence when selecting instructional strategies is reflected in parallel increases in observed teaching practices, as noted by Van Sickle (2011), who observed a corresponding rise in lessons based on the lesson study approach. This confidence is rooted in the systematic observation, discourse, and reflection integral to the lesson study activity. Participants particularly valued the skills developed through watching others, taking detailed notes, and providing feedback, all of which are extensively discussed in the works of Desai et al. (2007), Dudley (2015), and Yoshida (2004). Such group activities foster a positive climate for the development of teachers' skills and competencies, aligning with Bandura, (1977)'s social cognitive theory of teacher efficacy.

The iterative process of lesson study, in which planning, teaching, observations, reflections, and modifications are cyclically shared, underpins responsive practice and reflective practice. Strategic adaptations to student learning levels by teachers evolved over iterative rounds, as noted by Elliott (2019) and Sims and Walsh (2009). This systematic framework encourages teacher agency and professional development, a finding consistent with Coşkun (2017) and Mihajlović and Milikić (2018).

Participants used a variety of teaching strategies (visuals, group activities, and technology), representing a shift toward student-centered instruction. All of this aligns with Nauerth (2015)'s description of lesson study, its role as differential teaching, and Tran (2013)'s interest in the use of diverse strategies for engaging students.

Enhanced classroom management emerged as another key outcome, supported by collaborative peer feedback and problem-solving. This aligns with Woolfolk and Hoy (1990) research on the positive effects of lesson study on classroom control. Participants emphasized the significance of shared culture and group discussion in creating a culture of support, which confirms work by Bayram and Bıkmaz (2021) and Le et al. (2021).

Recommendations from this study emphasize the need for meaningful lesson study implementation in schools and universities. Teaching in this way must be trained for; it has to be supported through collaboration, and teaching is an ongoing process. With time, personnel, and logistical support, larger-scale applications will be essential (Saito, 2022). Training programs need not only to describe lesson study but also to teach teachers how to handle classroom difficulties. Additionally, systems are required to enable teachers with no experience in collaboration and those comfortable with observation and providing feedback.

The good history of lesson study hinges crucially on the strength of a base. Good, clear guidelines, coaching, and promoting collaboration between colleagues in schools are important first steps. Consistent with Coşkun (2017) regarding workload and resource problems, additional implementation enhancements could be achieved by targeting this component.

Future work is needed to examine whether lesson study affects teacher effectiveness and student achievement over time. Longitudinal studies have the potential to provide an account of their lasting effects on teacher self-efficacy and the academic achievement of students. When viewed within specific settings (e.g., advocacy, school climate, student experience), this professional development model is further understood.

The present study contributes to discussions about teacher professional development and educational reform in the area of EFL teaching in Vietnam. It highlights the importance of lesson study in promoting improvements in teaching practice through interaction, reflection, and peer assessment. Policymakers and educators' interest should focus on the development of programs addressing teachers' own needs, beyond the mere case of lesson studies, and continuous support.

Although this work has shown the usefulness of lesson study, the potential and limitations of lesson study should be specified. The research primarily focused on teachers' perspectives, leaving student voices and outcomes unexplored. Furthermore, the small sample of lessons and the short observation duration make it imperative to conduct larger, longitudinal studies to determine the lasting outcomes of lesson study on teacher efficacy over semesters.

6. CONCLUSION

This qualitative study investigated the perceived effects of lesson study on the efficacy of English as a Foreign Language (EFL) teachers in a Vietnamese university. A qualitative approach was employed to understand how lesson study impacted teachers' efficacy across three key areas: instructional strategies, classroom management, and student engagement. Eight EFL teachers, grouped into three lesson study teams based on teaching experience and course, participated in the study. Data were collected via semi-structured interviews and unstructured observations of lesson study sessions. Thematic analysis of interview data, complemented by observational data, formed the basis of the findings.

A triangulation strategy was utilized by combining interview and observation data to enhance the trustworthiness and validity of the findings. This approach addressed the potential limitations of relying solely on self-reported data from interviews.

The findings shed light on a significant positive impact of lesson study on EFL teachers' efficacy. Across all three areas instructional strategies, classroom management, and student engagement the teachers reported increased confidence and effectiveness. Specifically, teachers demonstrated greater confidence in selecting and adapting instructional strategies based on reflective practice and peer feedback obtained through lesson study. They reported improved classroom management skills through the adoption of effective time management strategies, positive

reinforcement, and the use of observation and collaboration to refine their approaches. Finally, increased student engagement was attributed to strategies that fostered relevance, utilized interactive techniques, and incorporated collaborative learning. The study revealed that participation in lesson study enhanced teachers' critical thinking, self-reflection, and understanding of student learning processes.

The implications of this study are significant for teacher professional development and educational reform within the context of EFL teaching, particularly in Vietnam. The findings suggest that lesson study can serve as a powerful tool for fostering teacher growth and enhancing pedagogical practices. The results highlight the importance of collaborative learning, reflective practice, and peer feedback in improving teacher efficacy. These findings offer practical recommendations for educators and policymakers seeking to enhance the quality of EFL instruction. Specifically, the study underscores the need for tailored professional development programs that focus not just on the mechanics of lesson study but on providing ongoing support, fostering a collaborative learning environment, and addressing logistical challenges to ensure long-term effectiveness.

Despite the study's strengths, certain limitations should be acknowledged. The study focused solely on the teachers' perceptions of lesson study's impact; future research could incorporate student perspectives and outcomes to provide a more holistic understanding of its effects. The study was conducted over a short period, covering four lessons; therefore, longitudinal studies should be carried out to examine the effects of lesson study on teacher efficacy over several semesters.

Funding: This study received no specific financial support.

Institutional Review Board Statement: The Ethical Committee of Can Tho University, Vietnam, has granted approval for this study on 08 June 2023 (Ref. No. 2534/QĐ-DHCT).

Transparency: The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.

Competing Interests: The authors declare that they have no competing interests.

Authors' Contributions: Both authors contributed equally to the conception and design of the study. Both authors have read and agreed to the published version of the manuscript.

REFERENCES

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman.

Bayram, İ., & Bikmaz, F. (2021). Implications of lesson study for tertiary-level EFL teachers' professional development: A case study from Turkey. *Sage Open*, 11(2), 1-15. <https://doi.org/10.1177/21582440211023771>

Betoret, F. D. (2006). Stressors, self-efficacy, coping resources, and burnout among secondary school teachers in Spain. *Educational Psychology*, 26(4), 519-539. <https://doi.org/10.1080/01443410500342492>

Bocala, C. (2015). Teacher learning through lesson study: A sociocultural perspective. Doctoral Dissertation, University of Washington. University of Washington Digital Archives.

Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*. London: SAGE.

Cerbin, W., & Kopp, B. (2006). Lesson study: Learning about teaching and learning through collaborative inquiry. *Journal of Faculty Development*, 21(1), 20-29.

Cohen, D. K., & Hill, H. C. (1998). *State policy and classroom performance: Mathematics reform in California*. Sacramento, CA: Center for Research on the Context of Secondary School Teaching, University of California, Berkeley.

Coşkun, A. (2017). The application of lesson study in teaching English as a foreign language. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 18(1), 151-162. <https://doi.org/10.17679/inuefd.297845>

Cousins, J. B., & Walker, C. A. (2001). Predictors of educator's valuing of systematic inquiry in schools. *Canadian Journal of Program Evaluation*, 15(3), 25-52. <https://doi.org/10.3138/cjpe.0015.003>

Desai, S., Freeland, M., & Frierson, E. (2007). Lesson study in libraries: Building better lessons, better teachers, and better teams with creativity, collaboration, and revision. *College & Research Libraries News*, 68(5), 290-293.

Dudley, P. (2015). How lesson study works and why it creates excellent learning and teaching. In P. Dudley (Ed.), *Lesson study: Professional learning for our time*. In (pp. 1–28). London: Routledge.

Elliott, J. (2019). What is lesson study? *European Journal of Education*, 54(2), 175–188. <https://doi.org/10.1111/ejed.12339>

Fernandez, C., & Yoshida, M. (2004). *Lesson study: A Japanese approach to improving mathematics teaching and learning*. Mahwah, NJ: Lawrence Erlbaum Associates.

Fiszer, E. P. (2004). *How teachers learn best: An ongoing professional development model*. Lanham, MD: Scarecrow Education.

Gibson, S., & Dembo, M. H. (1984). Teacher efficacy: A construct validation. *Journal of Educational Psychology*, 76(4), 569–582. <https://doi.org/10.1037/0022-0663.76.4.569>

Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.

Huynh, D. T. T., & Kongsakthathong, K. (2017). Applying lesson study among high school biology teachers in Vietnam. *International Journal of Educational Science and Research*, 7(4), 7–18.

Huynh, D. T. T., & Nguyen, S. T. K. (2021). Current status of lesson study and educational research by high school teachers in Can Tho City. *Can Tho University Journal of Science*, 57(2C), 184–194.

Le, H. T. T., Nguyen, Q. T. T., Nguyen, N. T., & Nguyen, D. M. (2021). Applying the lesson study model in developing teaching capability for young teachers in Vietnam. *European Journal of Educational Research*, 10(4), 1755–1768. <https://doi.org/10.12973/eu-jer.10.4.1755>

Marsh, D., & McLaughlin, M. W. (1978). Staff development and school change. *Teachers College Record*, 80(1), 70–94.

Matoba, M., Crawford, K., & Sarkar, A. M. R. (2007). *Lesson study: International perspectives on policy and practice*. Beijing: Educational Science Publishing House.

Mihajlović, A., & Milikić, M. (2018). The impact of lesson study on pre-service kindergarten teachers' mathematics teaching anxiety. In D. D. Jovanović, M. Nikolić, & M. Denić (Eds.), *Innovative teaching models in the system of university education*. In (pp. 107–119). Jagodina, Serbia: University of Kragujevac, Faculty of Education.

Nauerth, D. (2015). The impact of lesson study professional development on teacher self-efficacy and outcome expectancy. Doctoral Dissertation, Kansas State University. Kansas State University Research Exchange (K-REx).

Nguyen, T. A., & Jaspert, K. (2021). Implementing task-based language teaching in an Asian context: Is it a real possibility or a nightmare? A case study in Vietnam. *ITL-International Journal of Applied Linguistics*, 172(1), 121–151. <https://doi.org/10.1075/itl.16022.ngu>

Nguyen, T. V. (2013). An exploration of teachers' perceptions of using lesson study as a tool for teacher development in teaching English as a foreign language at a community college. Master's Thesis, Can Tho University. Can Tho University Repository.

Perry, R. R., & Lewis, C. C. (2009). What is successful adaptation of lesson study in the U.S.? *Journal of Educational Change*, 10(4), 365–391. <https://doi.org/10.1007/s10833-008-9069-7>

Saito, E. (2022). Issues of practising lesson study for learning community in Vietnam. *Vietnam Journal of Education*, 6(Special Issue), 70–78. <https://doi.org/10.52296/vje.2022.179>

Schipper, T., Goei, S. L., De Vries, S., & Van Veen, K. (2017). Professional growth in adaptive teaching competence as a result of lesson study. *Teaching and Teacher Education*, 68, 289–303. <https://doi.org/10.1016/j.tate.2017.09.015>

Sims, L., & Walsh, D. (2009). Lesson study with preservice teachers: Lessons from lessons. *Teaching and Teacher Education*, 25(5), 724–733. <https://doi.org/10.1016/j.tate.2008.10.005>

Tran, V. (2013). Lesson study for good practices in teaching and learning mathematics in Vietnam. *The International Journal of Educational Administration and Development*, 4(2), 757–765.

Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783–805. [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)

Tschannen-Moran, M., Woolfolk Hoy, A., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, 68(2), 202–248. <https://doi.org/10.3102/00346543068002202>

Van Sickle, J. A. (2011). Lesson study's impacts on teacher perception of efficacy in teaching. Doctoral Dissertation, Humboldt University. Humboldt University Repository.

Villegas-Reimers, E. (2003). *Teacher professional development: An international review of the literature*. Paris: International Institute for Educational Planning (UNESCO).

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Wang, Y. L., Frechtling, J. A., & Sanders, W. L. (1999). *Exploring linkages between professional development and student learning: A pilot study*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Montreal, Canada.

Woolfolk, A. E., & Hoy, W. K. (1990). Prospective teachers' sense of efficacy and beliefs about control. *Journal of Educational Psychology, 82*(1), 81-91.

Yoshida, M. (2004). How do teachers improve? The process of lesson study in Japanese schools. *Teaching and Teacher Education, 20*(5), 465-478.

APPENDIX

The Appendix presents the interview protocol as well as the observation protocol for teachers to assess their level of efficacy in instructional strategies, classroom management, and student engagement. The interview protocol consists of three sections, namely warm-up, content, and further discussion. The warm-up aims to collect data about the participants' background, while the content and further discussion focus on the participants' real experience in teaching. The observation protocol includes detailed notes of the stages in the observed lessons, the observation notes of teachers' practices in each stage, the interventions the observed teachers used, and the evaluation of teachers' confidence.

INTERVIEW PROTOCOL

Teacher's number: _____

Interviewer: (Greetings). Hello. Today, I am very happy to invite you to discuss lesson study, teachers' efficacy, and practices. Thank you very much for joining. Please share all the experiences that you have had.

Part 1: Warm-up

1. How long have you been teaching English?
2. How often do you observe other teachers?
3. How often do other teachers observe you?
4. What do you often do before and after teaching?

Part 2: Content

1. What instructional strategies do you intend to use before teaching to achieve the objectives of the lesson? Why?
2. What instructional strategies did you use when you taught in class? Why?
3. Are you more confident in selecting and using instructional strategies after observing and discussing with other teachers? Can you give some examples?
4. What classroom management techniques do you intend to use before teaching? Why?
5. What classroom management techniques did you use when you taught in class? Why?
6. Are you more confident in selecting and using classroom management techniques after observing and discussing with other teachers? Can you provide some examples?
7. What student engagement techniques do you intend to use before teaching? Why?
8. What student engagement techniques did you use when you taught in class? Why?

9. Are you more confident in selecting and using student engagement techniques after observing and discussing with other teachers? Can you give some examples?

Part 3: Further discussion

10. What else are you more confident about regarding your capabilities after observing and discussing with other teachers?

Thanks for your answers.

OBSERVATION PROTOCOL

Research lesson:

The class observed:

Code/number of lecturer:

Skill:

Stages	Field notes of teachers' practices
Warm-up	
Presentation	
Practice	
Production	

1. Is the teacher confident in using instructional strategies? What signals/pieces of evidence show/illustrate teachers' confidence in using instructional strategies?

.....
2. Is the teacher confident in using classroom management strategies? What signals or pieces of evidence show or illustrate teachers' confidence in utilizing classroom management strategies?

.....
3. Is the teacher confident in using student engagement strategies? What signals or pieces of evidence show or illustrate teachers' confidence in using student engagement strategies?

Teacher 1

Lesson 1

Time and activities

1.30 Class begins

The teacher asks students to listen and repeat some vocabulary: sofa, armchair, television, desk, lamp, computer, picture, blinds, curtains, cupboard, rug.

1.32 The teacher asks students to work in two large groups to find similar points among the four pictures.

Silence – Students look at the pictures to find and discuss the differences.

1.34 Students go to the board, write their answers

1.36 The teacher checks students' answers and corrects the mistakes

1.37 The teacher asks students to read the descriptions for picture 1 and find the mistakes.

1.42 The teacher calls one student to stand up and tell the mistakes in the descriptions of picture 1.

1.50 The teacher scaffolds with sample sentences such as “in picture 1, I can see a sofa”, and “in picture 1, I don't see any armchair”, and then asks students to work in pairs, describing the pictures.

1.58 The teacher scaffolds by giving examples to students, such as “in picture 1, I can see a sofa, a chair, a television...., I don't see any armchair, blinds....” and asks students to practice in pairs.

Silence – Students look at the pictures to describe them.

2.05 The teacher invites 3 students to describe pictures 2, 3 & 4

2.08 The teacher explains structures “There isn't, there aren't” and asks students to work in groups, write 4 sentences with there isn't or there aren't.

Silence – Students look at the pictures and write 4 sentences with there isn't or there aren't.

2.10 The teacher checks students' answers, corrects the mistakes, and asks the whole class to repeat after him.

2.15 The teacher concludes class.

Lesson 2

Time and activities

0.15 Class begins

The teacher asks students to go to the board to write their answers for Exercise 6.

1.10 The teacher and students check the answers together and correct the mistakes.

02.45 The teacher reviews grammar points about prepositions of place. He asks students to listen to him and repeat.

03.45 The teacher asks some students to make a sentence with prepositions such as “between, next to, behind”.

04.40 The teacher asks students to do exercise 9 and choose the correct preposition to complete the description of apartment 3.

Silence time (students do their work)

06.53 The teacher asks 4 students to stand up and read their answers.

09.38 The teacher asks 2 students to go to the board and write their description for picture 4.

16.30 The teacher reads some phrases such as “is there, are there, there isn’t, there aren’t” and asks students to repeat.

17.50 The teacher explains the rules of a guessing game. Each student can ask his/her partner a question with “Is there, are there”. After listening to their partner’s answer, the student will guess which picture is being described.

Silence time (students practice with their partner.)

21.50 The teacher asks some students to go on stage and choose a picture that he is thinking about. Other students ask, “Is there a...” or “Are there any....” After that, other students guess which pictures are being noticed.

Three students take turns answering questions from other students for them to guess.

28.00 The teacher asks students to write a few sentences to describe the classroom, especially adding colors to the objects.

Silence (The students do the task.)

30.00 4 students go to the board and write their descriptions.

35.00 The teacher corrects the mistakes, reads aloud all sentences that students write on the board, and asks the whole class to repeat them.

40.00 The teacher concludes class.

Lesson 3

Time and activities

0.15 Class begins

The teacher asks students to go to the board to write one famous place in Can Tho city, for example, Vincom Tower or the Sheraton Hotel.

1.42 Some students go to the board to write about famous places.

05.39 The teacher checks students’ answers and asks why they come to these places. Students answer using to-verbs to talk about purposes.

10.38 The teacher asks students to work in groups to write some sentences about places and purposes.

Silence (students work in groups)

15.00 The teacher teaches pronunciation, asking students to listen and repeat.

15.32 The teacher asks students to work in pairs, and each student describes 2 places.

Silence time (students do pair work).

16.40 The teacher asks students to make questions with “where can we + verb?” to ask about places and purposes, and to continue working in pairs.

19.56 The teacher asks some students to stand up, one asks, and one answers the question “Where can you + verb?”

24.11 The teacher opens the audio and asks students to listen and write the directions they hear.

25.30 Students go to the board to write the phrases for giving directions.

29.15 The teacher checks students’ answers and teaches students how to pronounce some words to give directions, such as “go straight, turn left, turn right.”

30.15 The teacher demonstrates how to give directions from the school of agriculture to the Sheraton hotel.

32.50 The teacher asks students to work in groups, giving directions from the School of Agriculture to Luu Huu Phuoc Park.

Silence (students work in groups)

41.58 The teacher asks some groups to give directions as requested. When students make grammatical or pronunciation mistakes, the teacher corrects them immediately.

53:00 The teacher concludes class.

Lesson 4

Time and activities

0.15 Class begins

The teacher asks students which city they like the most.

0.32 Some students answer and name their favorite cities, such as Bao Loc City, Da Nang City, and Ben Tre City.

-1.28 The teacher asks, "When you went to a new city, where can you get the information?".

1.48 Some students say TikTok videos about tourists, YouTube, friends, newspapers, websites, and leaflets.

3:00 The teacher asks students to look at the items, then read the website and tick the items that Bella Potachouck mentions.

Silence (students work independently)

5.57 The teacher asks students to read their answers and correct the mistakes for them.

6.49 The teacher reads some nouns and asks students to underline the capitalized words and explains when they should use capital letters.

7.54 The teacher asks students to do Exercise 3B, circle the incorrect letters, and capitalize them.

Silence (students work independently)

11.40 The teacher checks students' answers and corrects the mistakes. He asks students why some words need to be capitalized to check students' comprehension.

14.02 The teacher demonstrates how to write a description of a city. He scaffolds by replacing some keywords in the writing sample. Then he asks students to work in groups to describe their favorite cities.

Silence (students work in groups.)

The teacher moves around to help students.

27.40 The teacher asks one student in each group to stand up and read the description of their favorite city.

The teacher listens and gives comments to each group.

32.48 The teacher concludes the class.

Teacher 2

Lesson 1

Time and activities

0.20 Class begins

The teacher divides the class into 2 groups and asks students to name the objects in the photos they see.

2.25 Students in each group take turns to go to the board and write their answers.

5.05 The teacher checks students' answers for spelling and meaning.

9.50 The teacher asks students to look at 4 photos in the book. She divides the class into 4 groups. Each group describes a photo, naming objects, numbers, and positions.

Silence (Students work in groups.)

The teacher goes around to help students.

14.58 The teacher asks each group to describe their photo. She also asks other groups to give feedback or comments to the group that presents.

Some students give comments such as a low voice and a lack of information.

22.12 The teacher asks students to read the article about homes in the photos and indicate whether they are the same or different.

24.20 Students work individually.

24. 50 The teacher calls each student to answer. She checks and corrects the mistakes for them.

29.20 The teacher plays the audio for students to listen to and check the answers together.

31.00 The teacher explains the meaning of some words like chair, sofa, and desk, and asks students to point to these items in the photos.

33.15 The teacher asks the students to look at the photos of apartments 2, 3, and 4 and tick in the table.

Silence (Students work on their own.)

37.21 The teacher and students check the answers and correct the mistakes together.

41.51 The teacher divides the class into groups and asks each group to describe their dream house. She hints to students about what details they should include in their descriptions.

Silence (Students work in groups.)

47.00 The teacher asks each group to talk about their dream house.

51.00 The teacher concludes the class.

Lesson 2

Time and activities

0.15 Class begins

The teacher asks students to close the book, look at the photo, and go to the board to write one word they see in the photo.

1.26 Students go to the board. Each student writes one word.

12.25 The teacher introduces sentence structures with “there is, there are, there isn’t, there aren’t, is there, are there”. She checks students’ understanding of the grammar rules.

22.38 The teacher asks students to do the exercise in the book and complete the sentences about apartment 3 with the correct form of be.

23:40 The teacher asks students to do exercise 9 and choose the correct preposition to complete the description of apartment 3.

Silence time (Students do their work.)

24.10 The teacher calls some students to answer and correct their mistakes.

26.18 The teacher plays the audio for students to listen to.

27.15 The teacher asks some students to read the sentences on the screen.

28:00 The teacher introduces a grammar point: preposition (in, on, under, between, behind, on the left).

37:30 4 The teacher asks students to do exercise 9 in the book. Choose the correct prepositions to complete the description of apartment 4.

38.17 The teacher calls some students to answer and correct the mistakes for them.

42.15 The teacher asks students to do Exercise 10. Complete the description of apartment 1 with prepositions of place.

Silence (students work by themselves).

44.00 The teacher calls some students to answer and correct their mistakes.

46.05 The teacher asks students to describe objects in the room, using there is/there are and prepositions of place.

47.00 The teacher calls some students to describe the objects in the classroom and correct their mistakes.

48:00 The teacher concludes class.

Lesson 3

Time and activities

0.15 Class begins

The teacher asks students to look at the map of Atlanta and asks students what they see in the photo. Some students answered and mentioned the places on the map. Then the teacher asks each student to go to the board and write the names of places on the map.

2.42 Some students go to the board to write the names of places.

09.50 The teacher checks students’ answers to correct their mistakes.

10.04 The teacher introduces phrases that students can use to describe what they can do at these places.

12:45 The teacher asks students to match the places on the map with the functions of each place.

Silence (Students work on their own.)

15.15 The teacher asks some students where they do something like “see a play or a musical, park a car, read a book”. The students answer and tell the place for each function.

18.00 The teacher pronounces some words of places and asks students to listen and repeat.

19.10 The teacher asks students to listen to a conversation and write what places on the map the speakers talk about.

21.30 The teacher asks the students what places they hear about. Some students answer “aquarium, the world of Coca-Cola, the park”.

23.04 The teacher introduces phrases used for asking and giving directions, such as:

Where is ...? I’d like to go to ... Is it near here? Go past the Go across Go straight up ... Take the first street on the left..... Turn left.

33.01 The teacher plays the audio and asks students to listen to phrases to give directions.

35.55 The teacher asks students to go to the board and write down the phrases that they hear.

40.18 The teacher asks one student to go to the board and show directions according to the audio they hear.

41.30 The teacher asks some students to give directions to a place without mentioning the name of the place for their friends to guess.

Silence (Students discuss with their partner.)

49.22 The teacher calls some students to read their descriptions for their classmates to guess.

52.04 The teacher concludes class.

Lesson 4

Time and activities

0.15 Class begins

The teacher asks students to look at 2 photos of 2 cities and tell her where these cities are. Then the teacher asks all students when they travel to a new place, where they find the information.

Some students say the tourist center. Then the teacher asks students when they travel, and where they find information. Most students say “Google, Facebook, TikTok, friends”.

06.19 The teacher asks students to read Bella's writing about her favorite city and tick the items Bella mentions.

1. The name of her favorite city

2. Good places to visit

3. Her favorite time of year

4. Places to meet friends

5. Her favourite cafés and restaurants

6. Good ways to travel around the city

12.30 The teacher explains the rules for writing capital letters. She asks students which of These things (1–8) do not have a capital letter.

1. The word at the beginning of a sentence

2. The pronoun *I*

3. Names of people, cities, or places

4. Countries, nationalities, or languages

5. Parts of the day

6. Days and months

7. Seasons

8. Streets, roads, parks, and squares

18.09 Silence (students work on their own).

19.27 The teacher asks some students to read sentence by sentence and tell her which words need to be capitalized.

26.27 The teacher asks all students to work in groups and describe their favorite city.

Silence (Students work in groups.)

42.53 The teacher asks some groups to read their description and give comments to them.

48.43 The teacher concludes class.

Teacher 3

Lesson 1

Time and activities

1.15 Class begins

The teacher asks students, “Which one are you good at remembering among the following?”

- people's names and faces
- directions and addresses
- telephone numbers
- dates and facts in history
- food on shopping lists
- the words of a song

And tick the ones students are good at remembering.

3.18 The teacher asks students to work in pairs to choose the things they are good at remembering.

6.00 The teacher turns the wheel to choose a student to answer.

Some students answer the things they can remember well.

7.37 The teacher asks students to look at the picture of a man called Nelson Dellis and asks them some questions about this man.

08.50 The teacher asks students to listen to a news report about Nelson Dellis and number the following topics in the order the reporter mentions:

- a. the USA Memory Championship
- b. what Nelson can remember
- c. Nelson's memory techniques

10.50 The teacher and students check the answers together.

11.16 The teacher asks students to answer 7 questions about the audio they have just listened to. Before students answer, the teacher asks them to translate each question into Vietnamese to ensure they understand the questions clearly.

The teacher plays the audio again for students to listen to.

18.22 The teacher teaches students some vocabulary related to learning and asks them to choose the best word to complete each sentence.

20.35 The teacher calls some students to discuss their options and correct their mistakes.

24.30 The teacher teaches the present perfect tenses and asks students to read the grammar box to understand the present perfect tense more deeply.

29.10 The teacher asks students to do an exercise by completing the sentences with the correct forms of the present perfect tense.

Silence (Students work individually.)

31.25 The teacher calls some students to read their answers and correct the mistakes for them.

34.25 The teacher asks one student to read the whole passage and correct pronunciation mistakes for him.

35.44 The teacher continues asking students to do another exercise by completing sentences with the present perfect form of the verb.

38.19 The teacher calls some students to go to the board and write their answers.

41.55 The teacher checks and corrects the mistakes for the whole class.

46.00 The teacher asks students to listen to a conversation and fill in each blank with one word they hear.

46.59 The teacher checks the students' answers and asks students to work in pairs. One is A, and the other is B. Each pair takes turns to practice the conversation they have just heard.

53.05 The teacher concludes class.

Lesson 2

Time and activities

0.15 Class begins

The teacher asks some students to tell her some good and bad habits. Some students say "reading books, doing exercise, skipping breakfast, staying up late, delaying, eating too much fast food".

03.13 The teacher asks students to work in pairs to name 3 good learning habits and 3 bad learning habits.

6.38 The teacher asks some students to tell their good or bad learning habits.

10.10 The teacher asks students to work in pairs to do exercise 1, and decide whether these habits are good or bad.

Silence (Students work in pairs.)

12.30 The teacher asks each student to read a sentence and decide if it is a good or a bad habit.

20.00 The teacher shows the answers on the screen.

21.23 The teacher asks students to do exercise 3, read the article, and answer the questions.

Silence (Students work individually.)

27.10 The teacher asks some students to go to the board and write their answers.

30.40 The teacher checks students' answers and corrects their mistakes.

34.30 The teacher asks students to listen and repeat some phrases in the students' answers.

35.20 The teacher asks students to continue doing exercise 4, matching the paragraphs with the main ideas.

37.45 The teacher calls some students to answer.

38.42 The teacher asks students to continue doing exercise 5, matching the paragraphs with how the writer supports the main ideas. The teacher asks students to answer immediately and correct their mistakes.

40.03 The teacher asks students to do exercise 6, find phrasal verbs with "up" in the reading passage, and match them with the answers.

Silence (Students work individually.)

42.23 The teacher calls some students to answer.

46.37 The teacher asks students to do Exercise 7. Complete the questions with a verb phrase with *up*. Then work in pairs. Ask and answer your questions. The teacher reads each sentence, and the students answer immediately.

47.47 The teacher reviews some phrasal verbs with "up".

48:10 The teacher concludes class.

Lesson 3

Time and activities

0.03 Class begins

The teacher asks students how often they chat with their friends and how they communicate with their family.

01.22 The teacher asks whether students encounter any problems when they communicate with friends and family. Some students say weak internet connection or it costs a lot of money.

04.03 The teacher asks students to look at the man in the book and answer the following questions:

1. How does the man feel? What do you think has happened?

2. Has your mobile phone or internet connection ever stopped working? How did you feel?

04.37 Students discuss together.

06.20 The teacher asks students to answer the above questions. Some students say the man looks upset, sad, or angry, uncomfortable, the phone stops working, the internet connection is unstable, and I feel annoyed if my phone stops working.

09.15 The teacher asks students to do Exercise 2. Richard works for Omarox Engineering. He answers a telephone call from Omar. Listen and answer the questions.

1. Where is Omar?
2. What time is it?
3. What isn't working?
4. What is the name of Omar's hotel?
5. What is the number?
6. Where has Richard put the designs?

10.10 The teacher plays the audio for students to listen to.

15.02 The teacher calls some students to go to the board and write answers to the above questions.

17.25 The teacher checks and corrects students' mistakes.

19.31 The teacher asks students to do Exercise 3. Look at these expressions for checking and clarifying. Then match the responses (a-f) with the expressions (1-6). Listen again and check.

Students guess before listening to the audio.

21.50 The students answer together. The teacher plays the audio and corrects the students' mistakes.

27.30 The teacher asks students to practice the conversation with their partners using the scripts in the book. After that, the teacher asks some pairs to say out loud.

35.12 The teacher concludes class.

Lesson 4

Time and activities

0.03 Class begins

The teacher asks students to read the following emails and websites:

j_jones@hotmail.co.uk

www.ancasa.com

charityhelp.org/b-2

02.36 The teacher plays the audio for students to listen to and check.

04.53 The teacher asks students to practice with a partner, saying these emails and websites.

06.42 The teacher asks students to write down their email addresses, but they don't show them to their friends. One asks the partner's email address, and the other answers.

11.20 The teacher asks a student to read the instructions for exercise 3 in the book and tell her what task he has to do.

Silence (Students do exercise 3 on their own.)

14.05 The teacher plays the audio for students to listen to and compare the voicemail message with the written message to find 5 mistakes.

17.32 The teacher asks students to tell her the mistakes they find in the written message. Some students answer and correct the mistakes by themselves.

19.27 The teacher explains what imperatives are.

22.14 The teacher asks students to listen to five voicemail messages. Note the messages as instructions, using the imperative.

25.10 The teacher turns the wheel and calls some students to go to the board and write the message they hear.

27.42 The teacher summarizes what she has taught today and asks students to check the main points in the lesson that they learned.

28.35 The teacher reviews some phrases for describing good and bad habits in lesson 10C, communication problems in lesson 10D, and how to leave a message in lesson 10E.

31.04 The teacher concludes the class.

Teacher 4

Lesson 1

Time and activities

0.02 Class begins

The teacher asks students to work in groups and asks their friends how many words they can remember.

06.27 The teacher asks students what techniques they use to remember these words.

Some students say they visualize the images, some students remember the initial letters, or they group words with related meanings.

09.45 The teacher asks students to look at the list of things and tell her which ones they can remember easily.

- people's names and faces
- directions and addresses

- telephone numbers
- dates and facts in history
- food on shopping lists
- the words of a song

11.05 The teacher calls some students to answer.

13.45 The teacher asks students to work in their groups. Find your text and memorize the important information. Student A: Turn to page 154. Student B: Turn to page 155. Student C: Turn to page 157. Write notes in the table.

Silence (Students work in groups.)

17.36 The teacher calls some students to read the texts on pages 154, 155, and 157 and asks what memorizing techniques are used in each text.

31.01 The teacher asks the students to look at the photo and the headline and tell her what they see in the photo. The teacher asks students 2 questions:

1. Who is the man in the photo?
2. What has he won? Has he ever won it before?

34.05 The teacher asks students to read the questions in exercise 7 before listening.

1 How many new names and faces can Nelson memorize?

2 How many different numbers can he hear and repeat?

3 Which years did he win the USA Memory Championship?

4 Which sporting event is the USA Memory Championship similar to?

5 What did he study a few years ago?

6 How much did he practice?

7 Who does he teach his techniques to?

35.44 The teacher plays the audio for students to listen to.

42.44 The teacher asks students to answer the above questions and correct their mistakes.

50.18 The teacher concludes class.

Lesson 2

Time and activities

00.20 Class begins.

The teacher asks students to complete the sentences with two forms of the verb. Use the present perfect and the past simple.

Silence (Students work individually.)

01.55 The teacher calls some students to answer by reading their sentences. The teacher corrects grammar and pronunciation mistakes for students.

06.42 The teacher teaches the simple, past, and past participle forms of verbs.

26.13 The teacher asks students to do an exercise related to past participles and past simple forms. Write the past participle form of the verbs. Tick (✓)

The forms that are the same as the past simple form.

- 1 do _____
- 2 begin _____
- 3 be _____
- 4 see _____
- 5 watch _____
- 6 hear _____
- 7 speak _____
- 8 eat _____
- 9 make _____
- 10 get _____

28.40 The teacher asks students to do an exercise related to the present perfect tense. Make affirmative and negative sentences using these ideas and the present perfect.

1 I / don't travel / on an aeroplane.

2 They / not see / the new film.

3 He / forgot / his friend's telephone number.

4 Isabel / start / a language course.

5 Leo / become / a member of a gym.

6 She / not eat / her dinner.

7 We / not do / any exercise.

8 Our train/leaves / the station.

33. 34 The teacher reviews the similarities and differences between the present perfect and simple past tenses.

38.18 The teacher lets students play a game to review grammar knowledge about the present perfect and simple past tenses.

40.01 The teacher concludes class.

Lesson 3

Time and activities

0.02 Class begins

The teacher asks students to read the list of habits below and decide which ones are good habits and which ones are bad habits.

- a drinking lots of coffee every day
- b brushing your teeth twice a day
- c swim every morning
- d singing in the shower
- e biting your fingernails
- f buying the same newspaper every day
- g eating chocolate
- h, checking your phone during meals
- i smoking cigarettes
- j practising the guitar for thirty minutes a day.
- k putting sugar in tea
- l not eating breakfast
- m learning ten new English words every day

07.34 The teacher asks the whole class: "Do you have any habits in the list above? Have you ever tried to change your habit?"

12.20 Some students talk about their daily habits, such as brushing their teeth, going to bed, and skipping breakfast.

17.15 The teacher asks students to read the article and answer the following questions:

1. What is Michael Phelps' habit before a race?
2. What has he won?
- 3 What examples of useful habits are there in Paragraph 2?
- 4 Why does coffee and cake at the café Become a habit?
5. Why is it a bad habit?
- 6 How long can it take to stop a bad habit?
7. How can you change a habit?

22.28 The teacher explains the meaning and use of phrasal verbs with up.

24.30 The teacher asks students to read the sentences. Match the verb phrase with *up* in bold (1–5) with the meaning (a–e).

- 1 He **gets up** at 6.30 a.m.
2. They want to **give up** smoking.
- 3 We **wake up** at seven every day.
- 4 The cost of food **goes up** in the winter.
- 5 I always **dress up** for a party.

- a get out of bed
- b wear fun or nice clothes
- c stop sleeping
- d stop (a bad habit)
- e increase

25.05 The teacher asks students to complete these questions with a verb phrase with *up*. Then work in pairs. Ask and answer your questions.

- 1 When you go out with friends, do you ...?
- 2 In the morning, what time do you ...?
- 3 Which bad habits do you want to ...?
- 4 How often does the cost of transport ...?

27.30 The teacher teaches the pronunciation of some verbs in present, past, and past participle forms.

37.12 The teacher uses some verbs in present form, and the students use past and past participle forms.

43.11 The teacher reminds students of the similarities and differences between the present perfect and simple past tenses.

47.50 The teacher concludes class.

Lesson 4

Time and activities

00.25 Class begins.

The teacher asks students to look at the man in the photo and answer the following questions:

1. What happens?
2. How does the man feel?
3. Has your mobile phone ever stopped working? How did you feel?

07.40 The teacher explains the content of a message and how to read symbols, abbreviations in emails/messages.

10.55 The teacher asks students to read the following questions in exercise 2 before listening:

1. Where is Omar?
2. What time is it?
3. What isn't working?
4. What is the name of Omar's hotel?
5. What is the number?

6. Where has Richard put the designs?

11.03 The teacher plays the audio for students to listen to.

15.24 The teacher asks students to answer the questions above. Only a few students can answer.

21.00 The teacher plays the audio again and asks students to answer the questions above. Students can answer nearly all questions after listening to the audio the second time.

31.35 The teacher divides students into pairs. She asks students to discuss with their partners the following questions:

1. How often do you use the Internet?
2. What do you use it for?
3. Which devices do you use to go on the Internet?
4. What is your favorite gadget?
5. When did you get them?

6. What are some negative hotel problems?

45.00 The teacher explains the meaning of some words used to describe personalities, such as "introvert, extrovert, balanced".

50.04 The teacher concludes class.

Views and opinions expressed in this article are the views and opinions of the author(s). International Journal of Education and Practice shall not be responsible or answerable for any loss, damage or liability etc. caused in relation to/ arising out of the use of the content.