

Review and Implications of Lesson Study of English Language Teaching in China

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Abstract: Lesson study, as a classroom-rooted professional development pathway for teachers, has received widespread attention in China in recent years. Employing content analysis methodology, this study attempts to synthesize and critique the literature from research trends, research themes and research methods on Chinese lesson study of English Language Teaching (ELT) over the past two decades (2004-2024) via CNKI (China National Knowledge Infrastructure). The findings reveal that: (1) Concerning research trends, ELT lesson study has demonstrated a three-phase upward trajectory over two decades, progressing from initial neglect (2004-2011) through emergent growth (2012-2019) to rapid expansion (2020-2024), yet high-quality publications remain limited with significant potential for development. (2) Regarding research themes, studies on different types of lesson have dominated, though student learning and teacher development research have risen notably in recent years. (3) Methodologically, empirical research has prevailed, primarily using qualitative approaches. This study outlines the prospects of lesson study in English teaching, providing new insights to generate higher-quality research outcomes.

Keywords: Lesson Study, English Language Teaching, Teacher Development, Implications

1. Introduction

Lesson study has gained increasing prominence over the past decade as a classroom-embedded pathway for foreign language teacher professional development ^[1]. As educational reform deepens in China, lesson study emerges as an innovative approach anticipated to bridge the gap between limited academic discourse and the rich complexity of pedagogical change ^[2]. Given that English teachers and their classrooms constitute the primary conduit for students' foreign language acquisition, securing their classrooms as the main arena for educational advancement holds strategic importance for building a higher-quality education system, particularly in revitalizing rural education.

The term "lesson study" originates from the Japanese "jugyo kenkyu", where "jugyo" translates to "lesson" and "kenkyu" to "study". This practice constitutes research undertaken by Japanese teachers to enhance classroom instruction ^[3]. Operationally, lesson study is defined as a collaborative teacher activity fostering professional growth through iterative cycles of designing, observing, and reflecting upon research lessons ^[4]. Fernandez and Yoshida ^[5] delineated its core steps: teacher groups collaboratively planning a lesson, implementing the initial lesson, engaging in collective post-lesson discussion, revising the lesson (optionally), teaching the revised lesson (optionally), and sharing insights from the process. Comparative analysis by An ^[6] reveals that lesson study implementations across diverse national contexts consistently exhibit the defining characteristics of collective collaboration, procedural reflection, and sustained improvement.

Fundamentally, lesson study represents collaborative inquiry by teachers, utilizing specific lessons as vehicles to address practical pedagogical problems ^[2]. Functioning as a reflective-practice model for teacher development ^[1], it serves as the dominant form of teaching research activity within China. International attention to Japanese lesson study emerged in the 1990s among US educators. J. Stigler and J. Hiebert's ^[7] seminal work, *The Teaching Gap*, highlighted Japanese lesson study as a key factor enhancing classroom teaching quality and contributing to Japanese students' strong performance in the Trends in International Mathematics and Science Study (TIMSS). This catalyzed broader global scholarly interest. Peter's ^[8] research identified the social function of teacher groups within lesson study as constituting a "professional learning community", where members utilize exploratory talk to overcome learning barriers posed by individual self-consciousness. His findings further indicated that lesson study

enables teachers to develop deeper, more nuanced understandings of student learning, which conceptualized as a natural outcome of teacher learning. Accumulating evidence demonstrates that lesson study fosters teacher growth in the knowledge of subject matter, students, and pedagogical content ^{[9][10]}, thus enhancing the quality of teacher learning ^[11]. Consequently, lesson study has evolved into a prominent international research domain within education. Reform experiences across numerous countries and regions underscore that centering school operations around lesson study is a critical pathway towards successful teacher professional development and instructional transformation.

However, analysis of the CNKI (China National Knowledge Infrastructure) database reveals that extant lesson study research in China predominantly focuses on subjects such as Chinese, Mathematics, Geography, and Chemistry, with research within the English discipline remaining relatively scarce. Addressing this gap, the present study focuses specifically on the current state and developmental trajectory of lesson study in ELT (English Language Teaching) in China. Utilizing the CNKI database, it systematically reviews relevant core journal articles and postgraduate theses published domestically over the past two decades. The investigation aims to elucidate the research trends, themes, and methods characterizing ELT lesson study research in China. This endeavor seeks to provide a reference for enhancing the efficacy of lesson study in improving ELT quality, supporting English teacher development, and optimizing lesson study outcomes. Ultimately, it aspires to unearth and disseminate indigenous Chinese experiences in foreign language education lesson study, thereby connecting micro-level classroom improvements to the broader objectives of macro-level curriculum reform.

2. Methodology

2.1 Research questions

Using ELT as the focal context, this study conducts a systematic review and critical analysis of China's literature on lesson study within ELT over the past two decades. The following research questions are addressed:

- 1) What are the research trends of lesson study in ELT in China?
- 2) What are the research themes of lesson study in ELT in China?
- 3) What research methods are primarily employed in lesson study in ELT in China?

2.2 Research method

Content analysis was adopted as the primary methodological framework in this study. Content analysis is a hybrid research approach rooted in qualitative traditions but employing quantitative techniques to systematically analyze textual or documentary data ^[12]. It transforms linguistically complex information into quantifiable metrics, allowing for objective and statistically representative descriptions of a corpus. Specifically, to augment traditional content analysis, bibliometric visualization techniques are integrated. Bibliometrics enables the mapping of academic literature through statistical analysis of publication patterns, keyword occurrence, and temporal trends. By combining qualitative depth with quantitative breadth, this dual approach provides a robust mechanism to identify development trajectories in the field, uncover dominant and emergent research themes, and characterize methodological preferences, thus synthesizing fragmented knowledge into a coherent landscape.

2.3 Data collection and analysis

The CNKI, known as the largest integrated academic database in China, serves as the exclusive data source of authoritative scholarly resources, including peer-reviewed core journals, doctoral and master's theses, conference proceedings, and government publications. Its comprehensive coverage and rigorous curation make it the definitive platform for analyzing China-focused educational research.

The data collection employed a rigorous two-phase advanced search protocol within the CNKI, systematically targeting peer-reviewed core journals and postgraduate degree theses published between 2004 and 2024. In the initial phase, journal articles were retrieved using subject-specific filters for "Lesson Study" and restricted to publications within the designated timeframe (2004-2024). Source categories were further refined to include only Peking University Core Journals, CSSCI (Chinese Social Sciences Citation Index), and CSCD (Chinese Science Citation Database) publications, yielding an initial pool of 840 articles. Through systematic screening of titles, abstracts, and full texts to ensure direct

relevance to English language teaching contexts, this corpus was refined to 21 high-impact journal articles. Subsequently, the second phase executed a parallel search for postgraduate theses using identical subject and temporal parameters while limiting document types to “Degree Theses”. This query returned 816 theses (6 doctoral dissertations and 810 master’s theses). Applying identical ELT-focused screening criteria involving title scrutiny, abstract evaluation, and full-text analysis resulted in the exclusion of all doctoral dissertations due to disciplinary misalignment and 752 master’s theses lacking substantive ELT emphasis, ultimately retaining 58 methodologically robust master’s theses. Consequently, a final analytically significant corpus of 79 publications was established, comprising 21 core journal articles and 58 master’s theses, and representing a comprehensive dataset of China’s lesson study in ELT research over the 20-year period. This curated collection balances theoretical rigor with practical implementation insights, providing a structurally representative foundation for subsequent bibliometric and content analysis.

3. Findings

3.1 Research trends of ELT lesson study research

Research on lesson study of ELT domain has followed a distinct three-phase trajectory over the past two decades (2004-2024), as visually synthesized in Figure 1. The initial stagnation period (2004-2011) was marked by a complete absence of relevant publications, reflecting limited scholarly engagement with the methodology during this period. A turning point emerged in 2012, which witnessed the inaugural appearance of ELT-focused lesson study scholarship through 1 journal article and 1 master’s thesis. This catalyzed the subsequent incipient growth phase (2012-2019), characterized by gradual but consistent academic interest culminating in 12 core journal publications. The most recent rapid growth phase (2020-2024) has seen intensified scholarly attention, evidenced by a notable surge to 20 publications in 2020 alone and 10 core journal articles by 2024. Despite this upward trajectory, quantitative analysis reveals that high-quality outputs (represented by core journal publications) remain disproportionately scarce across all phases, indicating substantial untapped potential for methodological refinement and theoretical advancement in future research.

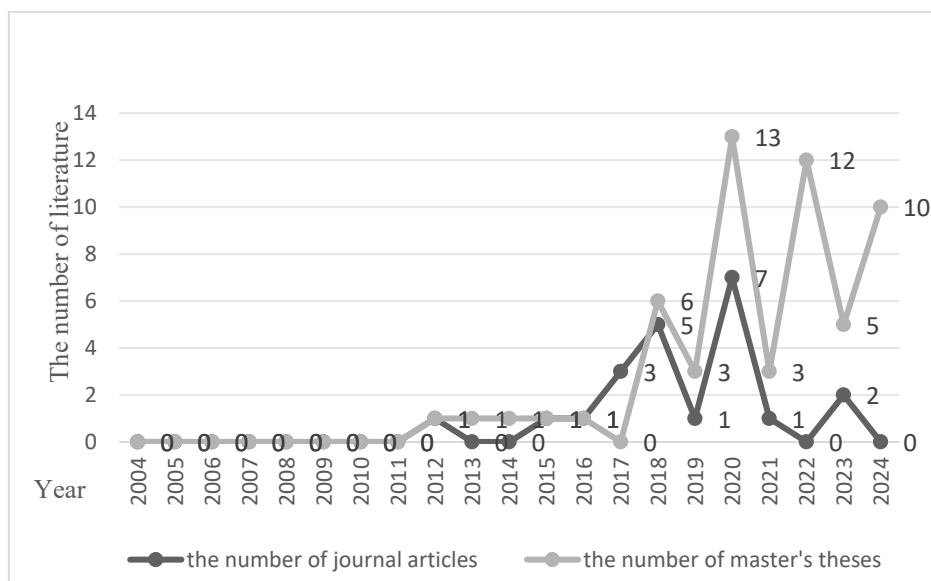


Figure 1: Publication trend in lesson study for ELT in China

Further granular analysis of educational levels, illustrated in Figure 2, demonstrates significant imbalances in research distribution. Secondary education dominates the corpus with 60 publications (76% of total output), followed distantly by primary education (12 publications, 15%) and tertiary education (6 publications, 8%), while one review article transcended level-specific categorization. Crucially, the distribution of high-quality research exacerbates this disparity: 10 secondary-focused articles and all 6 tertiary-focused articles appeared in core journals, whereas primary education secured merely 4 core journal publications. This pattern underscores a critical gap in evidence-based lesson study research targeting primary school ELT contexts—a sector of profound pedagogical significance yet conspicuously underrepresented in scholarly discourse.

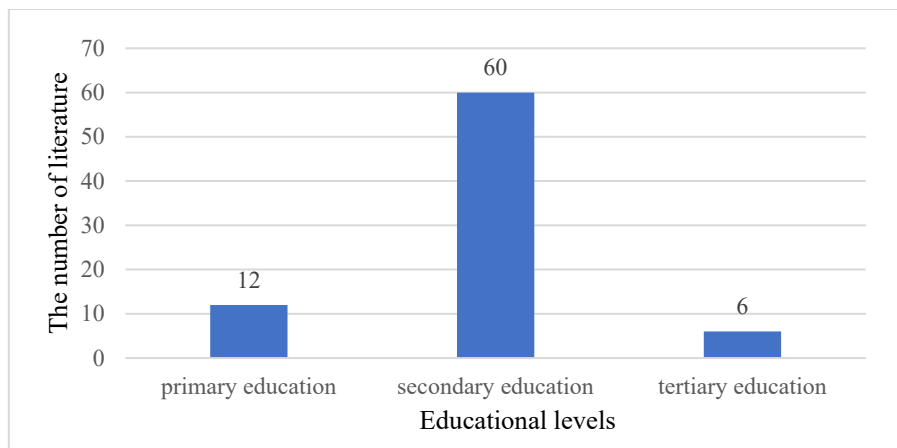


Figure 2: Distribution of lesson study publications in ELT by educational levels

3.2 Research themes of ELT lesson study research

Content analysis of the 79 publications revealed three predominant research themes: Student Learning, Teacher Development, and Different Types of Lessons, with thematic distribution visualized in Figure 3. Due to the multidimensional nature of lesson study research, individual publications frequently addressed multiple thematic elements simultaneously, resulting in a cumulative thematic count exceeding the total corpus size and producing summed percentages surpassing 100%. Within the Student Learning domain, scholarship primarily examined five critical sub-themes: (1) *Subject Core Competencies*, (2) *English Subject Abilities*, (3) *Learning Behaviors*, (4) *Learning Outcomes*, and (5) *Activity-Based Approach to English Learning*. The Teacher Development theme concentrated on three pivotal dimensions: (1) *Teacher Knowledge and Professional Competencies*, (2) *Teacher Identity*, and (3) *the National Training Program for Teachers (Guopei)*. Research categorized under Different Types of Lessons demonstrated pronounced emphasis on specific pedagogical models, particularly *Writing Instruction*, *Reading Instruction*, *Integrated Reading-Writing Instruction*, *Language Knowledge Instruction*, *Language Skill Instruction*, *Listening and Speaking Instruction*, and *Grammar Instruction*. Notably, a rapidly emerging sub-theme involved the strategic *Integration of Information Technology* across diverse lesson formats, reflecting the field's responsiveness to educational digitalization trends.

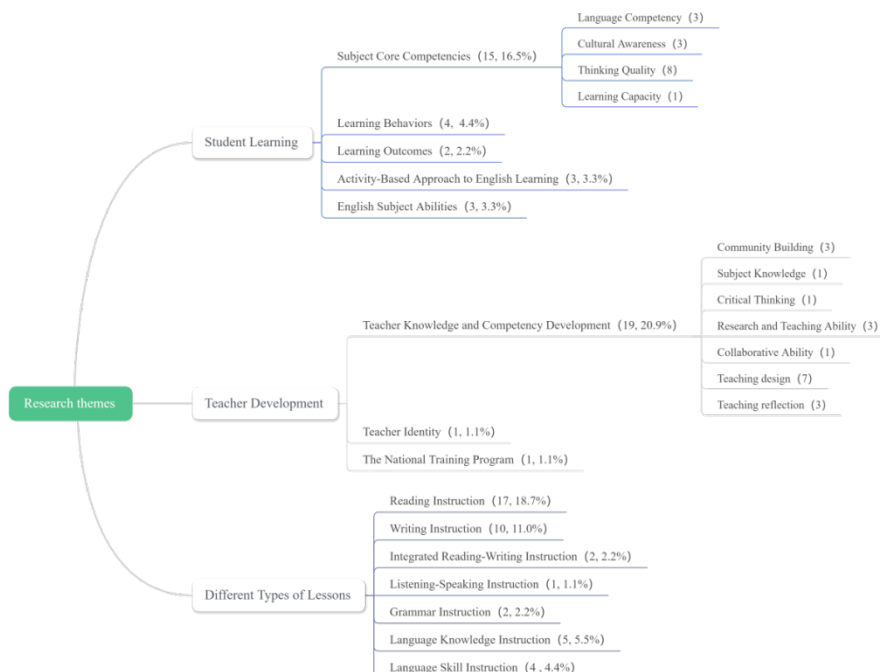


Figure 3: Taxonomy of research themes in lesson study

Quantitative analysis revealed a distinct thematic distribution across the 79 publications, with

Different Types of Lessons constituting the predominant research focus at 47.3% of thematic coverage, followed by Student Learning (29.7%) and Teacher Development (23.1%). Granular analysis further delineated sub-thematic priorities: Within Student Learning research, *Subject Core Competencies* (16.5%) received disproportionate emphasis, particularly regarding thinking quality cultivation, whereas *Learning Outcomes* remained markedly understudied (2.2%) despite their evaluative significance. Other sub-themes included *Learning Behaviors* (4.4%), *Activity-Based Approach to English Learning* (3.3%), and *English Subject Abilities* (3.3%). Teacher Development scholarship displayed heavy reliance on *Teacher Knowledge and Competency Development* (20.9%), with critically insufficient attention to *Teacher Identity* formation and the *National Training Program*, each representing merely 1.1% of research output. Research on Different Types of Lessons encompassed diverse pedagogical models, dominated by *Reading Instruction* (18.7%) and *Writing Instruction* (11.0%), while *Listening and Speaking Instruction* constituted the most neglected domain at 1.1%—a notable gap given the communicative imperatives of contemporary ELT paradigms.

As illustrated in Figure 4, the distribution of three themes reflects dynamic temporal evolution: studies on Different Types of Lessons demonstrated the most pronounced growth trajectory, culminating in 12 publications by 2020 and establishing sustained scholarly dominance in recent years. Research addressing Student Learning similarly exhibited substantial expansion, while investigations into Teacher Development progressed more modestly. This pattern substantiates An's ^[13] assertion that teaching for learning represents a core imperative for pedagogical modernization in China, suggesting that learning-centered lesson study embodies the field's future orientation—a contention underscoring the need for intensified scholarly engagement with student learning processes.

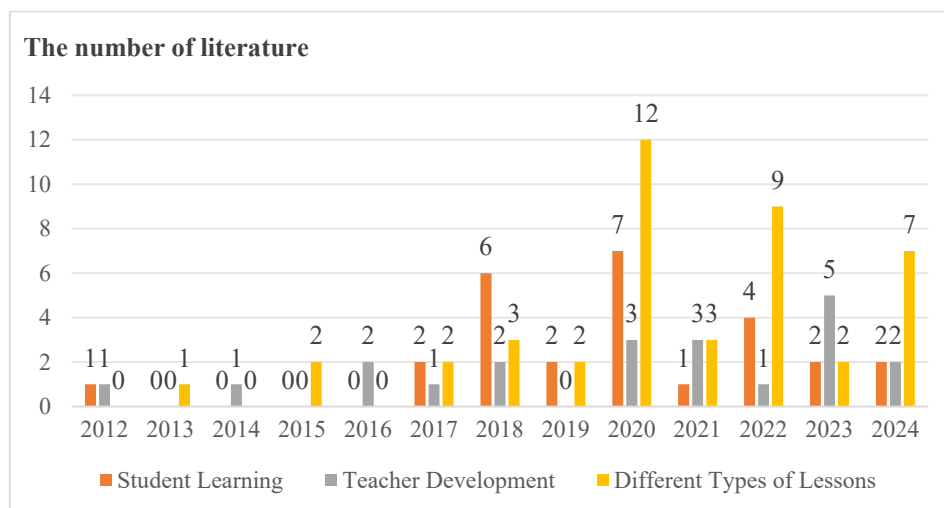


Figure 4: Annual trend of ELT lesson study topics

3.2.1 Student learning

Research addressing Student Learning constituted 29.7% (n=27) of the corpus, comprising 7 core journal articles and 20 master's theses. This thematic domain primarily investigated five dimensions: cultivation of *Subject Core Competencies* (16.5%), improvement of classroom *Learning Behaviors* (4.4%), application of *Activity-Based Approach to English Learning* (3.3%), development of *English Subject Abilities* (3.3%), and enhancement of *Learning Outcomes* (2.2%). Empirical studies demonstrated concrete pedagogical impacts: Lin's ^[14] two-cycle lesson study incorporating higher-order thinking activities significantly enhanced university students' presentation skills and critical thinking capacities. Similarly, Zhang's ^[15] longitudinal observation across three high school lesson study cycles revealed that effective student participation requires not only motivational stimulation but crucially the development of capacity for profound questioning. Contemporary innovations were evidenced by Xiao's ^[16] successful integration of activity-based learning through reading tasks structured around comprehension, application-practice, and transfer-innovation sequences, reporting measurable gains in cognitive engagement and learning autonomy. Further validating the approach, Zhang ^[17] documented consistent improvements in disciplinary literacy across three iterative reading lessons, while Zhao ^[18] observed accelerated vocabulary acquisition among junior high students following cognitive strategy training via lesson study.

Collectively, these findings substantiate lesson study's efficacy in advancing student learning, yet

reveal critical imbalances. The predominant focus on subject core competencies—largely driven by China’s 2017 New Curriculum Standards—has overshadowed essential research on learning behaviors and outcomes. Moreover, within subject core competencies research, thinking quality commands disproportionate attention compared to cultural awareness, language competency, and learning competence. This imbalance is compounded by insufficient theoretical engagement, particularly with deep learning frameworks—a gap partly explained by the recent migration of such theories from psychological to educational domains and practitioners’ limited exposure to these advances. Consequently, significant scholarly gaps persist in under-explored dimensions of student learning, necessitating deliberate rebalancing of research priorities toward behavioral processes, cultural dimensions, and theoretically grounded investigations of cognitive mechanisms.

3.2.2 Teacher development

Research addressing Teacher Development constituted 23.1% (n=21) of the corpus, comprising 8 core journal articles and 13 master’s theses. This thematic strand encompassed three dimensions: *Teacher Knowledge and Competency Development* predominated at 20.9% of thematic coverage, while *Teacher Identity* and the *National Training Program* (Guopei) for primary/secondary teachers each represented merely 1.1% of research output. Empirical investigations substantiated lesson study’s efficacy as a professional growth mechanism: Wang’s ^[1] analysis of three university ELT lesson studies demonstrated significant enhancements in pedagogical content knowledge among participating educators. Zhou ^[19] further established that university-school teacher communities catalyze foreign language instructors’ development through collaborative inquiry, proposing an innovative community-based professionalization model. Deeper psychological dimensions were explored by Cui ^[20], who documented how sustained lesson study participation facilitates transformative shifts in teacher reflection—from superficial behavioral adjustments to fundamental reconceptualization of core beliefs and professional identity. This identity formation process was specifically examined by Zhang ^[21], revealing its critical influence on career trajectory decisions. At the systemic level, Qiu’s ^[22] ethnographic study of a Jiangsu Province ELT training program underscored that strategic preparation and institutional support are essential for successfully integrating lesson study into large-scale initiatives like Guopei, enabling participating teachers to become change agents within their schools.

Collectively, these studies confirm lesson study’s multidimensional value in advancing teacher expertise, identity formation, and systemic reform. However, the research landscape reveals consequential imbalances: disproportionate emphasis on knowledge and competency development has marginalized critical inquiry into teacher identity negotiation, psychological dispositions and motivational dynamics, and the systematic institutionalization of lesson study within professional development ecosystems. This neglect is particularly problematic given China’s ongoing educational reforms, where understanding teachers’ inner lives and optimizing training infrastructures represent urgent scholarly priorities. Future research must therefore address these gaps through studies of identity evolution and investigations of institutional mediation mechanisms.

3.2.3 Different types of lessons

Research addressing Different Types of Lessons constituted the largest thematic segment at 47.3% (n=43) of the corpus, comprising 9 core journal articles and 34 master’s theses. This domain encompassed diverse instructional models, with *Reading Instruction* (18.7%) and *Writing Instruction* (11.0%) emerging as predominant foci, followed by *Language Knowledge Instruction* (5.5%), *Language Skill Instruction* (4.4%), *Integrated Reading-Writing Instruction* (2.2%), *Grammar Instruction* (2.2%), and *Listening-Speaking Instruction* (1.1%). Empirical studies demonstrated innovative applications across lesson types: Zhu ^[23], applying genre analysis to narratives and expositions, developed and validated a genre theory-based high school reading pedagogy, while Zhang ^[24] established that cooperative learning models in junior high writing instruction improved social skills and compositional quality. Sun ^[25] further advanced integrated reading-writing pedagogy through activity-based cycles that systematically addressed persistent writing challenges. Beyond literacy development, Lv’s ^[26] parallel investigations revealed transformative potential—integrating the Production-Oriented Approach (POA) into grammar instruction boosted engagement and accuracy, while theme-driven discourse frameworks of Lv ^[27] enriched language acquisition in listening-speaking contexts. Complementary innovations included Luo’s ^[28] linguistically-informed pragmatics instruction that strengthened application skills, and Zhang’s ^[29] narrow reading approach that accelerated vocabulary retention while increasing motivation.

Collectively, these investigations confirm lesson study’s capacity to refine pedagogical effectiveness across instructional contexts. However, despite representing nearly half of all research output, this

domain exhibits significant imbalances: while established areas like reading and writing command disproportionate attention, integrated literacy models, grammar pedagogy, and particularly listening-speaking instruction remain critically underexplored. Furthermore, even within well-researched areas, substantial opportunities persist for methodological innovation, particularly in leveraging emerging linguistic theories and digital tools to address persistent pedagogical challenges. The field thus presents a dual trajectory: deepening inquiry into neglected lesson types while reinventing approaches to reading or writing instruction through theoretically-grounded experimentation.

3.3 Research methods of ELT lesson study research

Analysis of the 79 publications reveals a pronounced methodological imbalance within China's ELT lesson study research: empirical investigations overwhelmingly dominate the corpus (n=75), while theoretical contributions remain critically underdeveloped with only 4 publications—three conceptual discussions and one book review. This distribution indicates insufficient engagement with foundational theories, constraining the field's conceptual maturation. Within the empirical subset, qualitative methodologies prevail (n=51), significantly outnumbering mixed-methods approaches (n=24), with purely quantitative studies entirely absent. Temporal analysis illustrated in Figure 5 demonstrates qualitative research's historical dominance prior to 2018, though mixed-methods designs have gained traction since 2018 and briefly surpassed qualitative studies in 2022 before qualitative approaches reasserted their predominance.

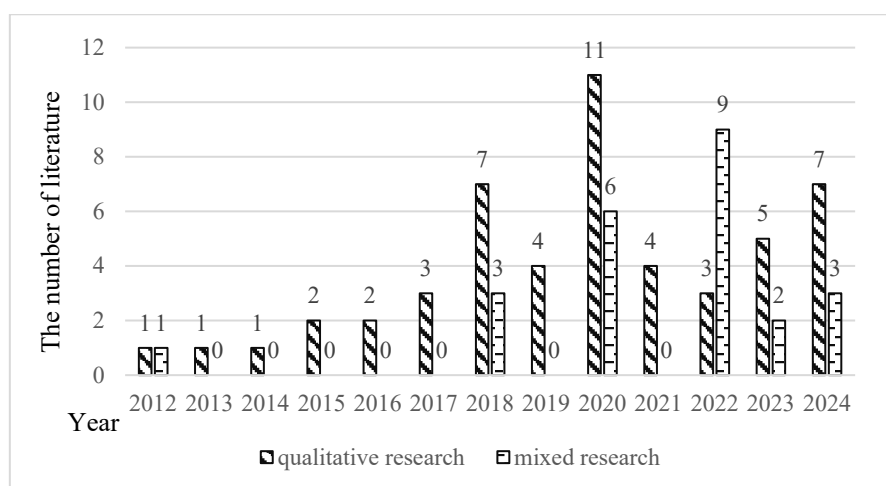


Figure 5: Annual trend of empirical research methods

Further examination of researcher positioning reveals consequential methodological concerns: in 52 empirical studies, researchers actively participated in the lesson study processes they investigated, with 26 involving single researchers assuming dual participant-researcher roles. Another 23 publications adopted an observer perspective, where researchers analyzed lesson studies conducted by others. However, within this observer category, 7 master's theses purporting to be lesson studies merely analyzed exemplary lesson cases without adhering to the iterative, collaborative procedural norms of authentic lesson study practice. This is significant, as Arani et al. ^[30] emphasize that the defining characteristic of lesson study is its emphasis on team collaboration. This requirement is further emphasized by Chinese researchers who maintain that authentic lesson study fundamentally necessitates collaboration among teachers ^{[1][2][31]}. Consequently, studies conducted by solitary researchers are fundamentally incompatible with lesson study's collaborative ethos, rendering their methodological validity and findings methodologically compromised. Regarding data collection, researchers predominantly employed in-depth interviews, classroom observations, iterative lesson design cycles, teaching journals, and pre-/post-tests, demonstrating methodological diversity that strengthens empirical robustness.

4. Conclusion and implications

Building on the above synthesis and analysis of lesson study in ELT, this research delineates a dynamically evolving yet strategically imbalanced research landscape, highlighting both achievements and critical gaps in China's ELT lesson study scholarship. Based on these findings, three critical pathways for field advancement are proposed.

4.1 Establishing a teacher-led quality enhancement mechanism

Over the past two decades, lesson study research of ELT in China has been characterized by a limited volume of publications and nascent-stage development, indicating substantial room for improvement. Current quality deficiencies primarily manifest in two aspects: (1) some master's theses adopt a single-teacher practitioner model with insufficient theoretical grounding, resulting in superficial reflective depth; (2) certain studies erroneously equate lesson case analysis with authentic lesson study. To address these challenges, a fundamental shift from "emphasizing practice while neglecting theory" to cultivating teacher research literacy is imperative. This transition entails a five-pronged strategy: First, consolidate theoretical foundations. Educators must systematically master relevant theoretical frameworks before initiating lesson studies, as this is the prerequisite for generating high-quality outcomes. Second, build collaborative mechanisms. Institutions and researchers must organize heterogeneous research teams comprising university academics and K-12 teachers to foster theory-practice translation capabilities, and broaden classroom observation dimensions. Third, integrate technological empowerment. Hybrid online-offline learning communities are supposed to be established, either fully virtual lesson study communities or blended models, enabling teachers to engage in iterative lesson study activities beyond temporal and spatial constraints. Fourth, refine the developmental system. Education authorities should consider incorporating lesson study into teachers' in-service training programs to systematically enhance their instructional diagnosis and action research capabilities. Fifth, expand coverage across educational stages. While continuing to deepen lesson study in secondary education, priority should be given to developing practical cases for primary and tertiary education contexts, thereby extending the scope of lesson study to a broader range of educational levels.

4.2 Deepening theory-driven methodological integration

While lesson study is inherently practice-oriented, this should not justify downplaying or neglecting the value of theory. As Zhang and Chen ^[3] compellingly argues, theoretical frameworks profoundly shape researchers' perception and interpretation of complex classroom contexts. To enhance research methodology, future efforts should focus on the following improvements: First, deepen theoretical foundation building. Educators need to systematically explore existing theoretical achievements within lesson study. By establishing mechanisms for teacher theoretical inquiry, they should be guided to extract localized theories from complex teaching practices, thereby providing robust scholarly support for lesson study implementation. Second, promote methodological integration. Within empirical research, existing studies predominantly employ qualitative methods to explore English teaching effectiveness at the micro-level; however, the lack of quantitative data undermines their persuasiveness. Building on the strengths of qualitative description, there should be a concerted effort to cultivate educators' mixed-methods research capabilities, strengthening quantitative instrument development and data analysis skills. Third, construct multi-source evidence chains. Researchers must establish a triangulation mechanism by collecting data from multiple sources, such as classroom observations, pre- and post-instruction assessments, and in-depth interviews with teachers and students, to enhance the credibility and explanatory power of research findings. In summary, lesson study in English language teaching necessitates a synergistic relationship between theory and practice, adopting integrated and diversified research methodologies.

4.3 Constructing diversified research perspectives of ELT lesson study research

Identifying pertinent lesson study themes requires frontline teachers to engage in deep reflection on classroom practice, adeptly identifying and articulating genuine pedagogical problems from which research foci emerge ^[32]. This necessitates educators' continuous enhancement of classroom problem insight and practical wisdom. This study categorizes ELT lesson study into three intersecting thematic domains: student learning, teacher development, and different types of lessons. While each domain encompasses multidimensional research perspectives, the depth of exploration in certain areas remains demonstrably insufficient: First, within the student learning domain, significant research gaps exist in the observation of learning behaviors, outcome assessment, cultivation of cultural awareness, and development of language proficiency/learning capacity; Second, the teacher development domain lacks sufficient exploration into identity construction and the efficacy of large-scale training initiatives; Third, within lesson type research, there is a notable deficiency in attention to integrated reading-writing instruction, listening-speaking pedagogy, grammar teaching, and the integration of language knowledge/skills. To address these shortcomings, educators should prioritize deepening exploration in three key areas: systematically investigating student learning behavior mechanisms, deconstructing the

relationship between teacher identity and training efficacy, and innovating lesson type design paradigms. Concurrently, emerging theoretical perspectives can be introduced to expand research dimensions. For instance, integrating deep learning theory within the student learning domain, applying differentiated instruction and backward design theories at the pedagogical level, and developing listening-speaking lesson models and continuation task models within the lesson type research domain. Crucially, subsequent research must transcend limitations of singular perspectives, guiding teachers to collaboratively identify specific research points spanning these themes. Through multidimensional cross-analysis, this approach enables the deepening of lesson studies at the micro-level.

To conclude, this study employs content analysis methodology to map the evolutionary trajectory of China's ELT lesson study over the past two decades, thereby expanding the research dimensions of this field. The findings and implications aim to provide empirical reference and theoretical insights for China's indigenous lesson study practices, while simultaneously contributing China's distinctive trajectory of practical exploration to the international lesson study domain.

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