

# **Exploring the Effectiveness of Continuing Professional Development (CPD) Through Lesson Study for Secondary School Teachers of English in Lusaka, 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 as far back as 19<sup>th</sup> 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). Using a mixed methods study design, this study sought to investigate the views of teachers of English on the effectiveness of Lesson Study in teaching English among teachers in secondary schools of Lusaka District. The findings showed that continuing Professional Development through Lesson Study improved teaching skills and learners' performance. However, the study showed that some respondents found the programme difficult to organize and attend because it was not time-tabled and without incentives, and that there was lack of adequate English teaching materials such as learners' textbooks. Arising from the findings, the study recommends that school head teachers 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 to schools so as to ensure the smooth running of the programme.

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

## **1. 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 19<sup>th</sup> Century to help introduce Japanese teachers to whole classroom instruction in which they shared and improved their knowledge and skills.

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 sciences based subjects, the government rolled out lesson study to all teaching subject 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). 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.

### *1.1 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.

### *1.2 Study Objectives*

The objectives of the study were to:

- a. establish the views of the teachers on the effectiveness of CPD to teachers of English
- b. find out the challenges being faced in the implementation of CPD in Lusaka district
- c. investigate the strategies which can be employed in the implementation of CPD in English

## **2. Literature Review**

The literature reviewed was in accordance with 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 implored for the continuation of the programme.

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). Dudley (2014) states that Lesson Study in the United States significantly impacts 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, yielded great results as they complemented each other's teaching experiences.

Coe (2010) states that multiple cycles of lesson study improves classroom instruction as the process focuses on a common goal, emphasizes attention to learners and provides the opportunity for teachers to observe and reflect on the research lesson. Banda (2007) highlights that CPD activities; Lesson Study inclusive benefits the school and management. He states that at school level, teachers get to spend more time on lesson planning and team work is strengthened. At management level, Lesson Study meetings provide managers with the opportunity to share experiences as well as learn new input on effective management.

Worldwide, teachers 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) observed 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. Banda, Mudenda, Tindi and Nakai (2014) state that the problem lies in teachers using traditional approaches of teaching where they are the preserve and source of knowledge rather than a facilitator of the learning process. Jung et al (2015) also point out that when teachers experience knowledge gaps on subject content and methods of teaching, demonstration lessons are not delivered effectively.

A study by Kabila, Moonga and Moonga (2018) revealed that 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. Hence, Kabila et al (2018) concluded 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. They state that these teachers indicated that the presentations were repetitive and lacked creativity and that their facilitators were either not qualified or lacked the experience of instructional design and delivery. The same study also revealed that lesson study was conducted at inappropriate times thereby encroaching on teachers’ personal time, freedom also leaving them

fatigued causing an unfavorable environment in the school.

The practice of Continuing professional Development has been criticized for some of the challenges and the eventual lack of desired benefits for the target teachers. Thus, there is a new search for strategies which teachers can employ to ensure CPD success.

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. One opportunity she suggested was sponsored workshops where experienced expert practitioners are invited to teach or impart knowledge on the teachers in the same field. Another is introducing teachers to online communities where teachers all over the world share their ideas and experiences. 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). Johnson (2008) adds that formal teacher group meetings whose agendas are well structured provide teachers with the platform to talk about specific problems in relation to classroom practice.

### **3. Research Methodology**

The study used a mixed method research design which comprises both qualitative and quantitative methods of data collection and analysis. The sample comprised ten (10) secondary schools, eighty-four (84) secondary school teachers of English, ten (10) head teachers and ten (10) school CPD coordinators in Lusaka District. Simple Random sampling and Purposive sampling techniques were used. Primary data was collected using self-administered questionnaires to collect quantitative data where as interview guides were used to generate qualitative data through interviews. 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.

### **4. Findings**

#### *4.1 Views of teachers on the Effectiveness of CPD to their professional Development*

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.

##### **4.1.1 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).*

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).*

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).*

#### 4.1.2 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.

Table 1: 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 the table 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.

#### 4.1.3 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 depends on teachers adherence to the 8 steps cycle. The table below is a summary table of the responses given by the teachers of English on how they implemented the 8 point cycle.

**Table 2: 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	77.1%	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	441.7%	34.5%	21.4%	2.4%	100.0
7	Participation in evaluating revised the demonstrated lesson	448.8%	33.3%	17.9%	0.0%	100.0
8	Participation in the compilation of the lesson	667.9%	22.6%	9.5%	0.0%	100.0

(Field work, 2018)

The first item in this section aimed at establishing how many teachers of English frequently engaged in the first step of the problem solving process which is to collaboratively identify of teaching challenges. The results in Table 2 above 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 the same teachers disagreed with the statement.

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 2 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 to participating in the activity. Thus the majority of teachers did not take part in the 5<sup>th</sup> step of the Lesson Study process.

Most teachers of English did not often attend revised demonstration lessons. As indicated in the above table, 41.7 per cent of 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.

#### *4.2 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).*

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.

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 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).*

#### *4.3 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).*

## **5. Discussion of Findings**

### *5.1 Relevance of Lesson Study to Teaching 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. The majority of the teachers also indicated that Lesson Study activities enabled them to acquire new ideas and skills. 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 highlighted in the findings section, 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.

The findings reveal that most teachers of English loosely implemented the 8 steps of the Lesson Study process. The results show that what most teachers did was to 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).

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. These steps included lesson re-planning, demonstration of the re-planned lesson, re-evaluating and lastly compiling of strong points of the lessons. The concept of the 8 Steps Cycle seemed to be vague and undefined. 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. Day (2000) states that when a programme is poorly conceptualized, the result is it not being properly done. Thus, it can be concluded that the CPD coordinators and the teachers of English that were under investigation were not properly oriented to understand 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. 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.

The poor attendance and lack of participation in the lesson study among teachers of English in Zambia agree with Mwanza (2016) proposition that policy by nature, can be accepted, rejected or negotiated. In the context of this study, it is clear that while some teachers embraced the policy, other resisted it and engaged in negotiation of how best the policy can be implemented. However, the teaching profession continues to evolve with new methodological developments coming. Thus, if Zambian teachers are to be effective eclectic teachers who have to select methods according to the exigencies of the classroom (Mwanza, 2017), there is need for everyone involved in implementing lesson study to reflect and change their attitudes towards lesson study for their own development and the good of learners.

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.

### *5.2 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 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 previously. 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. Mwanza, D.S (2016) and Mwanza DS (2017) also reported lack of teaching materials which affected the implementation of the Eclectic method among teachers of English in Zambian secondary schools.

### *5.3 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, Gameda (2015) pointed 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. Beverages and snacks may attract teachers' attention as the external

motivators can project objectively observable behaviours that may discount any independent activities of the mind (Nkhata et al, 2019). 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. Mwanza (2017) argues that teachers' positive attitudes towards an implementation of policy is central to the success of any curriculum implementation. Mutambo (2016) points out that the United Arab Emirates (UAE), accreditation of teachers has successfully been adopted on the basis that teachers actively participate in CPD programmes for the need of professional advancement. Thus, the need for accreditation motivates them and improves their attitudes towards the CPD policy.

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) points out that out of site workshops prove to be ineffective because they do not cater for a large number of teachers at once. He 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).

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 the provision of reading material should be highly considered. Teaching and learning materials are among the factors that hinder the effective implementation of a programme or curriculum (Mkandawire, 2010). This partly explains Johnson's (2008) statement that reading available materials among teachers create opportunities to successfully implement Lesson Study. Furthermore, Silavwe et al (2019) reported 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.

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). Further, the importance of CPD among teachers of English in Zambia cannot be overemphasized. As Manchishi and Mwanza (2013) noted, teachers of English are not adequately prepared upon graduation from teacher training institutions. Thus, in addition to reforming teaching experience as well as improving the delivery of peer teaching exercises by teacher training institutions (Manchishi and Mwanza, 2018; Manchishi and Mwanza, 2016), Teachers need effective school based CPD to improve and sharpen their teaching skills. Kombe and Mwanza (2019) added that teacher training and capacity building is the cornerstone to the overall classroom success of the teacher. Moreover, with the ever changing and dynamic teaching demands coupled with the need to develop an eclectic teacher, there is need to invest in continuing professional development of teachers of English in order for them to develop both



simple and complex eclecticism within the principled Eclecticism paradigm (Mwanza, 2017).

## **6. Conclusion and Recommendation**

### *6.1 Conclusion*

The study has shown that while CPD was viewed to have been effective by some teachers, others argued that it was not relevant and consequently ineffective. Findings d that the eight (8) steps of the Lesson Study were not implemented by majority of secondary school teachers of English in Lusaka District. 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. The implementation of CPD through lesson study was also faced with a number of challenges. These included the fact that Lesson Study programme was not being timetabled within the teaching and learning period. Thus, lesson study was conducted 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. In a nutshell, it can therefore be concluded that CPD through Lesson Study has not been effective among the secondary school teachers of English in Lusaka District; notwithstanding the few teachers who found the practice helpful. The point here is that, while CPD itself is very helpful, the manner in which it was implemented in Lusaka made it ineffective.

### *6.2 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. 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.

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