THE EFFICACY OF CONTINUING PROFESSIONAL DEVELOPMENT THROUGH LESSON STUDY FOR TEACHERS OF ENGLISH IN SELECTED SECONDARY SCHOOLS OF LUSAKA DISTRICT

BY

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A dissertation submitted to the University of Zambia in partial fulfillment of the requirements for the award of Master of Education in Applied Linguistics

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DECLARATION

I, **NICHOL PHIRI,** declare that this dissertation is a representation of my own work and that it has not been previously submitted for a degree at this or any other university.

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APPROVAL

This dissertation of Nichol Phiri is approved in partial fulfillment for the requirements for the award of Master of Education in Applied Linguistics by the University of Zambia

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ABSTRACT

Lesson Study is a problem solving process of professional development for teachers which has been practiced in Japan from 19th century and is still being implemented by teachers in Japanese schools (Jung et al, 2015). In this approach, groups of teachers regularly meet at school level to plan, implement, evaluate and improve lessons collaboratively as their Continuing Professional Development (CPD) activity. In 2005, The Ministry of Education contextualized this practice to the Zambian Primary and Secondary teaching context of Mathematics and Science (Mumba and Hama, 2014). Its successful implementation led to the Ministry of Education adapting the practice as a tool for continuing and professional growth for teachers across all subjects (MOE and JICA, 2010). However, most research conducted has focused on the practice in relation to Mathematics and Science subjects. Little is known on the efficacy of Lesson Study in the teaching of other subjects. This study, therefore, sought to investigate the views of teachers of English on the efficacy of Lesson Study in teaching English among teachers in secondary schools of Lusaka District. The study utilized both qualitative and quantitative methods of data collection and analysis in order to answer the research questions effectively. A total sample size was 104 respondents. The respondents were as follows: 84 teachers of English, 10 Head teachers and 10 CPD coordinators. The quantitative data was analyzed by distribution statistics on points: Strongly Agree, Agree, Disagree and Strongly Disagree using the Statistical Package for Social Science (SPSS). The qualitative data was analyzed thematically. The study responded to the following research objectives: to establish the views of secondary school teachers of English on the efficacy of Lesson Study in relation to their teaching needs, to identify the challenges faced in the implementation of the Lesson Study programme by secondary school teachers of English and outline the strategies that could be put in place in order to successfully implement Lesson Study in secondary schools. The study revealed that most teachers of English in the schools that were investigated viewed Continuing Professional Development through Lesson Study as an important programme which improved teaching skills and learners' performance. It also revealed that the challenges that most teachers of English faced in the implementation of Lesson Study was that it was done outside the school timetable without any financial incentives which resulted in their poor attendance for the programme. Another challenge that was revealed by some teachers was that only the teachers who were deemed more competent to teach specific subject content were chosen to individually prepare and teach those areas while the others observed which resulted in the process of lesson study not being as collaborative as it should be. Other respondents stated that they had the challenge of inadequate English teaching materials such as learners' textbooks. Lastly, the study revealed that only a few teachers inserted the programme in their own timetables and annual work plans as strategies for the continuation of Lesson Study. Thus, it was concluded that Lesson Study as practiced in the schools studied was not as effective as it should be. Based on the above findings, the secondary school headteachers should ensure that the Lesson Study programme for teachers of English is included in the weekly timetable in order to make it easier for the teachers to gather and plan for the programme within school hours. Further, the Ministry of General Education should provide adequate teaching and learning materials as well as ways to motivate the teachers to ensure the smooth running of the programme.

Keywords: ***Lesson study, Professional Needs, Challenges, Strategies***

DEDICATION

This dissertation is dedicated to the Lord God Almighty, Jesus Christ and the Holy Spirit for setting the right time for this academic endeavor. I am humbled by the showers of grace in the provision of financial and material resources that were necessary for the successful compilation of this document.

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ACRONYMS AND ABBREVIATIONS

CPD	-	Continuing Professional Development
DEBS	-	District Education Board Secretary
ECZ	-	Examinations Council of Zambia
ELT	-	English Language Teachers
FGD	-	Focus Group Discussion
GRACE	-	Grade Meeting at the Resource Centre
INSET	-	In-Service Training
JICA	-	Japan International Cooperation Agency
LCZ	-	Lusaka Central Zone
ICELT	-	In-service Certificate in English Language Teaching
MOE	-	Ministry of Education
MoGE	-	Ministry of General Education
SBCPD	-	School Based Continuing Professional Development
SIMON	-	School In-service Monitoring
SMASTE	-	Strengthening of Mathematics, Science and Technology Education
SPRINT	-	School Programme of In-service for the term
TGM	-	Teacher Group Meetings

OPERATIONAL DEFINITIONS

Collaborative Activity

It is a process where two or more people attempt to learn something together or try to find solutions to problems.

Lesson Study

This is an approach used to develop, design and examine lessons in order to achieve successful teaching strategies which enhance students' learning.

Lesson Study Cycle

A lesson study cycle is the complete series of steps in the lesson study process. It involves a group of teachers planning a lesson collaboratively, teaching the lesson in the presence of other colleagues of the same department who observe and critique the research lesson later in order to suggest better ways of teaching it. A record is developed of the suggestions.

School-Based Continuing Professional Development

These are organized learning activities within the school that are designed to equip teachers with knowledge, skills, attitudes and competences to teach their pupils effectively.

Teaching

This is the process of imparting knowledge, skills, values, norms and attitude into a learner. It is there to facilitate and support the process of gradually gaining more independence.

Opportunity

It is a possibility due to a favourable combination of circumstances.

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter introduces the emergence of the Continuing Professional Development (CPD) programme through lesson study in Zambia. Thereafter, the chapter presents the problem under investigation, the purpose of the study, the research objectives and the specific questions through which the objectives were addressed. It further presents the significance of the study, the scope of the study and ends by outlining how the study is organized.

1.2 Background to the Study

The School-Based Continuing Professional Development (CPD) programme through Lesson Study is a problem solving process of teacher professional development which involves small groups of teachers of less than 10 meeting regularly at least once a month to plan, implement, evaluate and revise lessons collaboratively (MOE and JICA 2010). According to Jung, Kwauk, Nuran, Robinson, Schouten and Tanjeb (2015), Lesson Study originated from Japan in the 19th Century to help introduce Japanese teachers to whole classroom instruction in which they shared and improved their knowledge and skills.

This approach gained international attention in the 1980s and 1990s because of some American and Japanese researchers who discovered the link between Japanese students' high Science and Mathematics achievement and the Lesson study practices of their teachers (Stigler and Hierbert, 1999; Isoda, 2007; Jung et.al, 2015). This interest by international scholars led to the first adaptation of Lesson Study in 2002 through a technical cooperation between JICA and the Philippines (Jung et. al 2015). Since then, more than 50 countries around the world have adapted the practice and JICA has officially supported 24 countries in incorporating it into their national teacher education programme (Jung et al, 2015).

Lesson Study was introduced in Zambia in 2005 under the Strengthening Mathematics, Science and Technology Education School-Based Continuing Professional Development (SMASTE SBCPD) programme. The pilot study was conducted in Central Province with support from the Japanese International Cooperation Agency (JICA) before extending to the Copperbelt and Northern provinces (MOE and JICA 2010). The aim of the project was to improve the quality of teaching Science and Mathematics, essentially through the Lesson Study approach for Grades 8 to 12 Science and Mathematics teachers.

In 2010, the Ministry of Education conducted an Impact Survey of Lesson Study in Mathematics and Science subjects in Central Province in order to establish how Lesson Study activities were being assessed at implementation level (Mumba and Hama, 2014). The survey results revealed that Lesson Study practice correlated to national examination pass rate as these schools that were active in the practice in Central Province recorded better results in Science and Mathematics compared to schools in other provinces (Mumba and Hama, 2014). Reports from the Ministry of Education stated that the students' pass rates were 12.4 percent higher in Physics and Chemistry and 19.2 percent higher in Biology.

Another impact assessment on Lesson Study was conducted in Mathematics and Science subjects by the Ministry of Education in 2015 (Jung et al, 2015). This was done across the Phase 2 provinces: Central, Copperbelt, and North-Western Provinces and the survey results revealed that there was continued improvement of the students' Science pass rates from 53 percent in 2009 to 63 percent in 2013 and in Mathematics; from 40 percent in 2009 to 49 percent in 2013. (Jung et al, 2015). It must be noted that nothing was mentioned about the efficacy of Continuing Professional Development programme through Lesson Study in other teaching subjects.

Arising from the results above which showed that Lesson Study was beneficial to developing the professional skills of the teacher as evidenced by improved pupil performance in the four science based subjects, the government rolled out lesson study to all teaching subjects including English. The extension of the lesson study

policy to all subjects was because government viewed it as an important intervention to enhance teaching skills and methods of in-service teachers in relation to classroom practice (MOESVTEE and JICA, 2014).

The programme was implemented in all subjects by the Ministry of General Education and a number of individuals were assigned with responsibilities that supported the programme (MOE and JICA, 2007). These individuals included: Teachers, Facilitators, Heads of Department (HOD)/ Heads of Section (HOS), Deputy Headteachers, Headteachers (Principals), Education Standards Officers, Zone Heads and Zone INSET coordinators, District Education Board Secretaries and Teacher Educators. MOE and JICA (2007) highlighted the teacher as an important asset in the education process by stating that they had the responsibility to themselves and to their own profession to deepen their own knowledge extend their professional skills and keep themselves up to date on major developments affecting their own profession especially in the area of pedagogy and subject content.

In view of the above statement, teachers were given the responsibility to create effective Lesson Study CPD meetings at school with the initiative of Heads of Departments, Senior Teachers and in collaboration with facilitators and Deputy Heads who could join the meetings (MOE and JICA, 2007). In addition, they were expected to collaboratively prepare lesson plans, demonstrate in the lessons, observe lessons demonstrated by fellow teachers, participate in discussions after the lessons, revise the lesson plan, record discussions and prepare reports on Lesson Study CPD meetings then finally implement acquired skills in their own classrooms (MOE and JICA, 2007).

English language teaching is taken seriously in Zambia from primary to tertiary education. The subject is viewed as a vehicle for upward social mobility, business and commerce hence it is a compulsory subject for all learners in Zambia. Mwanza (2016) explains that the goal of teaching English in schools is to develop communicative competence in learners owing to the role English plays in official domains. Mwanza (2017) further argues that teachers of English should also be

eclectic (simple or complex) in order to function in dynamic school contexts. Thus, in order for teachers of English to teach subject content skillfully and successfully, the teacher is supposed to be well trained and continue the professional development through school based CPD. This is more so because the training which teachers receive during teacher training is not adequate in itself (Manchishi and Mwanza, 2013, Manchishi and Mwanza, 2016, Manchishi and Mwanza, 2018). The need for CPD through lesson study in English cannot therefore be overemphasized. This in part explains why government extended the CPD policy from science based subjects to all subjects including English.

While studies have been done on English language teaching on how the language is taught and how teachers of English are prepared in colleges of education, no study has been done on teacher professional development in English language through lesson study from the time the policy was introduced. Research on lesson study itself has focused on Mathematics, Chemistry, Physics and Mathematics while English, an equally important and compulsory subject has not been researched. More especially, the effectiveness of CPD through lesson study in English has not been researched.

1.3 Statement of the Problem

The Ministry of Education recognizes that teachers need to be given regular opportunities for self-improvement in a comprehensive and systematic manner in order to make them more effective to bring about student learning (Kabila, Moonga and Moonga 2018). It is for this reason that the Ministry of Education adopted the JICA Lesson Study programme and modified it to suit the Zambian education context across all teaching subjects, English inclusive (MOE, 2010). While studies have been conducted on the effectiveness of Lesson Study in subjects such as Mathematics and Science, no specific study had been done on the effectiveness of Lesson Study in the context of English language teaching. Thus, it was not known how effective Lesson Study was to teachers of English in selected secondary schools of Lusaka District.

1.4 General Objectives of the Study

The general objective of the study was to establish the views of teachers of English on the efficacy of School-Based Continuing Professional Development through Lesson Study in selected secondary schools of Lusaka District.

1.5 Specific Objectives of the Study

i. The specific objectives of the study were to:
ii. establish the views of secondary school teachers of English on the efficacy of Lesson Study in relation to their teaching needs.
iii. identify the challenges faced in the implementation of the Lesson Study programme by secondary school teachers of English.
iv. outline the strategies that could be put in place in order to successfully implement Lesson Study in secondary schools.

1.6 Research Questions

This research answered the following questions:

i. What were the views of secondary school teachers of English in Lusaka District on the efficacy of Lesson Study in relation to their professional needs?
ii. What were the challenges that secondary school teachers of English faced in the implementation of the Lesson Study programme?
iii. What strategies could be put in place by teachers of English to successfully implement Lesson Study?

1.7 Significance of the Study

The study was conducted in order to shade light on how secondary school teachers of English interpreted the Lesson Study practice and how they conducted the Lesson Study. It was hoped that the study findings would be significant particularly to teachers of English for their effectiveness in classroom practice as

the study suggested areas of improvement for the practice of Lesson Study; which would translate into better learning outcomes for pupils of English.

In addition to suggesting areas of improvement for Lesson Study practice for teachers of English, it was hoped that the findings would be informative to the Ministry of Education and other stakeholders as a basis for policy modification or change on matters concerning Lesson Study. Further, it was anticipated that the findings would contribute to the academic body of knowledge globally and also act as a basis for further research.

1.8 Delimitation of the Study

The study was limited to ten secondary schools of Lusaka District which were drawn from the ten clustered zones of Lusaka secondary schools. Effectively, one secondary school was sampled from each clustered zone of the district. The respondents included secondary school teachers of English, CPD coordinators at secondary school level and secondary school head teachers.

1.9 Limitations of the Study

The study focused on the views of secondary school teachers of English on the efficacy of Lesson Study in selected secondary schools of Lusaka District. Therefore, the findings of the study may not be generalized to other districts and teaching subjects.

1.10 Organization of the Dissertation

The dissertation is organized into seven chapters.

The first chapter introduces the emergence of the Continuing Professional Development (CPD) programme through lesson study in Zambia. Thereafter, the chapter presents the problem under investigation, the purpose of the study, the research objectives and the specific questions through which the objectives were addressed. It further presents the significance of the study, the scope of the study and ends by outlining the organization of the study.

The second chapter reviews literature that is related to studies of school-based continuing professional development through Lesson Study. It begins with defining Lesson Study and outlining the process. Thereafter, it outlines the benefits of Lesson Study as revealed by some studies. It also highlights the challenges that teachers face in the implementation of the programme. Lastly, it explains how some countries worldwide including Zambia have incorporated the practice of the programme in their national English curricula as a strategy to successfully implement the programme and its continuity.

The third chapter introduces the conceptual and theoretical frameworks that were in operation in this study. It outlines the steps involved in the process of Lesson Study and the activities involved in each of the steps outlined. It also highlights the Constructivist and Expectancy theories and how they related to this study.

The fourth chapter outlines the research design and the methods that were used in the collection and analysis of data for the study. It begins by defining the mixed method design which involves both qualitative and quantitative methods of data collection which were employed in this study. It further explains the reason for this choice of design. The study populations, sample size, sampling techniques are presented followed by the instruments that were used in the study and the procedures that were employed for data analysis. The chapter concludes by presenting the ethical considerations of the study.

The fifth chapter presents the findings of the study with reference to the research question

The sixth chapter is a discussion of the major findings of the study which sought to investigate the efficacy of Continuing Professional Development (CPD) through Lesson Study for teachers of English in Lusaka District. The discussion of the research findings was guided by the objectives of the study. The discussion interweaves the findings, the research objectives, the literature review and the theoretical framework.

Chapter seven presents the conclusions of the study and the recommendations made. It also includes areas for further research.

1.11 Summary of Chapter

This chapter introduced the study, gave the background, and stated the problem under investigation as well as the significance of the study. Research objectives and questions were also presented. Provided were the delimitation and limitations of the study as well as the structure of the dissertation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Overview

This chapter reviews literature that is related to studies of school-based continuing professional development through Lesson Study. It begins with defining Lesson Study and outlining the process. Thereafter, it outlines the benefits of Lesson Study as revealed by some studies. It also highlights the challenges that teachers face in the implementation of the programme. Lastly, it explains how some countries worldwide including Zambia have incorporated the practice of the programme in their national English curricula as a strategy to successfully implement the programme and its continuity.

2.2 Lesson Study Practice in Schools

Lesson Study is a continuing teacher professional development process which involves teachers of the same teaching subject by grade level, meeting to collaboratively identify classroom challenges, develop lesson plans and practice lesson delivery while other teachers observe and offer constructive feedback; all in an effort to improve classroom practice (Jung et al ,2015). It is a form of long-term teacher-led professional learning in which teachers systematically and collaboratively conduct research on teaching and learning in classrooms in order to improve their own teaching and enrich students' learning experiences (Wang-Iverson and Yoshida, 2005). Fernandez, Cannon and Chokshi (2003) define Lesson Study as "a comprehensive and well-articulated process for examining practice."

Lesson Study is a school based team teaching programme which falls under one of the four teacher professional development categories as proposed by Blandford (2000). These are Professional Education, Professional Training, Professional Support and Professional Development.

Blandford (2000) explained Professional Education as the education that is offered by institutions of higher learning to individuals that would like to attain their diploma, first degree, master's degrees and so forth in teaching. Concerning Professional Training, he stated that it involves short courses that are designed to provide in-service teachers with professional knowledge and skills. He added that it is designed in form of workshops and seminars where trainers or experts are invited from outside the school to offer training. With regard to Professional Support, Blandford (ibid) postulated that it is the category that involves activities such as team building, mentoring, and promotion which are spearheaded by school managers within the school for the purpose of supporting teacher activities. In reference to Professional Development, his views are that it constitutes School-Based INSET CPD programme, self-development efforts, peer observations, induction and team teaching. The common underlying focus of these categories of teacher professional development is that they all attempt to place teachers' needs at the centre of the CPD process and promote ongoing collaborative teacher learning, experimentation and reflection together with opportunities for engagement (Borg, 2015).

However, among the above mentioned categories of teacher professional development programme, the one that was pertinent to this study was the Professional Development which constitutes the School-Based INSET CPD Lesson Study. Newer ideas such as Lesson Study CPD are increasingly being promoted and implemented in a systematic manner as they place the teacher in the position of knowledge generator as opposed to knowledge consumer (Tasker, 2011).

Lesson Study is a process that involves teacher action research. According to Borg (2015), the underlying principle of Lesson Study is that of teacher action research. Grundy and Kemmis (1981:3) define teacher action research as "a family of activities in curriculum development, professional development, school improvement programmes and systems planning and policy development." They explain further that the activities have in common the identification of strategies of

planned action which are implemented and then systematically submitted to observation, reflection and change, and that participants in the action being considered are integrally involved in all of these activities. As Coe (2010) indicated, any action research design consists of a series of cycles known as spirals that follow the basic format of planning, acting, observing and reflecting.

The first spiral in a series of circles stated above is planning. Planning for Lesson Study begins with defining a challenge from any of the following: the delivery of a lesson, a teaching technique, or a classroom issue, which will serve as the target Lesson Study (Jung et al, 2015; Coe, 2010). Based on the identified challenge area and the objectives of the lesson, teachers then collaboratively develop a lesson plan by discussing an appropriate learner centred approach and materials required for teaching and learning. In brief, the first spiral which is to plan is about identifying the teaching problem, the necessary materials needed and the writing of a lesson plan.

The second spiral is acting which involves implementing a demonstration lesson. After identifying the teaching problem, the materials needed and the writing of a lesson plan, one teacher is selected by the group to conduct the planned lesson in a classroom. School managers may schedule this so that each teacher can teach one demo lesson per school year (Coe, 2010, Jung et al, 2015). In other words, the second spiral involves the actual teaching of a planned lesson to the selected class of pupils while other teachers and educational experts observe.

The third spiral is observing. As stated above, the third spiral, involves the observation of the demonstration lesson by other teachers and educational experts. These experts may include head teachers, school managers or standards officers from higher educational offices. While observing the demo-lesson, they pay attention to points outlined in the evaluation guideline (Jung et al, 2015). The third spiral therefore involves the identification of the strengths and weaknesses of the lesson under observation by other teachers and educational experts present.

The last spiral is reflecting. According to Jung et al (2015), reflecting on lessons involves discussing the lesson in order to improve the lesson for better teaching and learning (Jung et al, 2015). This discussion is characterized by teachers critically pointing out the strengths of the observed demo-lesson and then proposing alternatives for the next lesson.

2.3 The Efficacy of CPD through Lesson Study

It has been made clear that the core purpose of teachers engaging in Lesson Study is to improve their teaching skills in relation to classroom practice in a systematic and collaborative manner as well as to examine practice in order to enrich students' learning experiences (Fernandez, Cannon and Chokshi, 2003; Wang-Iverson and Yoshida, 2005). In view of the above assertions, the following studies were conducted in an effort to improve teaching skills or examine practice.

Aoibhinn (2013) conducted a study on Lesson Study in Mathematics in Ireland. She observed that her students were often reticent in engaging in Mathematics. However, after the teachers began planning with a philosophical basis for structuring their research lessons, the results showed that the pupils greatly improved in performance in the subject after a series of Lesson Study cycles. Hence by the end of the research study, the teachers felt that their goals had been achieved. Aoibhinn (2013) also observed that although some teachers expressed being nervous about teaching in front of colleagues, they marked the experience of working as a team positive because they shared strategies to develop their pupils' Mathematical thinking.

Dudley (2014) reports that review on Lesson Study in the United States showed that the practice had a significant impact on pupil learning as a result of teacher learning. His studies revealed that teachers who worked in a group, especially in groups of three, with at least one member of the senior team, worked well for they complemented their teaching experiences. He also explained that what worked well in his studies was teachers interviewing the case pupils after the research lessons in order to gain their perspectives on what worked for them, what they felt

they learned and how they thought lessons could be changed if they were taught again to another class to make it work better.

In South Africa, Coe (2010) conducted a study to determine the value that a group of teachers in South Africa placed on the process of lesson study as a model for their own learning and instructional improvement. A qualitative case study approach through an action research design was the methodology employed for the period of 18 months study experience. In the study three cycles were completed while the fourth cycle was partially completed. The findings were that through the teachers' experience in multiple cycles of lesson study, the participants found value in the process as a strategy for reducing isolation and improving classroom instruction. The elements of the process that they found most valuable were the focus on a common goal, the attention to the learners, and the opportunity to observe and reflect on the research lesson.

In as much as the above studies focused on the effectiveness of lesson study, they differed from the present study in terms of methodology and purpose of the study. The present study employed a mixed method approach whereas the study by Coe (2010) employed a qualitative approach. On the other hand, the present study was specific to the views of secondary school teachers of English on the efficacy of Lesson Study whereas Coe (2010) was general to all subject teachers. Moreover, this study was conducted in Zambia unlike the ones that have been reviewed.

In Zambia, studies indicate that significant outcomes of Lesson Study have been recorded since its inception in 2005. A study by Banda (2007) aimed at describing the benefits on the implementation of school-based CPD for teacher education based on the experience of the Ministry of Education in Zambia. The findings of this study revealed that the CPD activities such as Lesson Study benefited the school and management. At school level, teachers became serious and confident in planning and implementation of their lessons. They spent more time on lesson planning and preparation and team work was strengthened. At management level, Lesson Study meetings provided managers with the opportunity to share experiences as well as learn new input on effective management. The study

findings revealed that the skills of managers were strengthened as a result of CPD meetings since most of them had assumed managerial positions without formal managerial training at the time. While Banda (2007) generally highlights the benefits of CPD programmes, the current study distinguishes itself in that it solely focuses on a single programme that is Lesson Study specifically in English.

Another study that was conducted in Zambia that indicated the benefits of the Lesson Study programme was conducted by Mweemba (2016). The study was conducted in order to investigate the effectiveness of the Lesson Study Approach in Religious Education. The study employed a descriptive research design and the target population included Religious Education Heads of section, teachers and learners in Kabwe District. The sample constituted of fifty-nine participants from three selected secondary schools in Kabwe district comprising three heads of section, twenty teachers and thirty-six learners. Data was collected from Heads of section through interviews which were conducted with the aid of an interview guide. The study used a focus group guide to collect data from teachers and learners using focus group discussion. Class observations were also conducted using observation checklist. The data was analyzed using content analysis for descriptive results.

The findings revealed that teachers with a more positive attitude towards the programme tended to apply it regularly in their daily lessons yielding good results. Mweemba (2016) recommended that the Ministry of General Education involves teachers in the revision of curriculum to ensure careful selection of content and concepts to be taught for life-long learning advocated for in the Lesson Study Approach. Additionally, that the Ministry of General Education addresses the many obstacles encountered by teachers in the implementation process; such as inadequate teaching and learning materials, inadequate classroom space, over-enrollment and heavy workloads.

The above study by Mweemba (2016) is similar to the current study in that it aimed to establish the effectiveness of Lesson Study. However, it differs in that it focused on Religious Education subject whereas this study focused on English

language subject. The research design employed by Mweemba (2016) was descriptive in nature whereas the current study employed a mixed method design. Mweemba (2016) also used a sample size of only fifty-nine whereas this study used a sample size of ninety-nine. Moreover, Mweemba's target population did not include secondary school headteachers and CPD coordinators who are among the most important participants in the implementation and management of Lesson Study at school level.

2.4 Challenges Faced in the Implementation of CPD through Lesson Study

Teachers worldwide including those of English are under greater pressure than ever to perform in the classroom due to reform movement that have placed high stakes accountability for pupil performance (Coe,2010). When students' achievement scores are below expectations or when stories of students' failures fill the media, teachers are often blamed for the problems (Stigler and Hiebert, 1999). However, studies show that implementing programmes such as Lesson Study can be very challenging for teachers.

Day, (2000); Fiske and Ladd, (2004) observe that challenges in the implementation of teacher development programmes such as Lesson Study emerge most often when the programmes are poorly conceptualized by the Department of Education. They state further that this results in a hierarchical misinterpretation of crucial information. Ono and Ferreira (2010) gave an example of teachers in South Africa who experienced difficulties to bridge the gap between what they had been trained for and the aims of the Outcomes-Based Education (OBE) and the Curriculum 2005 (C2005) programmes which had been introduced then. Following the "cascade model" which involved district trainers being trained for the purpose of passing their knowledge on to their colleagues, most teachers expressed that they did not understand the programme because the trainers themselves did not understand the curriculum as well.

Another challenge that teachers face in the implementation of Lesson Study is the choice of teaching methods for particular subject content. Jung et al (2015) states

that when teachers experience knowledge gaps on subject content and methods of teaching, demonstration lessons are not delivered effectively. For instance, a study by Banda, Mudenda, Tindi and Nakai (2014) aimed to seek core issues and challenges experienced by Zambian Science teachers and the education system that hindered effective conduct of problem solving lessons in science. The study used the Lesson Study approach and the results revealed that the problem solving way of teaching appeared problematic to the Science teachers which in turn affected learning. The findings established that theories of problem solving required a paradigm shift from the existing traditional approaches of teaching where the teacher is the preserve and source of knowledge rather than a facilitator of the learning process where as the learner is the recipient coupled with an examination system whose emphasis is on recall of factual information.

Other challenges that teachers face in the implementation of Lesson study are revealed in the following study that was conducted by Kabila et.al (2018) in Zambia. The study aimed to investigate Lusaka Central Zone teachers' perspectives of CPD. The objectives of the study were to: find out the teachers' knowledge of CPD, establish the support that teachers got from CPD, determine teachers' participation in CPD and establish challenges teachers faced in CPD. It employed a survey design whose population included all the four secondary schools in Lusaka Central Zone, all the teachers and administrators at the secondary schools and the District Education Standards Officer (DESO). The study had a total of 84 respondents that were selected purposively. Interviews and Focus Group Discussions (FGDs) were used to collect data from administrators and teachers respectively. Data was analyzed inductively by recording the responses from the (FDGs) and interviews into common themes.

The findings of the above study revealed that the teachers were aware of the CPD programme but not all participated in CPD because some had not embraced it as a viable form of in-service training because it did not lead to any credible qualification. The findings revealed that most of the teachers in Lusaka Central Zone indicated that they participated in CPD sessions as per requirement by the

school management and that those who did not participate in these sessions were reproached by their supervisors. Therefore, Kabila et al (2018) observed that most participants implemented the model with a sense of obligation and duty as opposed to it being for professional benefit.

In the same study conducted by Kabila, et al (2018), it was also found that teachers in Lusaka Central Zone faced challenges with CPDs because they deemed it as monotonous in nature of the content and delivery styles. In their study, some teachers stated that the presentations were repetitive and lacked creativity. Hence the challenge was that some teachers felt that their facilitators were not well qualified as another group felt that some facilitators lacked the experience of instructional design and delivery. Another finding of Kabila et al (2018) was that participants indicated that lesson study was conducted at inappropriate times thereby encroaching on their personal time, freedom and also leaving them fatigued causing an unfavourable environment in the school.

Although the objectives of the above study by Kabila et al (2018) were similar to the current study (teacher perspectives, the programme support in relation to teachers' teaching needs and the challenges faced in the implementation of the programme), it differs in that Kabila et al (2018) did not categorically state whether their study was specific to Lesson Study whereas this study specifically focuses on Lesson Study. Further, Kabila et al (2018) focused on the general perspectives of all subject teachers whereas this study focused solely on teachers of English language.

2.5 Strategies Used to Implement Lesson Study in Secondary Schools

Teacher professional development efforts are often criticized by educators for their lack of continuity and ability to produce effective change in teacher practice and student learning (Loukes-Horsley, Hewson, Love and Stiles, 1998). In that vein, a number of countries have resorted to creating reform movements that place high-stakes accountability for learners' performance by incorporating programmes such as Lesson Study into their national teacher education programmes in order to

systematically monitor their effectiveness and continuity in schools (Coe, 2010, Jung et al, 2015).

Countries such as the United Kingdom, Russia, Mexico, Brazil and South Korea have incorporated Lesson Study through a programme called In-service Certificate in English Language Teaching (ICELT) teaching programme (Borg, 2015). It is designed to improve in-service teachers' teaching skills and theoretical knowledge in relation to classroom practice and novice staff, new graduates or teachers with only one or two years of experience to a school of English Language are also expected to take the course (Borg, 2015).

The British Council has also been working in partnership with Turkey to improve English language teaching and learning levels by providing access to United Kingdom expertise in curriculum development, pre-service teacher development, continuing professional development for in-service teachers, learning technology and high quality digital resources for both teachers and learners (Borg, 2015). A special conference called "Ideals and Realities: Continuing Professional Development for Preparatory year instructors was held in 2014 at Hacettepe University, Turkey in order to improve English language learner outcomes and a number of ELT staff was introduced to CPD Lesson Study for the first time then (Borg, 2015).

United Arab Emirates (UAE) demands that teachers of English including all subject teachers are mandated to participate in CPD related activities such as Lesson Study for their accreditation by the UAE Commission of Academic Accreditation (CAA) (Mutambo, 2016). On the other hand, teachers in South Africa are increasingly expected to take more responsibility for their learners' achievement as it is believed that the South African educational reforms have made progress in curriculum alignment, standards of achievement and assessment of learners' progress (Coe, 2010). It is argued that the educational reform that includes Lesson Study in South Africa attracts the high expectations that the pupils will meet the newly established standards (Coe, 2010).

In Zambia, Lesson Study is viewed as a comprehensive and crucial process which all teachers in Zambia are obligated to follow since the programme is supported by the Zambian policies on education (MoGE, 2016). The Ministry of General Education highlights that the national education policy "Educating Our Future" (1996) and the "Teacher Profession Act" (2013) highlight programmes such as Lesson Study to be cardinal for the professional growth of teachers:

> "…As with other professionals, teachers have a responsibility to themselves and to their profession to deepen their knowledge, extend their professional skills and keep themselves up to date on major developments affecting their profession.
>
> "A vital education system is not static, but dynamic promoting change, in response to the needs and expectations of society, in such areas as subject content, pedagogical approaches, pastoral care for pupils, assessment procedures, school organization and management and the relations the parents and the community. Developments in all these aspects are under-way in Zambia's schools. Teachers need to be equipped with the capacity to deal with and incorporate these changes into their professional activities so that the planned educational benefits may follow"
>
> (Educating Our Future, 1996)

Although many countries Zambia inclusive have incorporated Lesson Study into their national curricular programmes as a strategy to account for teacher development programmes, studies have been conducted to discover the best ways to successfully implement Lesson Study at school level.

A study by Cajkler et al (2014) revealed that the first and most important strategy for success in Lesson Study lies in teachers holistically following the typical Japanese steps of the process in a systematic and collaborative manner. The study involved teachers forming a lesson study group to identify a specific challenge. Thereafter, 3 case pupils were identified and the group of teachers met to plan the lesson in detail focusing on the intended outcome of the pupils. During observation, one teacher presented while the others paid particular attention to the case pupils. The evaluation of the research lesson led to resolution for future practice to another group. Hence Cajkler et al (2014) concluded that the best strategy for a successful lesson study is the correct execution of the laid down steps of the practice.

Another study by Johnson (2008) suggested that successfully implementing Lesson Study also greatly depends on strategically creating opportunities for teachers to engage in Lesson Study. Using a sample of 34 teachers who had been teaching for over ten years in private schools, universities and colleges, Johnson (2008) stated that most of them suggested the following as activities that could create opportunities for them to continue Lesson Study.

Sponsored Workshops where experienced expert practitioners are invited to teach or impart knowledge on the teachers in the same field. Johnson (2008) states that workshops can enhance teacher skills as they provide opportunities for teachers to discuss and debate ideas or opinions about classroom activities.

Another strategy for opportunity is by introducing teachers to online communities where teachers all over the world share their ideas and experiences. These expose teachers to a variety of teaching ideas which they can choose from and adopt into their classrooms (Johnson, 2008). Examples of such online communities are the annual IATEFL online conference sponsored by the British Council and the blogs on the Teaching English website (Johnson, 2008).

Teacher Group Meetings among teachers in schools; whether formal or informal, provide opportunities to facilitate for the continuation of Lesson Study (Johnson,

2008). Johnson (2008) indicates that formal meetings whose agendas are well structured provide teachers with the platform to talk about specific problems in relation to classroom practice. In Zambia, formal Lesson Study meetings for teachers fall in the following teacher professional growth framework (SPRINT) which is governed by five major cluster activities:

(i) **Head teacher's in Service Meeting (HIM):** Any meeting held by the Head teacher to review and plan for school activities.

(ii) **Teacher Group Meeting- (TGM):** Teachers of different subjects and grades meet to discuss different issues of common interest.

(iii) **Grade Meeting at the Resource Centre- (GRACE):** Teachers handling the same grades meet to discuss issues related to a particular grade

(iv) **Subject Meetings at the Resource Centre- (SMARC):** Teachers of the same subject meet to discuss various issues in their subject areas.

(v) **School In-service Monitoring- (SIMON):** Regular in-service programme monitored by Standards Officers, Subject Coordinators, District Resource Centre Coordinators (DRCC), Head teachers, Deputy Head Teachers, Senior teachers, Zone INSET Coordinators (ZIC) and School INSET Coordinators (SIC).

Johnson (2008) however points out that informal meetings with other teachers in the staffroom; is one of the easiest and most effective ways of developing successful Lesson Studies. She pointed out that it was common during such meetings for teachers to adopt some ideas as experienced by other teachers. Johnson (2008) also encourages teachers to engage in individual or group reading in order to keep abreast with new ways of teaching.

Belonging to a body of knowledge or, subject associations and or clubs is another important strategy that would create many opportunities for the successful implementation of the programme (Johnson, 2008). This can provide opportunities and facilitation of many of the activities discussed earlier in this document. Although subscriptions to such bodies of knowledge may appear expensive, there

are more benefits one would get from such associations on CPD's and lesson studies (Johnson, 2008).

When a number of these activities are combined into a planned, interlinked programme, with monitoring and evaluation, it would bring about satisfying results for teachers who are willing to keep abreast with or improve their professional skills through lesson study and give quality teaching and learning for the pupils in schools.

2.6 Summary of Chapter

This chapter reviewed literature related to Lesson Study and the underlying principles of the programme. It outlined literature on the three main objectives of the study which were to establish the views of secondary school teachers of English on the efficacy of Lesson Study, the challenges faced in the implementation of the programme and the strategies that could be used. It exposed the gap which this study envisaged to fill as it availed that despite the many studies done in Zambia on Lesson Study and English Language teaching, it was not known how responsive the Lesson Study practice was to the professional needs of teachers of English; if at all there were any challenges in its implementation and what strategies the teachers of English suggested could be put in place for its successful implementation. Hence posed as questions: 1.What were the views of secondary school teachers of English in Lusaka District on the efficacy of Lesson Study in relation to their professional needs? 2. What were the challenges that secondary school teachers of English faced in the implementation of the Lesson Study programme? 3. What strategies could be put in place by teachers of English to successfully implement Lesson Study?

CHAPTER THREE

CONCEPTUAL AND THEORETICAL FRAMEWORKS

3.1 Overview

This chapter introduces the conceptual and theoretical frameworks that were in operation in this study. It begins with explaining the concept behind the process of Lesson Study followed by the ideologies behind the Constructivist and Expectancy theories and how they relate to this study.

3.2 Conceptual Framework

This study was guided by the 8 Steps model which underlies the process of Lesson Study in the Zambian educational context. The model has been tested by the Ministry of Education and found effective for improving classroom teaching (Jung et al, 2015). The model is therefore recommended by the Ministry of Education as the standard for implementing Lesson Study and all subject teachers are expected to implement it (MOE and JICA, 2010). Jung et al (2015) states that teachers following the 8 Steps process as shown in Figure 3.1 below creates comprehensible lessons in the subjects and solves the problem of content gaps and inadequate knowledge that teachers may experience.

The activities that are involved in each of the steps highlighted in Figure 3.1 are described and explained in detail as follows.

1. **Defining the Problem**

This marks the beginning of problem solving. It is very important in this approach to define the problem that will motivate and direct the work of the lesson study group. This will enable teachers to highlight the challenges encountered during their teaching career. The problems identified may include questioning techniques, difficult topics, and pedagogical approaches (MOE and JICA 2010). During discussions, the following questions may arise: -

- *Which topic is difficult to teach?*

- *What is the problem in teaching such a topic?*
- *What points or what methods does the teacher want to learn?*

What are the suggested solutions made by the teacher? (MOE and JICA, 2010:20)

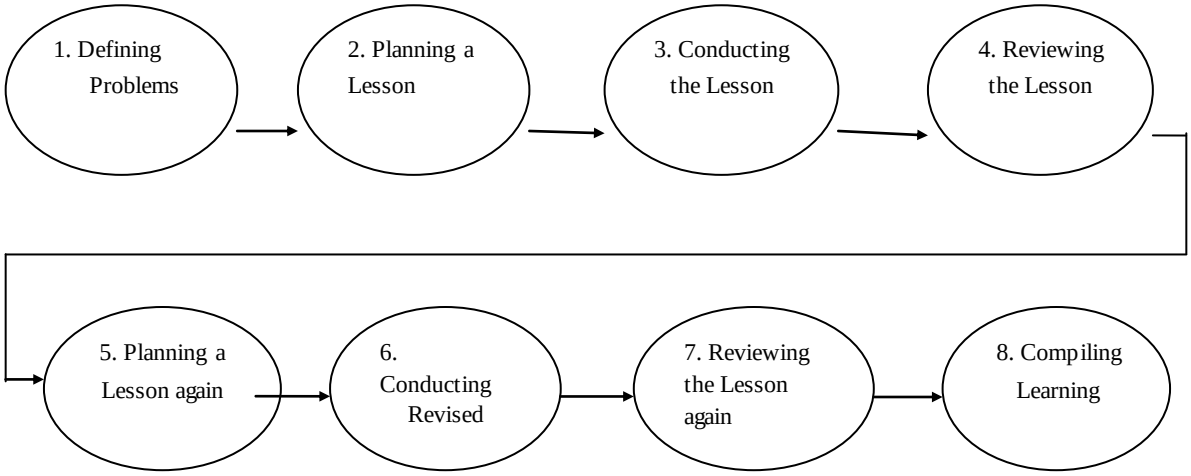

Figure 3.1: The 8 Steps Lesson Study Cycle

Source: Ministry of General Education Brochure: Lesson Study in Zambia (2016:3)

2. Planning the Lesson

In this session, teachers will collaboratively plan a lesson based on the identified needs. The teachers will often start planning the lesson by looking at the available resources such as reference books and articles produced by other teachers who have attempted to solve similar problems. Together, they will develop and own the lesson plan (MOE and JICA, 2010).

3. Conducting the Lesson

Using agreed criteria, a teacher is selected to implement the lesson in the classroom while other teachers observe and evaluate the lesson. At this stage, education standard officers as well as other education experts will observe the lesson where possible together with the facilitators for a particular zone. The Head teachers as well as Deputy Head teachers are encouraged to be in attendance (MOE and JICA, 2010).

4. Reviewing the Lesson

After the lesson, the teachers will meet to discuss and reflect on the effects of the lesson. The discussion will mostly allow the teacher who was teaching to give his/her critique of the lesson. This will be followed by the other observers' critique. The observers will share their observations. What is important at this stage is that the critique should not be centred on the teacher but on the lesson and suggestions for improvement (MOE and JICA, 2010).

5. Planning a Lesson again

Together as a team, the lesson plan is revised based on the critique and reflections. Changes and adjustments are made and a new lesson plan is made ready for presentation to another class by the same teacher (MOE and JICA, 2010).

6. Conducting Revised Lesson

The lesson which was discussed together with the reflections by the group is now taught by the same teacher, but in a different class. This is to see, in a practical situation, how the lesson or teaching skills are improved through the discussion and revision of the first lesson (MOE and JICA, 2010).

7. Reviewing the Lesson again

It is very important that another discussion on the lesson is done so that observations of the change in the way the lesson was implemented could be made and further suggestions on amendments made again. However, even a minimal improvement should be appreciated. Teachers can adopt the lesson plan for future use. If chance allows, teachers can trial the lesson plan although this optional (MOE and JICA, 2010).

8. Compiling Learning

After reflections are compiled and shared, a report is forwarded to other relevant officers to enable them avail it to other stakeholders so that the experiences could further be shared at fora such as departmental/section meetings, stakeholders' workshops, subject association meetings, education conferences etc. Further

development of such materials could be documented and published in journals or newsletters as alternatives which have been trialed (MOE and JICA, 2010).

In line with the outlined steps above, MOESVTEE and JICA (2014) advises that when planning for any demonstration lesson, the choice of teaching method by the teachers for particular subject content is very important. It states that the best teaching method should be that which provokes the pupils' thought processes and allows them to take control of their own learning while the teacher assumes the role of a co-ordinator. The Ministry advises further that pupils' thought processes can be activated by the teacher by exposing them to content that allows them to present their thoughts in form of symbols, verbal or written explanation, drawings, pictures, using manipulative or real and concrete objects.

Planning for teaching and learning materials for a demo-lesson is an integral part of lesson planning (MOESVTEE and JICA, 2014). These materials are described as those resources that teachers use to deliver instruction and enhance pupils learning. MOE and JICA (2009) recommend teachers to search carefully within their environments for items which can be converted into teaching and learning materials. Among the countless teaching and learning materials a teacher can make use of, the Ministry lists the following: worksheets, hand-outs, contextual books, compact discs, newspapers, magazines, internet multimedia, chalkboards, electronic boards etc. However, Muzumara (2011) comments that as much as a teacher may have an abundance of these resources, it is also important that they should have the knowledge and skills to select and organise these resources in accordance with the needs of their classroom setting.

When conducting the lesson, the MOESVTEE and JICA (2014) recommends that the teacher makes the classroom environment friendly and non-threatening to the learners. It advises that the teacher should always keep in mind the objectives for which the lesson is created. Hence, the introduction should blend with the previous lessons and probe the pupils to discuss the ideas on some concepts of the previous lesson in order to create a basis for the current lesson.

MOESVTEE and JICA (2014) add that there should not be too much content in one lesson. Aoibhinn (2015) reiterates that including too much content in one lesson tends to overshadow the intended learning objective obviously due to factors of time management, pupil concentration span and ambiguity as a result. And when concluding the lesson, MOESVTEE and JICA (2014) also stress that the best approach would be to bring forth the pupils' reflections of the lesson. It states that this usually provides the necessary feedback that the teacher needs in order to identify and fill in the gaps where the pupils may not have grasped the important concepts.

The 8 Steps model of Lesson Study was of particular importance to measure how the teachers of English in the sampled schools of Lusaka District interpreted and conducted the Lesson Study process. This was in line with the first objective which was to establish the efficacy of the programme which clearly depended on the correct implementation of the 8Steps Cycle.

3.3 Theoretical Framework

3.3.1 Constructivist Theory

The first theory that guided this study was Constructivism. Foundations of constructivism are found in Vygotsky's Social Development theory which states that learning takes place when the highest level of problem solving achieved by the learner working alone is developed to an upper limit with the assistance of others (Santrock, 2001). Temporary support is given to the learner by others but as they begin to grasp the ideas, support is removed to allow them to take more responsibility in the learning process (Vygotsky, 1978). Figure 3.2 below illustrates the aforementioned.

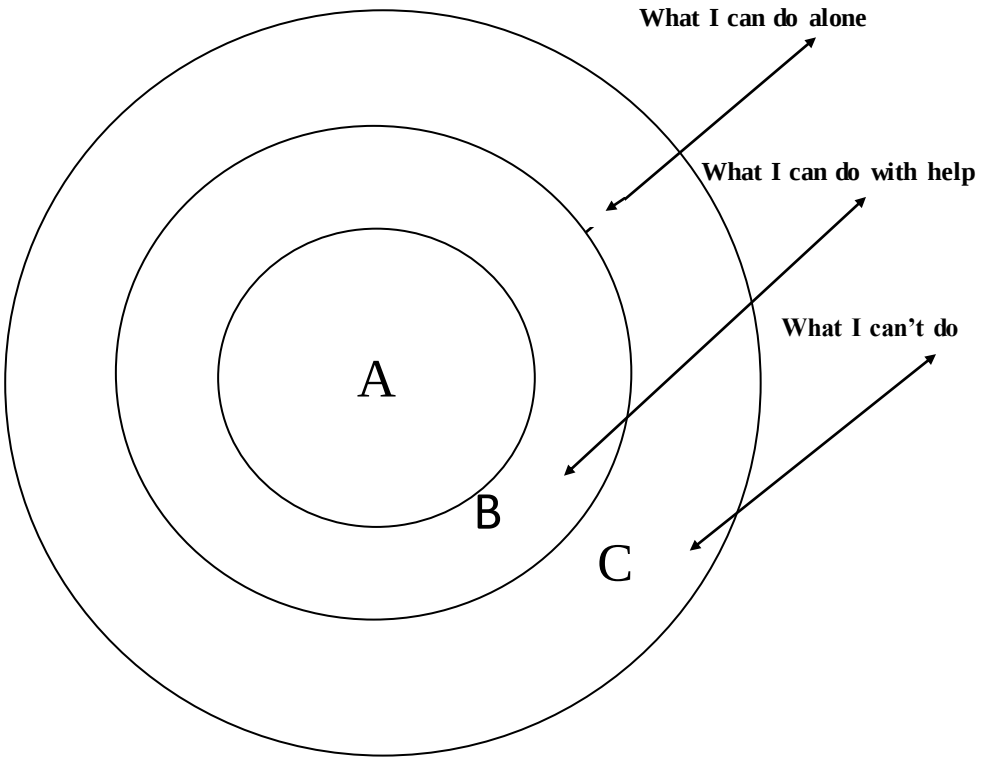

Figure 3.2: Vygotsky's Zone of Proximal Development

Source: Zone of Proximal Development, adapted from Culatta, 2011)

As highlighted earlier, Lesson Study is an activity which involves teachers teaching each other on matters concerning classroom practice in a collaborative manner (Jung et al, 2015). Although the process does not take the form of a typical classroom setup, all teachers involved assume the role of both teacher and learner as they go about structuring a demo-lesson (MOE and JICA, 2010).

In this regard, Constructivism as a theory of learning demands that learning should be inclusive, enquiry based, discovery or involves active participation from the learners (Sjoberg, 2007). Guidelines on constructivism by the MOESVTEE and JICA (2014) highlight that learning should involve the following:

- valuing prior knowledge and experiences of learners and bringing that into play in the teaching and learning process.

- providing opportunities for the learners to make meaning of new concepts and processes through interaction with others, concrete objects and the learners' own inner reflections.
- learners being given multiple opportunities to express their own thoughts as a way of enhancing understanding and exchanging their ideas with others.
- learners feeling safe to provide multiple responses to the problems posed to them whose correctness are ascertained through a process of dialogue or debate as opposed to the sole authority of the teacher and the text.
- making new information meaningful in relation to their prior knowledge and experiences.

Constructivism was considered for the study to measure to what extent secondary school teachers of English supported each other's learning in the process of Lesson Study. It was used to analyze the strength of interaction among teachers of English as they sought to enhance their skills and methods of teaching English. In line with Crotty (2012:1) who suggested that the application of constructive theory should involve "process, collaborated learning and teaching for understanding", the study found that these principles of constructivism related well with how the process of Lesson Study should be done among teachers. The programme demands interaction among the teachers in order for them to share their knowledge and experiences on how to plan for particular lessons, discuss the teaching methods and materials which may be necessary during classroom practice.

3.3.2 Expectancy Theory

The second theory that underpinned this study was the Expectancy theory of motivation. Before discussing the Expectancy theory and how it applied to this study, it was important to understand what motivation is. According to Robbins (1993) motivation is "the willingness to exert high levels of effort toward organizational goals, conditioned by the effort's ability to satisfy some individual need." Mitchell (1982) defines it as "those psychological processes that cause arousal, direction and persistence of voluntary actions that are goal oriented." Suciu et al (2013) state that it is important to acknowledge that motivation is not

used as the general term but as the motivation of something specific. In view of that, this study viewed motivation specific to work motivation. Steers and Porter (1991) define work motivation as the process by which behavior is energized, directed and sustained in organizational settings.

The Expectancy theory is a theory of work motivation that was developed by Vroom, Peak, Porter and Lawler and it proposes that people are influenced by the expected results of their actions in the workplace (Estes and Polnick, 2012). Lunenburg (2011) states that, this theory differs from other theories of motivation in that it does not provide specific suggestions on what motivates employees but a process of cognitive variables that reflect individual differences in work motivation. See Figure 3.3.

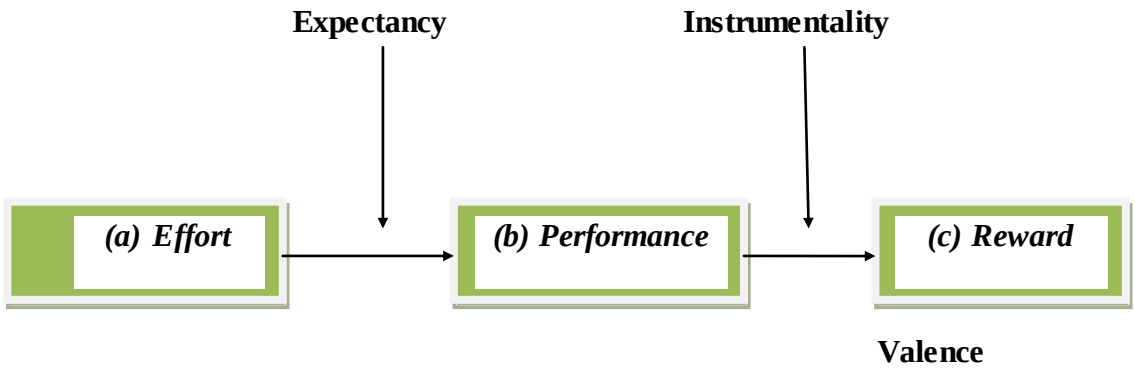

Figure 3.3: Basic Expectancy model
Source: Lunenburg (2011: 2)

When a person is motivated to the degree that they expect (expectancy) that their *effort* will lead to acceptable output (*performance*) which will be acknowledged by the organization they work for, they will be *rewarded* (instrumentality) and (c) the value of the rewards is highly positive (valence)" (Lunenburg, 2011 and Robbins, 2004). For example, when an employee sees that a good performance rating will always result in salary increase, their effort will be high. The salary increase will be the positive valence. Vroom (1964) defines valence as the possible affective orientations toward outcomes; thus the importance, attractiveness, desirability or anticipated satisfaction which comes with outcomes. However, Van Eerde and

Thierry (1996) state that studies that embarked to measure valence revealed that this variable can assume negative values as well. For example, if a millionaire is given one thousand kwacha as an award for having taken part in an activity, he may not appreciate it as much as an average citizen who would place so much value on such a reward. With regard to this, Montana and Charnov (2008) state that "this theory emphasizes the need for organizations to relate rewards directly to performance and to ensure that the rewards provided are those rewards deserved and wanted by the recipients."

The Expectancy theory was used in this study to analyze the extent at which the Lesson Study programme was motivating to practice by secondary school teachers of English in Lusaka District. How the teachers were motivated to strategize in dealing with the underlying challenges of implementing Lesson Study. Thus, linking the Expectancy theory to the research questions on the challenges faced and the strategies suggested in implementing the programme by the teachers of English.

3.4 Summary of Chapter

In this chapter the conceptual framework was provided as well as the theoretical framework. The study was underpinned by two theories namely: the Constructivism Theory which was the main theory and the Expectancy theory. The latter theory was the buttressing theory.

CHAPTER FOUR

METHODOLOGY

4.1 Overview

This chapter outlines the research design and the methods that were used in the collection and analysis of data for the study. It begins by defining the mixed method design which involves both qualitative and quantitative methods of data collection which were employed in this study. It further explains the reason for this choice of design. The study populations, sample size, sampling techniques are presented followed by the instruments that were used in the study and the procedures that were employed for data analysis. The chapter concludes by presenting the ethical considerations of the study.

4.2 Research Design

Research designs are "plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis" (Creswell, 2009:3). Mouton (2001) explains that it is a blueprint of how a researcher intends to go about conducting a research. What determines the choice of research design is the research problem in the study, the personal experiences of the researcher and the audiences for whom the research study will be written (Creswell 2009).

This study used a mixed method research design which comprises the combination of qualitative and quantitative methods of data collection and analysis. Singularly, Quantitative research is a means for testing objective theories by examining the relationship among variables which can be measured on instruments so that numbered data can be analyzed using statistical procedures (Creswell, 2009). On the other hand, Qualitative research involves human beings and their interpersonal relationships, personal values, meanings, beliefs thoughts and feelings (Leedy, 1993). It is interactive in nature as the researcher becomes immersed in the culture or community they are studying. Creswell (2009) points out that in a qualitative

research, questions emerge and change as the researcher becomes familiar with their research and data collection whereas analysis is based on the views of the participants.

The application of a mixed method design in this study was drawn from the ideology that using a number of approaches in tandem strengthens a study more than the use of one and that it neutralizes biases associated with particular data sources and methods (Niglas, 2000, Creswell and Plano Clark, 2007). The combination of several research methodologies in a study of the same phenomenon is referred to as triangulation (Herbert and Shepherd, 2001). Hence triangulation was used in order to generate rich and detailed data to fully answer the research questions as it will be seen in much detail later in this chapter.

4.3 Population

Population is considered as, "all members of a hypothetical set of people, events or objects to which generalization of the results of a research study could be made (Borg and Gall, 1979). In this regard, the study population included all secondary school teachers of English, all secondary school head teachers and all CPD coordinators at secondary school level in Lusaka District.

4.4 Sample Size

The sample size was made of 104 participants segmented as follows: eighty-four (84) secondary school teachers of English, ten (10) head teachers and ten (10) CPD coordinators from ten (10) secondary schools in Lusaka District.

The reason for targeting Lusaka District was based on the fact that most studies on Lesson Study had so far been conducted in Central, Northern, Northwestern and Copperbelt provinces. Further, the district is densely populated hence it was expected that from the ten schools sampled, there would be quite a number of teachers of English; which was necessary for the study.

4.5 Sampling Techniques

This research used both the simple random sampling and purposive sampling techniques. Simple Random sampling, also known as chance or probability sampling is where the researcher selects participants (or units, such as schools) for the sample so that any individual has an equal probability of being selected from the population (Creswell, 2012). Purposive sampling is the deliberate selection of particular items to constitute a sample which represent the population (Kothari and Garg 2014). Schatzman and Strauss (1973) state that the purposive sampling is ideal to use in circumstances where the researcher has information about the study location, events and people which they use to decide which people and location to target according to the aims of their research. Therefore, simple random sampling was used in order to give all schools in Lusaka District an equal opportunity to participate in the study and obtain a true reflection of what was obtaining in the field of Lesson Study without any biasness from the researcher. On the other hand, Purposive sampling was used to select the secondary school teachers of English, the head teachers and CPD coordinators at secondary school levels who were relevant to the study of Lesson Study.

The head teachers were relevant for the study because they oversee all school based CPD activities by way of management, coordination and monitoring as assigned by the Ministry of Education (MOE and JICA 2010). The CPD coordinators at school level were also relevant because they assist the teachers in the planning of CPD activities in their various schools, check lesson plans before lesson demonstrations, observe demonstration lessons and facilitate the discussions after lesson demonstrations (MOE and JICA 2010). The teachers were necessary for the fact that the programme was created for them and is conducted by them thus, they were the major stakeholders.

4.6 Data Collection Instruments

Data collection is a process of precise and systematic gathering of information that is relevant to the research using methods such as interviews, participant

observation, focus group discussions, narratives and case studies (Burns and Grove, 2003). Ajayi (2017) states that gathering data can be accomplished by either a primary or secondary source. He explains that primary data is that which is collected for the first time by a researcher that is factual and original and aims at getting a solution to a problem at hand. On the other hand, Ajayi (2017) states that secondary data is the data that is already collected or produced by others. Hancock et al (2007) elaborates by mentioning that secondary data is written material such as policy documents, mission statements or annual reports which are used to produce qualitative information that is relevant to understanding the philosophy of an organization.

For this study, primary data was collected using self-administered questionnaires to collect quantitative data whereas interview guides were used to generate qualitative data through interviews. Secondary data was collected through policy documents on the implementation guidelines and teaching skills of the School-Based Continuing Professional Development (SBCPD) Through Lesson Study.

4.7 Data Collection Procedure

The data collection procedure began by document analysis. Bowen (2009) defines document analysis as a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. This study analyzed policy documents for the School-Based Continuing Professional Development (SBCPD) Through Lesson Study: Implementation Guidelines and the School-Based Continuing Professional Development (SBCPD) Through Lesson Study: Teaching Skills. This was in order to understand the underlying concept of Lesson Study and the process involved in conducting the 8 Steps Lesson Study Cycle. This was particularly useful to understand how the teachers of English interpreted the programme and went about conducting the Lesson Study process.

Distributing questionnaires to the teachers of English after seeking permission to do so from their headteachers followed. This was done in order to collect

quantitative data. It must be mentioned that at the onset, the headteachers were given an insight on what the research topic was all about and what it aimed to achieve. Further, the teachers were given an opportunity to read through a copy of the questionnaire in order to scan and reflect on it before consenting to participate in the study. This was in line with the research guidelines given by Henning (2004) who points out the steps that a researcher ought to follow when they come into contact with participants for their study.

During the weeks that the teachers were asked to answer the questionnaires, the researcher embarked on conducting voice recorded interviews with the secondary school headteachers and CPD coordinators at the same schools. A voice recorder was used in order that the researcher would be able to refer to the recordings as many times as possible to understand the respondents' views correctly. Again, permission was sought from the respondents before going ahead with the voice recorded interviews. Patton and Cochran (2002) explain that permission from the respondents and an explanation about the reason for recording them should be given prior to the interview in order to allow them to decide whether to participate or not. It must be mentioned that some headteachers declined being voice recorded for reasons best known to themselves. They opted for the researcher to take down notes instead. Hence the researcher obliged and engaged in asking questions and note taking simultaneously.

A semi-structured interview guide was designed for the study; consisting of 7 questions which were in line with both the research questions and objectives. However, during the course of the interviews many other probing questions and cues were used by the researcher to create a platform for clear and precise responses from the respondents. Hancock et. al (2007) supports this by stating that, "the interviewer can use cues or prompts to encourage the interviewee to consider the question further…. probe the interviewee to elaborate on an original response or to follow a line of inquiry introduced by the interviewee."

4.8 Data Analysis

Document analysis was done using retrospection. According to Mwanza (2016), retrospection in document analysis is "using the researcher's knowledge of the theory and scope of the documents under analysis." As indicated earlier, the documents that were analyzed were policy documents on the School-Based Continuing Professional Development (SBCPD) Through Lesson Study: Implementation Guidelines and the School-Based Continuing Professional Development (SBCPD) Through Lesson Study: Teaching Skills. These documents were analyzed in order to show what the Ministry of Education recommended and expected from the teachers and schools in line with how the Lesson Study programme should be conducted.

Data from the interviews was analyzed thematically. Patton and Cochran (2002:23) state that, "thematic analysis is one that looks across all the data to identify the common issues that recur and identify the main themes that summarize all the views you have collected." White (2005) states that qualitative data from face- to – face in-depth interviews and focus group discussions are best coded manually into themes so that the responses are easily comprehended in order to answer the research questions effectively. For this study, the themes were drawn from the research objectives that were highlighted earlier.

All the data, thus from document analysis, interviews and questionnaires was grouped according to the themes which reflected the research objectives. Hence all data that answered a particular research objective were segmented under one sub-heading. This idea was drawn from Mwanza (2016) who explains that the purpose for this is to show similarities, agreement and sometimes contradictions in the data and responses from the research participants. Social Package for Social Sciences (SPSS version 16.0) was used to analyze the quantitative data and frequency tables were generated.

4.9 Validity and Reliability

Validity is a demonstration that the inquiry was conducted in such a manner as to ensure that the subject was accurately identified and described. (DeVos et al, 2005). Among some of the strategies that Guba (1981) suggested in order to ensure credibility of the data collected, this study adopted triangulation in order to collect substantially authentic data. Hussein (2009) states that triangulation is one of the validity measures as the use of qualitative and quantitative methods combined increases study credibility. Therefore, the data that was collected from the variety of data sources mentioned under section 4.6 of this chapter as well as the use of a number of methods of data analysis show that the data was accurately identified.

In order to make the data collected reliable, the questionnaire that was used included a scale to determine the length of service of the teachers so that the data was in relation to work experience. The questionnaire also had a list of statements to which the teachers of English responded using the Likert scale (Likert 1932). Lissitz and Green (1975) point out that the number of scale points on a particular question is related to reliability hence; this study used a 4-point Likert scale with values 1, 2, 3 and 4 which corresponded to Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA) respectively. Therefore, all the teachers of English were able to situate their responses for each item on a suitable point on the scale.

The study avoided phrasing leading questions. Leading questions refer to "questions which are asked in such a way that the respondent feels directed to the answer or where the respondent is implicitly given a suggestion on what to say" (Mwanza, 2016:136). Instead, open-ended questions were asked in order not to limit the data to a few avenues. In addition, all raw data items from face-to-face interviews with headteachers and CPD coordinators were recorded and constantly referred to for compilation, analysis and conclusions.

4.10 Ethical Considerations

Ethical issues arise in discussions about codes of professional conduct for researchers and in ethical dilemmas that may arise in their research and how they address them (Punch, 2005). Ethics in researchers should include protecting the research participants; developing a trust with them, promoting the integrity of research, coping with new, challenging problems and guarding against misconduct and impropriety that might reflect on the organizations or institutions (Isreal and Hay, 2006).

Research ethics are important in that they guard against research participants being marginalized or disempowered (Creswell, 2009). Further they protect the participants from being deceived over the purpose of the research:

> Deception occurs when participants understand one purpose but the researcher has a different purpose in mind. It is also important for researchers to specify the sponsorship of their study. For example, in designing cover letters for survey research. Sponsorship is an important element in establishing trust and credibility for a mailed survey instrument (Creswell, 2009).

This study obtained both written and verbal permission from the individuals concerned with the study. Firstly, the researcher got an introductory letter from the office of the Assistant Dean of Post Graduate Studies of the University of Zambia. The researcher then presented the introductory letter to the office of the Lusaka District Education Board Secretary where permission was granted to conduct the research in the secondary schools of Lusaka District. The DEBS office wrote a letter to this effect which was presented to each of the heads of schools whose schools had been selected for the study. After permission was granted by the headteachers, the researcher commenced the research by distributing the questionnaires and conducting interviews with the headteachers and CPD coordinators within the school. It should be mentioned that before the participants

took part in this research, they were given an overview of the research topic and what it meant to achieve. Further, they were assured that their identities would be kept confidential and that if they so wished to withdraw from the study at any time, they were at liberty to do so.

Putting into consideration the busy schedules of the participants, the researcher allowed the participants some weeks in which to answer the questionnaires. As for the interviews, the researcher together with the headteachers and CPD coordinators agreed on what dates and time the interviews would take place. That way, the researcher did not inconvenience the participants as they were expected in the schools as planned.

In order to ascertain privacy and confidentiality, the questionnaires did not request for the participants' identities to be written on them and the interviews were conducted in the confinement of an office or departmental cubicle.

4.11 Summary of Chapter

This chapter brought out the data collection methods. Both primary and secondary data methods where used. In addition, a sample size of 104 was used which comprised the following respondents: secondary school teachers of English, secondary school head teachers and CPD coordinators at school level. The research used both the simple random and purposive sampling techniques in data collection and the data was analyzed using both the Statistical Package for Social Sciences (SPSS) and thematic analysis.

CHAPTER FIVE

PRESENTATION OF FINDINGS

5.1 Overview

In this chapter, the presentation of the research findings is provided in line with the purpose of the study and the following research questions:

1. What were the views of secondary school teachers of English in Lusaka District on the efficacy of Lesson Study in relation to their professional needs?
2. What were the challenges that secondary school teachers of English faced in the implementation of the Lesson Study programme?
3. What strategies could be put in place by teachers of English to successfully implement Lesson Study?

However, the data presented in Table 5.1 below was included as it showed that the participants that were studied were qualified teachers who were capable of providing reliable data on how their lesson planning, lesson material selection and lesson delivery was done. More so that these Lesson Study activities listed above, form the basis of the teaching profession.

Table 5.1 Length of teaching service

Years of Service	Frequency	Valid Percent
1 to 5 years	14	16.7
6 to 10 years	24	28.6
11 to 15 years	15	17.9
Above 15 years	31	36.9
Total	84	100.0

(Field Work, 2018)

Table 5.1 above shows that 16.7% of the teachers of English that were studied indicated that they had worked in the teaching service between 1-5years whereas 28.6% indicated that they had worked for 6-10 years. Further, a percentage of 17.9

teachers indicated that they had worked in the fraternity between 11-15 years. Hence at the time of the study, the majority of the teachers of English investigated had served long enough to have been introduced to the programme at the time of its inception.

The pie chart in Figure 5.1 was also included in this section in order to show the level of educational qualifications attained by the teachers that were under investigation. It shows that 70% were degree holders, 12.5% were master's holders and 17.5% were diploma holders.

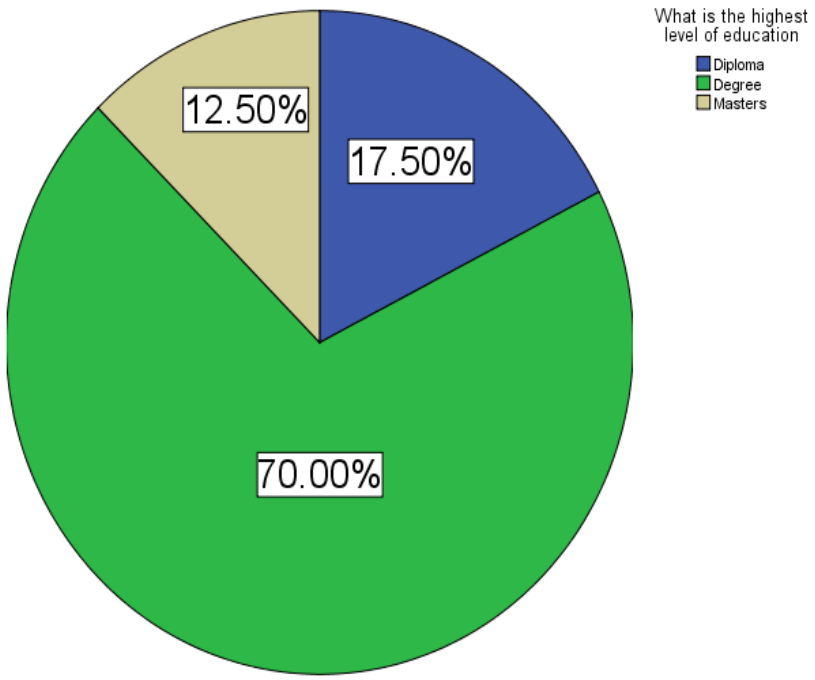

Figure 5.1: Highest level of Education

The data above reveals that the respondents that were investigated had attained an acceptable level of educational qualifications that were required to teach English in Zambian secondary schools. Hence, the data gathered proved to be authentic as it was specific to the target group.

The following is data that was collected and organized in accordance with the set objectives of the study. It begins with highlighting the data on the views of the teachers of English on the efficacy of the Lesson Study programme to their professional needs. It is followed by data on the challenges that teachers of English faced in the implementation of the programme. Lastly, data on the strategies which could be put in place by teachers of English to successfully implement Lesson Study is presented.

5.2 Views of Teachers on the Efficacy of Lesson Study to Professional Needs

The first objective sought to elicit teachers' responses on whether lesson study was effective. In order to do so, interviews with teachers and coordinators were used. Secondly, a questionnaire was also used to measure effectiveness using the 8 Step model which is recommended by the Ministry of General Education as the implementation procedure for lesson study. Hence, the presentation of data will begin with presentation of qualitative data and later, quantitative data will be presented.

5.2.1 Qualitative Findings

Teachers were asked to state whether lesson study was relevant to their professional needs as teachers. This was done through face to face interviews. The findings showed that while some teachers found lesson study relevant, others found it irrelevant to their needs. Below are some of the responses by those teachers who found lesson study relevant:

Lesson Study is relevant to my teaching needs in that it allows me to learn how to teach some difficult components in English by observing others (Teacher 2, School A).

To me, Lesson Study has been of relevance as it has helped me to keep abreast with new methods of teaching English. For example, letter writing (Teacher 4, School E).

CPD through Lesson Study has helped me to become more confident to handle challenging topics and higher grades. Earlier on, I would ask another teacher to teach my class whenever there was a challenging topic and I was not confident to teach senior grades (Teacher 3, School F).

Some respondents explained that lesson study facilitated the acquisition of new ideas and skills of teachers. Most teachers of English in the sampled schools indicated that they had learnt a number of skills and methods of teaching English through Lesson Study. The following are the actual responses given by the teachers.

Through this method, I have learnt that learners should be given a chance to bring out their own views and ideas in line with different topics (Teacher 6, School B).

I have learnt the best way to deliver my lesson and when I am in doubt, the group in my department has been of help. I have also learnt a lot of examination tactics such as how to mark a composition and other components of language which is very helpful when teaching the pupils as they prepare for their exam (Teacher 3, School F).

*Through Lesson Study, I have been exposed to the Learner Centered Methods of teaching such as group discussions and pair work (*Teacher 1, School G).

I now use "talking walls" during my lessons. Visual aids such as charts on the walls of my classrooms help my pupils understand better (Teacher 1, School J).

However, a small number of teachers pointed out that they found little or no value in the Lesson Study. They explained that it was monotonous while others said teachers could do with a teachers hand book instead of lesson study. This is what they had to say:

It has not helped me much, it is monotonous, and nothing new is learnt apart from the usual things that I experience. In short, it has become a routine without value (Teacher 4 School A).

I find no purpose of the CPD programme through Lesson Study because, we are provided with booklets known as Teacher's Guide Handbooks which are adequate enough to lead the teacher on how to approach a particular topic in English (Teacher 7, School I).

5.2.2 Quantitative Findings

A questionnaire was also used to collect data. This was done in order to compliment the qualitative data which was collected through interviews. In the first of the quantitative data, teachers were asked to state whether lesson study was relevant to their professional needs or not.

In order to obtain quantitative data from the teachers of English on the efficacy of Lesson Study, the teachers were given questionnaires that had statements with 4-point Likert values 1, 2, 3 and 4 which corresponded to Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA) respectively. The teachers were requested to situate their responses for each statement on a suitable point on the scale. This was done in order to complement the qualitative data obtained from the interviews conducted.

Table 5.2 below illustrates the responses of the teachers of English to the question of whether or not lesson study was relevant to their professional needs.

Table 5.2 Relevance of Lesson Study to teaching needs

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	0	0	0	0
Disagree	14	16.7	16.7	16.7
Agree	22	26.2	26.2	42.9
Strongly Agree	48	57.1	57.1	100.0
Total	84	100.0	100.0	

(Field work, 2018)

As shown in Table 5.2 above, 57.1 % of the teachers of English strongly agreed that Lesson Study was relevant to the teaching needs of teachers while 26.2 % teachers agreed. However, a total of 16.7 % teachers of English disagreed to the statement. Thus, the majority of teachers of English indicated that Lesson Study was relevant to the teaching needs of teachers.

Another statement was provided on the questionnaire which aimed to find out the extent to which teachers of English viewed Lesson Study to be important to the professional development of teachers. Table 5.3 below illustrates the responses of teachers to the above statement.

Table 5.3: Importance of Lesson Study to Professional Development of Teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	3.6	3.6	3.6
Disagree	6	7.1	7.1	10.7
Agree	24	28.6	28.6	89.3
Strongly Agree	51	60.7	60.7	100.0
Total	84	100.0	100.0	

(Field work, 2018)

As shown in Table 5.3 above, 60.7% of the teachers of English strongly agreed that Lesson Study was important to the professional development of teachers while 28.6 teachers agreed. However, 7.1% of teachers of English disagreed to the statement supported by another 3.6% of teachers who strongly disagreed. Thus, the majority of teachers of English indicated that Lesson Study was important for the professional development of teachers.

Table 5.4 below shows that the majority of teachers represented by a percentage of 76.2% agreed that Lesson Study activities facilitated for the acquisition of new

ideas and skills. However, a few teachers who disagreed to the statement were represented by 23.8% as reflected below.

Table 5.4 Acquisition of new ideas and skills from Lesson Study activities

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	6	7.1	7.1	7.1
Disagree	14	16.7	16.7	23.8
Agree	55	65.5	65.5	89.3
Strongly Agree	9	10.7	10.7	100.0
Total	84	100.0	100.0	

(Field work, 2018)

5.2.3 The Efficacy of Lesson Study According to the 8 Steps Model

In order to see whether the efficacy was there, the 8 step model of Lesson Study was used to measure its effectiveness. The reason for using the above mentioned model was because the Ministry of General Education view that the successful implementation of Lesson depended on teachers' adherence to the 8 steps cycle. Table 5.5 is a summary table of the responses given by the teachers of English on how they implemented the 8-point cycle. The individual tables of each of the 8 Steps are presented in the appendix section of this dissertation.

The first item in Table 5.5 aimed at establishing how many teachers of English frequently engaged in the first step of the problem solving process which involves collaboratively identifying teaching challenges. The results in Table 5.5 show that a total of 71.9% teachers agreed that they participated collaboratively with other teachers to identify teaching challenges in their English departments. However, 28.1 % of teachers disagreed with the statement.

Table 5.5: Teachers adherence to the 8 Steps and Lesson Study activities

STEP	LESSON STUDY ACTIVITY	SD	D	A	SA	TOTAL (%)
1	Collaborative identification of teaching challenges	4.3%	23.8%	44%	17.9%	100.0
2	Participation in planning of the demonstration lesson	52.4%	23.8%	10.7%	3.1%	100.0
3	Attendance of lesson study demonstration sessions	7.9%	32.1%	38.1%	11.9%	100.0
4	Participation in evaluating demonstration lesson	7.1%	28.6%	59.5%	4.8%	100.0
5	Collaborative re-planning of the demonstration lesson	21.4%	41.7%	29.8%	7.1%	100.0
6	Attendance of the revised demonstration lesson sessions	41.7%	34.5%	21.4%	2.4%	100.0
7	Participation in evaluating revised the demonstrated lesson	48.8%	33.3%	17.9%	0.0%	100.0
8	Participation in the compilation of the lesson	67.9%	22.6%	9.5%	0.0%	100.0

(Field work, 2018)

The item under Step 2 aimed to find out how many teachers of English participated in planning for a demonstration lesson. The results show that a total of 76.2% teachers of English disagreed to participating collaboratively in planning for a demonstration lesson. Another total percentage of 23.8 teachers agreed to the statement. Thus the majority of teachers of English did not participate in collaborative lesson planning.

The results for Step 3 of the Lesson Study process which aimed to establish the number of teachers of English that attended demonstration lesson sessions revealed that 50% of the respondents agreed to the statement whereas the other 50% disagreed to the statement. Thus half of the teachers of English in the sampled schools attended the demonstration lessons while the other half did not attend them.

The item under Step 4 aimed to establish teacher attendance of evaluation sessions of demonstration lessons. Most teachers of English represented by 64.3% attended

the evaluation sessions of demo-lessons with a percentage of 35.7 showing disagreement to the statement.

Table 5.5 above shows that most teachers of English rarely participated in steps 5, 6, 7 and 8 which involved collaborative re-planning of the demonstration lesson, attendance of the revised demonstration lesson sessions, participation in evaluating the revised demonstration lesson and participation in the compilation of the lesson respectively.

A total percentage of 63.1 teachers disagreed to participating in lesson re-planning of a demonstration lesson. Only a percentage of 36.9 teachers agreed that they participated in the activity. Thus the majority of teachers did not take part in the 5^{th} step of the Lesson Study process.

Most teachers of English did not often attend revised demonstration lessons. As indicated in Table 5.5, 41.7 teachers strongly disagreed to participating in this activity. They were also supported by a percentage of 34.5 teachers totaling the percentage to 76.2%. Thus only a few teachers represented by 23.8% agreed to often attending revised demonstration lessons.

The results for Step 7 also show that most teachers of English disagreed to attending evaluation sessions of the revised demonstration lessons. A percentage of 82.1 teachers indicated that they did not participate in this activity whereas 17.9 did. Hence, a large number of teachers hardly took part in the evaluation of the revised demo-lesson.

The item for Step 8 aimed to find out how many teachers of English attended meetings that involved the compilation of the important notes to be adopted in a similar lesson. The results showed that 90.5% teachers of English did not participate in the activity whereas a small percentage of 9.5 participated. Thus these results indicate that the majority of teachers of English in the sampled schools hardly engaged in the final stage of the process.

5.3 Challenges faced by teachers of English in the implementation of Lesson Study

As indicated earlier, this objective implored for qualitative data. In order to answer this question, face to face interviews were conducted with the teachers and lesson study coordinators. The findings showed that both teachers and coordinators faced a number of challenges with the implementation of lesson study.

The results revealed that the major challenge that teachers of English faced was that Lesson Study was not time-tabled. Most teachers indicated that it was difficult for them to meet for any Lesson Study due to this challenge. They stated that the absence of time allotment for the activity on the school timetables resulted in difficulty to plan for a demonstration lesson or discuss an already demonstrated lesson with other teachers. Examples are given in the exact words spoken by some teachers as follows:

Time is challenging because one may want to study different lessons but may be having a class of their own at the same time (Teacher 5, School A).

The teaching time-table is fixed and packed, making it quite difficult to meet for continuing professional development through lesson study (Teacher 4, School C).

The main challenge that we are facing is that the programme is not time-tabled so bringing teachers together for CPD meetings is a problem. (Teacher 6, School D).

Interviews with the CPD coordinators also revealed that there was an issue of Lesson Study not being timetabled which posed challenges for the facilitators and teachers to plan, execute, evaluate and reconcile a demo-lesson. During the same interviews, a number of CPD Coordinators stressed that due to this, they faced the challenge of teachers not willing to fully participate in Lesson Study as highlighted below.

*Due to the issue of Lesson Study not being time-tabled, teachers expect to be given incentives for missing lunch while attending CPD meetings (*CPD Coordinator, School A).

*Here, lessons take place from 7:00 hrs to 15:20. So other activities including CPD meetings begin at 15:30 when people are hungry, tired and wanting to rush home (*CPD Coordinator, School D).

Some teachers will not attend CPD meetings when they are held at lunch break because some have lunch from their homes or attend to other commitments such as picking up their children from school and dropping them home (CPD Coordinator, School H).

*Teachers here are difficult. Especially that Lesson Study takes place outside teaching hours, they say that the least the administration can do is to provide them with refreshments or snacks during the meetings (*CPD Coordinator, School I).

Another challenge expressed by some teachers was that they lacked adequate teaching and learning material which were recommended by the Ministry of Education in the teaching of lessons in English. Other teachers lamented that they did not have internet access in schools which could facilitate for research on some new techniques of teaching English; that could be applied during the Lesson Study activities.

Another challenge expressed by most CPD Coordinators was that the teachers lacked teamwork. They stated that some teachers were absent for the CPD meetings or if they attended these, they usually came late or refused to be given responsibilities to undertake during Lesson Study activities.

You may find that they are communicated to through announcements or notices but they just choose not to attend (CPD Coordinator, School B).

Some teachers come late for CPD meetings and find the activities already happening. So they choose to remain passive (CPD Coordinator, School E).

The other challenge I face as a CPD Coordinator is the refusal by teachers to present demo-lessons in the presence of other teachers (CPD Coordinator, School H).

CPD Coordinators from school B and E expressed the following challenges that exclusively pointed to teachers of English:

*Teachers of Maths and Science cooperate better when it comes to Lesson Study. Teachers of English want to be reminded to organize themselves and give a report on their activity for the term as a department. It is almost as if they are being pushed (*CPD Coordinator, School B).

*Most teachers of English say that they get tired from marking compositions and writing lesson plans at the same time. They say that the subject is involving. So the issue of demo-lessons is a struggle for them. They end up doing it only because every department has to do it (*CPD Coordinator, School E).

5.4 Strategies which could be put in place by teachers of English to successfully implement Lesson Study.

The teachers of English were asked what interventions they thought would enable the successful implementation of Lesson Study. Some teachers suggested that it would be important that the programme is included on the Annual Work plans of the English departments. They stated that this would allow for the topics for Lesson Study and the resources needed for the programme activities to be put into perspective and budgeted for accordingly.

As a department, we could try to come up with Departmental Work plans for the whole year outlining when CPDs would be conducted and which topics would be looked at in each term (Teacher 5, School A).

There is need for careful planning for Lesson Study so that we don't have to look for resources just for the activity. The materials that each teacher is given each term are limited so nobody is willing to give their share for the activity (Teacher 5, School H).

Due to the issue of Lesson Study not being timetabled, most teachers of English suggested that the best way to overcome the challenges caused by this would be to

insert the activity on the weekly timetables. Interviews with headteachers and CPD coordinators also revealed that they also agreed to this strategy. A few of them mentioned that they had actually included Lesson Study on their school weekly timetables.

Here we have CPD related activities every Friday for two periods. It appears on our timetables so all teachers do not teach during these periods in order to make them available for CPD during normal working hours (CPD Coordinator, School C).

On the issue of motivation, most teachers of English suggested that if provided with refreshments, snacks or incentives in form of money for attending Lesson Study meetings outside working hours, they would be motivated to participate in the activity.

It is important that school administrations consider providing us with beverages and snacks like biscuits as a means of encouraging us to stay in school to engage in Lesson Study meetings (Teacher 6, School H).

I feel a small token of money would really be encouraging considering that sometimes we leave the school premises late and so that money may help to pay for transport (Teacher 2, School I).

Interviews with CPD Coordinators from schools E and H revealed that one strategy would be to have some form accreditation for the teachers when they significantly contributed to the Lesson Study Programme. The other would be if school administrators would support the practice by actively attending Lesson Study related activities.

*Maybe the teachers would be motivated if they were given some certificates that boosted their CVs (*CPD Coordinator, School H).

The active involvement of a head teacher is very important. If they attend(ed) CPD meetings and monitor(ed) the teachers closely, there would be better results (CPD Coordinator, School I).

Regarding teaching and learning resources, some teachers stated that providing them with internet access would help them source for better ways of teaching English from other teachers in the same field.

Concerning opportunities, most teachers pointed out that they needed to be provided with equal opportunities to attend seminars and workshops as opposed to the CPD Coordinators alone. They suggested that a rotation system needed to be considered.

Whenever we hear of meetings outside the school, we even know who will be going. This has to change. We all need to attend (Teacher 5, School D).

Some coordinators are not able to transfer what they learn from workshops to us teachers in school so we are left without adequate information (Teacher 7, School J*)*

5.5 Summary of Chapter

This chapter presented the findings of the study. The findings were presented according to the objectives of the study in which both quantitative and qualitative results were presented. The findings have shown that while some teachers found lesson study relevant to their professional needs, others did not. Further, the findings have shown that both teachers and coordinators faced a number of challenges when implementing CPD through lesson study. Some of the challenges included apathy by teachers and the fact that lesson study was not time tabled which made it difficult for teachers to attend. However, teacher and coordinators made suggestions on how lesson study can be implemented in order to yield the desired results in teachers. These included a suggestion that lesson should be time tabled.

CHAPTER SIX

DISCUSSION OF RESEARCH FINDINGS

6.1 Overview

This chapter is a discussion of the major findings of the study which sought to establish the views of secondary school teachers of English on the efficacy of Continuing Professional Development (CPD) through Lesson Study in Lusaka District. The discussion of the research findings was guided by the following objectives: to establish the views of secondary school teachers of English on the efficacy of Lesson Study in relation to their teaching needs, to identify the challenges faced in the implementation of the Lesson Study programme by secondary school teachers of English and to outline the strategies that could be put in place by secondary school teachers of English in order to successfully implement Lesson Study.

6.2 Views of teachers of English on Lesson Study in relation to their professional needs

The findings of the study show that 83.3% of the secondary school teachers of English in the sampled schools agreed that Lesson Study was relevant to their teaching needs and also important to their professional development. The majority of the teachers as seen in the previous chapter indicated that Lesson Study activities enabled them to acquire new ideas and skills as well as new methods of teaching English. These findings imply that a large number of teachers of English in the sampled schools of Lusaka District, appreciated and understood the essence of the programme which was to create a platform for teachers to acquire or enhance their teaching skills and methods in order to effectively deliver subject content and improve classroom practice (Kabila et al, 2018; Jung et al, 2015, MOE, 2010). This was in line with the constructivism theory which stipulates that new ideas and skills are acquired with the help of more competent individuals (Santrock, 2001).

However, as shown in the previous chapter, a small percentage of 16.7% teachers of English found the programme to be of little value to their professional needs. These teachers found the activity to be time consuming and monotonous in the delivery styles. This was in line with what Kabila et al (2018) established in their study that sometimes the repetitive nature of Lesson Study or lack of creativity on the part of the teachers may result in their unwillingness to participate in the activity as that meant that these meetings were boring and predictable.

Interviews with most head-teachers and CPD coordinators also revealed that Lesson Study responded to teacher needs. However, they stated that it was difficult to attribute learner performance entirely to Lesson Study. Most of them pointed out that Lesson study was just one among other factors such as adequate teacher-pupil ratios, availability of teaching and learning materials as well as social factors that contributed to learner performance. This finding implies that while Lesson Study may have contributed to learner performance in the sampled schools, it was not known to what extent. Maden and Hillman (1996) are of the view that the effectiveness of Lesson Study on learner performance can only be determined through a progressive process that follows clear indicators such as studying learners' performance using fortnight tests, end of term tests and final examinations for successive years (Harris, 2002). In other words, positive effects of Lesson Study can only be determined through records of good pupil performances over years (Guskey, 2002).

Although in this study not much was done in measuring Lesson Study in line with pupil performance, the views by teachers of English in the sampled schools of Lusaka District generally gave a precise indication of how the process was being conducted among teachers of English. The findings implied that teachers of English were aware of the programme and they were of the view that it was an important tool to enhance the teaching and learning of the English language subject. However, other findings reveal that teachers the practice was loosely implemented by the teachers as discussed below.

Findings showed that 71.9 % of the teachers of English relatively participated in the first step which involved identifying the challenge. They were available during this step probably because they valued sharing with colleagues the challenges that they faced in teaching English so that they could learn better ways from others. This was a positive outcome in relation to the stipulated guidelines for Lesson Study by the Ministry of Education (2010) which values this first step as it marks the beginning of the problem solving process in areas of difficulty in relation to classroom practice. As highlighted by Jung et al (2015), classroom practice problems could be those related to questioning techniques, difficult topics, or pedagogical approaches which serve as targets for a demonstration lesson (Jung et al, 2015).

However, findings for the second step of lesson study which involves planning for a demo-lesson showed that 86.2% teachers of English were not available in this step. As indicated in the previous chapter, interviews with CPD coordinators revealed that what most teachers did at this stage was to merely select those teachers that were deemed more competent to write lesson plans and teach particular subject content. Jung et al, 2015 state that the problem of disseminating the task of lesson planning to individual teachers is that it breaches the very principle of Lesson study which is collaboration. In line with Ministry of Education (2010) guidelines, planning for a demo-lesson is a complex task that demands combined efforts of the concerned teachers in looking at the available resources for the lesson and deciding what methods of teaching to be used. Therefore entrusting one teacher with such a task may prove to be superficial especially where the process may demand for teachers to engage in the tedious task of searching carefully within their environments for materials that could be used as teaching and learning materials (MOE and JICA, 2009).

Moreover, Muzumara (2011) states that planning for a lesson not only depends on the abundance of resources but also on teacher knowledge and skills needed to select and organize these resources according to the needs of the classroom. Therefore, depending on one teacher to plan and teach a demo-lesson may limit the

abundance of knowledge and skills that could be acquired from a number of teachers working together in the selection and organization of available resources. It is also worth mentioning that the lack of collaboration among teachers in planning for the lesson as reported in the current study conflicted with one of the principles of the Constructivism theory which advocates for learning to take place in an interactive manner through dialogue, debate or role play (Santrock, 2001).

Findings for the third step of Lesson study which involves attending and observing a demo-lesson revealed that 50% teachers of English in Lusaka District indicated that they regularly attended the sessions for the demonstration lessons. This implies that at least half of the teachers in the sampled schools correctly implemented this step of the cycle which requires that all concerned teachers collectively attend and observe the delivery of the planned lesson (Jung et al, 2015). The findings also imply that the teachers attended these sessions because they were likely to learn how to deliver an effective lesson using correct methods that are more learner- centred as opposed to the traditional lecture or teacher exposition methods of teaching. This finding is agreement with the Constructivism theory in the sense that the experienced teachers in specific subject content helped those who were less experienced to attain the necessary skills to teach such content effectively (Vygotsky, 1978).

However, the weakness at this stage as revealed in the previous chapter was that the selected teacher to teach the lesson was one who was deemed capable in that area. This way of conducting Lesson study may defeat the idea of strengthening confidence in all teachers as the same "capable" teachers were always selected to teach while the "less capable" observed passively. Banda (2007) revealed that collaboration in Lesson Study promoted teamwork and teacher confidence in the delivery of their lessons. However, in this case it is argued that this manner of conducting Lesson Study may have been the reason that prevented those that felt less capable from developing confidence to facilitate challenging lessons in the presence of other teachers. In line with the Constructivist theory, when temporary support is given to the teacher by other teachers from the beginning of the Lesson

Study process, concepts and ideas are grasped in a way that when support is withdrawn by other teachers, they would be able to deliver the lesson confidently in the classroom (Santrock, 2001).

As revealed in the previous chapter, a representation of 64.3% of teachers of English in Lusaka District regularly attended the fourth step which demanded evaluation of the demonstrated lesson. The results imply that these teachers were available for the activities because they hoped to learn new ideas of the best way to deliver a well-planned lesson and they were most likely to bridge the gap of ideas and skills, as such improve their teaching which was likely to improve the performance of learners as well.

On the other hand, the findings of the study showed that there was irregular attendance in the last four steps of the CPD through Lesson Study by the teachers in the sampled schools of Lusaka District as shown in the previous chapter. These steps included lesson re-planning, demonstration of the re-planned lesson, re-evaluating and lastly compiling of strong points of the lessons. The results imply that teachers of English irregularly attended these step activities due to various reasons. As stated by the CPD coordinators in the previous chapter, the concept of the 8 Steps Cycle seemed to have been a vague and undefined concept until recently. Thus it being practiced loosely for it may have been poorly conceptualized in line with Day (2000). In other words, CPD coordinators and subject teachers, English inclusive may not have been properly oriented into understanding the complete functional cycle of Lesson Study. Hence the programme being practised loosely and the eight (8) steps of the Lesson Study process not being implemented appropriately. Thus, there is need to change the attitudes of teachers towards lesson study because as Mwanza (2017) puts it, attitudes largely explain why teachers do what they do and why they don't do what they don't.

Kabila et al (2018) attributed absenteeism for Lesson Study activities by teachers to "wrong times" for conducting the activity. They indicated that despite the collaborative nature of Lesson Study which demands that all concerned teachers

meet at the same time, the activity may be poorly attended or shunned completely if it is set when teachers needed to rest or do other personal activities. With regard to the principle of Constructivism which states that knowledge is obtained when the highest level of problem solving by a learner is developed to an upper limit with the assistance of more knowledgeable others (Santrock, 2001), the absenteeism exhibited by the teachers of English goes against it.

Finally, based on both the qualitative and quantitative findings, it is clear that lesson study was relevant to some teachers while it was not for others. There are several reasons why lesson study was effective to others and not for others. Based on the statistics, it can be argued that absenteeism, negative attitudes of some teachers toward lesson study, bad timing for lesson studies, lack of participation or apathy by some teachers, lack of official timetabling of lesson study, lack of support by the schools and some lack of knowledge among facilitators made some teachers not to yield the desired benefits of lesson study. In the end, lesson study can be said to have been relevant to some and not relevant to other teachers. Those who benefited normally endured what others called unfavorable conditions for lesson study and got some benefits out of the study which they said improved their skills and general delivery of the lesson. It is also important to state that the relevance of lesson study was seen in terms of how it benefited the teachers, and not on learner performance because, as one respondent stated, learner performance can be influenced by several factors, and not just lesson study. Thus, the benefits or relevance of lesson study was viewed in the sense of improving or sharpening the teachers' knowledge and skills which some confirmed had improved.

6.3 Challenges faced by teachers of English in the Implementation of Lesson Study

Respondents in the sampled schools revealed some of the challenges that they faced in the implementation of CPD through Lesson Study. As seen in the previous chapter, most teachers of English and the CPD coordinators stated that the main challenge in the implementation of Lesson Study was the absence of time allotment for Lesson Study on the school timetables which made it difficult for

teachers to be available to plan for and discuss demonstration lessons together with other teachers. It was further revealed that some teachers resorted to meeting for the activity at tea, lunch breaks or during holidays. Kabila et al (2018) highlighted that tea and lunch breaks or any other time outside working hours was not conducive to meet for the activity. They stated that break times were usually too short for the teachers to deliberate on anything concerning a demo-lesson. They stated further that these times were usually resented by most teachers because they would wish to rest or engage in other personal activities then.

The findings in the previous chapter revealed that the other challenge faced by the teachers of English was that of lack of team work among them. As emphasized earlier, the core principle of Lesson Study is collaborative teamwork (Jung.et al 2015). Therefore, the lack of teamwork by these teachers in participating in Lesson Study implied that the practice was not as effective as it should be consequently suggesting that there were gaps in knowledge and skills of teaching as some teachers may still be using the old methods and strategies of teaching English as opposed to learning the new ones from others.

This may also explain the reason substantial numbers of teachers were unavailable to participate in some of the 8 Steps of the Lesson Study Cycle, as indicated in the previous chapter. It may also explain why teachers of English seemed to be unwilling to participate in the programme because they expected to be given some incentive for attending these meetings outside working hours. In view of the above, the study considered the views made by Jasper (2006), Golding and Grey (2006) who stated that the success of any professional development programme depends on the purpose for which individuals engage in it. They point out that professionals engage in CPD activities for one of the following reasons: an interest in life-long learning, a sense of moral obligation, to maintain and improve professional competence, to enhance career progression, to keep abreast of new technology and practices or to comply with professional regulatory requirements. Hence the above finding may imply that some teachers of English only

participated in the Lesson Study activity for the purpose of responding to the professional regulatory requirements of the teaching profession in Zambia.

Findings revealed that most teachers of English indicated that they lacked adequate teaching and learning material. As highlighted earlier, the recommended materials for teaching subjects such as English are: worksheets, handouts, contextual books, newspapers, magazines, internet multimedia, chalkboards (MOE and JICA, 2009). However, Baba (2012) also states that teaching and learning materials should be understood not only as manipulative objects, charts or books but also concepts, curriculum, both the pupils' conceptions and misconceptions, teaching methods, pupils' possible answers. In other words, teachers are called to be resourceful in the presence of inadequate resources.

In view of the Constructivist theory, the findings indicate that the teachers do not collaboratively engage in the Lesson Study programme due to the challenge of the absence of the programme on the school timetable. Hence it defeats the underpinning concept of constructivism which is collaboration.

6.4 Strategies to successfully implement Lesson Study by teachers of English

In order to facilitate for the successful implementation of Lesson Study, some strategies were suggested by the teachers as shown in the previous chapter. Some teachers suggested that it would be important that the programme is included on the Annual Work plans of the English departments in order that the resources needed for Lesson Study activities in a particular year are put into perspective and budgeted for accordingly. As highlighted by Muzumara (2011), teachers need to select and organise resources in accordance with the needs of their classroom setting. In this regard, a work plan would indeed be instrumental in the selection and organization of Lesson Study materials and how the programme would be executed for a period of one year.

As revealed in the findings, most teachers, headteachers and CPD Coordinators stated that they experienced the challenge of Lesson Study not being time-tabled.

Only a few schools such as School C had Lesson Study time-tabled on a weekly basis. With that observation, schools which had lesson Study time-tabled had less challenge such as poor attendance and negative attitude of the programme by teachers who expected to be given incentives for attending Lesson Study beyond working hours. This is in line with Kabila et al (2018) who posit that wrong times for Lesson Study has the capacity to yield negative attitude from teachers. Hence, the suggestion by most teachers that Lesson Study should be timetabled proved to be valid.

Regarding the strategy to provide beverages, snacks or incentives as suggested by the majority of teachers in the sampled schools, Gemeda (2015) points out that when teachers work hard, achieve high performance and are rewarded, their level of motivation will be determined by the value that they personally place on the rewards. Therefore, the irregular participation in Lesson Study entails that the teachers were unwilling to participate in the activity because they expected to be motivated as stated above for participating in Lesson Study. This is in corroboration with the expectancy theory which purports that incentives should be given to workers for performing a task (Estes and Polnick, 2012).

The accreditation of teachers who significantly contributed to the implementation of Lesson Study was one of the suggestions given by most of the CPD Coordinators in order to foster positive attitude by teachers towards Lesson Study. As reviewed in Chapter 2, Mutambo (2016) points out that the United Arab Emirates (UAE) has successfully adopted this criterion based on the fact that teachers actively participate in CPD programmes for the need of professional advancement. This point also corroborates with the Expectancy Theory used in this study in that teachers may perform enthusiastically in the Lesson Study programme if there is an expected end.

The strategy that teachers should be provided with equal opportunities to attend outstation workshops and seminars as suggested by most teachers of English is in agreement with the suggestion made by Johnson (2008). She points out that expert knowledge provided at such workshops may be beneficial to teachers as they are

trained by experts in the field of Lesson Study. However, Manchishi (2004) as well as Kombe and Mwanza (2019) point out that out of site workshops prove to be ineffective because they do not cater for a large number of teachers at once. Manchishi (2014) also argues that those periods when the very few teachers are called out to attend such workshops, the pupils may be left unattended to and the general activities of the school disrupted. Besides, some scholars such as Stigler and Hiebert (1999) are of the view that what teachers are taught in seminars may not make as much sense in the context of an actual classroom. Education by experts generally has a tendency to have little bearing on the day-to-day realities of teaching and thus has little effect on the improvement of teaching and learning (Shulman, 1987).

However, as reviewed, Johnson (2008) suggests another strategy that provides an opportunity to successfully implement Lesson Study. She views the staffroom as an environment for the opportunity of teachers to discuss debate ideas and express opinions about classroom practice. Rogoff (1990) and Vygotsky (1978) reiterate by stating that the origin of knowledge is as a result of social intersections of people and interactions that involve sharing, comparing and debating among learners and mentors. With that view, teachers may wish to spend more time in the staffroom in order to interact with other teachers so that they may learn some ideas from other teachers through informal talks and apply them in their own classrooms.

With regard to strategically providing adequate teaching and learning materials for the successful implementation of Lesson Study, brought forth by the teachers of English, Johnson (2008) believes that provision of reading material should be highly considered. She states that reading among teachers creates opportunities to successfully implement Lesson Study. She adds that individual reading among teachers allows them to introspect and assimilate important concepts well whereas group reading provides a platform for them to discuss issues that the reading material provides. In view of the above sentiments, the value of a variety of books cannot be underestimated.

Still on the issue of the need for adequate teaching and learning material, the findings in the previous chapter indicate that some teachers were of the view that if they were provided with internet access, they would be able to improve on Lesson Study as they would research and keep abreast with new trends of teaching English. This is in agreement with Johnson (2008) who states that internet access exposes teachers to online communities that provide resources for teachers. She states that online communities such as the annual IATEFL online conference and the blogs on the Teaching English website can enhance teaching of the English Language. She also states that belonging to a body of knowledge such as subject associations or clubs may expose teachers to the many opportunities that they provide. Although, subscriptions to these may appear expensive, there are more benefits that one could get from them. This corroborates the principle of constructivism that states that learners acquire new knowledge by networking with others (Santrock, 2001).

When these strategies are combined into a planned, interlinked programme, with monitoring and evaluation, it would bring out satisfying results for teachers wishing to improve classroom practice and learning for the pupils in schools through Lesson Study (Johnson, 2008).

6.5 Summary of Chapter

This chapter presented the discussion of the findings of the study. The discussions of the findings were presented in accordance with the objectives of the study. It also presented the relationship between the study and the literature reviewed as well as the theories involved. The conclusion and recommendations of the study will be presented in the next chapter.

CHAPTER SEVEN

CONCLUSIONS AND RECOMMENDATIONS

7.1 Overview

This chapter presents the conclusions of the study and recommendations. These are presented based on the major findings of the study. The purpose of the study was to establish the views of secondary school teachers of English on the efficacy of Continuing Professional Development through Lesson Study in Lusaka District.

7.2 Conclusions

Like many countries worldwide, Zambia through the Ministry of Education has been trying to improve practice of teachers in order to have effective teaching and learning in schools. First and foremost, it is acknowledged by the Ministry of Education that School-Based Continuing Professional Development is one of the effective ways of improving education as far as teaching is concerned (MOE and JICA, 2010).

The Ministry of Education in collaboration with JICA undertook the initiative of introducing CPD programme for teachers in secondary schools in Zambia using the lesson study approach in all subjects including English. This was done in order to improve on teacher skills in the classroom and ultimately improve the performance of learners (MOE and JICA 2010). Teachers' knowledge, skills, values and attitudes are important in the process of teaching and learning of pupils in order to bring out positive outcomes. In order to achieve this goal the Japanese Four Steps Lesson Study model was modified to the Eight (8) Steps Lesson Study model to effectively address the challenges and needs in the knowledge gaps of the teachers in all subjects including English, and also the methods and strategies used in the teaching of these subjects.

The study was aimed at investigating the efficacy of Continuing Professional Development (CPD) through Lesson Study for secondary school teachers of English in Lusaka District. Based on the findings of the study it was revealed that secondary school teachers of English in Lusaka District appreciate the relevance of CPD through Lesson Study in relation to their teaching needs. It is also important for their Professional Development in their teaching career and their acquiring of new knowledge, ideas and skills. Lesson Study can help them bridge the gaps in the effective delivery of lessons to their learners in order to improve performance. However, the study revealed that the eight (8) steps of the Lesson Study were not implemented by secondary school teachers of English in Lusaka District. It was revealed that they were only implementing the first four steps of the Lesson Study. These were the initial steps as adapted from the Japanese Lesson Study before the model was modified to suit the Zambian Education context. The unsuccessful implementation of the 8 steps of the Lesson Study by secondary teachers of English in Lusaka District has led to the continued gaps in the areas of knowledge, skills, methods and strategies of teaching of the subjects amongst some teachers of English. This may negatively impact the performance of learners in the district. It can therefore be concluded that CPD through Lesson Study has not been effective among the secondary school teachers of English in Lusaka District.

The study also brought to light some challenges that have contributed to this failure of the implementation of all the Steps of Lesson Study by teachers of English in Lusaka District. The challenge of the Lesson Study programme not being timetabled within the teaching and learning period has led to conducting these activities during lunch breaks which are not adequate and conducive for the activity. Therefore, the high rate of absenteeism among teachers of English from Lesson Study activities are attributed to lack of time and little motivation given for conducting the activity outside the normal working hours yielding poor attitude among the teachers towards the activity in the sampled schools of the district.

7.3 Recommendations

Based on the findings of the study, it is recommended that:

i. School administrators should ensure that Lesson Study programme are timetabled at school level in Lusaka District within the normal teaching and learning period as it is an important part of the teaching and professional development of a teacher.

ii. CPD coordinators and Head teachers should ensure that all subject teachers strictly follow the 8Steps model of Lesson Study by close monitoring supervision.

iii. CPD coordinators should engage in refresher courses in line with the correct implementation of Lesson Study.

iv. Ministry of General Education should support Lesson Study by providing a good supply of teaching and learning resources which will enable teachers to discover and design new instructional material, methods and techniques to share with colleagues. This will enhance the teaching and learning activities at all levels.

v. Ministry of Education should employ strategies of motivation for teachers such as incentives and certification which can be used for professional advancement.

7.4 Recommendations for Further Study

Extensive studies should be conducted to find the correlation between lesson study and the performance of learners in English.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR TEACHERS ON THE IMPLEMENTATION OF SBCPD

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES

Dear respondent

I am a student in the school of education pursuing a master of education in Applied Linguistics at the University of Zambia. I would like to inform you that you have been randomly selected to participate in a research which focuses on establishing the efficacy of continuing professional development (CPD) activities in English in selected secondary schools of Lusaka District. You have pleasantly been called upon to help by providing answers to the questions in the questionnaire.

The information you will provide will remain strictly confidential and shall be used only for academic purpose of this research. You are free to either accept or decline to participate in this research. However, your participation in this research would be of great benefit in generating information on this particular topic. Please answer all questions as honestly as you can.

INSTRUCTIONS:

Do not include your name so as to ensure a high degree of confidentiality. Additionally, be informed that your choice among the alternative per given question represents your personal point of view, hence will be considered to be correct answers.

Fill in the spaces and tick for your answer where boxes are provided.

a) What is the highest level of your education you went up to?

Diploma ☐ Degree ☐ Master's degree ☐

b) How long have you served in the teaching service?

1-5 years ☐ 6-10 years ☐ 11-15 years ☐ 15 years and above ☐

The items below related to the lesson study cycle activities under the School-Based CPD programme. Please read each item carefully and decide whether you agree or disagree with each item. Encircle the number corresponding to your response using the following scale: **1- (SD) Strongly Disagree; 2-(D) Disagree3-(A) Agree; 4-SA Strongly Agree.**

Items	**SD**	**D**	**A**	**SA**
TEACHERS' VIEWS ON LESSON STUDY IN RELATION TO PROFESSIONAL NEEDS				
1. I think Lesson Study is relevant to our teaching needs	1	2	3	4
2. I feel Lesson Study is important to the professional development of teachers of English	1	2	3	4
3. I always get new ideas and skills from Lesson Study activities at school	1	2	3	4
4. I feel that the Lesson Study activities could be strengthened teamwork among teachers in my department	1	2	3	4
HOW LESSON STUDY IS BEING CONDUCTED				
8. My department collaboratively identifies teaching challenges	1	2	3	4
9. I participate in collaborative demonstration lesson planning	1	2	3	4
10. I always attend lesson study demonstration sessions	1	2	3	4

11. I participate in evaluating the demonstrated lessons	1	2	3	4
12. My department re-plans demonstration lessons	1	2	3	4
13. I always attend revised lesson demonstration session	1	2	3	4
14. I participate in evaluating the demonstrated lessons	1	2	3	4
15. I always participates in the compilation of the lessons	1	2	3	4

APPENDIX 2: INTERVIEW GUIDE FOR TEACHERS

DATA ON THE EFFICACY OF CONTINUING PROFESSIONAL DEVELOPMENT THROUGH LESSON STUDY

1) How is Continuing Professional Development through lesson study responding to your needs in your career as a teacher of English? How relevant is lesson study to your professional needs as a teacher?

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2) How do you conduct the process of Lesson Study in your department of English?

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3. What are some of the challenges you are facing in line with Continuing Professional Development through Lesson Study?

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4. What strategies can be used to successfully implement Lesson Study?

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Thank you very much for your kind cooperation!!

APPENDIX 3: INTERVIEW GUIDE FOR HEADTEACHERS AND SCHOOL CPD COORDINATORS.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF LANGUAGE AND SOCIAL SCIENCES

1. Is Lesson Study responding to the professional needs of secondary school teachers of English?
2. Are there any challenges being faced in the implementation of the Lesson Study policy?
3. What implementation strategies of Lesson Study Continuing Professional Development programme can be put in place to successfully implement Lesson Study?
4. How do teachers of English manage teaching whilst being involved in Lesson Study?
5. How do the teachers go about conducting the Lesson Study process?

Thank you very much for your kind cooperation!!

APPENDIX 4: TABLES ON VIEWS OF TEACHERS ON LESSON STUDY

(i) Relevance of Lesson Study to teaching needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	0	0	0	0
	Disagree	14	16.7	16.7	16.7
	Agree	22	26.2	26.2	42.9
	Strongly Agree	48	57.1	57.1	100.0
	Total	84	100.0	100.0	

(ii) Importance of Lesson Study to Professional Development of teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	3.6	3.6	3.6
	Disagree	6	7.1	7.1	10.7
	Agree	24	28.6	28.6	39.3
	Strongly Agree	51	60.7	60.7	100.0
	Total	84	100.0	100.0	

(iii) Acquisition of new ideas and skills from Lesson Study activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	7.1	7.1	7.1
	Disagree	14	16.7	16.7	23.8
	Agree	55	65.5	65.5	89.3
	Strongly Agree	9	10.7	10.7	100.0
	Total	84	100.0	100.0	

Step 1: Collaboratively identifies teaching challenges

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	14.3	14.3	14.3
	Disagree	20	23.8	23.8	38.1
	Agree	37	44.0	44.0	82.1
	Strongly Agree	15	17.9	17.9	100.0
	Total	84	100.0	100.0	

Step 2: Participates in collaborative planning of the demonstration lesson

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	44	52.4	52.4	52.4
	Disagree	20	23.8	23.8	76.2
	Agree	9	10.7	10.7	86.9
	Strongly Agree	11	13.1	13.1	100.0
	Total	84	100.0	100.0	

Step 3: Always attend lesson study demonstration sessions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	17.9	17.9	17.9
	Disagree	27	32.1	32.1	50.0
	Agree	32	38.1	38.1	88.1
	Strongly Agree	10	11.9	11.9	100.0
	Total	84	100.0	100.0	

Step 4: Participates in evaluating demonstration lesson

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	7.1	7.1	7.1
	Disagree	24	28.6	28.6	35.7
	Agree	50	59.5	59.5	95.2
	Strongly Agree	4	4.8	4.8	100.0
	Total	84	100.0	100.0	

Step 5: Collaboratively re-plans the demonstration lesson

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	18	21.4	21.4	21.4
	Disagree	35	41.7	41.7	63.1
	Agree	25	29.8	29.8	92.9
	Strongly Agree	6	7.1	7.1	100.0
	Total	84	100.0	100.0	

Step 6: Always attends revised demonstration lesson

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	35	41.7	41.7	41.7
	Disagree	29	34.5	34.5	76.2
	Agree	18	21.4	21.4	97.6
	Strongly Agree	2	2.4	2.4	100.0
	Total	84	100.0	100.0	

Step 7: Participates in evaluating revised demonstration lesson

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	41	48.8	48.8	48.8
	Disagree	28	33.3	33.3	82.1
	Agree	15	17.9	17.9	100.0
	Total	84	100.0	100.0	

Step 8: Participates in the compilation of the lesson

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	57	67.9	67.9	67.9
	Disagree	19	22.6	22.6	90.5
	Agree	8	9.5	9.5	100.0
	Total	84	100.0	100.0	