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NGUYỄN THỊ HỒNG HẠNH

AN INVESTIGATION INTO EFL TEACHERS' PROFESSIONAL LEARNING COMMUNITIES AT ECONOMICS UNIVERSITIES IN VIETNAM

(Nghiên cứu Cộng đồng Phát triển Chuyên môn của giảng viên Tiếng Anh ở một số trường đại học kinh tế tại Việt Nam)

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Cán bộ hướng dẫn: **PGS. TS. Nguyễn Văn Trào**
TS. Huỳnh Anh Tuấn

Phản biện 1: . . . . . .
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Luận án sẽ được bảo vệ trước Hội đồng cấp cơ sở chấm luận án tiến sĩ họp tại
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CONTENTS	LIST OF ABBREVIATIONS
Chapter 1: Introduction	PLC: Professional Learning Communities
Chapter 2: Literature Review	TPD: Teacher Professional Development
Chapter 3: Research Methodology	EFL: English as a foreign language
Chapter 4: Findings & Discussion	EET: EFL teachers at economics universities
Chapter 5: Conclusion	VEU: Vietnamese economics universities
	DIP: Deployment & implementation of PLC
	QMP: Quality management of PLC

CHAPTER 1

Chapter 1 is divided into nine sections: Background, Statement of problem, Aim and objectives of the research, Research questions, Significance of the research, Research design, Research methodology, Scope of the research, and Outline of the thesis.

1.1 Background

PLC is an extremely successful self-training solution since it saves time by seamlessly integrating with the research, practice, and teaching processes. It is a method of teaching, practicing, developing capacity, and advancing professionally that relies on collaboration, sharing, and mutual support; and it is an effective application in the fields of teaching practice, self-training, and supplemental training (Hord, 1997; Hord & Hirsh, 2008; Li & Hudson, 2011; East, 2015; Robert, 2017). PLC in this study refers to a community in which teachers and staff collaborate to work, mutually learn, practice, share ideas, knowledge, and experience to create and do applied research to improve their qualifications and teaching quality, thereby improving the learning quality of students and contributing to the stable and sustainable development of the university. PLC is widely used in teaching practice and supplementary training around the world. However, it has not been examined for EFL teachers at Vietnamese economics universities (VEUs).

1.2 Statement of problems

The requirement for standardization of the teaching staff requires each teacher to regularly improve their qualifications, skills and experience. When intensive training for all teachers is not available, and each teacher must work in addition to taking further lessons through self-study and on-the-job training, PLC is an effective method of learning and practicing that satisfies this requirement. While PLC is widely used in classroom practice and additional training throughout the world, it has not been examined for economics English teachers (EETs) in Vietnam.

1.3 Aim and objectives

The main aim is to investigate the PLC operation of EFL teachers at economics universities in Vietnam (VEUs). The objectives are to explore the reality and define influencing factors on (1) teachers' cumulative learning; (2) PLC dimension performance; (3) PLC deployment and implementation; and (4) PLC quality management.

1.4 Research questions

1- How do PLCs of EFL teachers at VEUs currently operate?
2- What are the factors affecting the operation of those communities?

1.5 Significance of the research

Research on PLC application is necessary as the research contributes in a variety of ways to current knowledge and studies in the fields of teacher professional development, professional learning community and teaching and learning of EFL teachers in tertiary education: (1) providing a general picture of current PLCs of EFL teachers at VEUs; (2) validating PLC as a training method in teaching practice for EET; (3) increasing understanding of the critical role of context in shaping PLCs; and (4) making some implications for educators, policy makers and university leaders about the context specificity for PLCs development.

1.6 Research Design

This research is designed as a mixed-method explanatory sequential design. The research was performed in four phases, including defining the research problem, reviewing related literature, designing research methods, and writing the report.

1.7 Research Methodology

The research used an explanatory sequential mixed-methods design (Creswell, 2011) following positivism and constructivism approaches. Two research tools were employed to collect data for analysis, discussion, and recommendations: the questionnaire and the interview.

1.8 Scope of the research

The study is primarily concerned with the PLC of EET at VEUs. The research was conducted over two academic years (2018–2020) in four typical economics universities in Hanoi, Vietnam, utilizing positivism and constructivism, sociocultural and organizational learning theories (Michelle, Lare, & Brazer, 2013), and PLC theory (Hipp & Huffman, 2010). Research on PLCs is not separate from research on EETs and TPD.

1.9 Outline of the thesis:

The thesis includes five chapters: Introduction, Literature Review, Research Methodology, Findings and Discussion, and Conclusion.

CHAPTER 2. LITERATURE REVIEW

Chapter 2: Literature Review – provides literature on (1) PLC operation, including definition of PLC, teachers' cumulative learning for professional development, dimension performance of PLC, deployment and implementation of PLC, and quality management of PLC; (2) factors for successful PLC operation, including teachers' cumulative learning related factors, PLC dimension related factors, PLC deployment and implementation related factors, and PLC quality management related factors; (3) theory of socio-cultural and organizational learning theory; (4) previous studies; (5) the proposed conceptual framework of the research; and (6) summary.

2.1 PLC operation

2.1.1 Professional learning community (PLC)

The history of the definition, the dimensions, the advantages, and the challenges of PLC in relation to the concept of TPD were discussed in the literature review of this research. According to Stoll et al. (2006), there is no standardized definition of a PLC since one definition can fit well in one context but not in another. It is because, just as in clothes, one size does not suit everyone in the community (Grossman, Wineburg & Woolworth, 2001). The author concurs with these researchers in stating that PLCs vary according to the educational context. The analysis also shows that PLC is an efficient way to promote teacher engagement through group work in the educational context of practice-based learning. Each PLC has its own vital role in developing the teaching and learning of teachers in their teaching professions, and the establishment of professional learning communities at universities can be one of the most significant and effective ways of improving teachers.

2.1.2 Teachers' cumulative learning for professional development

The survival requirements for EETs include approaching information, updating, sharing, and amassing knowledge, skills, and experience in not only teaching but also professional English, economics, and business administration. Cumulative learning is defined as "a cognitive process by which we acquire information and abilities that serve as building blocks for subsequent cognitive growth" (Jungmy, 2012). For EFL teachers, studying the operation of PLCs necessitates the concurrent presence of TPD. In this aspect, each teacher's cumulative learning activity, or their accumulation of TPD credits, is a significant aspect in determining the PLC's operation performance.

TPD is interpreted as the process of learning for teachers, in which they learn to upgrade their expertise, their teaching skills, and their research experience to meet teaching-task requirements and students' learning demands. PLC is an effective non-traditional method that helps teachers improve their qualifications and collaboration, thereby improving students' learning quality and the university's stable and sustainable development (Borko and Putnam, 1995).

English is the most frequently utilized foreign language at VEUs. The improvement of the nation's human resource quality is highly dependent on domestic universities, specifically the teaching staff, namely EETs. At VEUs, EFL teachers must have a strong background of knowledge and experience in economics, business management, scientific research, and professional English. PLC is the simplest and most rewarding method of fostering professional development and boosting EETs' expertise.

The role and interaction of TPD, PLC, and EET demonstrate that TPD aims to increase EET qualifications by assisting teachers in accumulating knowledge and skills, as well as information, data, and documents, which will offer materials for PLC operation. Following that, teaching practice will assist in accumulating experience, and the cycle of training and self-training using EET via PLC will be continued indefinitely.

2.1.3 Dimensions Performance of PLC

PLCs contribute to the enhancement of teaching and learning, teacher cooperation, student learning, and university development. PLC benefits include the creation of a cooperative atmosphere conducive to long-term development; the enhancement of lecturers' credentials, knowledge, skills, and professional development; the enhancement of universities, and the establishment of a framework for professional learning and development and educational achievements (Peterson, McCarthey, & Elmore, 1996; Rentfro, 2007; DuFour, DuFour, & Eaker, 2008; Darling-Hammond, 2009; Williams, 2013; and East, 2015). However, PLCs face a variety of obstacles, including time limits, a fear of sharing, a lack of shared and supportive leadership, a lack of confidence, teacher qualification, a lack of understanding of the PLC, and a shortage of instructors and facilitators (DuFour, Eaker, & DuFour, 2005; Maslow, 2008; Hughes-Hassell, Brasfield, and Dupree, 2012; and East, 2015).

PLC is a strategy and method of professional development that assists teachers in acquiring, updating, and enhancing their knowledge and teaching skills through the application of six PLC dimensions (Hipp & Huffman, 2010). The thesis classifies these six PLC dimensions into four groups for analysis of PLC dimension performance, including (1) supportive and shared leadership, (2) collective learning and application and shared personal practice, (3) shared values and vision, and (4) supportive conditions, including relationships and structure.

For the purpose of this research, the Professional Learning Community Organizer (PLCO) (Hipp & Huffman, 2010) is used to better represent the stages of the operation of PLCs at universities (not initiated, initiation, implementation, institutionalization), according to the theories of educational change. Each dimension has its own differential characteristics depending on the stage of operation. The researcher also used prior data from another study (Hill, 2007) to determine what the specific positive perception responses (agree and strongly agree) percentage ranges would need to be to determine that the research sites are operating as a professional learning community.

2.1.4 Deployment and implementation of PLCs

Boone (2014) discussed the topic of using organizational learning to increase operational and conceptual mental models within technical learning groups. Previous research (Newmann & Wehlage, 1995; Dufour et al., 2004; Hunter, 2013) showed that deployment and implementation activities are crucial for establishing a learning community. The thesis concentrated on the following seven items for PLC deployment and implementation: (1) creating and approving PLC implementation plan; (2) deployment & implementation of PLCs activities; (3) PLC organizational system; (4) PLC running mechanism; (5) PLC implementation process; (6) PLC deployment & implementation method; and (7) ensuring activities.

2.1.5 Quality management of PLCs

The study of quality management of PLCs in this research is based on the requirements of stage development of PLCs described in the PLCO (Hipp & Huffman, 2010). The thesis covers the following seven fundamental items for PLC quality management: (1) PLC quality management model; (2) process of PLC quality inspection and evaluation; (3) PLC quality evaluation criteria and tools; (4) requirements on PLC quality management; (5) organizational system, and human resources performing PLC quality management; (6) methods and procedures for performing PLC quality assessments; and (7) ensuring activities.

2.2 Factors for successful PLC operation

According to McMahon, Stoll, Thomas, Wallace, Greenwood, & Smith, Bolam (2005), professional learning communities tend to be created and formed based on operating inside and outside universities on a variety of processes. It is also important to consider factors that influence these processes by influencing universities' capacity for change and development (Hopkins et al., 1997) and, in particular, for ongoing and sustainable learning of the entire university community (Stoll, 1999). Influence factors are classified into four groups in this research: (1) teachers' cumulative learning factors; (2) PLC dimension related factors; (3) PLC deployment and implementation related factors; and (4) PLC quality management related factors.

2.3 Theory of socio-cultural and organizational learning theory

Sociocultural learning theory refers to learners' knowledge construction and the creation of specialized knowledge by social participation. Organizational learning theory deals with interactions in the learning process of organizations and individuals. This theory helps to analyze the teacher's learning in the PLC to determine how to connect with the learning community; understand PLC operation from a socio-cultural and organizational perspective; support analysis; and suggest the operation model of the PLC in a specific context (Wells, 2001; Vescio, Ross & Adams, 2008; Hord, 2009; Berta, Cranley, Dearing, Dogherty, Squires & Estabrooks, 2015).

2.4 Previous studies

There are only a few studies on the professional development of EFL teachers in university settings in Vietnam, and no PLC study has been conducted for EFL teachers at Vietnamese economics universities so far.

2.5 The proposed conceptual framework of the research

After reviewing the literature on PLC, the author proposes the following conceptual framework for this research: The conceptual framework of the thesis (Chart 2.4) describes and discusses four major research issues: (1) teachers' cumulative learning; (2) PLC dimension performance; (3) PLC deployment and implementation; and (4) PLC quality management. The dimension performance of PLCs is subdivided into two subsections: dimension categories and development stages.

The influencing factors section (Chart 2.4) of the conceptual framework answers the second research question, indicating 4 groups of internal and external factors affecting PLC operation.

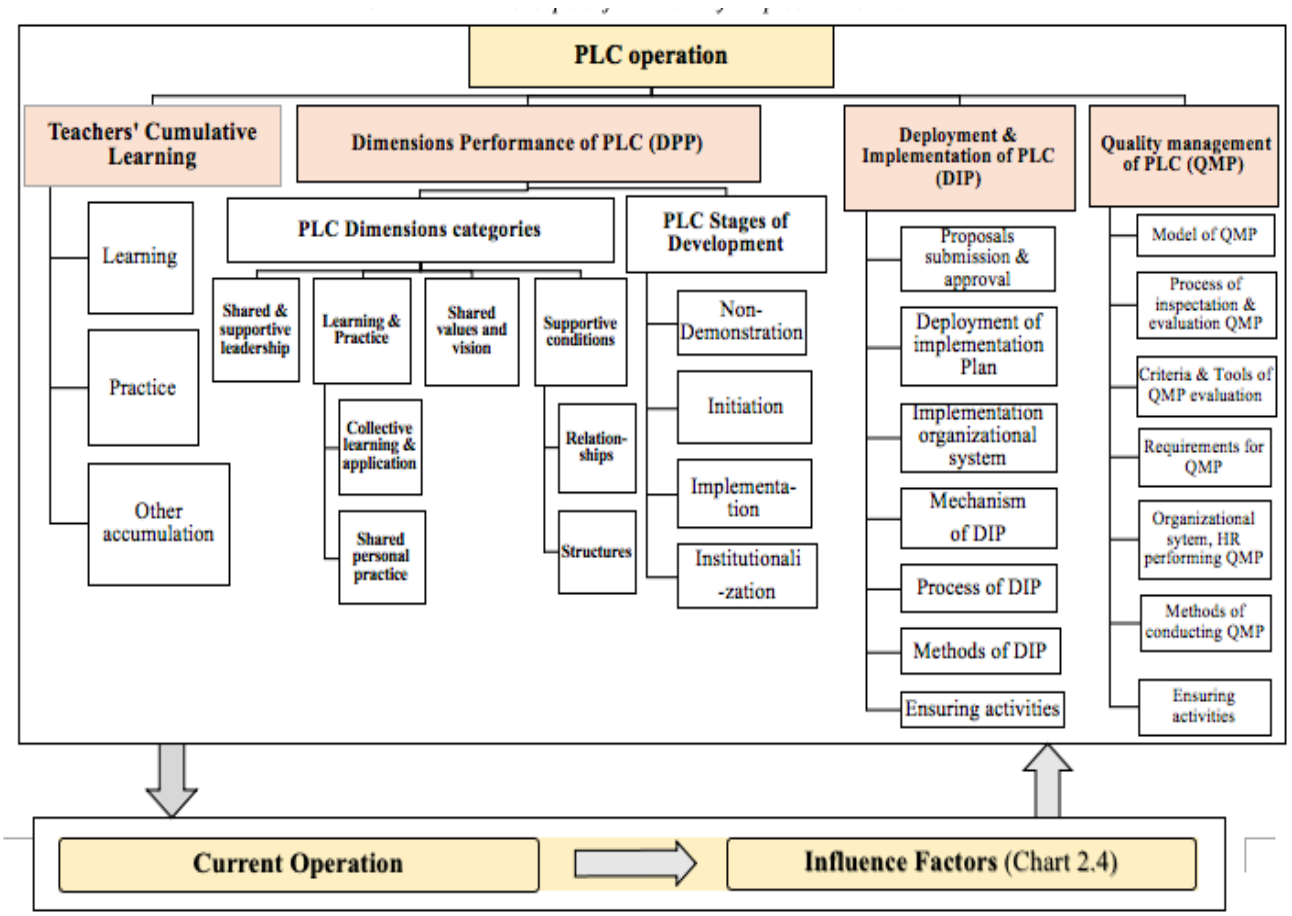

Chart 2.3: Conceptual framework of the present research

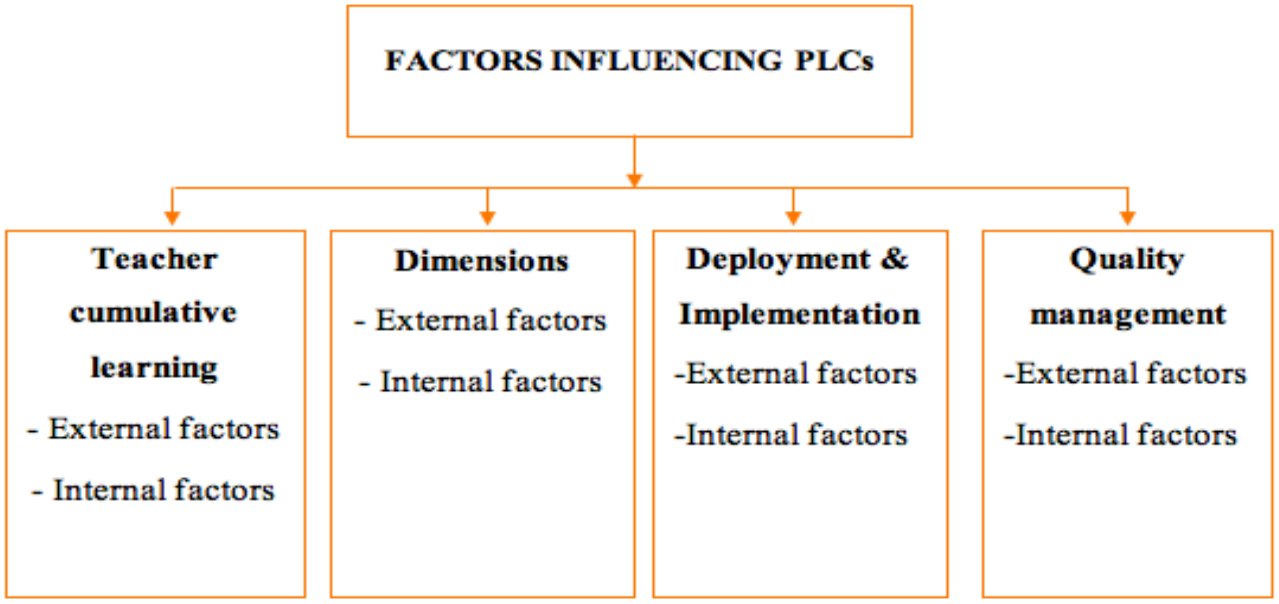

Chart 2.4: Factors influencing PLC operation

2.6 Summary

Chapter 2 studies EETs, TPD, theories, concepts, and previous studies on PLC as the basis of application for the next chapters. The conceptual framework was established in chapter 2 to answer two research questions about the current situation, influencing factors, and the need to define research methods before analyzing relevant data.

CHAPTER 3. RESEARCH METHODOLOGY

Chapter 3 is divided into 7 sections: Research Methodology: mentions the worldview of the research, research design, research sites and study samples, research methods, research validity, reliability, trustworthiness, and credibility, and summary.

3.1 Research worldview

The following arguments support the use of positivism (Creswell, 2014) in this study. The current survey used empirical methodologies to ascertain the status of PLC, and these techniques showed the existence of positivism. Additionally, the study assesses influencing factors by utilizing both the established theoretical framework and the conceptual framework developed throughout the research. The research conducts a survey using the provided conceptual framework in order to make additional recommendations for PLC operating model building.

For the following reasons, constructivism is included in this study: The activity of PLC research is based on teacher learning; it occurs as a result of the interaction of humans and other environmental forces. Moreover, PLCs are predicated on an inquiry-based learning theory and embody a constructivist perspective on learning. Constructivism views education as a process of organizing one's experiences and knowledge. Constructive learning requires an environment conducive to collaboration and immersion in authentic activities and circumstances (Hord, 2009). The constructivist viewpoint is utilized to investigate the operation of PLCs in conjunction with the interaction of teachers and their environment. PLC is built on the premise that learning is a construct and that information and experience have value.

3.2 Research Design

The research employs an explanatory sequential mixed-method approach, which is defined by Creswell (2014) as the one that entails a two-step project in which the researcher gathers quantitative data in the first phase, analyzes the findings, and then uses the results to prepare the second qualitative phase. The research was carried out in four phases: (1) identifing research problems and objectives; (2) Collecting, analyzing and evaluating relevant documents, including PLC theory, TPD theory, sociocultural learning theory & organizational learning theory and then building conceptual framework; (3) designing data collection tools: questionnaires and interviews; (4) writing a report after data collection and coding.

3.3 Research sites and study samples

The study focuses on the professional learning community of English lecturers majoring in economics (EET) at a number of economics universities in Vietnam (VEUs), but not on English teachers in other specialties, other training levels, or other training facilities and types. The research object is EET's PLCs, delving into the goal of developing practical applications to promote PLC activities with recommendations and models. Specifically, the study of four contents of PLCs include cumulative activities of EET, dimension performance, implementation of PLC activities, and PLC quality management, in which performance includes PLC dimension categories and the development stage of the PLC. The cumulative activities of EET are related to TPD, so the study of PLC is inseparable from the study of the cumulative activities of EET and TPD.

The research studied the reality of PLCs at four typical economics universities in Hanoi, Vietnam in the period 2018–2020 in terms of EET's cummulative activities, PLC dimension category and development stage, PLC deployment and implementation, and PLC quality management to develop suitable solutions for teachers' learning improvement.

The demographic profile of the participants was described in details in Table 4.1. The inquiry enrolled ten male and 223 female participants. In total of 233 participants, 18 had a doctoral degree, while 215 had a master's degree. The certification encompasses a variety of educational specialties, including Linguistics (121 teachers), TESOL (89 teachers), and Economics (48 teachers). The participants ranged in age from less than 30 to over 50 years old, and had varying levels of teaching experience, ranging from three to over 24 years. The top participants (159) were between the ages of 30 and 40 and had between four and seven years of experience (84 participants). Twenty-nine participants were teachers with additional leadership responsibilities in addition to their teaching responsibilities, while 204 were teachers without additional leadership responsibilities. When conclusions or comments apply to all students, they will be collectively referred to as teachers, leader-teachers, or participants.

3.4 Research methods

Questionnaire

The questionnaire is designed to collect data on PLCs' dimensions, performance, development stage, deployment, and implementation, and quality management at VEUs. The questionnaire is divided into four parts.

Part 1 contains eight pieces of demographic information about participants, including their age, gender, education, teaching experience, teaching areas, professional position at work, and amount of teaching time. The aim of this section is to collect data from participants and then determine whether or not these demographic characteristics influence EETs' perceptions of PLCs (Curry, 2010).

Part 2 contains five items containing information about EETs' personal experiences and professional accumulation, such as how they acquired expertise, experience, and teaching skills during their teaching careers; their frequency of involvement

in PLC events; their perspectives on the need and function of PLCs; and the significance of PLCs' dimensions.

Part 3 used The PLC Assessment-Revised (PLCAR) (Hipp and Huffman, 2010) to collect data on the current activity of PLCs in EETs, including the performance of PLC dimensions and PLC development stages. This section contains six major categories that correspond to six PLC dimensions (supportive and shared leadership, shared values and vision, collective learning and application, shared personal practice, and supportive relational and structural conditions), which contain 52 items in total.

Part 4 is about the EETs' assessment of and guidelines for promoting PLC activity, with five major categories (factors affecting PLC activities, challenges for participation in PLCs, expectations, benefits, and recommendations of EETs).

Interview

Interviews are used to elicit knowledge about proposed models from representatives and experts; they also serve as a means of triangulating data from other sources. Face-to-face and telephone semi-structured interviews for a total of 18 items are conducted. Follow-up interview is the technique of recruiting participants from the larger survey allowed for a more in-depth review and expansion of results (Creswell, 2014; Green, 2007).

3.5 Validity, Reliability and Trustworthiness and Credibility

The primary goals of qualitative research are reliability and trustworthiness, with no claim to providing exact truths (Hammersley, 1995). On the other hand, validity is synonymous with truth in quantitative research (Angen, 2000). The questionnaire employed in this research had both internal and external validity as well as reliability since it was derived from a valid and reliable survey, the PLC-R Questionnaire (Hipp and Huffman, 2010). That data was collected in two stages and interviews were recorded and transcribed subsequently showed its trustworthiness (Lincoln and Guba, 1989).

3.6 Summary

Chapter 3 has covered all the necessary material, analyzed and explained in detail the worldview, research design, research methodology, data collection tools, data collection procedure, and data analysis method. In the following chapter, Chapter 4, new research methodologies and tools have been developed that can be utilized to examine data and offer comments, assessments, and discussions.

CHAPTER 4. DATA ANALYSIS & DISCUSSION

Chapter 4 shows the findings and discusses (1) the reality of cumulative learning of EETs for their TPD, (2) the current operation of the PLC dimension performance of EETs, (3) the reality of the deployment and implementation of PLCs, (4) the reality of the quality management of PLCs, and (5) the factors influencing the operation of those communities.

4.1 The findings on the current PLC operation

4.1.1. The reality of cumulative learning of EETs for their TPD

In general, the survey findings indicate the current state of teachers' PLC-related activities; teachers' perceptions of the usefulness of PLCs; the benefits and drawbacks of PLC participation; and teachers' awareness of PLC membership.

For EETs, teaching experience has the greatest impact on PLC operation, as people with varying experiences and degrees have varying perspectives on PLCs. To address this issue, it is vital to expand professional training programs, seminars, and experience sharing, among other things. The thesis addressed the current state of lecturers' PLC activities, professors' perspectives on the importance of PLCs, the benefits and drawbacks of PLC participation, and lecturers' expectations when participating in PLCs.

Most intriguingly, when asked, lecturers unanimously stated that self-study remains the primary focus, while the PLC is a powerful support tool but has been ineffective despite collaboration between lecturers, shared design of programs, curriculum, and teaching materials with colleagues, sharing teaching resources and materials, and sharing problems and experiences in teaching.

The PLC activities that are still considered unsatisfactory by the PLC standards are as follows: team teaching; sharing methods of evaluating and teaching; sharing teaching resources, materials, methods and processes; exchanging academic knowledge and research experience with other teachers; activities of seminars and training seminars; participating in professional training courses; no observing other teachers’ classes; and no common practice.

Over 75% of lecturers acknowledged that PLC is critical and vital, and that it is required to encourage its operation. PLC dimensions are rated in order of importance: supporting and shared leadership is the most important, followed by shared values and vision, collective learning and application, shared personal practices, supportive conditions-relationships, and finally supporting conditions-structures. The following benefits of joining PLC are confirmed: increased knowledge and new skills; time savings and increased job efficiency as a result of sharing teaching data systems; increased collegiality; increased awareness of obligations, employment, and responsibilities; increased productivity and efficiency.

However, there were a few difficulties encountered by teachers participating in PLC. There are no explicit guidelines or restrictions governing PLC participation (contents, requirements, topic, or timeframe); self-esteem; the tendency to avoid conflict and evaluate one another's performance (e.g., teacher observation and group work); and heavy workload. Teachers are also expected to support PLC operations by establishing core groups to carry out PLC activities, appointing experienced teachers to boost teachers' shadow learning, and emphasizing the benefits of participation to provide a framework, a process, and a strategy for PLC; to conduct research and analysis on new programs and plans.

4.1.2 The reality of the dimensions performance of PLCs among EETs

PLC dimensions performance includes PLC dimension categories and PLC development stages.

Dimensions categories of PLCs of EETs

In light of the current situation, the thesis findings indicate that the following factors are critical in order: policy vision, strategic strategy for PLC implementation, PLC implementation, perceived perception of PLC values, teaching experience, current skills, professional characteristics of English teachers, and university characteristics and demand for English teachers. Currently, the material assurance aspect of PLC is very good; the worst is practice and learning; the partnership is ineffective; and the vision and leadership are average. Due to demographic, socioeconomic, objective, and subjective influences, the explanation is bad.

The development stage of PLCs of EETs

The thesis findings indicate that of the six dimensions of PLC, four are in stage 2, one is in stage 1, and one (supportive conditions-relationship) is in stage 3. The overall assessment of PLCs is in stage 2, indicating not very effective PLC operation. However, effective internal cooperation is a necessary condition for fostering a culture of collaboration, sharing, and PLC promotion. Thus, to exploit the PLC, it is important to configure the initialization model, and a prioritization model is needed to facilitate PLC activities that are appropriate for every development stage.

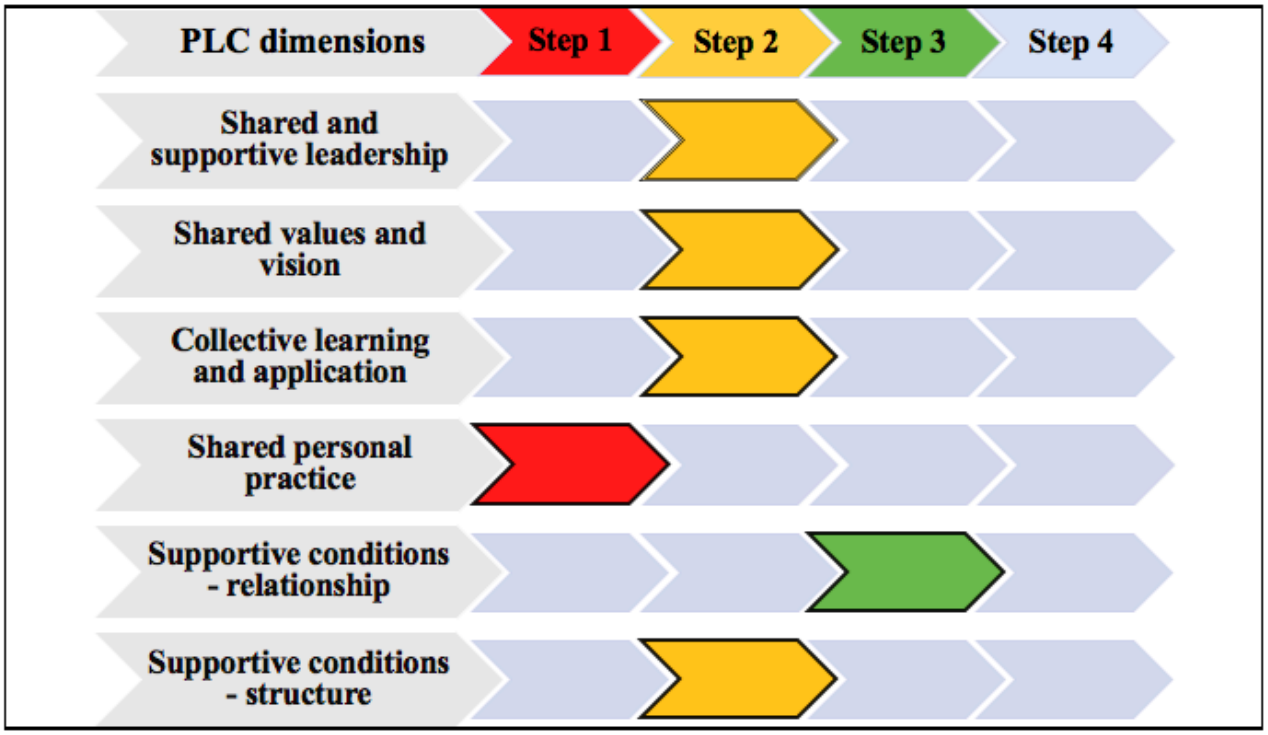

Chart 4.4: Current development stage of PLCs

4.1.3 The reality of the PLC deployment and implementation of EETs

There is fundamentally no independent plan for PLC implementation. Only these PLC events, such as seminars, conferences, and training, are incorporated into professional activities in accordance with the faculty's and the university's overall professional

development strategy. The academic exchanges that universities have maintained are a fundamental strength. The activities of community support and bonding take place primarily within divisions. Scientific research and material design are examples of collaborative activities that are limited.

On the whole, faculty and departments understand and value PLC, culture, and community working methods. However, because there is no centralized PLC activity, they have not witnessed all of PLC's effectiveness, self-motivation force, and resonance; and PLC activities exist to some extent, but separate from other professional activities, so the plans for PLC have not been shaped. The thesis findings indicate that models of the PLC organizational system and PLC running mechanism are required.

4.1.4 The reality of the PLC quality of management of EETs

At the moment, no division exists in all universities to evaluate and track the quality of PLCs; there is no framework for assessing the quality of PLCs or criterion for evaluating the quality of PLCs. That is, there is no PLC quality management model. Although all universities have sophisticated and rigorous processes for reviewing preparation and instructor professional development programs, PLC does not have a quality control system. All universities have specific standards and effective tools for monitoring the standards of preparation and teacher quality. However, there are no clear methods or standards for evaluating the quality of PLCs. The surveyed faculties are all aware of the value and productivity of PLC doors, but due to busy times and their habit of concentrating primarily on teacher training and TPD but not dedicating enough time to the PLC, the criteria for the PLC already exist and are clear. Although all of the faculties have good quality control capabilities, none of them have a dedicated quality inspection, monitoring, and assessment division for PLC operations. The review of the current survey results indicates that it is important to establish a quality management system for PLC activities.

4.1.5 Factors affecting PLC operation of EETs

The thesis investigated the external factors and internal factors influencing the PLC operation of EETs include: (1) teachers cumulative learning of EETs; (2) PLC dimension performance; (3) PLC deployment and implementation; (4) The quality management of PLCs activities.

Group 1 : Factors influencing teachers cumulative learning of EETs.

The external factors relating to teachers' accummulation include (1) standards and requirements for a teacher's title, (2) teacher management, (3) motivation, and (4) supportive conditions. The internal factors are demographic factors, including gender, position, qualification, and experience.

Group 2 : Factors influencing teachers cumulative learning of EETs.

The findings show external factors including: (1) present knowledge, experience, skills; (2) PLC policy on scale, quantity, quality, goals, orientation for on-going training and professional development; (3) the perception of true value for PLC; (4) goal, method, content of deployment and operation evaluation; and (5) supportive conditions –

relationship and structures. The literature review in chapter 2 above demonstrates that three groups of influence factors related to dimensions include leadership, collaboration, relationship, and supportive conditions, which affect other factors in the dimensions of PLCs.

Group 3: PLC deployment & implementation related factors

External influence factors: state and MoET Regulations; vision and orientation of MOET & university; regulations & standardization requirements for EFL teachers; standardization requirements for students; university regulation and standard; teacher professional training and development; capacity for deployment and implementation; the reality of quantity & variety of EFL teachers; social culture outside PLC; external environmental conditions; other external factors; supportive conditions - relationships of the university; supportive conditions - structure of the university.

Internal influence factors: advantages; challenges; current PLC development stage, current policy, vision, plan; current organization model; current PLC activities; PLC dimension performance; current deployment; current quality; current quality management; quality evaluation; current internal influence factors; social culture within PLC; expectations of teachers; supportive conditions - relationships of the faculty; supportive conditions - structure of the faculty.

Group 4: PLC quality management related factors: Four groups of external factors and four groups of internal factors.

External influencing factors: (1) Proposal; (2) Documents, regulations, guideline of training authorities on PLC – self-training & on management & quality improvement of PLC; (3) Criteria, guidelines, rules, quality levels, assessment methods, surveillance, inspection, and promotion of competent authorities' PLC operations; (4) Vision, strategy, schedule, program, and necessary contents to carry out PLC activities.

Internal influencing factors: (1) Deployment and implementation of PLC activities; (2) Checking, supervising, evaluation of quality management of PLC; (3) Methods of quality management of PLC; (4) Requirement on quality improvement.

4.2 Discussion

4.2.1 PLCs and conditions for EETs’ cumulative learning

The need of a PLC is as follows: to meet educational needs and to enhance teachers' qualifications; to meet the criteria of modernization of learning and teaching, as well as international integration; as a method of teacher development; improving teachers' learning practices; strengthening faculty members' internal relationships and ability for both individuals and the faculty team as a whole; and providing many practical advantages.

VEUs are world-class institutions with well-trained leaders and teachers who are continuously at the cutting edge of new technologies, industries, skills, and creative techniques. They hold advanced degrees from prestigious domestic and foreign universities, have lived through the age of international economic integration, and have a wealth of experience from periods of innovation, integration, and development. Teachers are aware of

emerging challenges, capable of addressing them, and have easy access to new problems and collaborators. Each institution has a robust infrastructure and a high degree of autonomy in all areas of operation. However, workload at all levels and across all majors limits the ability to devote time to PLC. PLC is a form of self-study and on-the-job training, but it would be difficult to implement if it was not integrated into daily work plans.

4.2.2 The performance of PLCs dimensions of EETs

PLC activities were initially developed, and universities have had some certain success and made some attempts to incorporate the PLCs six dimensions (Hipp & Huffman, 2010). The documentary research survey discovered no analysis or thesis on PLC at the university level in Vietnam, suggesting that working within a PLC community is not commonly deployed in Vietnam. Additionally, there are a few debates about PLCs. As a consequence, the thesis must provide a variety of models to serve as a basis for implementing the thesis's pertinent contents and for practical implementation. To create PLC in Vietnam, directly to English teachers at economics universities, it is critical to continue investing in research, specific implementation, foundation building, and supplementing the theoretical and practical foundations for this issue in our country, not only at the university level, but also at the high school level and other training centers and institutions.

4.2.3 The deployment & implementation of PLCs for EETs

Evaluating PLC implementation is made by assessment of individuals, organizational system, mechanisms, resources, implementation methods and approaches; evaluating in conformity with PLC dimensions, the quantity, quality and rate of activities, processes and results structure, and evaluating the quantity, quality, and rate of activity structure. PLC operations are evaluated and monitored using metrics.

At the same time, it is important to assess the PLC's contents, which include the following: implementation policy; strategic plan; year- plan; promotion activities, leadership support, and collaborative leadership at all levels; updating and renewing learning material with teachers; and mutual support activities among trainers. Following the assessment, comprehensive guidance and recommendations based on the actual criteria for initiating, maintaining, and improving PLC operations will be made.

4.2.4 The quality management of PLCs of EETs

To evaluate PLC quality management, it is important to provide a framework for the assessment, which includes: (1) the types of legislation, instructions, and the protocol format for PLCs, as well as quality management and evaluation; (2) The vision, strategy, plan, program, and content of PLC implementation; and (3) PLC implementation projects or a portion of trainer training and retraining in the form of PLC.

When monitoring and assessing the quality of PLC, criteria, standards, quality evaluation norms, assessment methods, quality inspection, monitoring, and supervision are required. Plans and tools are reviewed and evaluated.

To assess the efficacy, degree, and progress of PLC implementation, it is important to take into account each dimension of PLC (Hord, 1997), as well as the impact factors. Survey tools can be used as an assessment process, data sources, records, and statistics.

4.2.5 The factors affecting the operation of PLCs of EETs

Professional implementation as measured by the six dimensions of PLCs (Hipp & Huffman, 2010) shows that PLC operation occur in phase 2. However, there is no synchronous process of organization, deployment, implementation and quality management. Inadequate synchronization and imbalance require special consideration when evaluating both the nature and the output of the PLC. To keep pace with the growth of this effective clinical practice, an organization model for implementation and a quality management model must be established immediately.

4.3 Summary

Chapter 4 met the requirements for examining the existing situation, identifying influential factors, and providing general comments and judgments on various areas of PLC implementation in VEUs and EET-related activities. Findings in Chapter 4 serve as the foundation for developing recommendations and approaches for promoting PLC activities in VEUs.

CHAPTER 5. CONCLUSION

Chapter 5 contains 2 sections : Recommandations and Conclusion.

5.1 Recommendations

5.1.1 Recommendations for the cumulative learning of EETs

On the lecturer's side: Requirement to enhance one's own level of expertise, skills, and experience; requirement to join the group/PLC in order to reap the benefits; in-service training: studying English; economics, methodology; teaching practice; doing research; improving Teamwork skills (PLC)

On the management and planning level: Research on training and development for economics EFL teachers; research on standardization of titles appropriate to the characteristics of economics EFL teachers because they are different from other majors, and due to the job requirements of both English and economics knowledge; promote and support self-training to boost teacher qualifications; promote and inspire EETs to join PLC.

5.1.1.1 The proposed model for the cumulative learning process of EETs

As outlined in Section 2.1 of the thesis, TPD and PLC may have a significant influence on EETs' capacity to access, update, and share information as well as their ability to gain professional English skills, such as business English, business management English, and teaching abilities. When evaluating the aspects of the PLC, it is clear that cooperation and mutual learning play a role. Furthermore, the TPD functionality has been enhanced. Each teacher obtains knowledge, skills, experience, and data using PLC and TPD approaches in addition to self-learning. This provides the teacher with both an input and a closed loop of learning. This closed loop system satisfies the EETs, TPD, and PLC requirements simultaneously. Therefore, it can be inferred that these three variables must

always operate in closed cycles. The following diagram illustrates this relationship and interaction.

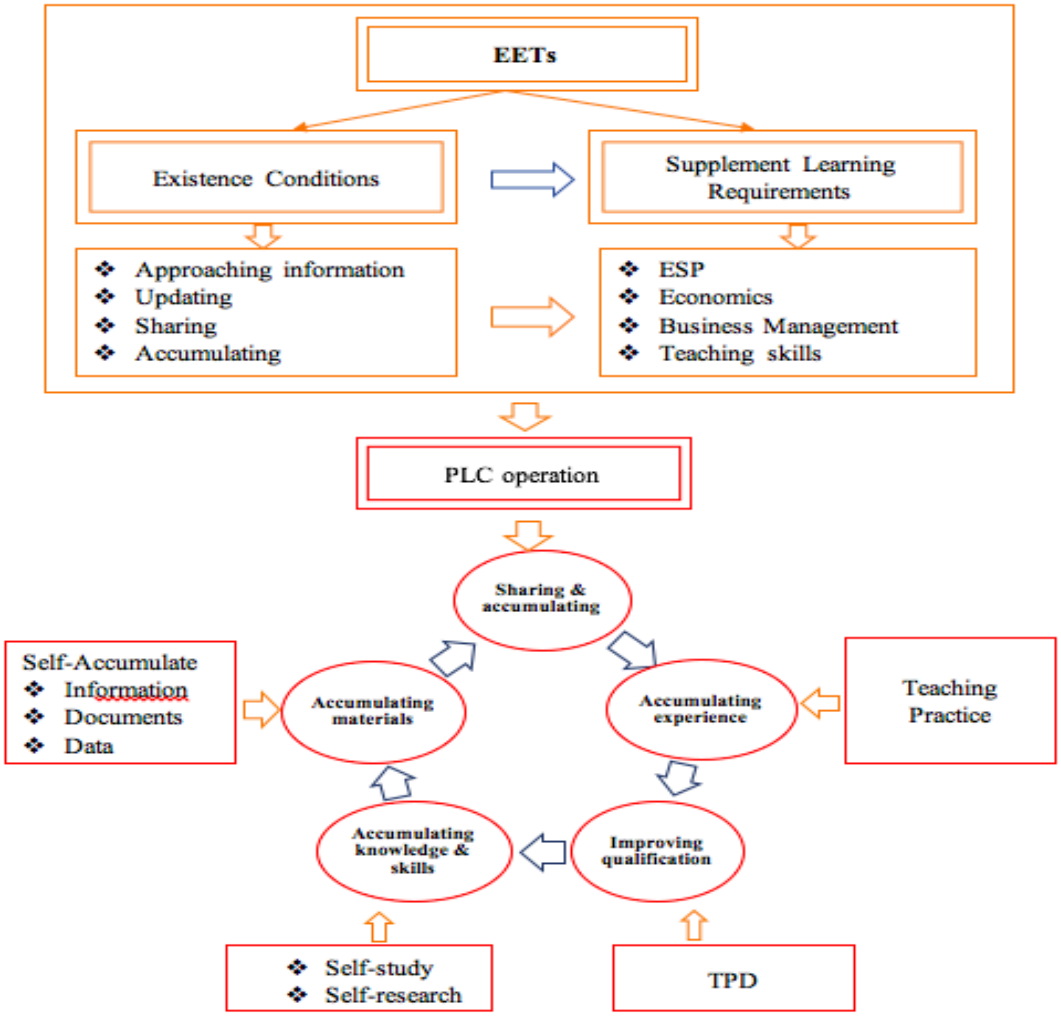

Chart 5.1: EETs' ongoing cumulative learning process via TPD & PLC

5.1.1.2 The influencing factors of the cumulative learning of EETs

As discussed in Section 2.2, the factors impacting teachers' cumulative performance were recommended as the follows .

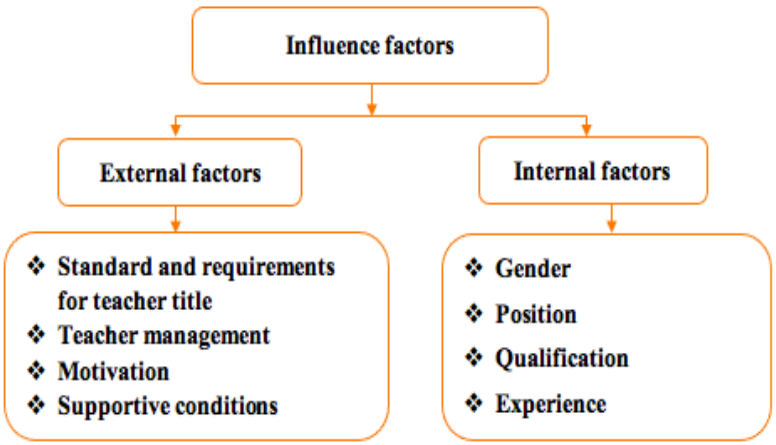

Chart 5.2: The influence factors of the cumulative learning of EETs

5.1.2 Recommendations for the PLC dimension performance of EETs at VEUs

Six factors have influence on the operation PLC dimensions, including: (1) change the working culture; (2) create professional learning environment; (3) create professional practice environment; (4) acknowledge the ssustainable value; (5) create the cooperating routine; and (6) understand the short-term benefits of PLC.

5.1.2.1 Recommendations for the initiation of PLCs of EETs

Since there are many environmental factors influencing the operation of the PLC, through an analysis and review of literature related to PLC and the theory of sociocultural and organizational learning, the research would like to propose a model of factors for enabling the operation of the PLC: Changing the working culture, Creating professional learning environment, Creating professional practice environment, Acknowledging the sustainable value, Creating cooperating routines, and Understanding the short-term benefits of PLC (Chart 5.3).

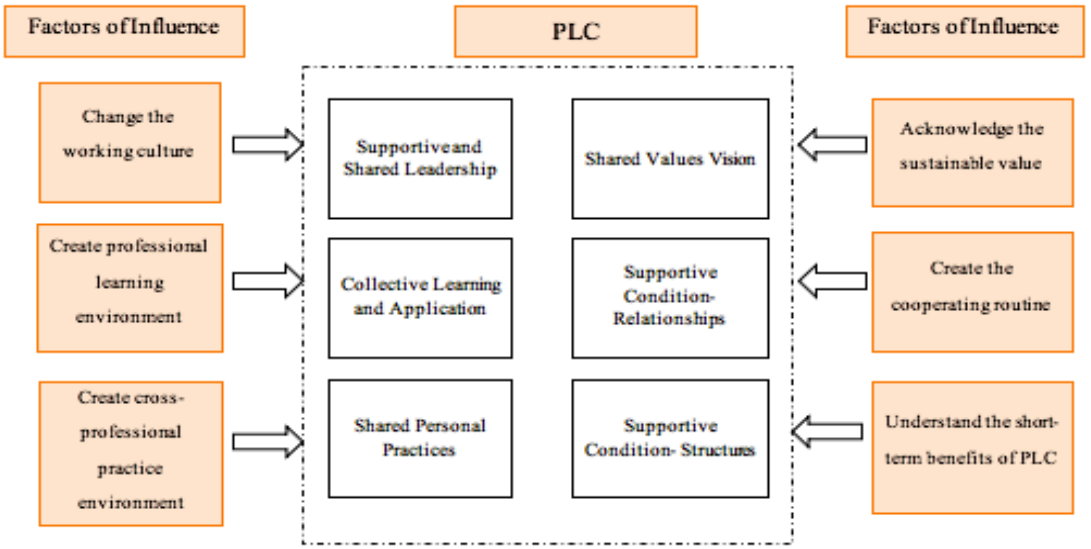

Chart 5.3: Model for PLC initiation

5.1.2.2 Recommendations for factors motivating PLC dimensions

Factor groups that have a coordinating and synergistic effect. In the implementation, these are the resonating elements that form a dual group: practice - learning; shared value – shared visions; relationship – structure. Factors that have a motivational impact as a group.

(1) The leadership naturally motivates three groups: (a) shared personal practice and collective learning & application; (b) shared values and vision; and (c) supportive condition – relationship and structure.

(2) The collaboration influences, in turn, practice, learning, shared values and vision.

(3) The dual factor supportive condition – relationship and structure influences practice, learning, and shares value in turn.

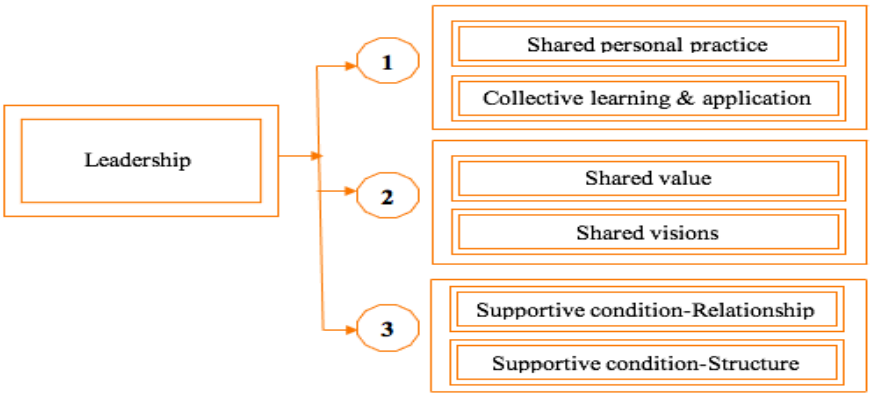

Chart 5.4: Leadership's influence order

Collaboration affects shared personal practice, collective learning and application, shared values, and supportive conditions-relationships (Chart 5.5).

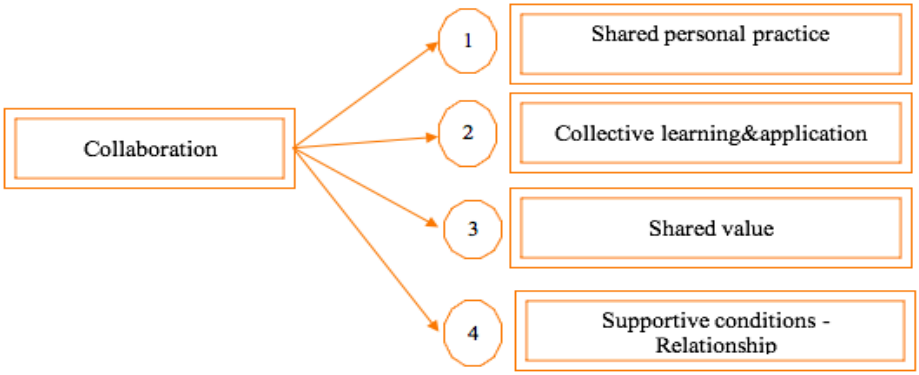

Chart 5.5: Collaboration' influence order

Supportive conditions-relationship affects shared personal practice, collective learning and application, and shares values (Chart 5.6).

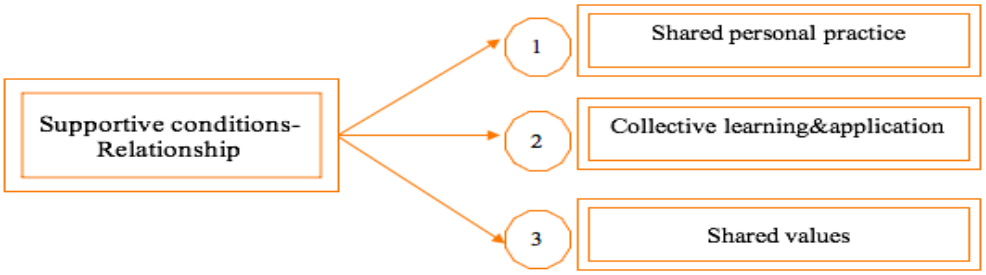

Chart 5.6: Interaction among PLCs dimensions

Teacher- leader affects practice, share vision & relationship (Chart 5.7).

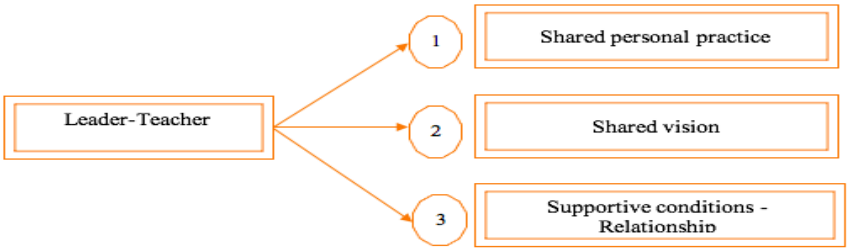

Chart 5.7: Leader-Teacher's influence order

5.1.2.3 Recommendations for the PLC's interplay dimensions

Section 2.1 on the classification of groups of dimensions examined groups of dimensions having the same function. These groups provide mutual support. The function of fundamental groups of elements in the above dimensions can be described using the following model (chart 5.8).

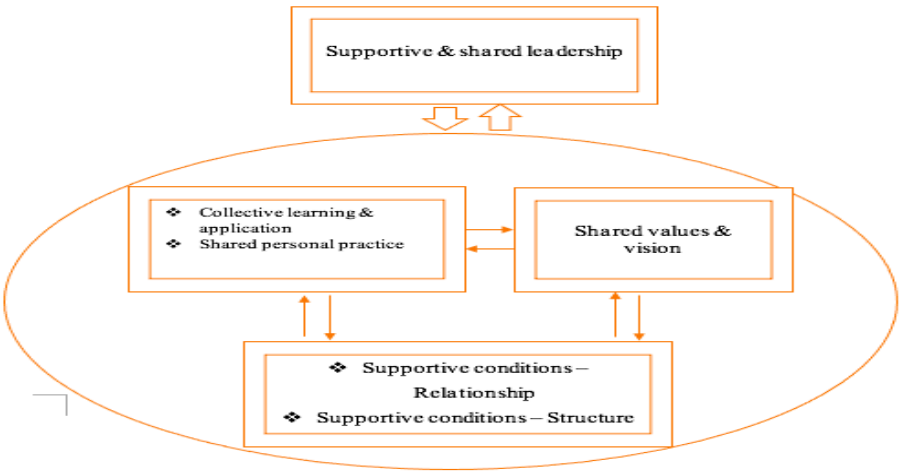

Chart 5.8: PLC's interplay dimensions

5.1.2.4 Influence factors of PLC dimension performance

As discussed in Section 2.2 on the the factors impacting teachers' cumulative performance, the thesis recommended the followings.

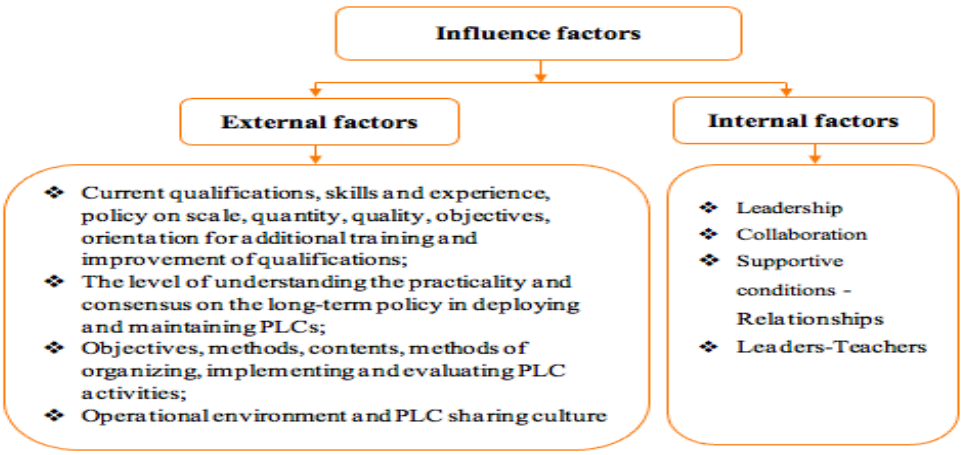

Chart 5.9: The influence factors of the cumulative learning of EETs

5.1.2.5 Recommendations for upgrading PLCs development stages

According to Helsinki (2010) certain conditions are essential to ensure a school's progression as a PLC, regardless of its current stage of development: making time for meetings, ensuring support for teachers and a follow-up to the collaborative meetings, recognizing success by encouraging staff and involvement of teachers in decision making. The thesis establishes 04 models of order of priority to deploy activities to promote PLC activities corresponding to the 4 current stages of PLC from lowest to highest.

(1) If the surveyed PLC is in phase 1, whereas the most important activity is the activities initiated by joint leadership, perhaps since the first stage involves leadership activities, the core team is the guiding force, constructing policy and making initial decisions. Given the lack of need for security at the moment, the priority should be to at least ensure. (Chart 5.10).

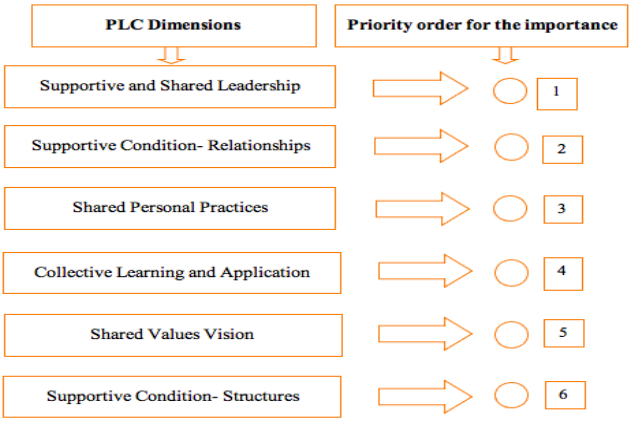

Chart 5.10: Upgrading for Non-Demonstration stages

(2) If PLC is in phase 2, with learning activities being the most critical for laying the groundwork for breakthrough, growth, and expansion of PLC activities, following the efficient completion of phase 1, the teachers' learning operation is now considered to be the most critical. The least important target is vision, as developing a vision is not a high priority at the moment due to the lack of reliable and sustainable infrastructure (Chart 5.11).

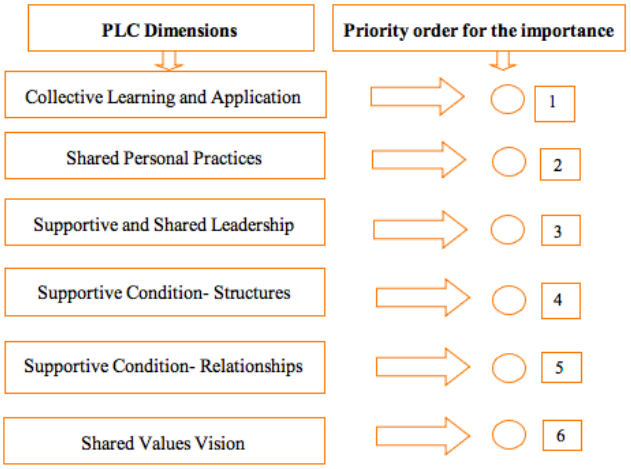

Chart 5.11: Upgrading for the Initial stages

(3) If PLC is in phase 3, following the introduction of the priority for learning activities in phase 2, the priority for practice is crucial at this stage. At this point, relationship operations are secondary to facility assurance; however, it is likely that the same learning and experience in the sense of PLC resulted in a more favorable relationship (Chart 5.12).

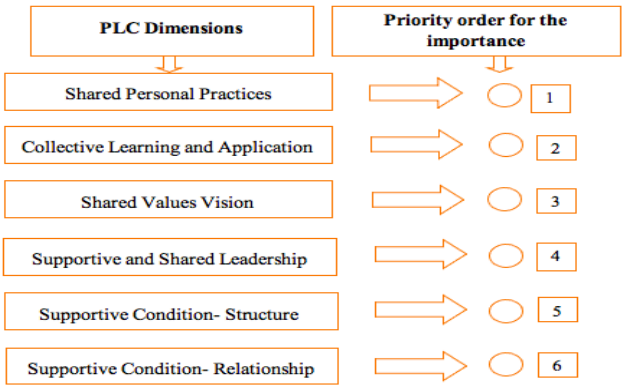

Chart 5.12: Upgrading for the Implementation stages

(4) If the surveyed PLC is in step 4, all operations are stable; the critical task is to establish vision. The least critical is to ensure material that the facilities have been formed during the process of creating the levels (Chart 5.13).

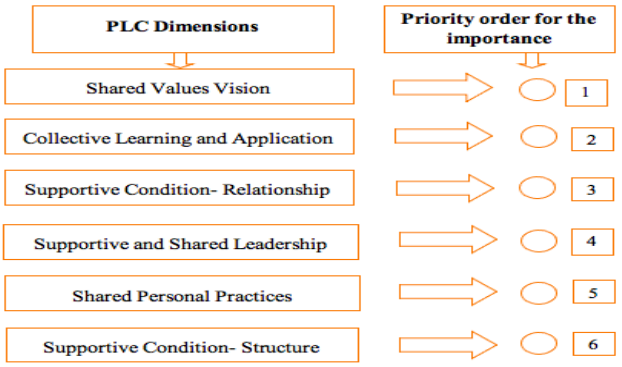

Chart 5.13: Upgrading for the Institutionalization stages

5.1.3 Recommendations for the deployment and implementation of PLCs of EETs

5.1.3.1 Recommendations for organizational system of PLCs of EETs

At the moment, PLC mostly functions at the faculty level. PLC activities are deployed under the direction of the faculty (Faculty Leadership) through the faculty's PLC core groups and PLC implementation divisions. At a higher level, university could support to supervise plan and assess quality management via line divisions such as Educational Training and Secientific Research (Chart 5.14).

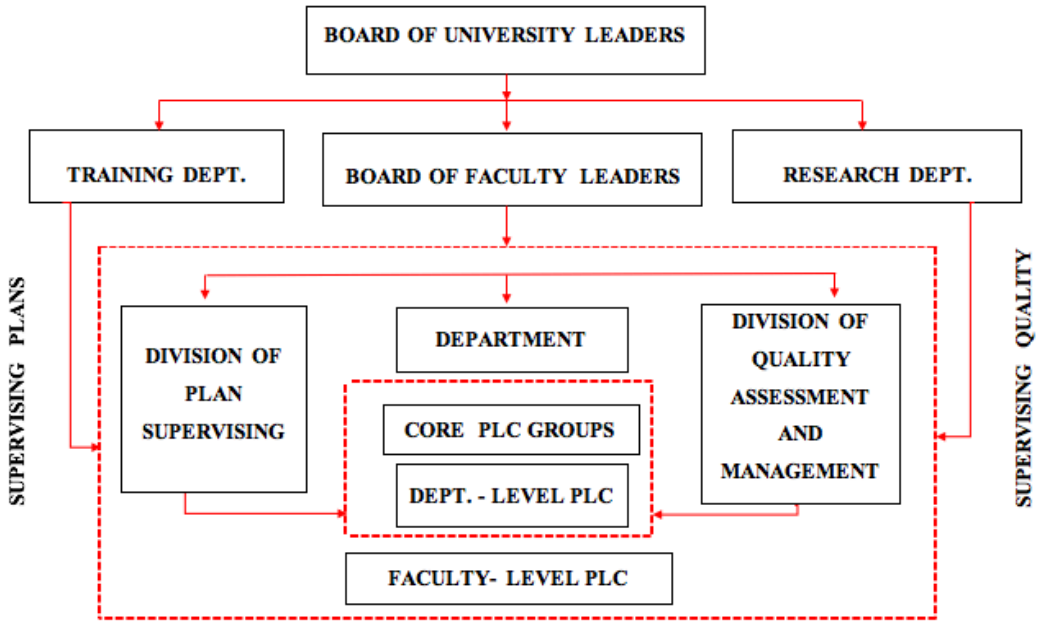

Chart 5.14: Model of organizational system of PLCs

5.1.3.2 Recommendations for running mechanism of PLCs of EETs

The PLC's operating phase consists of a circular process with 03 stages: planning, deployment-implementation, and assessment. The following elements are required for this model to work: The perspectives of faculty leaders, the collective of teachers, teachers, and departments toward PLCs; PLC operating policy and orientation; PLC operation organizational model; Mechanism for controlling PLC operations; Criteria and system for ensuring the quality of PLC operations; Operational motivation method; Creation and development the sociocultural foundations and PLC operating habits; and Capital mobilization measures (Chart 5.15).

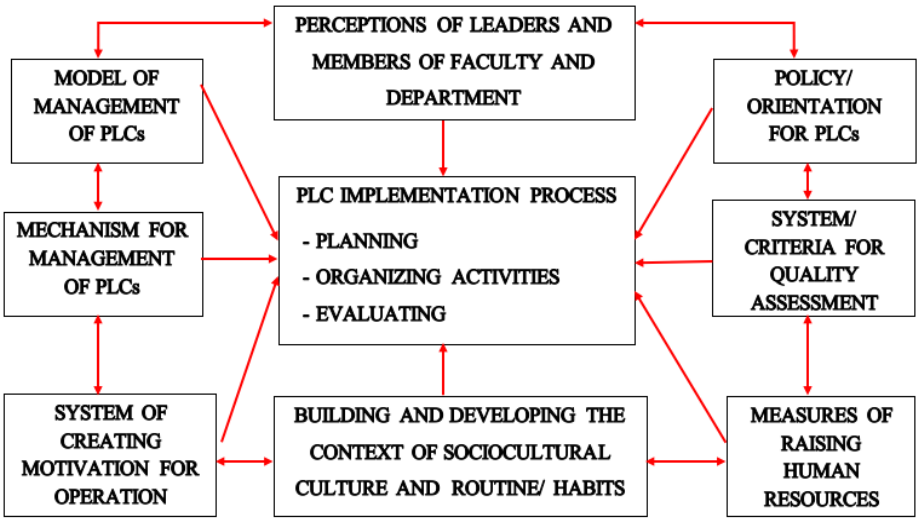

Chart 5.15: Model of running mechanism of PLCs

5.1.3.3 Recommendations for motivation system of PLCs

Chart 5.16 refers to the model system of factors inspiring the participants in PLCs, including the following: Creating a shift of consciousness and culture of community practices of the members; Clarifying the benefits of joining PLC to the members; Establishing the PLC climate and terms of operation; Setting policies on reward and appreciation; Enhancing the determination and support of leaders; & Enriching sociocultural knowledge.

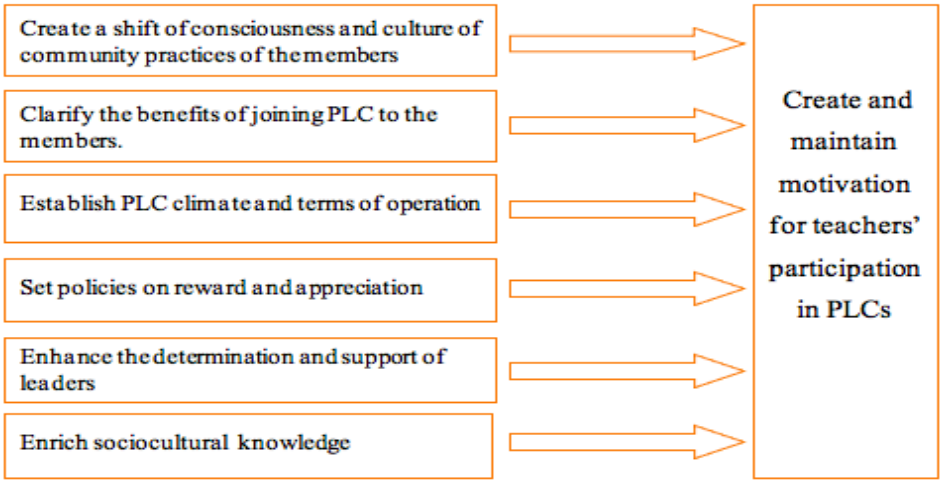

Chart 5.16: Model of PLCs motivation factor system

5.1.3.4 Recommendations for internal influence factors on DIP

In terms of human resources taking responsibilities for deployment and implementation of PLC, the PLC operations are carried out by three groups of faculty personnel (staff group): the core group, the deployment and implementation (DIP) group, and the quality management (QMP) group (chart 5.17). The above groups' interplay relationships can be modeled as follows:

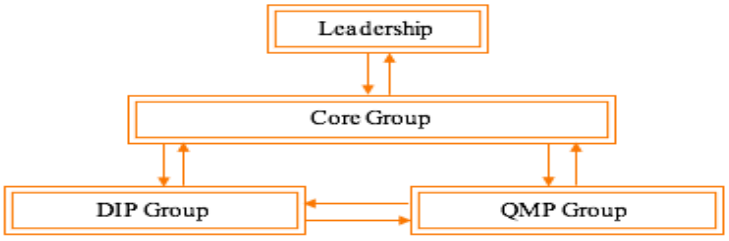

Chart 5.17 Interplay groups implementing PLCs

5.1.3.5 Recommendations for external influence factors on DIP

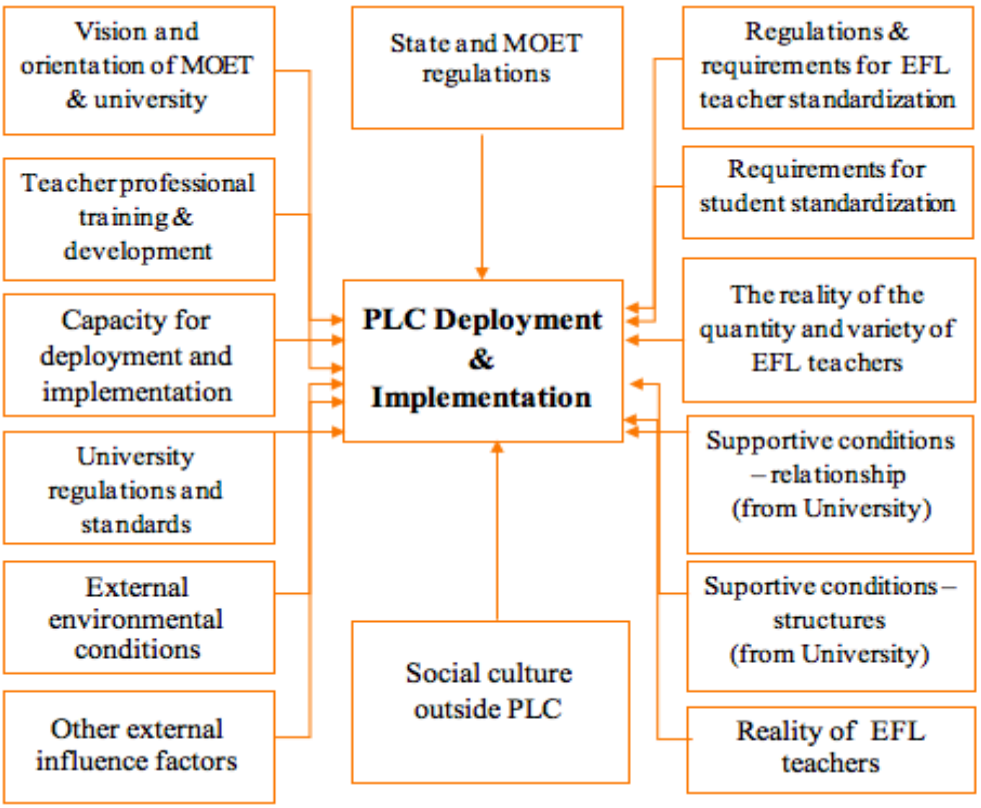

Chart 5.18: External influence factors on the DIP

5.1.3.6 Recommendations for internal influence factors on DIP

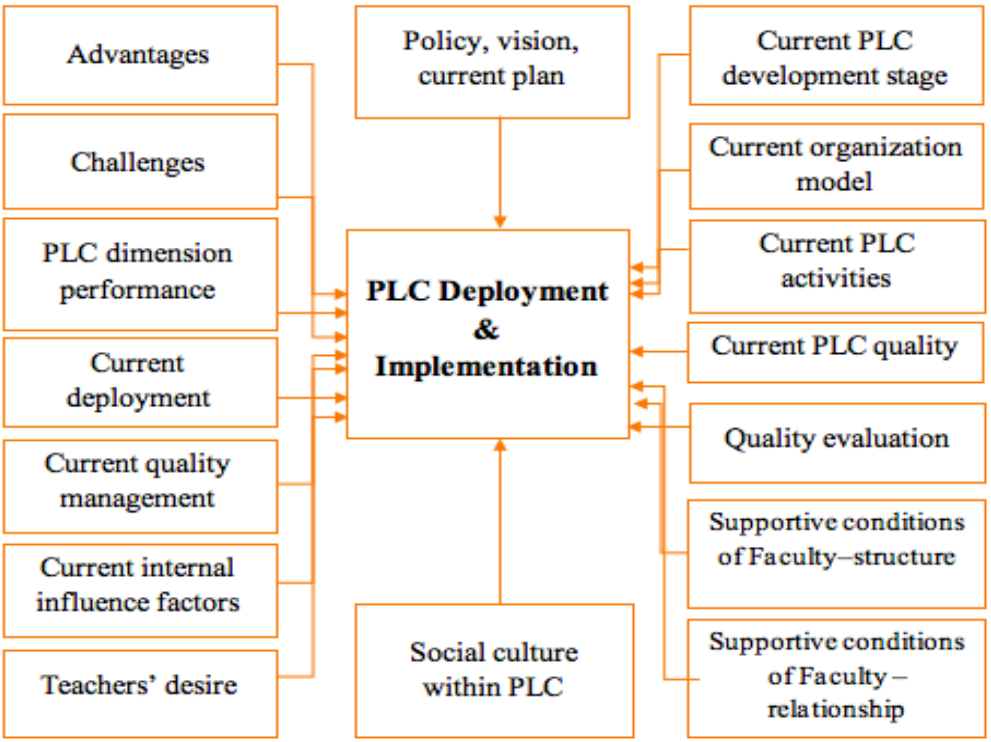

Chart 5.19: Internal influence factors on DIP

5.1.3.7 Recommendations for establishment and maintenance of PLC database

The PLC's common knowledge, skills, and experience include understanding and executing tasks, re-examining previous situations, and designing new ones. There is information that must be saved for future research, future learners, and practice. Furthermore, valuable realistic research knowledge and observations must be retained in order to serve as a basis for future research, practice, and self-practice. In addition to being based on a shared information system that can be accessed collaboratively during group meetings, the knowledge system can be online... The thesis proposes to create a database system at English departments of economic universities to serve PLCs, based on the database system's various utilities and the ease with which the current link network can be used.

This is an internal database that is operated as a network administrator by the core team. They have been granted the authority to supplement information and data, as well as grant lecturers access and access rights. The system could be entirely in the form of a server, or it could be constructed in the form of bitcoin, with all of the participating lecturers' computers acting as servers and the information being stored on the lecturers' computers. and the data is uploaded using the cloud impact or open data format.

The database system is a utility that supports PLCs at any time and from any place, but it is also a collective information system for PLC operations. Furthermore, due to its attractiveness and values similar to those of social networks, databasse will entice all lecturers to participate, solving the difficulties associated with lecturers' insufficient time. Configuring and maintaining the PLC's database resources would be a major motivator

5.1.4 Recommendations for quality management of PLCs of EETs

5.1.4.1 Recommendations for influence factors on QMP

First of all, to implement quality management of PLC operation, it is necessary to have a PLC implementation plan and a quality assessment plan. In which, the core group develops the implementation plan, the planning group is assigned to develop the quality management plan and submit it to the Faculty leadership for approval. Quality management group covers includes activities: monitoring, checking, evaluating, creating links between 3 groups: core group, planning, quality management group, creating routines: planning, checking quality, and evaluating (Chart 5.20).

If the PLC implementation process is divided into four phases: planning, deployment & implementation, completion, and evaluation, three concurrent processes will exist. The following descriptions are included: (1) The core team will execute the process by developing the PLC plan, deploying and implementing the PLC, reporting on the performance, and conducting a self-assessment (necessary to analyse the limitations); (2) The Faculty's planning division will approve the PLC plan submitted by the Core team, appraise it and then submit it to the Faculty's leaders for approval, monitor the plan's implementation, evaluate the plan's results, and analyze the plan's limitations; (3) Additionally, the evaluation division runs a parallel work procedure, which includes developing a quality control strategy for PLC activities, tracking process quality, assessing process quality, and evaluating and reviewing weaknesses.

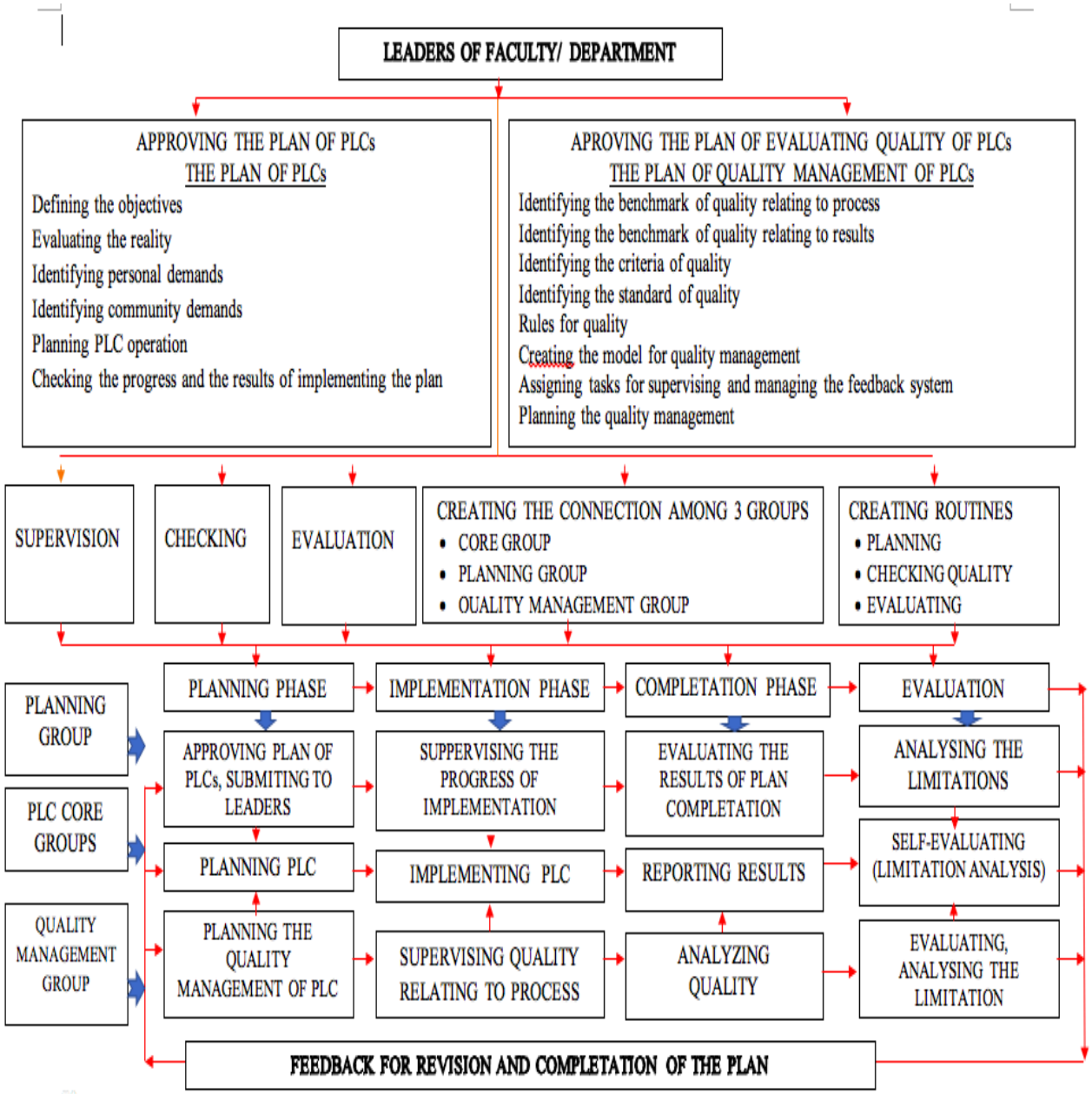

Chart 5.20: Model of quality management of PLCs

Following the evaluation, all of the preceding processes must reflect, particularly the limitations to complement and complete the plan, as well as the implementation quality, in order to maintain a circular and closed implementation process.

5.1.4.2 Recommendations for influence factors on QMP

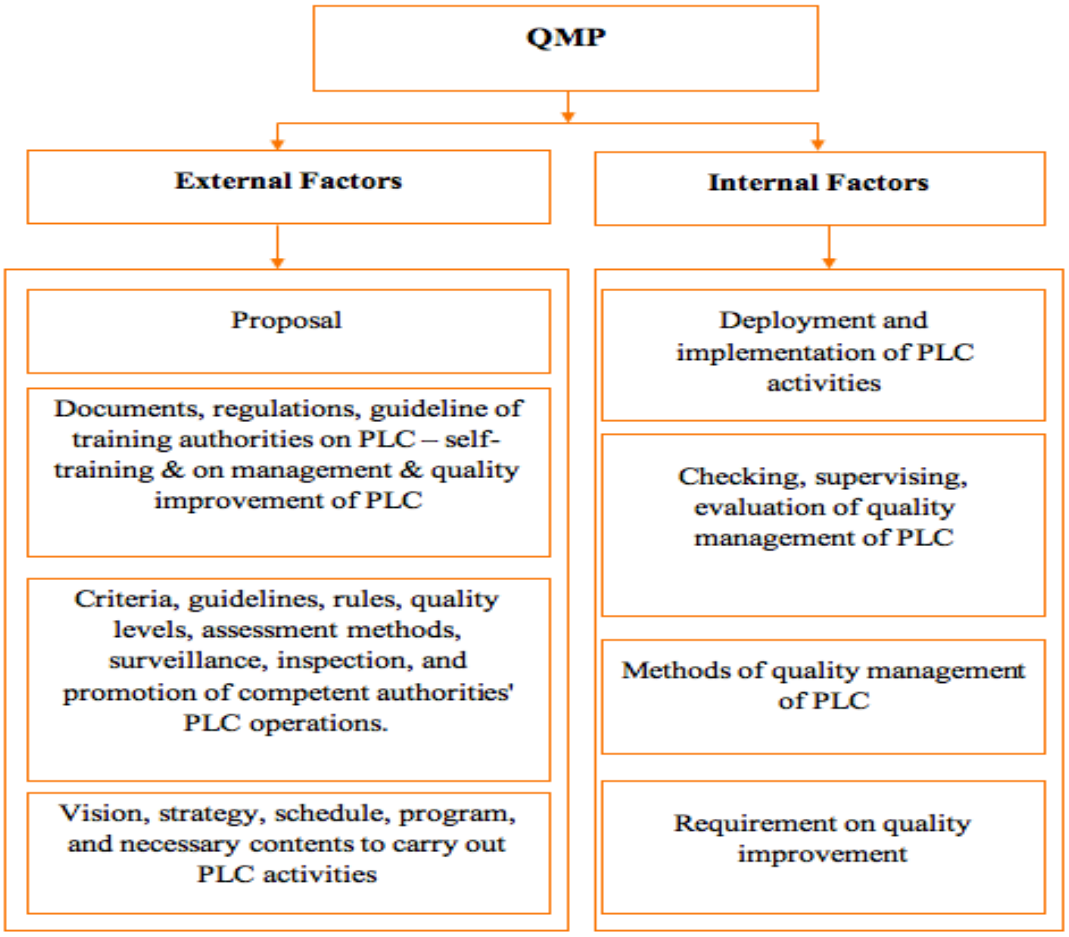

Chart 5.21: Model of external & internal influence factors on QMP

5.1.4.3 Recommendations for interplay DIP and QMP plans

The relationship between quality management (plan) operation and other activities (plan) can be represented as the followings:

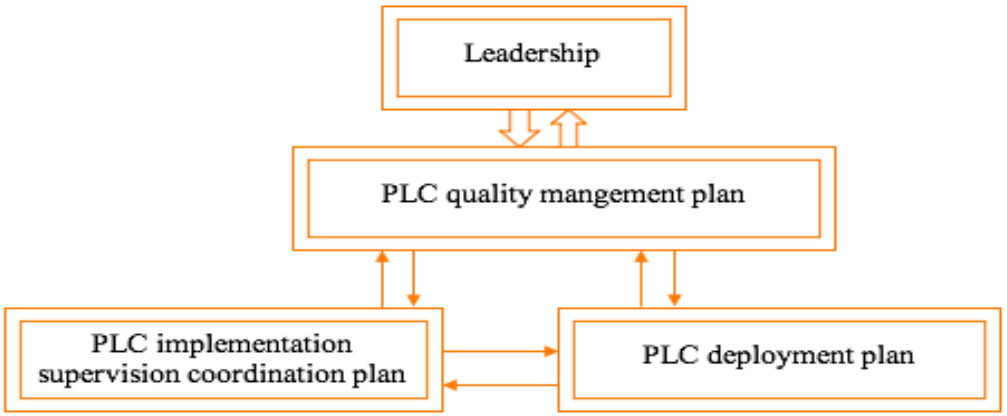

Chart 5.22 : Model of interplay DIP & QMP plans

5.1.5 Further Recommendations

5.1.5.1 Recommendations for overall PLC operation system

In order for the PLC to work synchronously, it is recommended that 5 main groups of activities operate simultaneously, support and complement each other, creating a

self-motivating and self-operating mechanism. Synchronous PLC activities include: cumulative activities of each EET, PLC six dimensions, PLC deployment and implementation, PLC quality management (Chart 5.23). In which, PLC dimensions include professional activities in each PLC stage with 4 groups of dimensions integrated according to the 6 original dimensions (Hiff & Huffman, 2010) and the promotion of the PLC development stage.

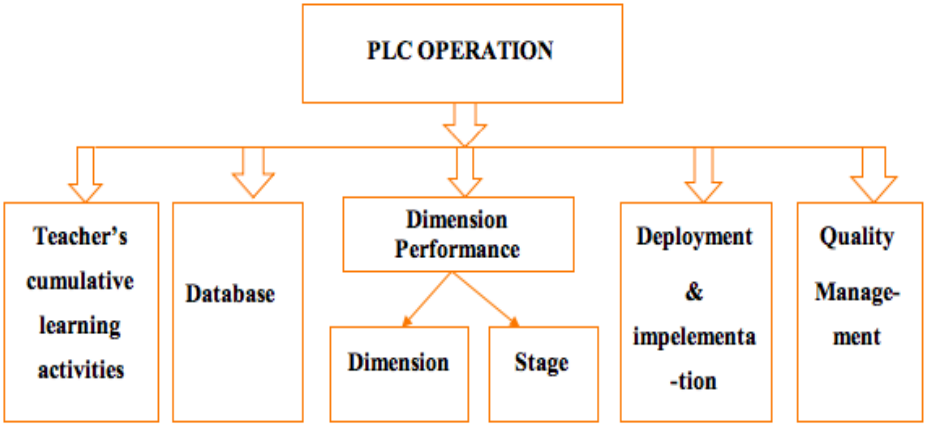

Chart 5.23: Model of PLC operation system

5.1.5.2 Recommendations for PLC operation evaluation criteria

The thesis proposes to include the following criteria for evaluating PLCs in VEUs based on study and evaluation of some typical roles and activities of PLCs at VEUs:

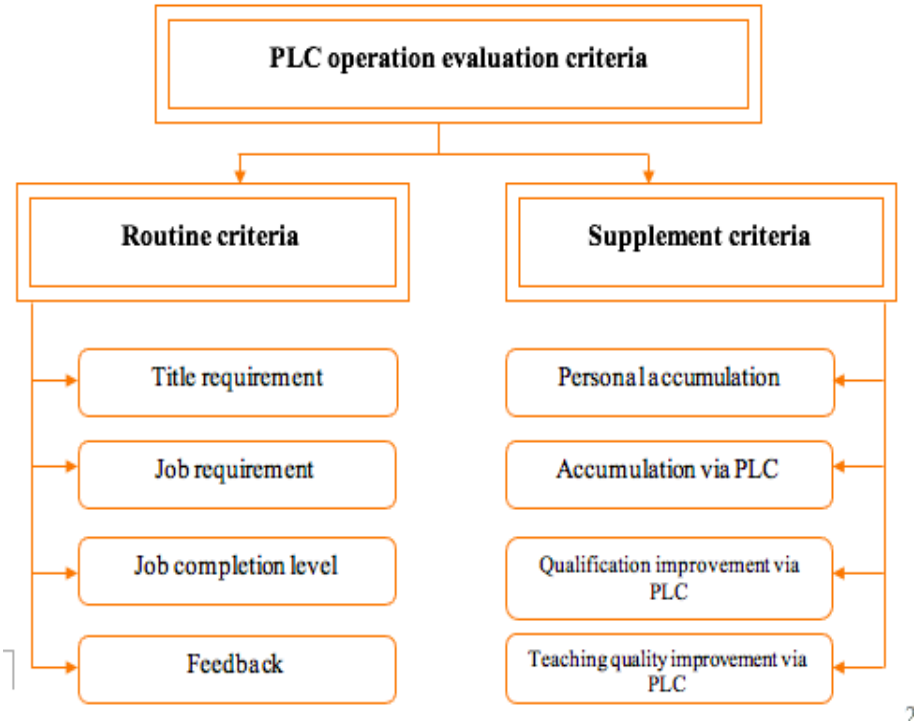

Chart 5.24: PLC operation evaluation criteria PLC

5.1.5.3 Further Recommendations

a) Recommendations for PLC dimensions performance

- ❖ Create forms for PLC job descriptions that include the number, a list of PLC activities, as well as criteria and conditions.

- ❖ Create manuals for PLC implementation that detail the contents and methods of implementation in accordance with the Faculty's requirements.
- ❖ Create sample questionnaires for conducting periodic surveys and evaluating the operation of PLCs.

b) Recommendations for DIP:

- ❖ Organize offline or online exchanges of experiences with local and foreign PLCs and collaborate with local and foreign partners on the writing of PLC papers.
- ❖ PLC should be integrated into international training cooperation efforts, including lecturer exchanges.
- ❖ Conduct research and compile documentation on PLCs.

5.1.6 Summary

Section 5.1 has drawn on the findings from the preceding chapters to propose practical recommendations that may be completely implemented in reality to promote PLC activities at VEUs and serve as a foundation for future research.

5.2 Conclusion

5.2.1 Overview of the research

The thesis has been completed, achieving research goals and responding to research questions raised. This is the first scientific research project to perform theoretical and empirical research, scientifically examining and assessing the current operation of PLCs, the deployment and implementation of PLCs, and the quality management of PLCs for English teachers in economics higher education context.

The research findings confirm that, in addition to the general development requirements, the requirements for teachers' title standards, the requirement for continuous qualification enhancement, the accumulation of knowledge, skills, experience, and job-embedded requirements, it is essential to incorporate continuous learning, practice, and accumulation into the development of training, including self-training. The demand for English teachers in economics universities is much higher, not only because it requires continuous improvement of foreign language proficiency and teaching qualifications, but also because it requires continuous improvement of a variety of majors in economics and business administration in order to teach economics in English such as ESP or EMI.

Additionally, the study confirms that a Professional Development Community (PLC) is a tool for integrating learning, practice, competency development, and the cultivation of multifaceted skills within a Professional Learning Community. When that group works collaboratively and supports one another to collectively enact PLC, it is an optimistic, preeminent, and efficient form. PLC has been widely used in research in the fields of education, training, and development around the world, most notably in the research and practice of teaching and teaching foreign languages. The thesis research demonstrates that PLC is also an extremely effective self-training solution that saves time and integrates seamlessly into the process of research, practice, and teaching foreign languages for English teachers at universities of economics. It is absolutely important to investigate the

application of PLC in this topic based on practical requirements, and the thesis's findings have satisfied this practical requirement while leaving space for future application study.

5.2.2 Contribution of the thesis

1. ***Combining development research and applied research on PLCs at VETs***

The thesis systematized, developed, and clarified the theory, as well as the characteristics and properties, most notably the assessment of the current situation, identification of the types of influencing elements, application development, and implementation organization. for PLCs used to control EETs in VEUs. Previous study has concentrated mostly on theoretical research and PLC application in high school.

2. ***PLCs in VEUs have not developed synchronously according to actual needs***

The thesis's study findings demonstrate that PLC's implementation and phase have fallen short of meeting the current requirements and needs of EET in VEUs, particularly in light of international integration. The reason for this is that there are no additional organizational and execution components that support PLC development concurrently; hence, there are still deficiencies because there is no independent impetus.

3. ***The feasibility of recommendations***

The thesis makes fifteen recommendations for improving PLC operations related to EET in VEUs. These recommendations are primarily focused on strengthening and increasing the organization's potential to implement PLCs, with an emphasis on the development of PLCs' effective accumulation features in order to improve the qualifications of EETs at VEUs. The recommendations are based on a mixture of theoretical and practical foundations, on the application of research methodologies, on analyzing and assessing the existing state of PLCs, the requirements for EET, and the development patterns of PLCs. VEUs in the context of international integration, with an emphasis on the recommendations' feasibility.

4. ***Clarifying the interation of TPD, PLC and EETs***

The thesis clarified and modeled the role and interaction of PLC and TPD in relation to EETs' requirements and accumulation (Chart 5.1). To examine the function and influence of TPD and PLC on EET, one can begin with the fundamental needs of EET lecturers in terms of information access, updating, sharing, and acquiring specialized English skills. economics, economic majors, business management, and teaching abilities are all included. When the PLC's dimension elements are considered, the sharing and collection functions are readily apparent. Additionally, it is the enhancement of the TPD function. Thus, each lecturer's accumulation of knowledge, skills, experience, data, and materials serves as both an input and a closed loop via PLC and TPD processes, which include self-study. This closed cycle satisfies both EET faculty, TPD, and PLC cumulative criteria. As a result, it may be stated that these three components must always be linked in continuous, closed cycles.

5. ***Dimension restructure and dimension categories interplay identification***

The core of PLC structures is six separate dimensions, which is the starting point of applied PLC research. The thesis has researched and divided activities (activities/categories) with the same attributes in the dimension into pairs of groups: (1) combining collective learning and application and sharing practices, (2) combining shared values with vision, (3) combining conditions between relationship and structure; and reshaping the attributes of Leadership. Simultaneously, the thesis assesses the natural effect order of elements such as leadership, collaboration, relationship & structrure on other dimension categories. These contents are represented by a conceptual framework (Chart 2.4) and interaction charts (Charts 5.4, 5.5, 5.6, 5.7, 5.8,5.17, và 5.22).

6. ***Upgrading PLC development stages***

The studies in the 4-stage PLCO model established the criteria for each stage of PLC growth, and the basic content of each dimension at each stage has been shown in previous rubric for PLCO (chart 2.1). To make a successful PLC, PLC model following the theocratical framework (Michelle, Lare, and Brazer, 2013) also refers to improved operation but only within a given system (the single loop), and refers to the setup of a new higher frame in the concept of double loop. As a result, it is clear that each time a double loop happens, the PLC is being upgraded to a higher level. However, these experiments have not shown how to use inspiration or other factors to propel the PLC to a higher level in the four stages of PLC.

To encourage PLC development in term of stages, the thesis investigated and suggested four priority models to initiate PLC activities corresponding to each development stage (in Charts 5.10, 5.11, 5.12, and 5.13) and a PLC initiation model (Chart 5.3), as well as a motivation model (Chart 5.16)

7. ***Developing learning deployment method***

Previous theoretical and research have developed and implemented learning organization theory for the deployment and implementation of PLCs, which is a more oriented approach than the sociocultural learning theory. However, the ideas and shapes defined only reach the level of principles. To be able to explain all of the mechanisms and methods of this organized learning, as well as point out what needs to be researched and accomplished in order to be relevant in functional conditions, the thesis has provided PLC organizational system models, as well as a PLC running mechanism model (in charts 5.14 and 5.15).

8. ***Improving learning implementation quality***

The PLCO model (Michelle, Lare, and Brazer, 2013) requires operations with specific names to be registered in each step of PLC production for the quality of PLC operations, and Rubrics of PLCO also requires activities with specific names in each dimension. However, these are just the requisite qualitative criteria, as well as systemic and quantitative criteria, not to mention quantitative criteria (such as how much data each activity has to be satisfactory and sufficient in term of quantity). Furthermore, there are no quality specifications requiring these practices to follow the standards or to what degree they must

meet the requirements. If PLC operations are carried out but there are no guidelines and requirements for quality maintenance assessment, it would be difficult to get the PLC to completion and effectively contribute to the educational institution that is carrying out the PLC. Based on this criterion, the thesis has suggested strategies and models for carrying out quality management activities (chart 5.20).

9. ***Accumulating the input for PLC***

The theoretical framework combining sociocultural and organizational learning theories diagram (Chart 2.2) (Michelle, Lare & Brazer, 2013) mentions learning, replays, rehearsal, extentions with new situations in PLC, but does not mention the input materials for PLCs operation. The thesis concludes that these materials, which include knowledge, skills, experience, information, and other details, are the accumulation of each teacher to contribute to the PLC's ability to function. As a result, each teacher must have personal accumulation in addition to PLC activities. Without this accumulation, the PLC would run out of input material and would have nothing to work on or share. And the accumulation of each teacher is a PLC operation. The characteristics of economics EFL teachers, as well as each teacher's self-study, self-training, and self-accumulation activities, must be considered in this accumulation research.

10. ***Structuring database for PLC***

Previous studies and theoretical foundations have listed several criteria and large titles of PLC activities, but have not mentioned the content of PLC operations, which is equally essential to the PLC's performance. PLCs would be weak if data and materials are not accumulated, and content and knowledge will be progressively eliminated over time. How would information and intellectual material brought by teachers be stored, handled, and used in a non-scalable facility condition? How would the finding documentation for PLCs function be as this library grows? Therefore, PLC cannot work without these data records.

To address this issue, the thesis proposes establishing a database system and connecting it to an intranet shared by all teachers. This collaborative database system stores and serves learning, practice, new events, research and development, and paper writing. This database system generates appeal while acting as an internal social network in terms of experience, providing inspiration for PLC operations, and solving most of the problems, in addition to storing, deploying directly, and deploying online. The majority of the problems will cause the PLC to stop working because teachers lack time and conditions.

11. ***Proposing PLC operation system model***

The thesis proposes that the PLC operation system model (Chart 5.23) should include five key activities: dimension (performance) operation (which involves dimensions divided into four groups and the PLC development stages), deployment and implementation, quality management, teacher’s accumulative learning activities, and database system. These fundamental practices not only explain and extend previous studies'

unsynchronized aspects, but also clarify the space and resources when implementing PLC in practice.

12. ***Building PLC operation evalutaion criteria***

The thesis proposes criteria for evaluating PLC activities as lecturers change. This distinction is made due to the addition of evaluation requirements to the standard assessment criteria for EETs (Chart 5.24).

5.2.3 Main results of the thesis

The results of the thesis are shown in the main research contents: (1) teachers' cumulative learning; (2) PLC dimension performance; (3) PLC implementation and deployment; (4) PLC quality management; (5) factors affecting PLC operation; and (6) recommendation and proposed models, in which the results are shown in detail when assessing the current situation, impacting factors, discussion, and recommendation..

5.2.4 Conclusions from the research results

The thesis has achieved its objectives. On the basis of the analyzed theory and practice, the thesis proposes an efficient deployment of PLC in economics universities, thereby contributing to the improvement of teaching methods, English teachers, and the development of highly qualified and high-quality economics English teachers. The thesis seeks to contribute research findings to the knowledge treasures of economics universities and foreign language universities in the ongoing growth of knowledge and scientific and technological revolutions, as well as to the country's advancement in international economics cooperation in general and economics universities and foreign language universities in particular.

5.2.5 Implications and suggestions for further studies

Implications for policy-makers

(1) A policy for PLC activity is required; (2) research, conference, presentation, and clarification of the advantages of PLC membership are required; (3) A policy for coordinating and implementing PLC activities is required; (4) A project to implement PLC activities is required.

Implications for implementation levels

(1) It is necessary to establish core groups and organizational structures to promote the PLC; (2) It is necessary to cultivate a culture and behaviors conducive to the PLC's activities; (3) It is necessary to cultivate an atmosphere conducive to the PLC's activities. (4) Organizing PLC operations, reforming their form, and incorporating them into routine activities; and (5) Setting up and applying a database into a PLC data store, linking activities to an intranet, and using it similar to a social network in a PLC, in terms of PLC operations and knowledge, there are further supports for teaching tasks.

Implications for further studies

(1) More emphasis should be placed on PLC research at the undergraduate level.Currently, many countries have widely and successfully implemented PLC science, but mainly in primary and secondary education, with little research at the university level.

(2) More research topics, research proposals, and recommendations on development training for this team should be available for EETs who need both English language training and economics major training in order to meet the requirements of economics universities in international integration today (out of 233 surveyed English teachers, only 48 have a second university degree in economics and business administration).

(3) It is critical to keep research topics alive, to write documents about PLCs with practical implementation perspectives, to train, develop, and operate PLCs in an autonomous environment, and to conduct additional research on online PLCs.

(4) Each limitation encountered while implementing the model's six specialized dimensions can serve as a springboard for additional study, especially in the areas of visioning, improving leadership, learning, practice, and relationships.

5.2.6 Limitations of the thesis

Despite the fact that the thesis restricted the survey's scope to English teachers at four typical economics universities, there are hundreds of economics universities and faculties within universities. Otherwise, averaged survey results cannot be counted on to be completely accurate for all institutions or for specific institutions. Since the sample questionnaire is only available to classify the PLC development phases, it is essential to provide a questionnaire to investigate additional research issues; therefore, the questionnaire is very lengthy. The interview's content is lengthy in order to enable the interviewee to read it before discussing the question.

The research would be updated with additional details if interviews were conducted with management experts, policymakers, and training managers in science research divisions and university policy-making agencies from MOET, VNU, and economics universities. Additionally, the thesis would be more complete if it incorporated several lessons from other locations and other educational fields that use PLC. Due to the thesis's limited time and capacity, no comprehensive analysis of the theoretical foundations, implementation organization, and quality management of PLC has been conducted; therefore, the benefits, drawbacks, and discrepancies in implementation are not well known among PLCs in educational settings that are both financially autonomous and non-autonomous; some debates in the thesis focus mostly on statistical analysis, neglecting to cover all other aspects.

The thesis investigates the teachers' cumulative learning, PLC dimension performance, PLC deployment and implementation, and PLC quality management concurrently, so there might be certain constraints on content and presentation. If it is feasible to continue creating a PLC project with authorized research processes and material, in-depth research on each topic would be possible, with requirements for further investigation and evaluation, and then the practical implementation would be more rapid.