

Enhancing EFL Teachers' Self-Efficacy with Zoom-Aided Lesson Study

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While much of the research in Lesson Study previously focused on teachers' competence and learners' achievement as indications of effectiveness, teachers' efficacy is getting more attention nowadays. This research presents a case study of six Vietnamese teachers of English at a university in the Mekong Delta working in a Zoom-aided lesson study group that prepared them for teacher development in teaching English as a foreign language. Qualitative data from interviews, reflective writing, and observation were analyzed using thematic analysis. The results revealed that EFL teachers were fully aware of the important roles of lesson study in their professional development strategies. They declaimed lesson study, involving a small group of teachers collaboratively designing, teaching, and refining a single lesson could provide a platform for mutual learning, collaboratively designing more effective lesson plans that focus on learning goals and rendering timid teachers more confident in having their teaching observed by colleagues. As a result, they improved their self-efficacy in instructional strategies, classroom management, and student engagement. However, some constraints faced by the teachers were identified, which may undermine the benefits of lesson study.

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