MINISTRY OF EDUCATION AND TRAINING
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DEVELOPING THE SKILLS OF PLANNING A COMPETENCE-BASED LESSON FOR STUDENTS OF TEACHER TRAINING

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SUMMARY OF DOCTORAL DISSERTATION IN EDUCATIONAL STUDIES

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INTRODUCTION

1. Rationale

In the market–based economy, competency-oriented education and profession-oriented education is a common trend in the world's higher education. Competency-based education focuses on the desired learning outcomes, which means that the learners can be equipped with enough knowledge and skills to meet all the requirements of the future job, and hence, increasing their job opportunities after graduation. In addition, competency-based learning emphasizes on the integrated teaching of theory and practice and the implementation of theory into practice. From these advantages, competency-based learning is being used in many parts of the world

Many students' lesson planning skills do not match with the knowledge they have been equipped during their higher education and they do not make clear differences in the teaching quality when compared to other educational levels. It is a fact that many students do not show their good performance and right attitudes towards their lesson planning, or they do not know how to combine different pedagogical skills in their lesson planning. As a result, it seems that these students just present some steps that a teacher has to do and show no creativity in their lesson planning.

As a university lecturer of History in Hanoi Pedagogical University 2, I understand that there are many problems in both theory and practice in developing the skills of lesson planning for students of teacher training in the direction of competency-based learning. Some important concepts need to be clearly defined as Lessons, Lesson planning, Skills of planning a competency-based lesson, procedures and methods of lesson planning practice. If these problems are addressed, students can be Ill-prepared and Ill-trained to meet the demands of the high school education.

From the reasons mentioned above, I decided to choose the topic: *Developing skills of planning a competency-based lesson for students of teacher training*" as the title for my doctoral dissertation.

2. Aims of the study

Suggest some methods for developing skills of planning a competency - based lesson, with the aim of improving the quality in teacher education among universities of teacher education.

3. Subject of the study

3.1. Subject of the study

The process of training the design skills for undergraduate students..

3.2. Targets of the study

The process of developing the skill of design of the lesson according to the competency approach for pedagogical college students.

4. Hypothesis of the study

Training of creditors under TCNL for undergraduate students is still limited, due to lack of content, procedures and specific training methods are effective. Therefore, if the structure of the design of the lesson is based on the competency approach, the training content of the component skills, the specific training measures to ensure the principle and essence of the lesson. To follow the capacity-building approach to develop credit-based skills according to the IQL. Facilitating students to work cooperatively, actively, actively, and experientially ..., the process of training the skills of creditors under the TCL of undergraduate students will achieve good results.

5. Research Tasks

5.1. Provide a theoretical basis for developing skills of planning a competency-based lesson for students of teacher training.

5.2. Study the reality of lesson planning skills and of developing skills of planning a competency-based lesson for students of teacher training.

5.3. Suggest some methods for developing skills of planning a competency-based lesson for students of teacher training.

5.4. Conduct teaching experiments

6. Scope of the study

6.1. Scope of research content

The study focuses on the development of essential skills of planning

a competency-based lesson for students of teacher training through the teaching of such subjects as Educational Studies and Educational Studies Teaching Methodology and regular teaching practice.

6.2. Scope of place and subjects of the studies

- The survey is conducted on 600 third-and-fourth-year students four universities of education: Hanoi National University of Education, Hanoi Pedagogical University 2, Thai Nguyen University of Education and Tay Nguyen University of Education.

- Another survey on teachers of Teaching Methodology from different departments in these four universities is also conducted.

- Teaching experiments are employed in Hanoi Pedagogical University 2.

6.3. Limitation in the timelines of the study

- Survey on the reality: 2015-2016.

- Teaching experiments: 10/2017 - 3/2018.

7. Research methodology an Methods

7.1. Research Methodology

7.1.1. Systematic Approach

7.1.2. Competency-based Approach

7.1.3. Process-based Approach

7.1.4 . Practice-based Approach

7.1.5. Student-centered Approach

7.2. Research Methods

7.2.1. Methods of theoretical research

7.2.1.1. Methods of data synthesis and analysis

7.2.1.2. Methods of data categorization

7.2.2. Practice-based Research

7.2.2.1. Survey Questionnaire

7.2.2.2. Product Analysis

7.2.2.3. Experience Synthesis

7.2.2.4. Case Study

7.2.2.5. Teaching experiments

7.2.2.6. Expert interviews

7.2.2.7. Data Analysis

8. Major points to be defended

8.1. Lesson planning is one of essential parts in the teacher professional development in recent years

8.2. Competency-based education has advantages in the training and education of pedagogical skills, especially the skill development as it brings learners opportunities to apply theory into practice, to have real teaching experience, to share, to operate and to self-assess. Hence, developing the skills of planning a competency-based lesson for students of teacher training is a strategic and promising plan.

8.3. In order to apply methods for developing essential skills of planning a competency-based lesson for students of teacher training, it is necessary to raise their awareness, promote their active involvement and background knowledge; hence, to bring them a good learning environment with many learning experience and practice so that they can achieve desired learning outcomes.

9. New contributions of the study

9.1. For theoretical basis

- Identify skills of planning a competency-based lesson, contributing to developing a theoretical basis of teaching methodology.

- Identify sub-skills of planning a competency-based lesson and a system of criteria for assessing skills of planning a competency-based lesson.

9.2. For a practical basis

- Evaluate the current abilities of planning a competency-based lesson among a number of students from some universities of teacher training. Accordingly, the researcher proposes some methods for deviling skills of planning a competency-based lesson for these students

- Propose 5 methods for developing skills of planning a competency-based lesson for students of teacher training with a series of appropriate scientific principles and standards.

10. Organization of the study

Apart from the Introduction, Conclusion, References and Appendix, the study consists of 4 chapters:

Chapter 1: Theoretical background of developing skills of planning a competency-based lesson for students of teacher training.

Chapter 2: The reality of developing skills of planning a competency-based lesson

Chapter 3: Methods for developing skills of planning a competency-based lesson for students of teacher training

Chapter 1
THEORETICAL BACKGROUND OF DEVELOPING SKILLS OF PLANNING A COMPTETENCY-BASED LESSON FOR STUDENTS OF TEACHER TRAINING SCHOOLS

1.1. An overview of the research topic

1.1.1. Previous studies on planning a competency-based lesson

Previous studies on planning a competency-based lesson

Many researchers and educators have proposed models of lesson planning, some of which can be referred to as: ADDIE Model; Algo-Heuristic Model; Dick and Carey Model; Rapid Prototyping (spiral) Model; Minimalism Model.

In some of his theoretical scientific works, Dang Thanh Hung introduced technique-based lesson planning model, which consists of the basic components as follows: Planning lesson objectives, Planning lesson contents, Planning learner's activities, Planning teaching methods, Planning teaching materials and techniques, Planning consolidation and further practice, Planning learning enjoinment and classroom interaction.

Previous studies on skills of planning a competency-based lesson

Lesson planning has been associated with the development of behavioral psychology. For example, Briggs and Wager (1992), Merill

(1983), Dick và Carey (2001) can be mentioned as main research projects in this field. … Robetrt M.Gangne suggested 9 instructional events as the basis for lesson planning: Gain attention and inform learners of the lesson objectives, and stimulate – Recall prior learning – Present stimulus – Provide learner guidance – Conduct learning activities to elicit performance – Provide feedback – Assess performance – Enhance retention and transfer.

In recent years, some of Vietnam's researchers have also introduced skills of lesson planning as follows:

Dang Thanh Hung "Techniques for planning an activity-based lesson"; Ngo Anh Tuan "*Some new trends and approaches in lesson planning and teaching techniques*" ; Vu Xuan Hung "*Approaches to Performance in lesson planning of Professional School's Teachers*"; Ta Quang Tuan "*Methods for writing cognitive objectives in the teaching*",

From the investigation of previous studies, it can be said that there have been increasing number of studies into lesson planning, and these studies have contributed largely to the improvement of lesson planning skills. In general, these studies have there main approaches:

- Study theoretical background of lesson planning
- Study the implementation of information technology in lesson planning
- Propose procedures and methods for developing skills of lesson planning for students of teacher training

1.1.2. Previous studies on developing skills of planning a competency - based lesson

Competency-based approaches have been emerged since 1990s in a large number of educational institutions in the USA, England, Australia, New Zealand and Wales, … A set of criteria for competency-based approach have been established with the aim of satisfying requirements in the political, economic and social situation. It is also to prepare human resources for the world's competitive economy. Many scholars and practioners in human resource development regard the competency-based approach as the most

effective way for the educational and training institutions to provide their students with competencies to meet the requirements at their future job. Many educators and teachers also use competency model to exactly determine specific competencies in each organization or individual in order to improve the quality of their performance and then combine their abilities with the core competencies of the organization.

Recently, there have been studies on developing learning skills, developing professional skills, developing direct teaching skills and pedagogical skills in general. They are illustrated as follow:

Duong Hoang Oanh : *"Designing a procedure for developing skills of planing a lesson on electronic engineering practice for students of engineering education in Hanoi National University of Education"*; Trinh Đong Thu "Using exercises to develop Biology lesson planning skills"; Nguyen Van Hong, Ninh Thi Bach Diep "*A procedure for designing and organizing electronic lesson plan*."

Summary: In summary, there have been studies on skills, skills of lesson planning, and skills of planning a competency-based lesson. However, there have been no studies on developing skills of planning a competency-based lesson. This study aims to find out conditions and necessary factors for the use of competency-based learning in developing skills of lesson planning. It is hoped that this can meet the new demands of high schools in general and to develop professional skills for students of teacher training.

1.2. Theoretical issues of lesson design skills according to competency approach

1.2.1. Capacity approach

** Competency*

There are various ways of defining and understanding the term "competency". According to psychologists, competency is a complex aspect that is suitable for certain characteristics, helping ensure the high teaching quality.

In this study, competency is understood as *a combination of knowledge, skills, attitudes, beliefs, and social values* an individual has to perform an act successfully in a certain situation.

1.2.2. Lesson-based approach to competence

.What is a lesson?

A lesson is often defined as a basic unit of content used to teach in a certain cmyse, whose basis is a concept, a skill, or a relatively independent value that is separated from learning content. It helps bring the better teaching content and the procedure thanks to a certain organization of the lesson.

The concept of learning in terms of capacity

Capacity-based lessons also have the same characteristics as traditional lessons, but the IELTS also has different characteristics from the traditional one. Can be defined as follows:

Capacity-building lessons are lessons that are designed and implemented according to the principles and nature of learning in a capacity - based approach that is focused on the learner in which all activities of the teacher, student, The learning environment is diversified, active, the learning process is output oriented, guiding and encouraging.

1.2.3. Design lessons and design lessons according to IST

Design lesson

Lesson planning is a creative professional activitiy a teacher does, which shows a unified process of planning, doing, evaluating, and managing the instructional activities on a learning unit based on a scientific aspect, ensuring a high quality teaching.

Designing a lesson by approaching competence

The savings account according to the TCN is a description of learning goals, learning content, learning activities, methods, means of teaching and learning materials, summative assessment and study guides, creating a relative process clear logic and content towards capacity building for learners. Content of lesson design according to competency approach.

1.2.3.1. The content of the lesson design follows the capacity approach

1.2.3.2. The process of designing the lesson according to the capacity approach

1.2.4. Teacher pedagogy

1.3. Skills anh skills of planning a competency-based lesson

Skills of planning a competency-based lesson

In this study, skills of planning a competency-based lesson can be defined as a process of perfoming sucessfully a professional acitivity by a teacher, based on the knowledge of the competency-based learning, skills of planning a competency-based lesson with an individual biological, socio-psychological conditions which relate to the teaching.

Skills of planning a competency-based lesson are composed of:

Identifying and planning lesson objectives

Identifying and selecting the teaching content

Identifying and planning students' activities

Identifying and selecting teaching methods, teaching techniques and teaching materials

Planning a learning environment and interaction

Planning a consolidation, a summary and instructions

1.3.1. The process of developing skills in the design of the lesson in terms of capacity

1.3.2. Content design skills training in the capacity approach

1.3.3. The goal is to train the design of the lesson in a competency approach

1.3.4. Evaluating the outcomes of developing skills of planning a competency-based lesson

Evauating the outcomes of developing skills of planning a competency - based lesson means evaluating the knowledge, skills, attitudes, social values and the ability to apply theory into practice based on some given criteria.

1.3.5. Some approaches to develop skills of planning a competency-based lesson

1.3.5.1. Through learning some courses

1.3.5.2. Through teaching practice

1.3.5.3. Through the analysis of products made by teacher and students

1.4. Factors affecting the developing of skills of planning a competency - based lesson

1.4.1. Characteristics a student of teacher training has in developing skills of planning a competency-based lesson

1.4.2. Instructor's teaching competency

1.4.3. Management of learning process

1.4.4. Teaching practice

1.4.5. Facilities and learning conditions

Conclusion for Chapter 1

1.1. There have been studies on skills, teaching skills, lesson planning and planning a competency-based lesson that demonstrate that skills of planning a competency-based lesson is one of hot topics but it is not given much attention.

1.2. For theoretical basis, the study has determined the nature of skills, teaching skills, lesson, lesson planning and checteristics a competency-based lesson and a structure for skills of planning a competency-based lesson.

1.3. For developing skills of planning a competency-based lesson, the sutdy has given an account of characteristics that a student of teacher training has, of principles, main contents and procedure of developing skills of planning a competency-based lesson in the schools of teacher training. It also gives an analysis of factors affecting the development of skills of planning a competency-based lesson among students of teacher training. These principles and contents and these factors play a very important role in the research procedure.

Chapter 2
THE REALITY OF DEVELOPING SKILLS OF PLANNING A COMPETENCY-BASED LESSON FOR STUDENTS OF TEACHER TRAINING

2.1. Common features in the pedagogical skill training among universities of teacher training

2.1.1. Objectives

2.1.2. Contents

2.2. Survey on the reality of developing skills of planning a competency-based lesson

2.2.1. Aims, scope and Mục đích, qui mô, địa bàn khảo sát

2.2.2. Survey contents

2.2.3. Survey methods and techniques

2.3. Findings

2.3.1. Overal evaluation on skills of skills lesson planning among students of teaher training

2.3.1.1. Students' and teachers' self assessment on students' skills of planning a competency-based lesson

Table 2.1. Students' self-assessment on their skills of lesson planning in the direction of competency-based education

Criteria / ***Skills***		**Adequateness**		**Proficiency**		**Flexibility**		**Overall**	
		Average mark		*Average mark*		*Average mark*		*Average mark*	*ĐLC*
Identify and plan the lesson objectives	Observation (n=60)	3.05	0.94	2.87	0.96	2.86	0.97	2.94	0.96
	Questionnaire (n= 585)	3.10	0.95	2.85	0.94	2.83	0.96	2.93	0.95
	Product nalysis (n=60)	2.95	0.94	2.70	0.95	2.68	0.96	2.82	0.95
	Overall	***3.03***	***0.94***	***2.79***	***0.95***	***2.79***	***0.97***	***2.89***	***0.96***
	Level	***Average***		***Average***		***Average***		***Average***	

Identify and plan the main content	Observation (n=60)	2.82	0.96	2.75	0.98	2.43	0.94	2.67	0.96
	Questionnaire (n= 585)	2.80	0.98	2.75	0.97	2.40	0.98	2.65	0.97
	Product (n=60)	2.66	0.96	2.54	0.99	2.57	0.98	2.59	0.97
	Overall	***2.76***	***0.96***	***2.68***	***0.97***	***2.46***	***0.98***	***2.63***	***0.97***
	Level	***Average***		***Average***		***LoIrr Average***		***Average***	
Plan learner's activities	Observation (n=60)	3.58	0.92	3.36	0.99	3.33	0.95	3.42	0.95
	Questionnaire (n= 585)	3.53	0.91	3.32	0.85	3.32	0.96	3.39	0.91
	Product (n=60)	3.50	0.98	3.48	0.95	3.30	0.96	3.43	0.96
	Overall	***3.54***	***0.96***	***3.34***	***0.93***	***3.31***	***0.96***	***3.41***	***0.94***
	Level	***Good***		***Average***		***Average***		***Average***	
Identify and select teaching methods and teaching techniques	Observation (n=60)	3.50	0.95	3.15	0.92	3.13	0.97	3.26	0.95
	Questionnaire (n= 585)	3.52	0.93	3.10	0.95	3.10	0.91	3.24	0.93
	Product analysis (n=60)	3.53	0.94	3.10	0.95	3.04	0.97	3.23	0.96
	Overall	***3.51***	***0.94***	***3.11***	***0.94***	***3.08***	***0.95***	***3.25***	***0.95***
	Level	***Good***		***Average***		***Average***		***Average***	
Identify and selecting learning environment – Plan the overall revision and consolidation	Observation (n=60)	3.51	0.97	3.16	0.92	3.13	0.98	3.27	0.95
	Questionnaire (n= 585)	3.54	0.94	3.09	0.94	3.11	0.91	3.24	0.93
	Product nalysis (n=60)	3.53	0.95	3.11	0.94	3.07	0.98	3.24	0.96
	Overall	***3.51***	***0.95***	***3.12***	***0.93***	***3.10***	***0.95***	***3.25***	***0.95***
	Level	***Khá***		***Trung bình***		***Trung bình***		***Trung bình***	
Skill of planning of a comptency a competency-based lesson = 3,05 (average)									

Students' self-assessment on their skills of planning a competency-based lesson is illustrated in Table 2.1. The findings show that skills of planning a competency-based lesson is ranked as Average level (3.05) in terms of the self-assessment of such subskills as: Identify and plan lesson objectives; Identify and select contents; Identify and plan students' activities; Identify and select teaching methods and techniques; Identify and select learning environment and plan the summary and consolidation. This means that students can complete some parts of the subskills; however, they show some limitations and difficulties with the manipulation of the subskill. Students know how to apply different conditions to solve the problem with a given routine or stereotype but with little creativity.

Regarding the criteria of assessment, the average mark for Flexibility (3.10) is loIr than Aquateness (3.51) and Proficiency (3.12). Based on the results collected from different methods, I can see that: results collected from students' product analysis are often better than those collected from questionnaires and observations. This means that, students complete the planning of a competency-based lesson relatively Ill in the quantity, but not really Ill in the quality, which can be explained by the lack of flexibility and creativity in different situations.

2.3.2. Actual level of component skill level of lesson design skills according to students' ability to approach

2.3.2.1. The reality of skills of identifying and planning objectives in a competency-based lesson

2.3.2.2. The reality of skills of identifying and selecting contents in a competency-based lesson

2.3.2.3. The reality of skills of identifying and selecting students' activities in a competency-based lesson

2.3.2.4. The reality of skills of identifying and selecting teaching methods and techniques in a competency-based lesson

2.3.2.5. The reality of skills of identifying and planning learning environment in a competency-based lesson

2.3.3. The reality of training lesson design skills according to competency approach

2.3.3.1. Actual situation of the necessary level of training lesson design skills according to competency approach

2.3.3.2. The reality of content training skills of lesson design according to competency approach

2.3.3.3. Situation of process of training lesson design skills according to competency approach

2.3.3.4 The reality of the developing the skills of planning a competency-based lesson

2.3.3.5. Principles of developing skills of planning a competency-based lesson

Table 2.19: The reality of the teacher's use of the principles in developing skills of planning a competency-based lesson

Ord	Contents	Results		Average
		Number	***%***	
1.	Principle of experiencing	97	16.17	1
2.	Principle of activeness	86	14.33	4
3.	Principle of self-practice	93	15.50	2
4.	Principle of cooperation	89	14.83	3
5.	Principle of quality assurance	54	9.00	6
6.	Principle of scientificity	34	5.67	7
7.	Principle of student-centred	57	9.50	5

The principle of Student-centred is the most popularly used in comparison to Principle of experiencing, Principle of self-practice, Principle of cooperation. These principles play decisive roles in the success of developing skills of planning a competency-based lesson.

2.3.3.6. The reality of approaches in developing skills of planning a competency-based lesson

I suggested four approaches in developing skills of planning a

competency-based lesson: Through the teaching of different courses, Through teaching practice, Through student's self-study and cooperation, Through the evaluation of teachers' and students' products. The results show that students and teachers are in favor of the approach of through teaching practice. Along with the student-centred approach, this can help students to combine their gained knowledge with the practice, and to understand and develop their skills.

2.3.3.7. The reality of factors affecting the quality of the developing of skills of planning a competency-based lesson

Table 2.20: Teachers' and students' assessment on the factors affecting the outcomes of the developing of skills of planning a competency-based lesson

Ord	Contents	Results		Average
1.	Characteristics of students of teacher training shown in planning a competency-based lesson: psychology, theoretical background knowledge, attitudes,….	98	16.33	1
2.	Teachers' teaching quality	85	14.17	4
3.	Teaching practice	96	16.00	2
4.	Teaching and learning management	93	15.50	3
5.	Facilities, teaching materials and learning environment	24	4.00	5

It can be seen that the factor of students' characteristics is the factor that most teachers and students chose, followed by the teaching practice which is said to be unequally arranged among semesters and the frequency of students' teaching practice is still low. Another factor is the teacher's teaching quality. It is advised that the teachers should have a thorough understanding of the lesson, and of how to plan a competency-based lesson to instruct and help their students.

Conclusion for Chapter 2

2.1. From the results collected, it can be said that the majority of teachers and students have understanding about planning a competency-based lesson as Ill as the methods and steps of developing these skills.

2.2. Howver, students are still short of theoretical knowledge and practice in developing their skills of planning a competency-based lesson although the teachers applied various methods. Most of students surveyed said that they lack of motivation and their frequency of practicing these skills is still low.

2.3. The findings also show that modules of theories in teaching methodology, teaching methods for specific cmyses and teaching practice do not match the requirements in competency-based learning. The practice of professional skills, including lesson planning skills is not Ill-arranged with limited time and large class size. As a result, students' skills of planning a competency-based lesson are not really good.

2.4. One more thing is the lack of essential facilities, equipment and teaching and learning materials for the developing skills of lesson planning. Another factor affecting the quality of students' lesson planning is the teachers' qualifications. Many teachers may use a number of teaching methods but they do not follow the right steps and have low efficiency. Moreover, some teachers have traditional teaching styles and old teaching methods, which cannot motivate students in their study and practice. All these problems need to be solved.

Based on the findings on the reality of skill of planning a competency-based lesson, it is necessary to propose methods for developing these skills for students of teacher training.

Chapter 3
METHODS FOR DEVELOPING SKILLS OF PLANNING A COMPETENCY-BASED LESSON FOR STUDENTS OF TEACHER TRAINING

3.1. Principles for determining methods

3.2. Methods for developing skills of planning a competency-based lesson for students

3.2.1. Establish a procedure for developing skills of planning a competency-based lesson

3.2.1.1. Establish the procedure

This includes 3 phases: Phase 1: Preparation; Phase 2: The implementation of the procedure of developing skills of planning a competency-based lesson; Phase 3: Testing and evaluation

3.2.1.2. Design the contents of developing skills of planning a competency-based lesson

3.2.2. Design theoretical modules of developing essential skills of planning a lesson through modules

Planning a lesson through modules, with the combination of theory and practice, developing skills and competencies to fulfill the teaching tasks. Each module is an independent teaching unit which is logically structured with objectives, main contents, methods and assessment tools. These contents are closely associated to one another.

3.2.3. Using micro-teaching in developing skills of planning a competency- based lesson

Micro-teaching can provide students with particular skills, for example, through the teaching practice, through the organization of classroom activities, which can help students indentify their learning styles, and hence, they can find out methods for developing essential skills and fostering their creativity.

Developing skills of planning a competency-based lesson through micro-teaching can hep students develop these skils in a scientific and consistent way, avoiding the rote-learning

Steps of developing skills of planning a competency-based lesson in the following diagram:

3.2.4. Using the lesson research in developing skills of planning a competency-based lesson

Lesson research is a kind of lesson which is applied in the cmyse of professional training in high schools. Students will have better understanding of the learning contents and then improve their teaching methods when conducting a lesson research. Developing skills of lesson planning need to follow steps of lesson research; however, it does not require high qualifications like taking in teachers' seminars. This aims to provide students with skills of planning a competency-based lesson. In addition, this helps students get familiar with groupwork in order that they can improve their skills after each lesson. In lesson research, student actively participate in finding out solutions and improve their creativity for developing skills of planning a competency-based lesson through the activities of sharing, feedbacking, and learning from one another.

3.2.5. Applying techniques of skill assessment under the competency - based approach

Assessing students' performance in the process of developing their skills of planning a competency-based lesson means assessing their

knowledge, skills, attitudes, feelings and social values. It also assesses their implementation of the gained theory into practice, basing on the given criteria.

3.3. Relationship between measures

3.4. teaching experiments

3.4.1. Procedure of teaching experiments

3.4.1.1. Aims, scope and place of teaching experiments

- *Aims*
- *Scope of the teaching experiments*
- *Place of teaching experiments*

3.4.1.2. Contents of teaching experiments

- *Designing theoretical modules for planning a competency-based lesson and appying the suggested steps into the practice*
- *Practice skills of lesson planning*

3.4.1.3. Hypothesis of teaching experiments

3.4.1.4. Methods and techniques of teaching experiments

- *Procedure of teaching experiments*
- *Criteria for assessing the students' performance in planning a competency-based lesson*

3.4.2. Analysis of data collected from teaching experiments

3.4.2.1. Quantitative results

❖ *Results on the assessing of students' final products of planning a competency-based lesson*

Table 3.2. Assessing students' skills of planning a competency-based lesson

Skills	**Parameters**	**Result**				**value p**
		before experiment		**after experiment**		
		Average mark	*standard deviation*	*Average mark*	*standard deviation*	
Identify	**Experiment**	5,33	0,884	7,59	0,733	0,00

and plan the lesson objectives	**Control**	5,77	0,935	6,59	0,946	0,15
	Value P	0,73		0,00		
	Standard difference			1,57		
Identify and plan the main content	**Experiment**	5,50	1,070	7,66	0,95	0,00
	Control	5,60	1,040	6,24	1,01	0,13
	Value P	0,60		0,00		
	Standard difference			1, 43		
Plan learner's activities	**Experiment**	5,07	0,86	7,55	0,78 0,47	0,00
	Control	5,06	0,95	5,97	1,14	0,09
	Value P	0,66		0,00		
	Standard difference			1, 25		
Identify and select teaching methods and teaching techniques	**Experiment**	5,57	0,81	7,17	0,80	0,00
	Control	5,67	0,77	6,38	0,82	0,07
	Value P	0,77		0,00		
	Standard difference			1,43		
	Experiment	5,06	0,83	7,52	0,87	0,00
	Control	5,07	0,97	6,31	0,85	0,14
	Value P	0,75		0,00		
	Standard difference			1,06		

In order to determine the changes in the levels of students' skills of planning a competency-based lesson, I apply T – test with two independent samples. The results show that (sig.) p of the subskills are all smaller than 0.05. This means that there is difference in the results of before – and after- teaching experiments and this can be explained by newly-introduced factors.

The results also prove that skills of planning a competency-based lesson are improved after teaching experiments with variables of experimental groups controlled at a certain level. Accordingly, these results reflect the efficieny of new factors and confirm the hypothesis before the teaching experiments: Students' kills of planning a competency-based lesson can be improved.

- *Results collected from students' assessment on the changes in their skills of planning a competency-based lesson*

I conducted a study on five subskills and the details are presented in the dissertation.

- *Results collected from the assessment of students' skills of planning a competency-based lesson through case studies.*

I conducted a study on three case studies to find out the differences after the teaching experiments. The results are presented in the dissertation.

3.4.2.2. Qualitative results

Conclusion for Chapter 3

1. There have been numerous methods for developing skills of planning a competency-based lesson for students of teacher training, depending each course, each student's learning activities; however, they share the same procedure, including the following phases: Phase 1: Preparation; Phase 2: Organize activities for developing skills of planning a competency-based lesson; Phase 3: Testing and evaluation of the performance. From theory to practice, these steps can be repeated because developing skills for students is a long-lasting and continuous process.

2. Propose methods for developing skills of planning a competency-based lesson needs to follow scientific standards. It goes from theory to practice, from sub-skills, steps to build the skills to skills practice. I suggested such 3 main methods. The first method is Designing theoretical modules for developing skills of planning a competency-based lesson through modules; the second method is to help students apply the knowledge gained from the coursebook into their specific majors. The third method is

Applying assessment tools into the evaluation and corrections of students' developing skills of planning a competency-based lesson.

3. In order to conduct the methods mentioned above, it is necessry for students to be provided with modern, scientific learning styles. They need to change their traditional learning methods. They should be equipped with new materials and resources for their study. In addition, they should have a close contact with the school to have more practice and learning experiences.

The results collected from the teaching experiments show that applying the procedure of micro-teaching into developing skills of planning a competency-based lesson has positive effects on students' learning outcomes and students have greatly improved skills and performance after teaching experiments. Through observations and interviews with students from experimental groups and experts, I can conclude that proposed methods have show their effectiveness in developing skills of planning a competency-based lesson, contributing to the quality of teacher training. .

Skills of planning a competency-based lesson play an important role to the success of the lesson and they are keys to the success of the future teaching. Therefore, students of teacher training should be provided with these skills through lessons at their university and their teaching practice at high schools, so that they can meet the demands of the current educational renovations.

CONCLUSION AND RECOMMENDATIONS

1. Conclusion

1.1. For theoretical basis

The study has define some important concepts: Competency-based education, Lesson, Lesson planning, Planning a competency-based lesson, structure of skills of planning a competency-based lesson, criteria for

assessing skills and factors affecting the developing of lesson planning skills for students.

1.2. The reality

The majority of students do not have good understanding of lesson planning and planning a competency-based lesson and its importance to the success of their future teaching. Teachers surveyed have good understanding of planning a competency-based lesson, but they do not have effective methods for developing their students' skills of planning a competency-based lesson.

University teachers and students rank students' lesson planning as Average and Good. However, results collected from students' self evaluation are higher than those from teachers.

Methods and organization forms used in the developing of planning a competency-based lesson are not really effective and they do not focus on the practice or they are conducted with a wrong procedure or the class is too large.

Results also reveal that the time students spent on their practice and developing their teaching skills does not match with the demands of their teaching. Facilities and learning environment also mismatch with students' training and practice.

2. Recommendations

2.1. For universities of teacher training

Universities of teacher training should review and renew their teaching curriculum, adding new contents and teaching methods for cmyses of regular teaching practice and cmyses of teaching specific subjects. These courses should focus more on the essential skills, including lesson planning skill. The schools also would rather focus on the development of pedagogical skills and competencies for their students.

2.2. For teachers of teacher training

Teachers need to regularly update and implement new teaching methods, especially competency-based teaching methods, or methods

whose focus is placed in learner's experience to increase students' interest, motivation and their active participation in their study.

It is also necessary for teachers to regularly improve their teaching skills and qualifiactions, including skills of planning a competency-based lesson so that they can have real-life experience and authentic materials when teaching this module to their students. They also need to be able to use modern technology in their teaching.

2.3. For students of teacher training

Students should raise their awareness of the importance of improving their teaching skills, including skills of planning a competency-based lesson when they are at university. This will contribute to the success of their future teaching.

Students should increase their activeness and flexibility in their study. They also need to make a plan for their skill development. They should themselves study materials about modern teaching methods. Last but not least, they should have great desire for learning, maybe from their teachers or their classmates, and always ready to conduct any learning task.

LIST OF THE AUTHOR'S PUBLICATIONS RELATED TO THE DISSERTATION

1. Tran Thi Loan, Some methods in developing essential skills of planning a competency-based lessson. *Journal of Education*, Special Number, Volume 2, 5/2018 (p. 49 - 52).
2. Tran Thi Loan, Developing essential skills of planning a competency-based lessson for students of teacher training. *Journal of Education*, Number 04, 04/2018 (p.45 - 48).
3. Tran Thi Loan, The reality of developing skills of planning a competency-based lesson for students of teacher training. *Journal of Educational Equipment*, Number 175, Volume 1, – 6/2018 (p.155 - 157).