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Examining Philology Teachers' Lesson Planning Competencies in Vietnam

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Abstract. Planning lessons is an essential responsibility for any competent teacher. This study focuses on examining Vietnamese Philology teachers' competencies in developing lesson plans. We employ a quantitative research approach by surveying 1,001 primary, lower secondary and upper secondary teachers in different provinces and cities in Vietnam. The results show that teachers spend a significant amount of time developing their lesson plans and they normally prepare their lesson plans one to two weeks before teaching in the classroom. They usually collaborate with their colleagues to develop lesson plans. Textbooks, teacher books, and materials from the internet are the main resources they use to design their lesson plans. They encounter many difficulties in the lesson planning processes, such as large class sizes, new curricula, and new textbooks. Training and retraining of teachers are essential for developing appropriate lesson plans.

Keywords: lesson plan; Vietnamese general education; new curriculum; lesson planning competence

1. Introduction

In September 2015, the General Assembly of the United Nations adopted the 2030 Agenda with 17 sustainable development goals (SDGs) to end poverty, protect the planet, and ensure prosperity for all. The Agenda includes Goal 4: Quality

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Education, which focuses on ensuring quality, open and equitable education, and enhancing lifelong learning opportunities for every person (United Nations, n.d.). In addition, UNESCO's perspective on education for sustainable development also emphasizes that the quality of education depends heavily on teachers' competence which consists of teaching and educational competences (UNESCO, 2020). Developing sustainable professional capacity for teachers requires paying attention to building teaching competencies, including the ability to develop lesson plans.

Planning lessons is an important part of a teacher's job. Consequently, teachers dedicate a significant amount of time to this task. The purpose of lesson planning is to help teachers prepare and organize their teaching materials and methods while taking into account the diverse abilities, prior knowledge, and motivations of their students (Saad et al., 2010). This means that lesson planning is an essential component of a teacher's daily work, and can be mentally taxing as it requires considerable cognitive effort before actual teaching and interaction with students can take place (König et al., 2021). Moreover, lesson planning plays a vital role in the effective teaching and learning process, providing teachers with a structured framework and facilitating the seamless progression of lessons. It serves as a roadmap for teachers, outlining the key learning objectives and the most effective methods to achieve them within the allotted class time (Sehweil et al., 2022). Effective lesson planning ensures that students have meaningful learning experiences. To create a successful lesson plan, teachers need to utilize their expertise in the relevant subject area, as well as their understanding of the students they teach, the community they serve, and the curriculum they are required to follow (Sawyer & Myers, 2018).

Vietnam, a developing country in Asia, recently implemented a nationwide comprehensive curriculum reform for its general education system. A new curriculum was launched in 2018 and has been put into effect since 2020. Its primary objective is to offer students increased opportunities to learn more relevant and engaging knowledge and skills. Under this new curriculum, students are encouraged to undertake self-exploration of knowledge and apply new concepts in practical situations. Meanwhile, the role of teachers has shifted from primarily delivering knowledge to facilitating student exploration (K. T. Pham et al., 2023). Consequently, the new curriculum requires changes of the textbooks, teaching and assessment methods including lesson planning (MOET, 2022b). In fact, the Ministry of Education and Training (MOET) has issued seven guidelines on lesson planning at the general education level since 2017 (Nguyen, 2022). Among the subjects, Philology was required to reform in teaching, learning and assessment by MOET (MOET, 2022a; Thanh Hung, 2022).

This study was designed to examine the perspectives of Vietnamese Philology teachers on lesson planning, the difficulties they have encountered, and their recommendations. The following questions were developed to guide the research:

1. How do they develop their lesson plans?
2. What resources they have used to develop their lesson plans?
3. What difficulties have the teacher encountered when they develop their lesson plans?

4. What do they suggest having appropriate lesson plans?

2. Literature review

2.1. Concepts and characteristics of lesson planning

Lesson planning has been the subject of numerous research studies. First of all, Enow and Goodwyn (2018) defines lesson planning as “the design of learning for groups of students” (p. 121). In addition, Sardo-Brown (1996) associates lesson planning with the teaching and learning choices made by teachers before presenting a lesson. Lai and Lam (2011) further elaborate that lesson planning involves the collaboration between teachers and specific content to determine the appropriate method and manner of delivering the content to meet the individual needs of each teaching scenario.

When it comes to lesson planning, teachers must handle a range of cognitive demands. One such challenge is to tailor planning elements to suit the needs of their particular group of learners. Experienced teachers are knowledgeable about their students' requirements and incorporate them into their planning process (Enow & Goodwyn, 2018). Taking into account individual differences in learning tendencies and using assessment data to guide their teaching, these teachers can create instructional plans that are tailored to the specific needs of their students (Indeed Editorial Team, 2023; Stigler & Miller, 2018). Effective teachers approach lesson planning by skillfully combining their conceptual knowledge with situational awareness. They carefully consider the unique aspects of each planning situation, and use this information to progressively integrate teaching and learning activities into their lesson plans (Enow & Goodwyn, 2018; König, Bremerich-Vos, Buchholtz, Fladung, et al., 2020). In contrast, novice teachers have a less adaptable, formulaic instruction methods. They may encounter challenges in accommodating the instructional situation, predicting the direction of teaching, and creating lesson plans tailored to their particular cohort of learners (Chizhik & Chizhik, 2018; König et al., 2021).

While other types of planning, such as unit planning or long-term planning, may also be discussed, lesson planning is typically the most emphasized and well-defined aspect of teacher preparation. When designing their lesson plans, teachers must make decisions regarding what material to teach, how to represent and convey the subject matter to their students, and how to measure their students' studying (Lai & Lam, 2011). According to König et al. (2021), lesson planning can be broken down into six stages. These include: (i) transforming content into a format that is accessible and meaningful for students, (ii) selecting and creating appropriate learning activities, (iii) adapting to the unique learning tendencies of individual students and the group as a whole, (iv) establishing clear study goals for instructors and learner, (v) structuring the unit within the educational framework, and (vi) pacing the lesson appropriately.

2.2. Resources used in developing lesson plans

The associated literature points out that teachers spend a significant amount of time searching for resources to use in their classes. The resources they come across greatly influence their perception of teaching language arts and their classroom

practices (Grossman & Thompson, 2008). In addition, the results of Lai and Lam's (2011) study indicate that the internet, news, and textbooks are essential sources of information for teachers. These resources provide educators with access to a wealth of information, including subject matter knowledge, teaching strategies, and curriculum standards. Specifically, newspapers and television programs play a pivotal role in providing ideas and information for teachers. During the main design stage, teachers seek out newspapers and TV programs to locate educational materials that can assist learner studying in their units. For several teachers, the process of designing a lesson plan begins with current events that are pertinent to the lesson content. Numerous scheduled instructional sessions utilize contemporary news stories to aid students in comprehending content ideas or concepts.

In addition, Sawyer and Myers (2018) highlight that teachers utilize both physical and internet resources when developing lesson plans. Physical resources refer to any object or individual that is physically present and can serve as an inspiration for teachers. On the other hand, internet resources refer to any assistance teachers receive from websites they find online, including YouTube, Pinterest, and other websites. The study indicates that teachers can access an endless supply of instructional materials available online by simply entering a single keyword. Teachers tend to use the most popular resources available on websites to develop their lesson plans. The research findings demonstrate the significant role the Internet plays in providing teachers with a broad range of lesson plan resources, which can enhance the quality of their teaching and improve student outcomes. Therefore, educators should be encouraged to explore various online resources and incorporate them into their lesson planning process.

Furthermore, Lai and Lam (2011) highlight that the Internet is a potent source of information for lesson planning, particularly in the primary design stage. Teachers commonly search for information on the Internet when starting to plan their lessons. This information search is thought to help teachers refine their initial lesson ideas and transform them into practical lesson plans. The study indicates that online collections of teaching materials, created by education authorities or other parties, are among the most valuable Internet resources for teachers. These Internet-based repositories of educational aids provide lesson content suggestions and guidelines for sequencing the content, which is particularly helpful when teachers are dealing with unfamiliar topics. Therefore, web-based resource banks are found to be the most useful resource when planning lessons, providing teachers with the necessary information and guidance to create effective and engaging lesson plans. These findings emphasize the importance of the Internet as a tool for teachers in developing lesson plans and encourage educators to take advantage of these resources to enhance their teaching practice. Recently, Lodge (2023) points out that Generative AI in general, and ChatGPT in particular, can help develop lesson plans for teachers.

2.3. Effective lesson planning

To effectively guide students in the learning process, teachers create a lesson plan that outlines what the students will study and how it will be taught in the classroom. Prior to creating a lesson plan, teachers first need to determine the

learning objectives for the class. (Milkova, n.d.) suggests six steps to help teachers develop their lesson plans: (1) defining learning outcomes, (2) creating an introduction, (3) developing purposeful teaching strategies, (4) designing assessments to check for understanding, (5) formulating a summary and preview, and (6) establishing a realistic timeline. By following these steps, teachers can create suitable instructional tasks, devise methods to gather student learning assessments, and ensure that their lessons are effective.

Additionally, according to Van Der Schaaf et al. (2019), setting learning outcomes is a crucial part of teachers' pre-lesson preparation. The teacher sets these objectives to attain a clear understanding of the subject matter. Nevertheless, these outcomes also play a vital role in student learning success as clarity is essential for effective teaching. Evidence suggests that teachers need to clarify learning outcomes to inform students of the anticipated learning objectives (Maulana et al., 2017; UNESCO, 2023). Students need to understand the learning objectives clearly so that they can integrate them into their individual learning processes. Therefore, to communicate well-defined anticipations, teachers are expected to present the lesson's objectives or provide students with an outline of the lesson's structure (König et al., 2021; Kyriakides et al., 2018; Singapore Management University, 2023).

Furthermore, König et al. (2021) point out that lesson planning places particular cognitive demands on teachers that they need to meet in order to achieve high-quality teaching. They must take into account their learners' comprehension, prior expertise, and common misconceptions about the area of study. This creates a complex interaction between the cognitive challenges of designing a lesson and the complexity of mutual understanding in classroom interactions.

3. Methods

The research utilizes a quantitative research approach, which involved collecting data through a survey questionnaire with primary, lower secondary and upper secondary teachers working in different schools across all regions in Vietnam. This questionnaire was designed to examine teachers' perspectives on lesson planning. Several sources including the new curriculum in Philology (MOET, 2018), characteristics of lesson planning (González et al., 2020), lesson planning skills (König, Bremerich-Vos, Buchholtz, Fladung, et al., 2020), and technical and pedagogical support for lesson planning (Janssen et al., 2019) were used to develop the first version of the questionnaire. The researchers then invited nine Philology teachers to read and answer the questions as well as to give their comments. A pilot study was conducted with 30 teachers. The researchers finalized the questionnaire which consists of six sections and 27 closed-ended questions. Specifically, the first section with four questions asked participants about their personal information. The second section with seven questions focused on how teachers developed their lesson plans. The third section with six questions was designed to understand the materials and resources teachers used to create their lesson plans. The fourth section with seven questions asked teachers about their priorities on lesson planning. The fifth section with two questions focused on difficulties and challenges teachers encountered during their lesson

planning processes. The final section with one question sought to get participants' suggestions about effective lesson planning.

Convenience sampling was employed to select respondents from all primary, lower secondary and upper secondary schools in all cities and provinces in Vietnam. This sampling technique is the most common form of non-probabilistic sampling and it often selects "participants that are available around a location [...], Internet site, or customer-membership list" (Stratton, 2021, p. 373). Specifically, Google Forms was used to develop the survey in the middle of February 2023 and its link was sent to potential participants. Moreover, teachers who received the link was also asked to send the link to their colleagues. In total, at the end of March 2023, the survey received 1,001 valid responses. The IBM SPSS Statistics version 26 was used to analyze the data. The main information of the participants is summarized in Table 1.

Table 1: Participants' main information (N = 1,001)

	Number	Percentage
Level of teaching		
Primary	469	66.8
Lower secondary	316	31.6
Upper secondary	216	21.6
Years of teaching		
1 < 3 years	85	8.5
3 < 5	83	8.3
7 < 10 years	136	13.6
10 < 15 years	181	18.1
15 < 20 years	153	15.3
>=20 years	363	36.2
Textbooks used for teaching at present		
Old textbooks (for 2006 curriculum)	197	19.7
New textbooks (for 2018 curriculum)	383	38.3
Both old textbooks and new textbooks	421	42.0
Level of studying the general education curriculum in Philology		
Not studied	57	5.7
Only a little	240	24.0
Relatively well-studied	615	61.4
Thoroughly studied	89	8.9

4. Results

4.1. Lesson planning

The first four questions in this section asked teachers about the time used for lesson planning, collaboration in designing lesson plans, and the frequency of using the general education curriculum in developing lesson plans. The results are presented in Table 2.

Table 2: Teachers' responses in lesson planning (N = 1,001)

	Number	Percentage
Time spent on lesson planning		
Very little	6	0.6
Relatively little	70	7.0

Quite a lot	746	74.5
A lot	179	17.9
Time length between developing a lesson plan and teaching		
1 semester	24	2.4
1-2 months	89	8.9
1-2 weeks	662	66.1
1-2 days	226	22.6
Frequencies of collaboration with other teachers to develop lesson plans		
Never	19	1.9
Rarely	50	5.0
Sometimes	390	39.0
Usually	542	54.1
Frequencies of using the Philology curriculum in developing lesson plans		
Never	23	2.3
Rarely	99	9.9
Sometimes	722	72.1
Usually	157	15.7

In addition, the teachers showed their approaches in designing lesson plans. Among the five options, collaborating with colleagues to develop a lesson plan received the most selections (501; 50% while using the colleagues' lesson plans received the fewest choices (130; 13%) (Figure 1).

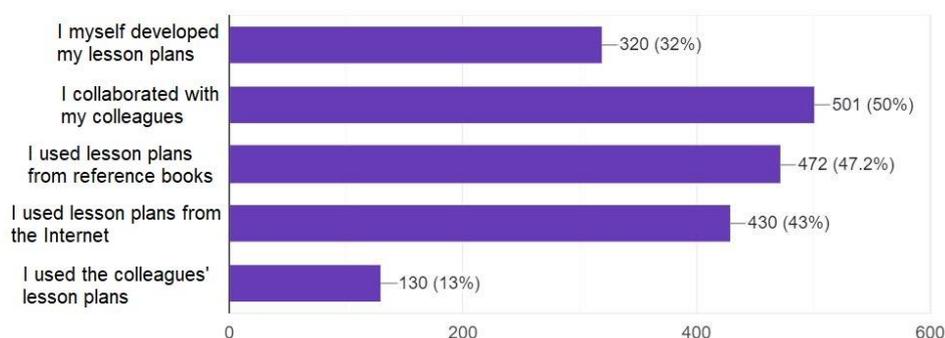


Figure 1: Approaches in designing lesson plans

The results from the current research also showed that teachers used a variety of resources to develop their lesson plans. The highest was for the teacher books while the lowest was for the documents (Figure 2).

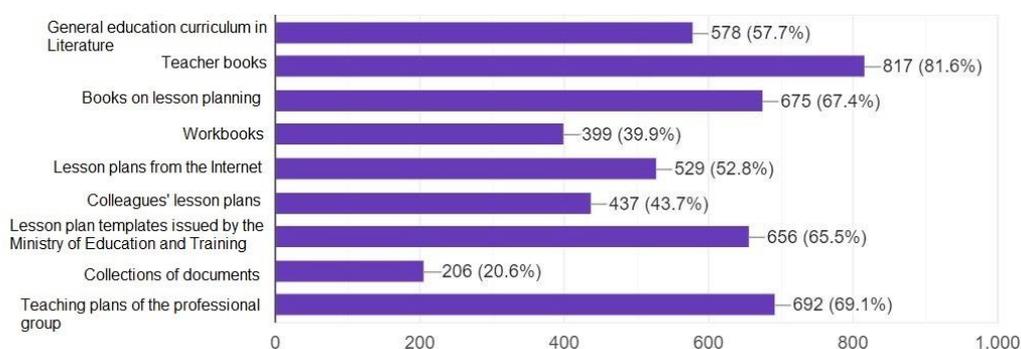


Figure 2. Resources used to develop lesson plans

The teachers also revealed their purposes of using the reference materials. While 831 teachers (83.1%) chose “To understand the lesson plan framework”, only 178 teachers (17.8%) selected “To copy the use of teaching aids, equipment and assessment” (Figure 3).

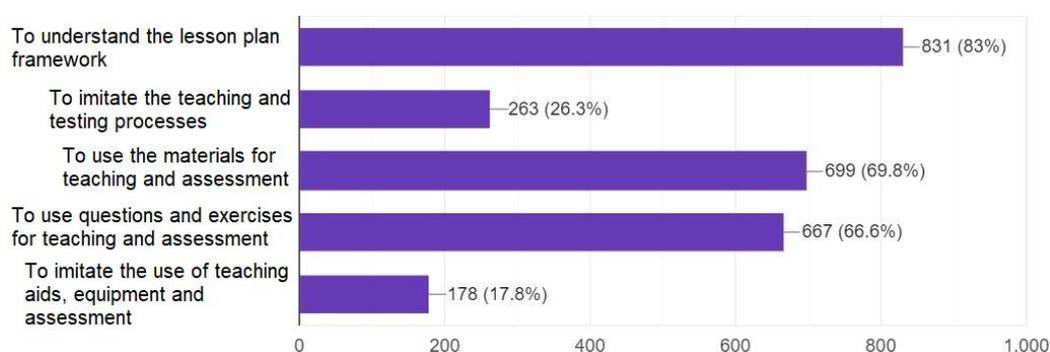


Figure 3: Purposes of using the reference materials

4.2. Teachers' evaluation of the materials and resources used for lesson planning

The teachers participating in this research showed the evaluation of the resources and materials used for developing their lesson plans. Table 3 highlights their evaluation on the textbooks, teacher books, lesson plan guiding books, and lesson plans on the Internet.

Table 3: Teachers' evaluation of materials and resources for lesson planning (N = 1,001)

	Number	Percentage
Advantage of the 2018 curriculum textbooks for lesson planning		
Totally disadvantageous	19	1.9
Less advantageous	158	15.8
Quite advantageous	750	74.9
Very advantageous	74	7.4
Advantage of the 2018 curriculum teacher books for lesson planning		
Totally disadvantageous	16	1.6
Less advantageous	164	16.4
Quite advantageous	749	74.8
Very advantageous	72	7.2
Quality of lesson plan guiding books		
Not good	12	1.2
So-so	301	30.1
Quite good	628	62.7
Very good	60	6.0
Quality of lesson plans on the Internet		
Not good	45	4.5
So-so	510	50.9
Quite good	413	41.3
Very good	33	3.3
Appropriateness of the lesson plans on the Internet for all teachers and students		
Totally inappropriate for everyone	19	1.9

Only appropriate for some people	570	56.9
Appropriate for many people	373	37.3
Appropriate for everyone	39	3.9
Whether or not the use of lesson plans from reference books and on the Internet reduces the teacher's creativeness		
It does not reduce the teacher's creativeness	272	27.2
It rarely reduces the teacher's creativeness	356	35.5
It reduces the teacher's creativeness relatively.	335	33.5
It reduces the teacher's creativeness a lot.	38	3.8

4.3. Teachers' interests when designing their lesson plans

The teachers expressed their attention and interest when developed their lesson plans. Specifically, they paid attention to their students' abilities, lesson objectives, differentiation, teaching aids, and review of the lesson plans (Table 4).

Table 4. Teachers' interest and attention when developing the lesson plans (N = 1,001)

	Number	Percentage
Interest in analyzing students' abilities when designing lesson plans		
Not interested	5	0.5
Rarely interested	35	3.5
Quite interested	532	53.1
Always interested	429	42.9
Interest in making the lesson objectives relevant to students		
Not interested	0	0
Rarely interested	34	3.4
Quite interested	407	40.7
Always interested	559	55.8
Appropriateness of teaching processes and activities for all students		
Completely inappropriate	11	1.1
Rarely appropriate	12	1.2
Quite appropriate	791	79.0
Very appropriate	187	18.7
Frequency of paying attention to differentiation when designing questions and exercises		
Never	0	0
Rarely	49	4.9
Usually	711	71.0
Always	241	24.1
Frequency of paying attention to specific teaching aids when designing lesson plans		
Never	5	0.5
Rarely	42	4.2
Usually	699	69.8
Always	255	25.5
The most important thing when designing lesson plans		
Teaching objectives	608	60.7
Teaching equipment	10	1.0
Questions and exercises	143	14.3
The lesson content	97	9.7
Teaching techniques	143	14.3

Frequency of revising the lesson plans		
Never	2	0.2
Rarely	103	10.3
Usually	698	69.7
Always	198	19.8

4.4. Difficulties during the lesson planning processes

The teachers expressed the difficulties they encountered when they designed their lesson plans. The most difficult things were that they had little time to prepare their lesson plans (583 selections, accounting for 58.2%), and large class, diverse in level (502 selections, accounting for 50.1%) (Figure 4).

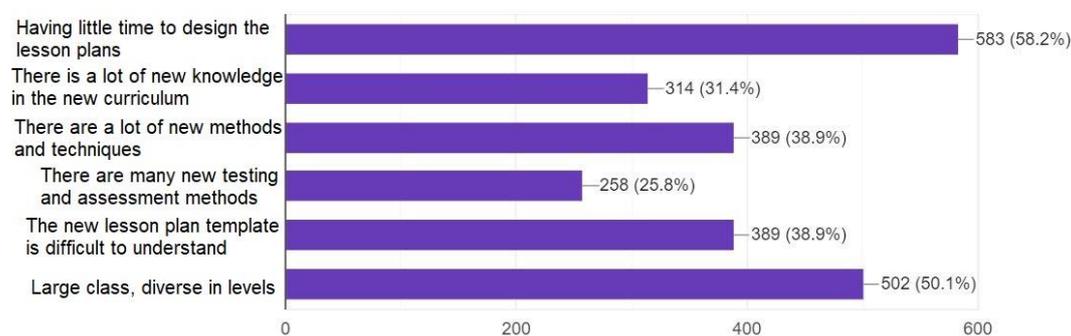


Figure 4: Difficulties during the lesson planning processes

The teachers also pointed out the causes of the difficulties. The main reasons were that the curriculum and textbooks were new, and they did not have experience with them (582 selections, accounting for 58.1%), and students' competence was limited, they were not interested in Philology (559 selection, accounting for 55.8%) (Table 5).

Table 5. Causes of difficulties (N = 1,001)

Causes of difficulties	Number	Percentage
The curriculum and textbooks are new.	582	58.1%
Students' competence is limited, they are not interested in Philology.	559	55.8%
There are few references for designing lesson plans.	442	44.2%
I am too busy with teaching, so I do not have time to prepare my lesson plans or learn from my colleagues.	394	39.4%
Facilities and equipment for teaching are not good.	328	32.8%
The teaching guidelines are not clear enough.	213	21.3%
I have not been properly trained on how to teach with the new curriculum and textbooks.	187	18.7%
I do not have much teaching experience.	129	12.9%
My knowledge and teaching skills are outdated.	86	8.6%

My knowledge of language and Philology are uncertain.	80	8.0%
I have been teaching for only a few years.	78	7.8%
I am quite old.	61	6.1%
My school leaders have not created favourable conditions for teaching innovation.	25	2.5%

4.5. Recommendations

The teachers who participated in the survey recommended the contents they would like to be trained to improve their competencies in developing their lesson plans (Table 6). They teachers were interested in all suggested options. Nearly 60% of the participants would like to be trained about how to design questions and exercises for teaching and assessment. In addition, more than 50% of the respondents would like to be trained about how to organize each activity in the teaching process.

Table 6: Recommendations of training contents

Training content recommended	Number	Percentage
How to design questions and exercises for teaching and assessment	597	59.6%
How to organize each activity in the teaching process	568	55.8%
How to find teaching and assessment materials	477	47.7%
How to guide students to self-study	456	45.6%
How to use teaching equipment and apply ICT in teaching and assessment	440	44.0%
How to develop lesson plans based on the curriculum	436	43.6%
How to analyze the structure and requirements of the lessons in the textbooks	401	40.1%
How to analyze the 2018 Philology curriculum	345	34.5%
How to analyze the structure and requirements of the lesson plans issued by the Ministry of Education and Training	313	31.3%

5. Discussion

The results of the study indicated that the majority of teachers spend a significant amount of time preparing their lesson plans. Nevertheless, recent research shows that the amount of time varies by country, with Chinese teachers spending an average of two hours per day compared to 30 minutes for U.S. teachers (Bieda et al., 2020). Typically, teachers start planning their lessons one to two weeks before the classroom teaching, although a few (22.6%) only plan their lessons 1-2 days in advance. The study also found that many teachers (54.1%) collaborate with their colleagues when developing their lesson plans. Collaborative planning has been shown to enhance teachers' professional development by allowing them to share knowledge and skills related to lesson planning (Voogt et al., 2015). This is

especially helpful for novice teachers and those using unfamiliar teaching approaches (Park et al., 2022).

To develop their lesson plans, the teachers who participated in this study used different resources, including textbooks, workbooks, the new curriculum, the templates issued by the Ministry of Education and Training, and materials from the Internet. Our finding echoes that of Lai and Lam (2011), who argue that teachers' lesson planning is influenced by various factors such as their knowledge, curricular requirements, and the availability of resources. Among the resources commonly used by teachers, textbooks and teacher books are the most frequently used ones. In Asia, it is common for teachers to use textbooks to teach reading, as noted by Tam (2013) and T. T. H. Pham (2023). Textbooks are also considered as vital resources for lesson planning in general education, particularly when teachers need to prepare for lessons on unfamiliar topics, according to Lai and Lam (2011). Textbooks provide a summary of the primary subject matter that is addressed across various topics, making them helpful for teachers in preparing their lessons.

A significant proportion of the teachers in this study (52.8%) utilized online resources when preparing their lesson plans. As highlighted by González et al. (2020), teachers commonly source materials for their lessons from both textbooks and the Internet. Indeed, the availability of online resources has transformed the approach of practicing teachers to lesson planning and instructional delivery (Haleem et al., 2022; Salajan et al., 2016; Sawyer & Myers, 2018). This observation supports previous studies indicating that the Internet has a considerable influence on teachers' lesson planning practices, particularly for those who are new to the profession and seeking additional support (Kivunja, 2013; McMeans, 2015; Sawyer & Myers, 2018).

Our study shows that the most important thing teachers paid attention to when designing their lesson plans was the teaching objectives. This finding is partially consistent with that of König, Bremerich-Vos, Buchholtz, & Glutsch (2020) who stated that when planning their lessons, teachers placed importance on factors such as student demands, course materials, objectives, and instructions. According to Rusznyak and Walton (2011), teachers are expected to consider the purpose of the lesson, their understanding of the content to be learned, the characteristics of the learners, and appropriate teaching and learning strategies. However, Sawyer and Myers (2018) argue that instead of prioritizing objectives, teachers lean to focus more on subject matter expertise and activities.

The teachers who participated in this research encountered several difficulties during their lesson planning processes. The most difficult ones were having little time to design a lesson plan, large class and diverse in levels, there were a lot of new methods and techniques, and the new lesson plan templates were difficult to understand. Previous studies have investigated the challenges that teachers face during the lesson planning process (González et al., 2020). These challenges include difficulties in defining clear learning objectives, using evaluation methods that align with learning objectives, and deciding how to initiate a lesson. Teachers may also struggle to align learning objectives, delivery, and evaluation in a

cohesive manner (Liyanage & Bartlett, 2010). Additionally, they may find it challenging to create tasks that are both engaging and effective in achieving learning objectives (Ainley, 2012). Teachers may lack knowledge of how to identify student needs, make informed decisions, and reconcile differences between their planned lessons and their subject understanding (Parry & Metzger, 2023; Schmidt, 2005). Finally, they may struggle to integrate their discipline-specific knowledge into their lesson planning (González et al., 2020; van Dijk et al., 2022).

The teachers proposed several training contents to help them improve their lesson plan designing competence. The contents that received the most selections were: the ways to design questions and exercises for teaching and assessment (59.6%), the ways to organize each activity in the teaching process (55.8%), and the ways to find teaching and assessment materials (47.7%). The associated literature reveals similar findings. For example, to design lessons that cater to a diverse student population, educators must rethink the way they plan and structure lessons, according to Causton-Theoharis et al., (2008). Additionally, teachers can analyze and enhance the design processes in their lesson plans, as stated by González et al. (2020) and Ndiokubwayo et al. (2022). Adapting designing elements to meet the needs of specific study groups is one of the primary difficulties that teachers encounter during lesson planning, as suggested by König, Bremerich-Vos, Buchholtz, Fladung, et al. (2020).

6. Conclusion

The learning activities that teachers plan prior to classroom delivery have a significant impact on the knowledge acquisition (González et al., 2020). For beginning instructors with a limited repertoire, developing lesson plans plays a crucial part in their classroom activities, and they are often found to be relying on original lesson plans (Lai & Lam, 2011). This study examined Vietnamese Philology teachers' lesson planning competencies. Our results showed the current status of lesson planning, materials and resources used in developing lesson plans, teachers' interests and priorities when designing their lesson plans, the difficulties they encountered during the processes of developing their lesson plans, and the training contents they proposed to improve their lesson planning competencies.

Given that this research was carried out exclusively in Vietnam, its results cannot be automatically applied to other countries. Nonetheless, the study's relevance may extend beyond its specific setting. In-service teachers all over the world have encountered the transitional period from pre-service education to actual teaching, as demonstrated by Vietnam's induction phase, which can be especially demanding. Novice teachers often lack established routines and the knowledge structure of experienced teachers, making it challenging for them to adjust their teaching methods to accommodate students' individual needs.

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