Exploring the Impact of Lesson Study in Vietnamese Primary Education: Perspectives of EFL Lecturers

Thanh Thao Le*
Can Tho University, Viet Nam

Trut Thuy Pham
Nam Can Tho University, Viet Nam

Thi Thuy Tran
Nam Can Tho University, Viet Nam

*Corresponding Author: lethanthao110294@gmail.com

Abstract
This qualitative study investigates the incorporation of Lesson Study, a pedagogical approach from Japan, into Vietnamese primary education, with a specific focus on the perspectives of Vietnamese English as a Foreign Language (EFL) lecturers. These educators, though not directly involved in primary education, engage with it through various roles like teacher training and curriculum development. The research is based on in-depth interviews with nine EFL lecturers from two educational institutions in Vietnam. Employing thematic analysis, the study identifies five key themes: collaborative enhancement of teaching practices, navigating cultural and systemic challenges, improved understanding of student learning needs, professional growth and empowerment, and challenges such as resistance to change and time constraints. These themes underscore the potential of Lesson Study in fostering collaborative and reflective teaching practices, as well as professional development. However, they also highlight the obstacles imposed by traditional educational norms and practical limitations. The study emphasizes the necessity of support structures and resources for effective implementation of Lesson Study, advocating for adaptations to align with local educational contexts and cultural values. Contributing to the discourse on professional development in EFL teaching, this research underscores the importance of collaborative, reflective practices in educational innovation. Moreover, it stresses the significance of considering unique cultural and systemic elements in applying pedagogical methods like Lesson Study. Offering specific insights into its application in the Vietnamese primary education context, this study not only enhances understanding of cross-cultural educational transfer but also provides practical guidance for educators and policymakers. It paves the way for further research in diverse educational settings, expanding the international conversation on educational practices.

INTRODUCTION
The realm of primary education is an ever-evolving landscape, particularly in the context of English as a Foreign Language (EFL) teaching. In recent years, the pedagogical approach known as Lesson Study, originating from Japan, has garnered increasing attention worldwide due to its potential to enhance teaching quality and student learning outcomes (e.g., Cheung & Wong, 2014; Elliott, 2019). However, there remains a significant gap in understanding how this approach is adapted and implemented in diverse cultural and educational settings, especially in the context of countries with distinct educational traditions such as Vietnam. This study delves into the adoption of Lesson Study in Vietnamese primary education settings, specifically focusing on the unique perspectives of Vietnamese EFL lecturers who, as outsiders to the primary education system, offer a distinct vantage point.

The incorporation of Lesson Study into primary education presents a myriad of challenges and benefits. In Vietnam, where educational traditions and methods are deeply rooted and distinct, this
exploration becomes particularly salient (Trung & Van, 2020). Despite its potential, there is limited research documenting the process and outcomes of integrating Lesson Study in such contexts, creating a gap in understanding its applicability and effectiveness in non-Western educational environments. The study aims to unpack the complexities involved in transplanting a foreign educational methodology into a different cultural and educational soil. It seeks to understand how these external EFL lecturers perceive the adaptation process, the obstacles encountered, and the advantages gleaned from this pedagogical strategy.

This qualitative study is grounded in a series of in-depth interviews with a diverse group of Vietnamese EFL lecturers. These educators, while not directly involved in the primary education system, interact closely with it through various capacities, such as teacher training and curriculum development. Their unique positioning as both insiders and outsiders provides a novel perspective on the integration of Lesson Study in the Vietnamese educational system, addressing the existing research gap. Their insights, therefore, provide a unique lens through which the impact of Lesson Study on primary education can be viewed, particularly in the realm of language teaching.

The significance of this study lies in its contribution to the broader discourse on the internationalization of educational practices. By examining the challenges and benefits of implementing Lesson Study in Vietnamese primary education through the eyes of EFL lecturers, this research not only contributes to the understanding of cross-cultural educational transfer but also offers practical insights for educators and policymakers endeavoring to enrich teaching and learning practices in diverse educational contexts.

LITERATURE REVIEW

Lesson Study: Origins and Core Principles

The concept of Lesson Study, or “Jugyou Kenkyuu” in Japanese, originated in Japan over a century ago. It is a professional development process that involves teachers collaboratively planning, observing, and analyzing actual classroom lessons (Fernandez & Yoshida, 2004). Key principles include collaborative planning, research lesson implementation, observation, and post-lesson discussion (Murata & Lee, 2020). The aim is to improve classroom teaching and enhance student learning through reflective practice (Rock & Wilson, 2005).

Internationalization of Lesson Study

Lesson Study has gained traction globally, being adapted in various countries such as the United States, the United Kingdom, and Singapore (Perry & Lewis, 2008; Dudley, 2013; Lim et al., 2011). This body of literature reveals both successes and challenges in adapting Lesson Study to different educational and cultural contexts. Key themes include the importance of collaborative culture, the adaptation of Lesson Study to fit local educational norms, and the challenges of sustaining Lesson Study practices (Hart et al., 2011; Cajkler et al., 2015).

Lesson Study in the Vietnamese Context

In Vietnam, the application of Lesson Study is relatively recent and is part of broader educational reforms aimed at improving teaching quality and student outcomes (Choi et al., 2022). Research by Nguyen and Tran (2023) explores the adaptation of Lesson Study in Vietnamese schools, highlighting the cultural and systemic challenges, such as hierarchical teacher relationships and exam-centric education systems, that influence its implementation.

Vietnamese EFL Lecturers and Lesson Study

A limited but growing number of studies have focused on the perspectives of Vietnamese EFL lecturers regarding Lesson Study. These studies highlight the potential benefits of Lesson Study for language teaching, such as improved lesson planning and increased awareness of student needs (Choi et al., 2022). However, they also point out the challenges, including the lack of time for collaborative planning and resistance to change in teaching practices (Nguyen et al., 2023).
While there is substantial research on the adoption of Lesson Study in various contexts, there is a notable gap regarding the perspectives of Vietnamese EFL lecturers, particularly those who interact with the primary education system but are not directly involved in it. This study aims to fill this gap by providing insights into how these educators perceive the challenges and benefits of Lesson Study in Vietnamese primary education.

**METHODS**

**Research Design**

This study employs a qualitative research design to explore the viewpoints of Vietnamese EFL lecturers on the challenges and benefits of applying Lesson Study in primary education. The choice of a qualitative approach is grounded in its suitability for understanding complex phenomena within their specific contexts, particularly when exploring perceptions and experiences (Creswell & Poth, 2016). The theoretical frameworks underpinning this study are twofold, encompassing both Vygotsky’s (1978) socio-cultural theory and DuFour’s (2004) concept of Professional Learning Communities (PLCs). Socio-cultural theory posits that social interaction is fundamental to the development of cognition. This perspective is particularly relevant to the collaborative nature of Lesson Study, where teachers work together to enhance their teaching practices and deepen their understanding of student learning. The theory suggests that learning and development are most effective when they occur in a social context, making it a fitting lens through which to examine the collaborative processes inherent in Lesson Study.

In addition, the study draws on the concept of PLCs as described by DuFour (2004). PLCs emphasize the importance of collaborative learning among educators, mirroring the principles of Lesson Study. These communities are designed to foster continuous improvement in teaching practices and student learning outcomes. In the context of this study, the PLC framework is used to analyze how the implementation of Lesson Study can contribute to the formation and effectiveness of professional communities among teachers, ultimately leading to sustained improvements in education. Together, these two theoretical frameworks provide a comprehensive approach to understanding the dynamics and impacts of Lesson Study in the Vietnamese primary education setting.

**Participants**

The participants of this study comprise a purposively selected group of nine EFL lecturers. These individuals are affiliated with two distinct educational institutions in Vietnam, chosen for their diverse educational settings and approaches to EFL teaching. The selection of these participants is driven by the aim to gather a wide range of perspectives on the implementation and impact of Lesson Study in primary education. This diversity is crucial for understanding the varied experiences and views within the context of Vietnamese primary education and EFL teaching.

The nine participants were chosen based on specific criteria: their experience in EFL teaching, their involvement or interaction with primary education (either through direct teaching, teacher training, or curriculum development), and their willingness to participate in the study. This purposive sampling ensures that the participants have relevant experience and insights into the research topic. The two institutions from which these participants come provide contrasting environments — one being a public school with a traditional approach to EFL teaching and the other a private institution known for its innovative teaching methods. This contrast is intended to enrich the data with varied experiences and perceptions.

In conducting research with human participants, ethical considerations are paramount. All participants were informed of the study’s purpose, the nature of their involvement, and their right to withdraw from the study at any point without any consequences. Informed consent was obtained from each participant, ensuring they were fully aware of the study’s aims and their role in it. To maintain confidentiality, all participants were assured that their identities would be anonymized in any reports or publications resulting from the research. This was particularly important given the small size of the EFL teaching community in Vietnam, where participants might be easily identifiable.
Additionally, care was taken to ensure that the participants’ responses were treated with utmost confidentiality and respect, and data storage and handling were conducted in accordance with data protection regulations and best practices.

The inclusion of these nine Vietnamese EFL lecturers offers a rich and comprehensive perspective on the challenges and benefits of implementing Lesson Study in the Vietnamese primary education context. Their experiences and insights are expected to provide valuable contributions to the understanding of how Lesson Study can be adapted and utilized in different educational and cultural settings, particularly in the realm of language teaching.

**Data Collection**

The data for this study was collected primarily through semi-structured interviews, a method that allowed for in-depth exploration of the participants’ views while providing the flexibility to probe into specific areas of interest. Prior to conducting the main interviews, a pilot study was undertaken with two EFL lecturers who were not part of the main participant group. The purpose of the pilot study was to test the interview questions for clarity, relevance, and effectiveness in eliciting detailed responses. Based on feedback from the pilot study, revisions were made to the interview questions to ensure they were comprehensible and adequately addressed the research objectives.

The revised interview questions included inquiries such as: “How do you perceive the role of Lesson Study in enhancing teaching practices in primary education?” and “Can you describe any challenges you have encountered when integrating Lesson Study into your teaching or teacher training methods?” These questions were designed to elicit participants’ perceptions, experiences, and reflections on both the positive and negative aspects of implementing Lesson Study in the context of Vietnamese primary education.

Each interview lasted approximately 45 to 60 minutes, providing ample time for participants to share their experiences and insights. The interviews were conducted in places chosen by the participants for their convenience and comfort, often in quiet and private settings such as their offices or a reserved room in their institutions. This choice of location was aimed at ensuring the participants felt at ease and could speak openly.

Given the context of the study, all interviews were conducted in Vietnamese, the participants’ native language, to ensure comfort and fluency in their responses. This choice was also important for capturing the nuances and subtleties of their experiences and opinions. For participants who were more comfortable in English or preferred to express certain technical aspects in English, the option was provided. However, the primary medium of communication was Vietnamese.

To ensure the accuracy and integrity of the data, all interviews were audio-recorded with the participants’ consent. These recordings were then transcribed verbatim and, where necessary, translated into English for analysis. The translation process was meticulous, aiming to preserve the original meaning and context of the participants’ statements. In cases of any ambiguity or cultural-specific references, additional clarifications were sought from the participants to ensure the accuracy of the translations.

**Data Analysis**

The analysis of the collected data was conducted using thematic analysis, a widely used method in qualitative research for identifying, analyzing, and reporting patterns (themes) within data. Thematic analysis is particularly beneficial for its flexibility and its ability to provide a rich, detailed, yet complex account of data (Braun et al., 2023). This method was chosen because it allows for an in-depth exploration of the participants’ perspectives on the challenges and benefits of applying Lesson Study in Vietnamese primary education.

The process of thematic analysis began with a thorough reading of the interview transcripts to gain an initial understanding of the data. This initial reading was important for becoming immersed in the details and nuances of the participants’ responses. Following this, the data was coded in an iterative process. Coding involved identifying segments of the data that represented specific ideas or
concepts relevant to the research questions. These codes were then collated into potential themes, which were meticulously reviewed and refined.

The thematic analysis was both inductive and deductive. It was inductive in the sense that the themes were strongly linked to the data itself, emerging from the participants’ narratives rather than being imposed from existing theories or researcher preconceptions. However, it was also deductive, as the themes were analyzed in relation to the socio-cultural theory and professional learning communities framework that underpinned the study. This approach ensured that the analysis was grounded in the data while remaining connected to the broader theoretical context.

Throughout the analysis, a constant comparative method was employed, where data was continuously compared with emerging themes to ensure their relevance and consistency. This method was instrumental in identifying patterns across the data set and in understanding the similarities and differences in participants’ experiences and perceptions.

Special attention was paid to the nuances of language and cultural context, especially considering that the interviews were conducted in Vietnamese and then translated into English. Efforts were made to preserve the original meaning and context in the analysis process, ensuring that the interpretations were true to the participants’ intentions and experiences.

RESULTS

Collaborative Enhancement of Teaching Practices

This theme was referenced by seven out of the nine participants, indicating its significance in the context of implementing Lesson Study in Vietnamese primary education. Participants highlighted how Lesson Study facilitated collaborative work among teachers, leading to improved teaching methods and a deeper understanding of student learning needs.

For instance, Participant 4, an experienced lecturer with over a decade in EFL teaching, stated: “Through Lesson Study, we [teachers] come together to discuss and refine our lesson plans. It is not just about sharing ideas; it is about collectively developing a deeper understanding of what works in our classrooms.” Similarly, Participant 7, who has been involved in teacher training for several years, shared: “Lesson Study has encouraged a culture where teachers actively collaborate and learn from each other. It is not just one person’s job to teach; it is a shared responsibility, and that is a powerful shift.”

These excerpts demonstrate how Lesson Study fosters a collaborative environment among educators, which is a key aspect of the socio-cultural theory. Socio-cultural theory emphasizes the importance of social interaction in cognitive development. In the context of Lesson Study, this interaction occurs among teachers as they engage in collaborative planning, observation, and discussion of lessons. This collaborative process enables teachers to build on each other’s knowledge and experiences, leading to enhanced teaching practices and a collective advancement in their professional competencies.

Furthermore, the theme aligns with the principles of PLCs, which focus on collaborative learning among educators. PLCs are characterized by shared values and vision, collective responsibility for students’ learning, reflective professional inquiry, collaboration, and group as well as individual learning. Lesson Study, as highlighted by the participants, creates an avenue for such collaboration and shared learning, embodying the essence of PLCs. It facilitates a platform where teachers can engage in reflective inquiry and shared practice, essential for the continuous improvement of teaching and learning.

Navigating Cultural and Systemic Challenges

This theme was identified in the responses of six out of the nine participants, indicating its prevalence and importance in the context of implementing Lesson Study in Vietnamese primary education. The participants highlighted various challenges rooted in the cultural and systemic aspects of the Vietnamese education system that impacted the adoption and effectiveness of Lesson Study.
Participant 2, who has extensive experience in both teaching and teacher training, commented: “Adopting Lesson Study here is challenging because of the traditional top-down approach in our education system. Teachers are often reluctant to change established practices and to engage in collaborative activities that Lesson Study requires.” Similarly, Participant 5, a lecturer involved in curriculum development, noted: “The hierarchical structure in our schools sometimes hinders open communication and collaboration among teachers, which is essential for Lesson Study to be effective.”

These excerpts underscore the difficulties faced due to the entrenched hierarchical and traditional norms prevalent in the Vietnamese education system. The socio-cultural theory provides a lens to understand this finding. The concept emphasizes the role of cultural tools and social context in learning and development. In the Vietnamese context, the traditional top-down approach and hierarchical structures act as cultural tools that shape the educational practices and interactions among teachers. These structures can impede the collaborative and reflective practices central to Lesson Study, thereby challenging its implementation and effectiveness.

Additionally, the theme resonates with the challenges in fostering PLCs in a culture that is not accustomed to open, collaborative professional development. PLCs thrive in environments where there is mutual trust, open communication, and collective responsibility. The hierarchical and rigid system in Vietnamese education can create barriers to such an environment, making it difficult for teachers to engage in the reflective and collaborative processes that are integral to PLCs and, by extension, to Lesson Study.

**Enhanced Understanding of Student Learning Needs**

The current theme was discussed by eight out of the nine participants, reflecting its prominence in the context of implementing Lesson Study in Vietnamese primary education. The participants highlighted how Lesson Study facilitated a deeper understanding of student learning needs, leading to more effective teaching strategies.

Participant 3, a lecturer with a focus on young learners, stated: “Lesson Study has shifted my focus more towards the students. It is about understanding how they learn, what engages them, and how we can adapt our teaching to meet their needs.” In a similar vein, Participant 8, who has been involved in EFL teaching for over fifteen years, remarked: “The process of collaboratively planning, observing, and discussing lessons helps us to really delve into what works for our students and why. It is a deeper level of understanding that directly impacts our teaching.”

These comments illustrate the impact of Lesson Study on enhancing teachers’ understanding of their students’ learning processes and needs. This finding aligns well with the socio-cultural theory, which emphasizes the importance of understanding the learners’ social and cultural contexts in the learning process. Lesson Study, by promoting collaborative discussion and reflection among teachers, facilitates a deeper exploration of students’ learning experiences and needs within their specific cultural and educational contexts.

Furthermore, this theme aligns with the concept of PLCs. One of the key aspects of PLCs is the focus on student learning and outcomes. Through the collaborative practices inherent in Lesson Study, teachers in a PLC can collectively analyze and reflect on their teaching practices, student responses, and learning outcomes. This collaborative reflection leads to a more nuanced understanding of student needs and the development of teaching strategies that are more responsive to these needs.

**Professional Growth and Empowerment**

The current findings were articulated by all nine participants, indicating its universal relevance and importance in the context of implementing Lesson Study in Vietnamese primary education. The participants expressed how engagement in Lesson Study contributed to their professional development and sense of empowerment as educators.

Participant 1, a seasoned EFL teacher, shared: “Being part of Lesson Study has been a transformative experience for me. It has not just improved my teaching skills, but also boosted my
confidence in experimenting with new teaching methods.” Similarly, Participant 6, who is relatively new to the field of EFL teaching, reflected: “Through the collaborative discussions and feedback in Lesson Study, I feel more empowered to take initiative in my teaching. It is a form of professional empowerment that I had not experienced before.”

These reflections highlight the impact of Lesson Study on enhancing teachers’ professional competencies and their confidence in their teaching abilities. This theme aligns closely with socio-cultural theory, particularly the concept of the Zone of Proximal Development (ZPD). The ZPD suggests that learning occurs most effectively in a social context where learners are challenged just beyond their current abilities. In the context of Lesson Study, teachers are constantly engaging in activities that extend their professional skills, supported by the collaborative environment, which aligns with the ZPD concept.

Additionally, the theme resonates with the principles of PLCs. PLCs emphasize continuous professional growth and collective capacity building. Through the process of Lesson Study, teachers in PLCs engage in an ongoing cycle of learning, reflection, and practice improvement. This cycle not only enhances their teaching skills but also fosters a sense of empowerment and professional agency, as they see the tangible impact of their collaborative efforts on student learning and teaching practices.

**Resistance to Change and Time Constraints**

The resistance to change and time constraints emerged as a significant concern among the participants, with seven out of nine highlighting it. This theme captures the challenges teachers face in adapting to the Lesson Study method, particularly in a cultural context that traditionally favors more established teaching practices.

Participant 2, who has been involved in both teaching and teacher training, explained: “While many teachers see the value in Lesson Study, there is often resistance to changing long-held teaching methods. It is a challenge to move away from the familiar.” Echoing this sentiment, Participant 9, a lecturer with experience in various teaching environments, stated: “Time is a huge barrier. Lesson Study requires significant time for planning and reflection, which is hard to find in our already packed schedules.”

These perspectives highlight two critical barriers to the effective implementation of Lesson Study: resistance to change and the practicality of time constraints. The resistance to change aligns with the socio-cultural theory in that it underscores the influence of existing cultural norms and practices on teachers’ willingness to adopt new methodologies. The socio-cultural framework posits that learning and development are deeply embedded in and influenced by the cultural context. Therefore, shifting teaching practices requires not just individual change but also a transformation in the collective cultural understanding of education.

Furthermore, the issue of time constraints connects to the concept of PLCs. Effective PLCs require dedicated time for collaboration, reflection, and shared learning, which can be challenging in educational environments with limited resources and strict schedules. The time-intensive nature of Lesson Study, involving detailed planning, observation, and post-lesson discussions, often clashes with the practical realities of teachers’ workloads and institutional schedules.

**DISCUSSION**

The findings of this study contribute significantly to the existing body of literature on Lesson Study, particularly in the context of Vietnamese primary education and EFL teaching. Each theme identified not only aligns with but also extends our understanding of Lesson Study’s impact and challenges in a specific cultural context.

The collaborative enhancement of teaching practices resonates with the findings of previous studies (e.g., Fernandez & Yoshida, 2004) that emphasize the collaborative nature of Lesson Study in improving teaching practices. However, this study extends these findings by demonstrating how this collaboration is enacted and perceived in the Vietnamese educational context, which is less explored in existing literature. The emphasis on collective development and shared responsibility in teaching, as
noted by the participants, offers a deeper insight into how Lesson Study can foster a more communal approach to education, a significant contribution to the field.

Similarly, the cultural and systemic challenges reflect those noted in other contexts (e.g., Nguyen et al., 2023) but highlights the unique hierarchical and traditional norms of the Vietnamese education system. This study contributes to the understanding of how these cultural and systemic factors specifically impact the adoption of Lesson Study in Vietnam, an aspect that has been less emphasized in previous research.

The concept of enhanced understanding of student learning needs aligns with research emphasizing the student-centered approach of Lesson Study (e.g., Murata & Lee, 2020). The current study adds to this by illustrating how Vietnamese EFL lecturers specifically perceive and utilize Lesson Study to deepen their understanding of student needs, enriching the discussion around student-centered pedagogies in EFL contexts.

Professional growth and empowerment, as highlighted by all participants, echoes the findings of studies on professional development through Lesson Study (e.g., Hart et al., 2011). This study extends these findings by showcasing how Lesson Study contributes to both professional growth and the empowerment of teachers in the Vietnamese EFL context, which has not been extensively explored in previous literature.

Lastly, the ideas related to teachers’ resistance to change and time constraints add a unique perspective to the existing literature on Lesson Study challenges. While previous studies have acknowledged these barriers (e.g., Nguyen et al., 2023), this study provides specific insights into how these challenges manifest in the Vietnamese EFL teaching context and the implications for the implementation of Lesson Study.

In summary, while this study aligns with several findings from previous research, it distinctly contributes to the field by providing a deeper, context-specific understanding of Lesson Study’s application in Vietnamese primary education, especially from the viewpoint of EFL lecturers. It highlights the unique cultural and systemic nuances that influence the adoption and effectiveness of Lesson Study, enriching the global discourse on this pedagogical approach.

CONCLUSION

This study set out to explore the challenges and benefits of applying Lesson Study in the primary education system of Vietnam, focusing particularly on the perspectives of Vietnamese EFL lecturers. In an educational landscape where traditional methods have long been the norm, the introduction of a collaborative, reflective practice like Lesson Study presents both potential benefits and significant challenges. Employing a qualitative research design, this study utilized semi-structured interviews with nine Vietnamese EFL lecturers from two distinct educational institutions. The interviews were analyzed using thematic analysis, providing rich, nuanced insights into the participants’ experiences and perspectives.

The findings of this study reveal several key themes: the collaborative enhancement of teaching practices, navigating cultural and systemic challenges, enhanced understanding of student learning needs, professional growth and empowerment, and resistance to change and time constraints. These themes highlight the multifaceted impact of Lesson Study in the Vietnamese primary education context, demonstrating its potential to foster collaborative and reflective teaching practices, deepen understanding of student needs, and contribute to professional development. At the same time, the study brings to light the challenges posed by traditional educational norms and the practical constraints of time and resources.

The implications of this study are significant for educators, policymakers, and educational researchers. Firstly, the findings underscore the need for support systems and structures that facilitate collaborative and reflective practices in education. This includes providing adequate time and resources for teachers to engage in Lesson Study and addressing the cultural and systemic barriers to its implementation. Secondly, the study highlights the importance of considering local educational
contexts and cultural norms when introducing new pedagogical approaches. Adaptations may be necessary to ensure that such approaches are effective and sustainable. Thirdly, the study contributes to the understanding of professional development in EFL teaching, emphasizing the role of collaborative, reflective practices in enhancing teaching competencies and teacher empowerment.

In conclusion, this study adds to the growing body of research on Lesson Study and its application in diverse educational contexts. By providing insights into the Vietnamese context, particularly from the perspective of EFL lecturers, it enriches our understanding of the complexities involved in implementing innovative teaching practices in different cultural settings. The findings suggest that while Lesson Study has significant potential to enhance teaching and learning, its successful implementation requires careful consideration of local educational cultures, systemic structures, and the practical realities of teaching.

Limitations and Recommendations for Further Studies

The present study, while providing valuable insights, has certain limitations that must be acknowledged. Firstly, the sample size of nine Vietnamese EFL lecturers, though diverse in their experiences, is relatively small and confined to two educational institutions. This limitation restricts the generalizability of the findings to the wider population of EFL lecturers in Vietnam. Additionally, the study focused solely on the perspectives of EFL lecturers, excluding the viewpoints of other stakeholders in the educational process, such as primary school teachers, students, and administrators, whose experiences and perceptions could provide a more comprehensive understanding of the impact of Lesson Study. Moreover, the qualitative nature of the study, while offering depth in understanding, limits the ability to quantify the prevalence or magnitude of the identified themes.

Future research could address these limitations by expanding the sample size and including a wider range of participants from various educational settings and roles. Studies involving a larger number of EFL lecturers, as well as primary school teachers, students, and administrators, would offer a more holistic view of the implementation and impact of Lesson Study. Furthermore, incorporating a mixed-methods approach could enrich the findings, allowing for both the depth of qualitative insights and the generalizability of quantitative data. Additionally, comparative studies examining the application of Lesson Study in different cultural or educational contexts could provide valuable cross-cultural insights, enhancing our understanding of how this pedagogical approach can be adapted to various settings. Such research would contribute significantly to the body of knowledge on Lesson Study and its application in diverse educational environments.

REFERENCES


