

**LESSON STUDY FOR LANGUAGE TEACHERS'
PROFESSIONAL DEVELOPMENT**

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*This work is
lovingly dedicated to
my parents, Nicanor and Purificacion,
and most specially
to my husband, John.
Thank you for the LOVE
that eternally transcends
the boundaries of time.*

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- **N.G.V.**

Abstract

Teachers strongly need to experience quality professional development in order to improve student learning and teacher instruction. However, teacher professional development efforts are often criticized by educators for their lack of continuity and ability to produce effective changes in teacher practice and student learning. So far, teacher professional development is seen as static, top-down and policy-oriented (Mañalac, 2010). Teachers who undergo this cascading model of training try to implement innovations but are constrained by time, materials required, and the lack of instructional or administrative support. Thus, they often go back to their former teaching approaches and habits.

This study presented a teacher professional development initiative based on the Japanese lesson study model described by Catherine Lewis (1998) in "A Lesson is Like a Swiftly Flowing River". Lesson study is an inquiry model of teacher professional development used extensively throughout Japan. Advocates, usually from the Maths and Sciences fields, say it is a powerful professional development process that can lead to stronger lesson plans and teaching practices. In describing the lesson study process undergone by English teachers from a public junior high school in Quezon City, this present study sought to investigate such process as an alternative approach to English teachers' professional development while improving their skills in applying Communicative Language Teaching methods in their classes.

The study specifically answered the following questions: (1) Is there a relationship between teachers' participation in lesson study (LS) and their implementation of communicative language teaching (CLT) in English lessons? (2) Does LS improve the

language teachers' perception of themselves as implementers of CLT in their classes?
and (3) Does LS foster positive attitude towards collaboration among language teachers?

Results of the regression analysis on the assessment made by the six teacher-participants on themselves prior and after LS cycles (through the survey), and the implementation of CLT (through cycles 1 to 6 research lesson observation guides), showed improvement in CLT implementation. As LS is practiced repeatedly in at least 5 cycles or more, there is marked improvement in the implementation of CLT in English classes. Secondly, the paired sample t-test showed significant differences between the teacher-participants' pre-LS and post-LS scores on the questionnaire which indicated an increase in the positive perception of themselves as implementers of CLT. Lastly, as gleaned from data obtained from the questionnaire and interviews, positive attitudes towards collaboration were promoted and fostered among the language teachers by the LS activities.

Based on the analysis of data results, recommendations for language teachers, school administrators and future researchers to adopt LS as a viable continuing teacher professional development program, in the context of English language teaching-learning, were also given.

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Chapter 1

INTRODUCTION

Background of the Study

Teachers, school administrators, students, and other stakeholders find themselves facing another reform in the educational scene. The Republic Act 10533 or the “Enhanced Basic Education Act of 2013”, recently signed into law on May 15th, 2013, adds two years to basic education and makes enrollment of children in kindergarten compulsory. Amidst endless debates of whether the new curriculum would really benefit future generations (and their parents), teachers find themselves facing new challenges head-on. Due to the changes brought about by “the most comprehensive basic education reform initiative ever done” (SEAMEO, 2012), there is a current challenge for teacher professional development programs to foster collaboration, capacity building, and reflective practices. In the area of English language teaching, there is a need for such on-going and interactive teacher professional development which links theoretical ideas with practice and, most specially, allows teachers to reflect and reconstruct pedagogies as work goes on (Chokshi, 2002).

Lesson study, the form of teacher professional development implemented by and among Japanese teachers, involves a cycle where teachers work together to consider long term goals for students. These goals are brought to life in research lessons, which they collaboratively observe, discuss, and refine. The practice of lesson study originated in Japan in the early Meiji era around the late 1890's, when the “object lesson” was introduced as a new teaching method. Teacher training became an important issue, and it evolved into the “criticism lesson” which later expanded its role

from pre-service teacher training to in-service professional development. Lesson study became the core professional development process that Japanese teachers use to improve the quality of the teacher education process, and since then it has been credited with dramatic success in improving teaching practices in the elementary school system (Lewis, 2009). The most noticeable accomplishment in the lesson study experience in Japan has been the transformation from teacher-directed instruction to student-centered instruction in mathematics and science (Takahashi, 2000). Consequently, some interested Asia-Pacific Economic Cooperation (APEC) member economies, specifically Singapore, Indonesia, Malaysia spearheaded a project that seeks to share the concept and examples of Lesson Study as a realistic and effective approach for in-service teachers' professional development in the area of English language teaching (APEC and SEAMEO RELC, 2010). In each member-country economy, researchers and teachers teamed up to plan, execute, and assess a Lesson Study in one or more language classrooms. The response on the part of participating teachers was overwhelmingly positive. Though the project appeared formidable at first, once it was accomplished and everyone was reflecting on the study lesson, teachers quickly recognized the value and joy of collaboration. Researchers and policy makers realized the efficiency of this model for promoting in-service language teachers' professional development (APEC and SEAMEO RELC, 2010).

In Japan, lesson study has succeeded in improving teaching practices and in promoting collaboration among teachers. First, it provided Japanese teachers with opportunities to make sense of educational ideas within their practice and to change their perspective about the teaching-learning processes – hence, learning to see their

practice from students' perspectives. Second, lesson study promoted and maintained collaborative work among teachers while giving them systematic intervention. It avoided the shortcomings of typical professional development, i.e., transmission approaches (Beatty, 1998) that focus on one-shot trainings by experts who share information to teacher-participants. Lesson study, unlike transmission approaches, is a transactional approach wherein experts facilitate more interaction in order to focus on teacher empowerment.

According to many researchers, professional development is the key to educational improvement, and lesson study now generates interest in other parts of the world -- in the U.S. and some Asian countries -- because it has many of the features of high quality professional development (Beatty, 1998; Risko & Bromley, 2001; Walling & Lewis, 2000;). It involves teachers in active learning about content, is driven by data and goals, and is sustained, intensive, collaborative, and practice-based (Stigler & Hiebert, 1999). However, in the Philippines, such professional development approach has been successfully applied to the subject areas of mathematics and science, but has not been tried in the context of English language teaching.

This study aimed to find out if the lesson study process, through increased teacher collaboration, is a viable alternative approach to English teachers' professional development which will improve their skills in using Communicative Language Teaching methods in their classes.

Statement of the Problem

There is great need for teachers' collaborative efforts, such as those applied in lesson study, in the public school system because of the implementation of the K to 12 curriculum. Being an integrative, inquiry-based, Constructivist and technology-enhanced teacher professional development program, lesson study aims to improve teaching through the use of enhanced pedagogies. Thus, there exists a perceived need for clarification of the processes, challenges and gains of the adaptation of the lesson study in the teaching and learning of English in public schools. Specifically, this study attempted to answer the following questions:

1. Is there a relationship between teachers' participation in lesson study (LS) and their implementation of the communicative language teaching (CLT) approach in English lessons?
2. Does LS improve the language teachers' perception of themselves as implementers of CLT in their classes?
3. Does LS foster positive attitude towards collaboration among language teachers?

Significance of the Study

Within the K to 12 framework that aims for the communicative competence of learners, the Department of Education (DepEd) maintains its support for the continuing professional development (CPD) of teachers in order to help them improve their practice and learner achievement. This is realized through seminars, workshops, in-service trainings and the like, which are attended by teachers either voluntarily or compulsorily.

However, this entails the fact that teachers must draw out of their own, dwindling personal resources because most of such seminars are held outside of (or far from) their schools and homes. Hence, there is a need to look for other CPD methods which are more cost-effective, localized, and contextualized.

First, this study may be an eye-opener for school administrators and supervisors to welcome such a CPD method in public junior high schools. It will strengthen and concretize teacher collaboration. Each lesson study (LS) cycle -- that can be broken down into three phases: Plan, Do, and See -- may become a professional development process where teachers systematically examine and reflect on their teaching practices in order to become more effective instructors (Chokshi, 2002), as participants of the LS are treated as active learners who are engaged in the concrete tasks of assessment, teaching, observation, and reflection. Hence, an alternative continuing professional development framework for language teachers, which espouses the improvement of CLT implementation, may be structured.

Second, language teachers may benefit from this study in that it may enhance English teachers' content and pedagogical knowledge of Communicative Language Teaching methods that may facilitate students' communicative competence. Each phase in the LS cycle enjoins the teacher participants to move beyond the teaching of rules and definitions and towards facilitating students to communicate spontaneously and meaningfully in English. The researcher-made observation guide may be used as a tool for ensuring that CLT methods are carried out in English classes. Furthermore, this study generated valuable instructional materials which are now the collective property of the English teachers in this school and are thus models for CLT implementation. The

six teachers who comprise the LS group for this study accomplished six cycles and produced six well-developed lesson plans as outputs. Since it involved the participating teachers in developing their own instructional materials, they also gained added skills in instructional materials development.

Finally, in the bigger field of ELT research, findings of this study will not only add to the comparatively small number of research on lesson study as used for the continuing professional development of English teachers but will also help refocus attention from the traditional top-down processes of teacher professional development to another relevant, yet seldom used, bottom-up process. This shift may also open the door wider for the kind of research that highlights viable teacher development programs, to support the implementation of curricular reforms brought about by K to12 implementation, specifically those that will promote the English teachers' pursuit for students' communicative competence.

Scope and Delimitations

This research focused on lesson study as a means of innovation in the area of teacher professional development, and inquired on the effect of its implementation in a public school system, specifically on the teaching and learning of English. It limited itself to the observation of Communicative Language Teaching and learning processes that took place among teachers and students. The lesson study cycle of Plan, Do and See was adapted on six lessons targeting the least mastered skills in English of Grade 8 students. Seven Grade 8 teachers of the English department, together with this researcher, were the participants of the collaborative lesson study who worked as a

research lesson group to create the learning plans, worksheets and instructional materials suitable to the topics selected from the K to12 curriculum guides for grade 8 English classes.

The term “lesson study” (LS), for the purpose of this study, is used to refer to the alternative, bottom-up process of teacher professional development implemented by the seven Grade 8 teachers of English in a public junior high school in Quezon City, Philippines. It is an adaptation of the lesson study that emerged in Japan, which is a school-based approach to continuous teacher professional development. The core activity in LS involves teachers working collaboratively on a small number of research lessons, which helps them examine their teaching practices.

The format for teaching-learning plans used in the research lessons was adapted from the Lesson Study Research Group (Chokshi, et. al., 2001). However, a researcher-made observation guide (for the use of CLS participants observing a research lesson) was constructed primarily to specify Communicative Language Teaching methods. This makes it specific for English teachers, as compared to the observation guide used by other lesson study groups in the Philippines that focused on teaching through problem solving in Mathematics, and inquiry-based teaching in Science (UP NISMED, 2008).

One of the instruments used in this study, a questionnaire, contains three parts: first, the demographic profile; second, items on Communicative Language Teaching (CLT); and third, items on Lesson Study (LS). It was administered before LS implementation and after the sixth cycle. The second part asked LS participants to reflect on their teaching and their adeptness at applying CLT methods. The third part,

meanwhile, attempted to come up with a list of LS activities which are deemed useful and are agreeable to English teachers in a public school setting. This aspect of the study attempted to grasp its implications on future research about viable teacher professional development that would bring about language teachers' familiarity and application of strategies which may result in learners' communicative competence. To address the issue of data reliability, the internal consistency of the questionnaire was tested. Interviews were also conducted to clarify responses from the questionnaire and further improve on the limitation that self-reported information gives. For some aspects that relied on self-reported information, the researcher made sure that the participants understand the fact that they remain anonymous and that any negative response they may give would be accepted.

Chapter II

Review of Related Literature and Conceptual Framework

This chapter discusses the theoretical background, related research and studies conducted on teachers' professional development and lesson study. Some principles of communicative language teaching are also presented, as well as the conceptual framework which serves as guide in the conduct of this study. The definition of terms clarifies variables and concepts that were instrumental to this study.

As suggested by Richardson (1997), teachers should come together in groups to reflect so that they can complement each other's strengths and compensate for each other's limitations. A group of teachers working together can achieve outcomes that may not be possible for an individual teacher working alone because the group can generate more ideas about classroom issues than an individual. This is where teachers' professional development enters the picture. The first section tackles how teachers' professional development presents opportunities for teachers to enhance their knowledge and skills through collaboration.

Teachers' Professional Development (TPD)

Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically (Glatthorn, 1995). It includes formal experiences (such as attending workshops and professional meetings, mentoring) and informal experiences (such as reading professional publications, watching documentaries related to an academic discipline) (Ganser, 2000). For a number of years, the only form of professional development

available to teachers was “staff development” or “in-service training”, usually consisting of workshops that offer teachers large amounts of information on a particular subject, but very little opportunity to share their thoughts and understandings (Sparks and Hirsch, 1997). This transmission approach (Beatty, 1998) to professional development, which focuses more on training and reproduction, emphasizes the importance of information shared by experts to participants. It was only in the past few decades that teacher professional development has been considered to be “a long term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession” (Walling and Lewis, 2000 p. 65). This perspective of professional development takes on a transactional approach (Beatty, 1998). As opposed to the transmission approach, it focuses more on capacity building, empowerment and transformation. Also, it emphasizes interaction, critiquing, and reconstruction as facilitated by experts.

Characteristics of TPD. In view of the emerging trends in TPD, the unique characteristics of the new perspective of professional development are the following:

1. It is based on constructivism, thus teachers are treated as active learners who are engaged in the concrete tasks of teaching, assessment, observation and reflection (Darling-Hammond, 2003).
2. It is perceived as a long-term process as it acknowledges the fact that teachers learn over time (Ganser, 2000). As a result, a series of related experiences is seen to be the most effective as it allows teachers to relate prior knowledge to new experiences.

3. It is a process that takes place within a particular context. The most effective form of professional development is that which is based in schools and is related to the daily activities of teachers and learners such as study groups, action research and portfolios (Darling-Hammond, 2003; Ganser, 2000; McLaughlin and Zarrow, 2001).
4. It is intimately linked to school reform. In order to be effective, a teacher development program should be supported by the school or curricular reform (Guskey, 1995, McLaughlin and Zarrow, 2001).
5. A teacher is conceived of as a reflective practitioner who enters the profession with a certain knowledge base, and who will acquire new knowledge and experiences. Thus, the role of professional development is to aid teachers in building new pedagogical theories and practices and to help them develop their expertise in the field (Cochran-Smith and Lytle, 2001; Darling-Hammond, 2003).
6. It is a collaborative process. The most effective professional development occurs when there are meaningful interactions among teachers, administrators, parents and other community members (Darling-Hammond, 2003; McLaughlin and Zarrow, 2001).

These developments pose a new challenge: to move from a conception of teacher professional development which is static and policy-oriented to one that enhances the active construction of professional knowledge within the contextual realities of their classrooms. This reflects the fact that teachers are now actively involved in reflecting on what is happening in their own classrooms, and that they are in a position to discover whether there is a gap between what they teach and what their students learn.

Models and types of TPD. Trends in teacher professional development are partly the result of theories in practice. A host of alternative professional development structures that allow for self-directed, collaborative, and inquiry-based learning that is directly relevant to teachers' classrooms have emerged. Reimers (2003) presents in detail a number of models that have been developed and implemented in different countries to promote and support teachers' professional development from the beginning of their career until they retire. The models are grouped in two sections. The first section describes models that require and imply certain organizational partnerships in order to be effective. The second section describes those that can be implemented on a smaller scale (a school or classroom). Many of those in the second section have been identified as techniques that may be used by the models in the first group.

Table 1
Models of Professional Development (Reimers, 2003)

ORGANIZATIONAL PARTNERSHIP MODELS	SMALL GROUP OR INDIVIDUAL MODELS
Professional development schools	Traditional and clinical supervision
Other university-school partnerships	Students' performance assessment
Other inter-institutional collaborations	Workshops, seminars, courses
Schools' networks	Case-based study
Teachers' networks	Self-directed development
Teachers' Distance education	Co-operative or collegial development
	Observation of excellent practice
	Teachers' participation in new roles
	Skills-development model
	Reflective models
	Project-based models
	Portfolios
	Action research
	Use of teachers' narratives
	Generational or cascade model
	Coaching/mentoring

Tan (2006), in a paper presented to UP-NISMED, has differentiated between the transmission and transactional approaches to professional development.

Table 2
The Comparison between Transmission and Transactional Approaches to TPD (Tan, 2006)

TRANSMISSION APPROACHES	TRANSACTIONAL APPROACHES
Focus on training and reproduction	Focus on capacity building, empowerment and transformation
Emphasis on information	Emphasis on interaction
Experts share information to participants	Expert does not deliver but facilitates more interaction, critiquing, reconstructing
Training is a one-shot deal that focus on development of skills (experts provide inputs in terms of a new resource)	On-going interactive activity based on whole range of practices (teachers reflect, review and reconstruct as work goes on)

In view of these characteristics, and the challenges that teachers will face in the light of curriculum changes, the transactional approach is favored more than the transmission approach. The latter contains programs where expert knowledge is shared or transferred, while the former are activities where colleagues study content and pedagogies together and plan collaboratively. Professional development for teachers should thus foster collaboration, capacity building, and reflective practice.

The kinds of professional development activities and content that are appropriate for their teachers are often determined by institutions. These institutions with top-down models of professional development encourage teachers to adopt innovations without regard to how those ideas could be implemented into the teachers' classroom practices (Johnson, 2006). Within such an "isolationist" setting, the professional development of teachers seems to have been neglected. However, very few educational institutions are embracing alternative forms of professional development that are grounded in

classroom practice and directed by teachers engaging in collaborative inquiry of teacher and student learning issue (Cochran-Smith & Lytle, 1993; Stigler & Hiebert, 1999). Here, the classroom is recognized as a valid site for research, and teachers as legitimate producers of knowledge.

The Impact of TPD on Teachers and Student Learning. Successful professional development experiences have a noticeable positive impact on teachers' work, both in and out of the classroom. Aside from the individual satisfaction or financial gain that teachers may obtain as a result of participating in professional development opportunities, it has an impact on teachers' beliefs and behavior. Evidence from a research involving Norwegian teachers shows that teachers' professional preparation and development have a large impact on defining their goals for their students, and these goals in turn affect the teachers' behavior in the classrooms and schools (Kallestad and Olweus, 1998). Youngs (2001), in his study which assessed the effects of four different models of professional development on teachers and school capacity in different parts of the United States of America, found that all models (namely teachers' networks, the use of consultants and inter-visitations, students' assessments and school improvement plans) generally strengthened teachers' knowledge, skills, and dispositions.

Regarding the effect of teachers' professional development on students' learning, a number of studies report that the more professional knowledge teachers have, the higher the levels of student achievement. Borko and Putnam (1995) in their "Cognitively Guided Instruction Project" (CGI) showed evidence that professional development plays an important role in changing teachers' teaching methods, and that these changes have

a positive impact on students' learning. Similarly, Cohen and Hill (1997) in a large study of mathematics teachers in California, USA, discovered the strong relationship that links the improvement of teachers' practices and the increasing levels of students' achievement scores on state assessment. Thus, teachers' involvement in professional development activities results in strong, positive, and significant growth of their attitudes, preparation and practices. Below is a figure that shows a model of how professional development leads to changes in student achievement. According to this model, professional development (together with proper use of appropriate standards, curricula and assessments) affects student achievement through three steps. First, it enhances teacher knowledge and skills. Second, these enhanced knowledge and skills lead to an improvement in classroom teaching. And third, better teaching leads to an improvement in student achievement (Yoon, et al., 2007). Striving for better student achievement necessitates more professional development efforts by teachers, thus, the cyclical nature of the process.

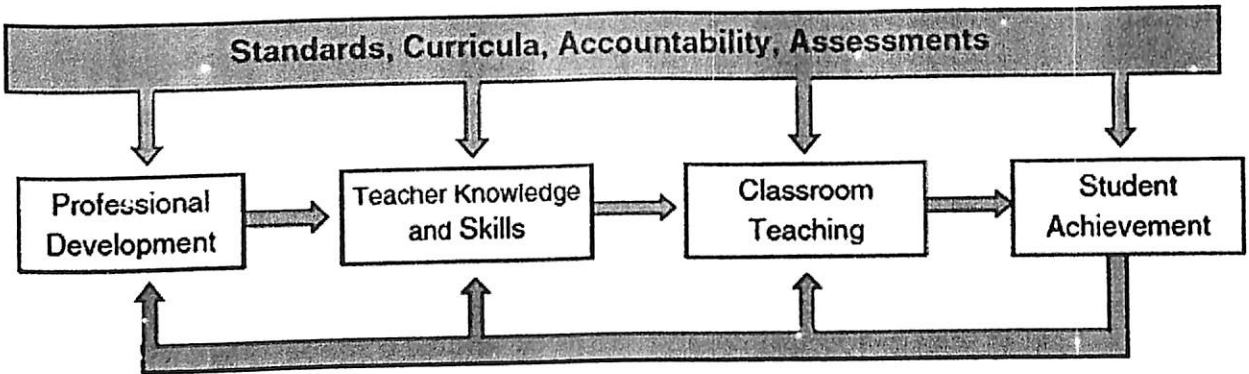


Figure 1. The Relationship between TPD and Student Achievement (Yoon, et al., 2007, p.4)

Yoon's TPD model may further be contextualized into the Philippine educational setting. The Department of Education (DepEd) has just recently signified its commitment to the development of teachers' potential and is now aiming towards their professional success which can translate into improved student learning outcomes.

Learning Action Cell (LAC) –A TPD Strategy Institutionalized by the DepEd

Three years after the implementation of RA 10533, or the Enhanced Basic Education Act of 2013, the DepEd issued its policy on the Learning Action Cell (LAC) as a "K to 12 Basic Education Program school-based continuing professional development strategy for the improvement of teaching and learning" (DepEd Order No. 35, s. 2016). Needless to say, the authorities saw the need for building "professional learning communities" that will not only develop new knowledge about instruction but will also revise traditional beliefs about teaching-learning processes. They maintain that most teacher professional development methods already implemented are top-down or transmission processes, and that there are very few instances of bottom-up or transactional approaches existing in schools or divisions in the DepEd. Examples of these are the school-based LAC, teaching circles, and Lesson Study. Thus, teachers and school administrators are obliged to conduct and implement LACs which is done through teachers' collaborative planning, problem solving and action implementation. Consequently, these will lead to improved teachers' knowledge, skills, and attitudes resulting in enhanced student learning (DepEd Order No. 35, s. 2016).

This recent policy requires some 5 to 15 teachers under each subject area in a common grade level to meet at least once a month for about two hours and perform specific roles in their LAC –as facilitator, resource person, documenter or member –

which could be rotated among them in each LAC session. LAC members should agree on which topics or agenda to prioritize, depending on urgency of need or the time needed in addressing the need. LAC sessions are implemented through a variety of properly documented activities such as lectures, coaching, workshops, development and utilization of instructional materials, which should be followed by a group action planning in order to implement new learnings in their respective classrooms. Then, after implementation, they are expected to report back on the results of these activities and evaluate their success in future LAC sessions.

For DepEd, the institutionalization of LAC ensures that the teachers' continuing professional development is localized and is supported by school heads in their respective stations. It operates under the premise that "teachers' participation in professional development activities has a positive impact on teachers' beliefs and practices, students' learning, and the implementation of educational reforms" (UNESCO ISO 2006). However, since it suggests a number of topics for LAC sessions, which are varied and may cover anything from content and pedagogy of the K to 12 program, to child-finding activities, the need for a TPD which is grounded on actual classroom practice still exists.

To help teachers facing curricular reform rethink their teaching roles, other TPD efforts exist to focus on teachers carefully examining and reflecting on their teaching practice, either directly or through classroom artifacts.

Lesson Study

To cope with the changing needs of teachers brought about by pedagogical innovations, TPD has been a major focus of educational systems everywhere. Studies

have shown that it is more effective when it is school-based and embedded in the teachers' actual professional work (Lee, 2007). Japan is among the few Asian countries that promote systematic and sustained training of teachers. Thus, other countries look at Lesson Study, which requires teachers and other educators to work collaboratively in improving a given lesson until it has been refined, as a model of Japanese TPD especially in science and mathematics.

Key features and historical development of lesson study. Lesson study, called *Jugyokenkyu* in Japanese, is the core professional development process Japanese teachers use to improve the quality of the learning experiences they provide to their students continually (Yoshida, 1999). The practice has a long history, and it has helped improve teaching and learning in the classroom significantly, as well as develop curriculum in Japan. Lesson study has played an important role in teacher professional development in Japan since the beginning of Japanese public education more than a hundred years ago. Fernandez and Yoshida (2004) describe how the Japanese lesson study originated in the early Meiji era around the late 1890's, when the "object lesson" was introduced as a new teaching method. Teacher training became an important issue, and it evolved into the "criticism lesson" which later expanded its role from pre-service teacher training to in-service professional development. Lesson study became the core professional development process that Japanese teachers use to improve the quality of the teacher education process, and as part of educational associations and institutions.

Yoshida (1999) further describes how Japanese teachers conduct lesson study in many forms and venues. Lesson study is conducted as a part of *Konaikenshu*,

school-based professional development, and organized as school-wide groups or specific content area groups. Lesson study can also be done across schools. In Japan these practices are organized by region (e.g., school district), voluntary teacher groups (e.g., math study groups and circles), as part of a first-year teacher education process, and as part of educational associations and institutions. Lesson Study has the following key features:

1. Lesson study provides teachers a concrete opportunity to see teaching and learning in the classroom. It guides teachers to focus their discussions on planning, implementation, observation, and reflection of classroom practice.
2. It keeps students at the heart of the professional development activity. Lesson study provides an opportunity for teachers to examine the student learning and understanding process carefully by observing and discussing actual classroom practice.
3. It is teacher-led professional development. The collaboration helps reduce isolation among teachers and develop a common understanding of how to improve instruction and learning systematically and consistently in the school as a whole. Moreover, lesson study is a form of research that allows teachers to take a central role as investigators of their own classroom practice and become life-long autonomous thinkers and researchers of teaching and learning in the classroom.

The process of Japanese lesson study. According to Takahashi (2000), Japan's teachers follow eight steps for each lesson study cycle in order to achieve a unified effort in studying classroom lessons:

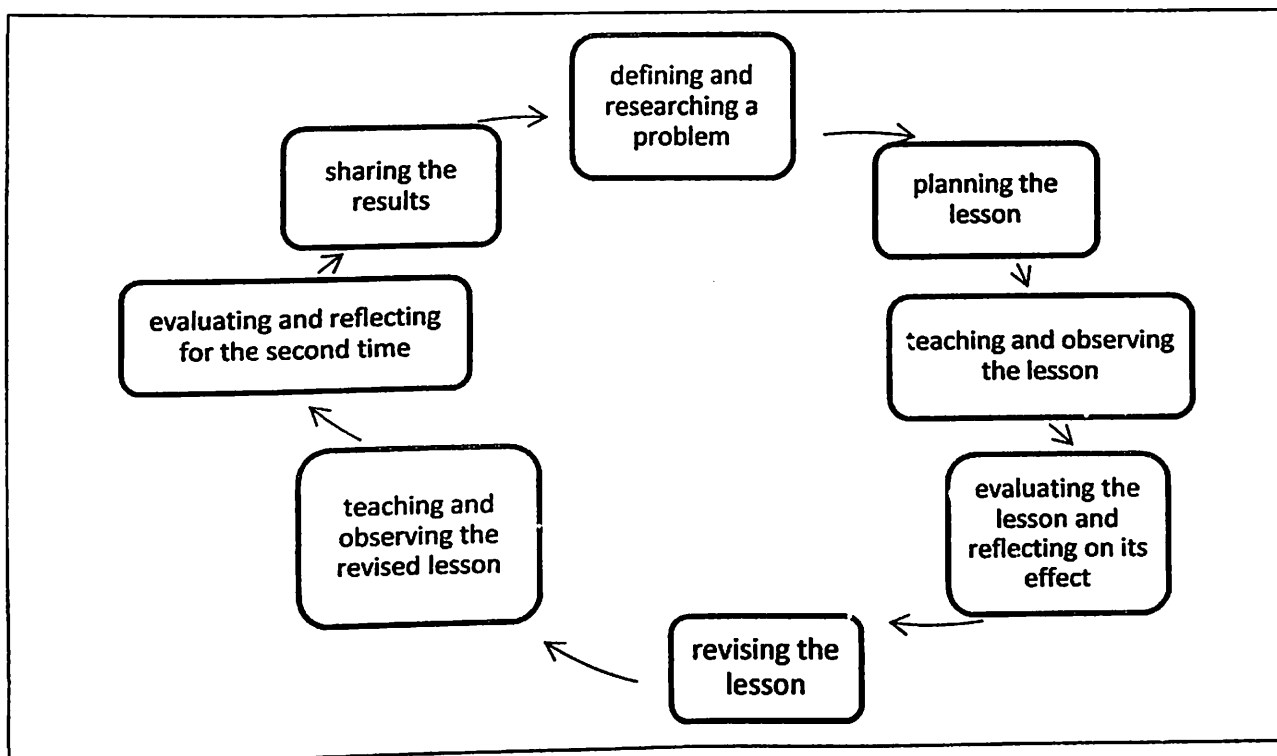


Figure 2: Steps in conducting a lesson study (Takahashi, 2000)

Although it may be organized by different groups of people, the lesson study process usually begins with identifying a goal or a research question as a theme. After the group establishes a theme, the cycle of lesson study begins. The group then divides into two sub-groups: the “lesson-planning team” who develops and conducts a research lesson, and the “research lesson participants” who observe the research lesson and gather data. The lesson planning team develops a lesson plan, and then based on this, one of them teaches his/her class using the developed plan. Called the “research lesson”, this is observed by all the members of the lesson study group. Members need to collect various types of data during this research lesson – such as (in Math) how many different solution methods were discussed, how many students actually solved the problem, or how particular students summarized the class

discussion. As a result, each lesson study teacher-participant is expected to be like a researcher who collects data to examine whether the lesson plan facilitates student learning, and whether it still needs to be improved. Following the research lesson, the members discuss whether the students in the class were able to meet the goals of the lesson in the “post-lesson discussion”, or “debriefing” (Takahashi, 2000). The debriefing gives the members opportunities to study the impact of the lesson, using the data that they were able to collect to support their arguments. Afterwards, this research lesson is sometimes revised and implemented again in other classrooms by the same or another member of the lesson planning team. A “knowledgeable other” or “outside specialist” (Takahashi, 2000) is invited to summarize the participants’ discussion about the research lesson and to bring new perspectives to the lesson study group. This person is both a pedagogical and content expert in the lesson study process, such as a university professor or district specialist.

It can be seen that throughout the lesson study cycle, teachers have opportunities to inquire on how to apply some educational ideas in their practice, to view teaching practices from the students’ perspective, and to enjoy the collaborative support of their colleagues.

Theoretical foundations of lesson study. The general theory of constructivism provides a framework that supports the use of the lesson study process as a potential method for enhancing teacher professional development. Constructivism is an approach that regards knowledge and learning as more dynamic. It assumes that learners know and understand in unique ways and create their own and “new” knowledge. In the constructivist notion of learning, knowledge is a “fluid” construct,

subject to deconstruction, interpretation and reconstruction by the learner (Chokshi, 2002). There are specific principles of constructivism that underlie lesson study and validate why each step is important in bringing about increased professional knowledge and skills.

1. Knowledge is constructed through social interaction and is a shared, rather than an individual, experience (Gergen, 1995). It supports the idea that teachers should be engaged in activities that require constant communication with their colleagues. During the lesson study process, professional collaboration occurs as teachers work together in groups to study their practice.

2. Knowledge acquisition is an adaptive function designed to organize one's experiences (Fleury, 1998). Teachers should confront problems that motivate them to seek for answers within collaborative environments. This is reflective of the initial phase of lesson study where participants set forth a goal statement that describes qualities they would like to develop in their students. Teachers then focus the lesson study around this goal or problem that they are motivated to resolve.

3. Knowledge is the result of active mental processing by the individual in a social environment (Cobb and Yackel, 1996). As teachers work through the lesson study process, they are activated to reflect on their experiences, to create and evaluate their understanding, and to explain their understanding to others.

Lesson study may be said as a new perspective of professional development that is largely based on constructivism – as a consequence, teachers are treated as active

2. Increased knowledge of instruction

Planning, observing and revising research lessons enable teachers to reflect on effective strategies that have broad instructional implications.

3. Increased ability to observe students

Lesson study highlights the observation of research lessons where one member teaches while the remaining members collect specific data on student learning. This in-depth observation of what students (individually or in groups) actually said or wrote, how they used the materials, what challenges they encountered during the lesson, increases the LS members' awareness of students' different thought processes.

4. Stronger collegial networks

Lesson study builds "interpersonal bridges" among teachers who routinely share resources and ideas even after the research lessons. It gives teachers the chance to connect with each other, thus increasing coherence and consistency of the learning environment.

5. Stronger connection of daily practice to long-term goals

Starting with an overarching question (such as, "What kind of people do we hope our students will become?"), lesson study looks into the long-term development of students while taking into account the immediate lesson's content as practiced in daily teaching.

6. Stronger motivation and sense of efficacy

Lesson study, through its course of analyzing research lessons, has the capacity to treat teaching as a science that teachers can analyze and improve. It clarifies and

incorporates the teachers' individual beliefs and values even during the planning phase, and this puts the professional component back in teaching.

7. Improved quality of available lesson plans

The well-designed processes of lesson study, namely goal-setting, research lesson planning, data collection, discussion and revision, yield quality teacher-made outputs that provide a better starting point for future teaching.

Asian countries have also heeded the call for educational reform via lesson study. In Indonesia, LS activities were introduced and implemented by members of the Faculty of Mathematics and Science of the State University of Yogyakarta in the year 2004-2005 to two districts –first in Sleman during the first and second phases where 6 cycles were accomplished, and Bantul during the third phase where they did 4 cycles. They went through the three-step main activities of LS: the first step, planning (Plan), is where the participants (5-6 teachers who volunteered to collaborate with educational experts) identified the problems found in the classrooms, and discussed the choice of teaching material, method and media. The second step (Do), implementation and observation, involved one teacher who implemented the planned lesson, while the other teachers and an expert observed the class using the prepared observation sheet. The third step, reflection (See), served as the group's sharing of the data they collected during the implementation. Here, the teacher who implemented the lesson first stated his feelings for himself and his students, followed by the observers' comments, and finally, his response to those comments. The study yielded recommendations for the improvement of preparation, implementation and reflection activities in order to boost the quality of mathematics teaching (Sukirman, 2008). However, its implementation is

gleaned from actual teaching-learning scenarios in classrooms (Tran Vui, 2006). Lesson study helped teachers implement the “reform mathematics curriculum” effectively.

Adapting lesson study in the Philippines. Lesson study found fruition here in the Philippines through the Collaborative Lesson and Research Development (CLRD) which was piloted by the University of the Philippines National Institute for Science and Mathematics Education Development (UPNISMED) from 2006-2009. The project aimed to develop a lesson study model that is adaptable to Philippine classroom realities which affect the teaching and learning of mathematics at first. This continued until 2010, which then included science. The endeavor involved 4 schools as test schools in the National Capital Region (NCR), a total of 70 mathematics and science teachers and the UP NISMED Mathematics and Science staff. It encouragingly yielded non-traditional lesson plans, video lessons and most importantly, 13 lesson study-based papers presented in the 2010 International Conference in Science and Mathematics Education. The CLRD provided a cycle on the basic steps for conducting a lesson study, in its published booklet (Ulep, 2013).

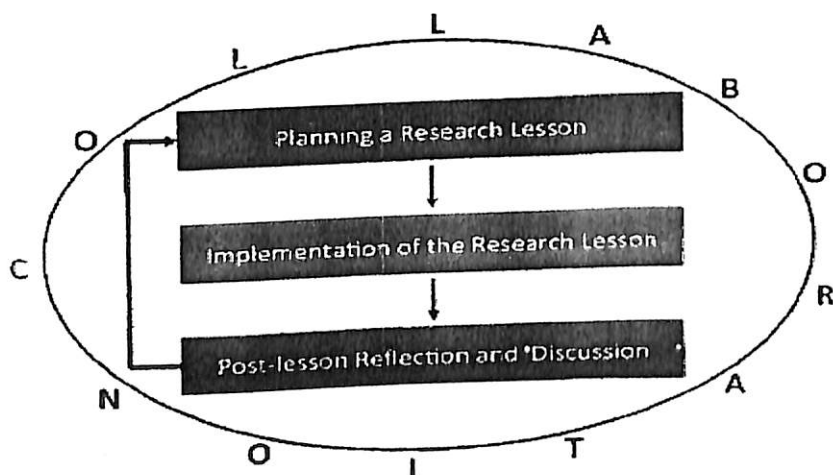


Figure 3. Basic cycle for lesson study implementation (Ulep, 2013)

1. Lesson Study makes teacher collaboration concrete and focuses on a specific goal: Better understanding of student thinking in order to develop lessons that advance student learning. This collaborative work goes beyond meeting together outside the classroom, but to working together in the classroom itself.
2. Lesson Study focuses not just on student work, but students working. This provides teachers something substantive to reflect about.
3. Through Lesson Study, the classroom becomes the teachers' laboratory for continuous improvement of teaching and learning. Thus, teachers learn more content and develop better insight into student thinking in the context of what occurs in the classroom.
4. Lesson Study decreases teacher isolation, if sustained over time. It provides a systematic process for teachers to collaborate while examining successful teaching strategies to increase student learning.

Fujii (2014) further clarifies some misconceptions about lesson study. First, lesson study is not about observing a live lesson, which is but a component in the lesson study process. Lesson study covers more than information on teaching capacity and classroom dynamics. It interweaves the entire range of processes involved in creating a good lesson. Second, lesson study is not a workshop, which is focused on building one or several skills. Workshop participants are mostly novices, so at the end of a workshop, success is based on whether they have acquired the skill or not. In contrast, lesson study is about establishing a way of doing things, a habit of teachers working together to plan teaching in order to promote deeper learning among all students. Both novices and experienced teachers benefit from lesson study because of

its collaborative nature. Last, lesson study is not about improving a single lesson. Through lesson study, the process of improving one lesson is expected to influence other lessons of the teacher-participants. Thus, it builds pathways for ongoing improvement of instruction.

It is evident that most countries that follow a K to12 educational program espouse the tenets of lesson study as a viable professional development strategy. It is imperative now to establish how reflective teaching and lesson study share complementary characteristics which may be used to enhance teachers' professional development.

Reflective teaching and collaboration in lesson study for English Language Teaching (ELT). Lesson study, as an inquiry-based approach to professional development, encourages teachers to collaborate in their investigation of the teaching and learning issues they identified. It promotes teacher learning by encouraging teachers to examine a student learning issue, and then develop, implement and critically reflect on solutions to the issue in a "research lesson" taught to their students. Exploring issues that are relevant to the teachers' own context and embedded in their teaching practice are more likely to foster teacher commitment than participation in seminars and workshops on topics decided on by educators coming from different teaching contexts and can lead to significant changes in teaching practice. However, introducing inquiry-based approaches into educational institutions needs to be followed by "systematic exploration into the kinds of participation these alternative structures engender, their impact on teacher learning, and the kinds of learning environments

teachers in turn create to foster student learning” (Johnson, 2006) to ensure the effectiveness of teacher-led professional development activities.

According to Cook and Friend (1995), collaboration is a style of interaction between at least two coequal parties voluntarily engaged in shared decision making as they work toward a common goal. Among dozens of researchers and practitioners, Risko and Bromley (2001) emphasize the importance of teacher collaboration because it is what “moves professionals and families from the deficit model to one that affirms and is responsive to students’ strengths, backgrounds, beliefs, and values”. More importantly, for the field of English language teaching, they also propose that collaboration “reduces role differentiation among teachers and specialists, resulting in shared expertise for problem solving that yields multiple solutions to dilemmas about literacy and learning” (Risko and Bromley, 2001).

A Lesson Study group that consisted of 10 members from an elementary school in California focused on applying differentiation strategies in teaching the comprehension strategies of getting the main idea and supporting details from expository texts (Hurd and Musso, 2005). The team started meeting at the beginning of the school year, approximately once a month for two hours and used a focused agenda to guide their work. To sum up the teachers’ gains from this collaborative effort, the researchers noted that LS built the language-teaching efficacy of teachers by making them aware of their teaching practices, increased their content knowledge as literacy teachers, and enabled them to share a common, productive attitude toward themselves and their students as well.

A dissertation from Pennsylvania State University investigated on three EFL teachers' 14-week participation in a lesson study project (Tasker, 2014). Grounded content analysis was used to analyze teachers' transcripts and journal entries, administrator interviews and research lesson plans created by the teachers. One of the essential findings indicated that LS has the potential to provide EFL teachers with an effective conceptual tool to mediate learning and bring about expansive transformation in their teaching practice.

Nashruddin and Dian (2016) looked into the practice of Lesson Study in a private senior high school in Malang, Indonesia. They observed LS as practiced by two English teachers – one of them was the teacher-implementer, while the other was an observer - and used a case study approach in analyzing observation notes and unstructured interview responses. Interestingly, the model used the same Plan-Do-See cycle, however, the lesson plan was not collaboratively constructed by a team as ideally expected in the Japanese Lesson Study. The researchers pointed out that LS can be beneficial for both teachers and students in the context of EFL teaching and learning, but there is need for further studies to be directed to the implementation of “true” Lesson Study in Indonesia.

In contrast, Singapore has successfully adapted LS in terms of English language teaching and building teacher pedagogical capacity in carrying out their revised national English Language Syllabus (Tan-Chia, 2013). Both quantitative and qualitative data were collected across three LS cycles that lasted for two years in seven lower secondary schools under the Project En-Elit (Enhancing English Language Learning and Teaching). Essentially, the study's findings indicated collaborative planning, skillful use

of reciprocal teaching, and an increase in teacher confidence and positive attitude toward developing their English language use and teaching effectiveness as the viable fruits of participating in LS cycles.

It can be seen that throughout the lesson study process, teachers have opportunities to reflect on how to apply some educational ideas in their practice, to view teaching practices from the students' perspective, and to enjoy the collaborative support of their colleagues. The challenge that exists now, in the face of the reforms implied by the K to12 program in the country's educational system, is how to encourage collaboration among language teachers in order to transform teacher learning in the context of Communicative Language Teaching (CLT). Furthermore, as adopting CLT in K to 12 curriculum is a potential tool for learners to be competent in their written and oral communication skills, today's language teachers should be communicatively competent as well. Lesson Study may be a useful practice for language teachers to undergo. The next section discusses an overview of CLT, how its implementation results in students' Communicative Competence, and the innovations CLT require from English language teachers.

Communicative Language Teaching in the K to 12 Curriculum

The Integrated Language Arts under the K to 12 curriculum aims for the development of oral and written communicative competence of Filipino learners in three languages: Mother Tongue, Filipino and English (Bureau of Secondary Education-DepEd, 2016). It observes a spiral progression of the competencies across the levels, but in the high school level, there is greater emphasis on reading comprehension of various texts, writing and composition, study and thinking strategies which are all

supportive of critical and creative thinking development. Viewing is also added to the four learning macro-skills that have to be developed which are listening, speaking, reading and writing. It is thus necessary to review the concept of communicative competence in communicative language teaching (CLT), which is at the heart of this new curriculum framework.

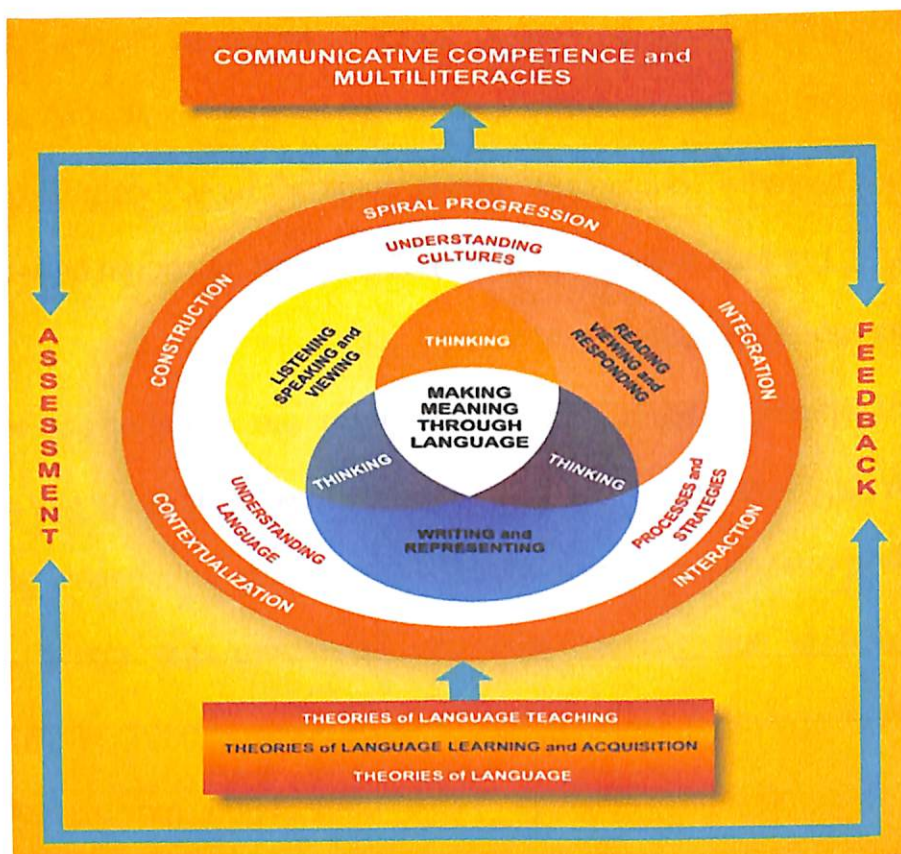


Figure 4. Framework of the K-12 Integrated Language Arts (Bureau of Secondary Education-DepEd, 2016)

Under the K to 12 curriculum, language teaching builds upon the natural ability of Filipino students for language learning (Bureau of Secondary Education-DepEd, 2016, p.3-4). It observes a spiral progression of the competencies across the levels. In the junior high school level, there is greater emphasis on reading comprehension of various texts, writing and composition, study and thinking strategies, which are all in

support of critical and creative thinking development. Within this framework that aims for the communicative competence of learners, lesson study (LS) concretizes teacher collaboration while also espousing the ideals of Reflective Teaching.

Definition and Principles of Communicative Language Teaching (CLT) and Communicative Competence. Since the 1980's, Communicative Language Teaching (CLT) has been a leading approach to second language teaching and learning in the ESL and EFL contexts (Harmer & Thornbury, 2013). The goal of this approach is the acquisition of communicative competence, which is known as the ability to use language in a variety of communicative contexts, while considering the existing relationship between speakers (Canale & Swain, 1980; Celce-Murcia, 2008). In the early days of its introduction in the Second language classroom, the ESL/EFL curriculum has been developed based on the main principle of CLT that emphasizes the importance of meaning over language form. Thus, the pedagogical goal of CLT is to teach learners how to communicate rather than to focus on the manipulation of grammar or vocabulary in isolation (Lightbrown & Spada, 2006).

A typical feature of CLT is that "it gives planned emphasis on functional as well as structural features of language combining these into a more completely communicative view" (Littlewood, 1981) Teachers who espouse CLT move beyond teaching the structural rules of the target language and create opportunities for learners to use the target language in a meaningful way. In doing so, they help their learners build communicative competence, which is the identification of the characteristics of good communicators. The notion of communicative competence "looks at language not as individual behavior but as one of many symbolic systems that members of a society

use for communication among themselves” (Savignon, 1997). People and the languages they use are thus viewed not in isolation but in their social contexts. Canale (1983) has four guiding principles for communicative competence:

1. Grammatical or linguistic competence and sociolinguistic competence must be given equal emphasis on the learners' communicative needs.
2. The second language (L2) learner must have the opportunity to take part in meaningful communicative interaction with other speakers of the language.
3. Optional use must be made of those aspects of communicative competence that the learner has developed through acquisition and use of the native language (L1).
4. The learner must be provided with the information, practice and experience needed to meet the communicative needs in learning the L2.

The language teaching profession has responded to theoretical trends with methods that stress the importance of self-esteem, of students cooperatively learning together, and above all of focusing on the communicative process in language learning. Krashen (1982), in his study of language acquisition, states that since language acquisition is a natural thing that occurs in a highly supportive, non-stressful situation, the same should apply for the acquisition of a second language. Therefore, teachers are responsible for providing the “comprehensible input” (Canagarajah, 2006) – the understandable language – along with the approaches and materials that add context to a language, such as props, gestures and pictures. Recent trends in language acquisition support in the classroom rely heavily on using assessment of the learners'

needs, present level of functioning, and individual motivation to acquire the target language in structuring the teaching methods to be employed (Canagarajah, 2006).

Language teaching methodologists have since pursued the development of strategies that respond to the distinction between language form and language function. Teachers, curriculum coordinators and learners sought to make communication an attained goal of L2 programs. Canale(1983) proposed and refined a framework for subsequent curriculum design and evaluation in L2 programs. He had identified the four components of communicative competence:

1. Grammatical competence is mastery of the linguistic code, the ability to recognize the lexical, morphological, syntactic and phonological features of a language and to manipulate these features to form words and sentences.
2. Sociolinguistic competence requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction.
3. Discourse competence is the ability to interpret a series of sentences or utterances in order to form a meaningful whole and to achieve coherent texts that are relevant to a given context.
4. Strategic competence is characterized by the strategies that one uses to compensate for imperfect knowledge of rules or limiting factors in their application, such as paraphrase, repetition, hesitation, avoidance, guessing as well as shifts in register and style.

These four components together suggest a model of communicative competence as a basis for curriculum design and classroom practice. Views of language as context,

language as interaction, and language as negotiation continue to be developed by researchers, theorists and classroom teachers alike in order to nourish this “quiet revolution” in language teaching. Savignon (1997) summarizes the guiding tenets of the communicative approach to L2 teaching as follows:

1. Language use is creative. Learners use whatever knowledge they have of a language system to express their meaning in an infinite variety of ways.
2. Language use consists of many abilities in a broad communicative framework. The nature of the particular abilities needed is dependent on the roles of the participants, the situation, and the goal of the interaction.
3. L2 learning, like L1 learning, begins with the needs and interests of the learner.
4. An analysis of learner needs and interests provides the most effective basis for materials development.
5. The basic unit of practice should always be a text or a chunk of discourse. Production should begin with the conveyance of meaning.
6. The teacher assumes a variety of roles to permit learner participation in a wide range of communicative situations.

The CLT paradigm shift. The type of classroom activities proposed in CLT also implied new roles in the classroom for teachers and learners. Learners now have to participate in classroom activities that are based on a cooperative rather than individualistic approach to learning. The teacher now has two main roles: the first is to facilitate the communication process between all participants in the classroom and the second role is to act as an independent participant within the teaching-learning group (Richard and Lockhart, 1994). Jacobs and Farrell (2003) see the shift toward CLT as

marking a paradigm shift in thinking about teachers, learning, and teaching. Richards and Rodgers (2001) also explain the eight major changes that were associated with this CLT paradigm shift:

Learner Autonomy – CLT focused more on process rather than the product and encouraged the learners to develop their own purposes for learning and to see learning as a lifelong process.

The Social Nature of Learning – Students learned by interacting with their environment and the people with whom they come into contact.

Curricular Integration – Language competence was necessary for learning in all subject areas.

Focus on Meaning – The focus is in using the language, not in language usage. Fluency rather than accuracy is prioritized.

Diversity – Each student is different and effective teaching needs to take these differences into account.

Thinking Skills – Learners need to acquire and use critical and creative thinking skills that include applying information to other contexts, analyzing the features of a given phenomenon, synthesizing information to create something new and evaluating ideas.

Alternative Assessment –Competency-based language assessment and task-based assessment are developed to complement or replace traditional assessment instruments.

Teachers as Co-learners- Teaching and learning is a social process where students are active co-constructors of knowledge with their teachers. The teacher is more of a facilitator and fellow learner alongside students.

In sum, CLT emphasizes “communicative competence rather than linguistic or grammar competence” (Mareva & Nyota, 2011). Ansarey (2012) also lists the objectives of CLT: 1. language as a tool to communicate; 2. language as “a semiotic system and an object of learning”; 3. language as a tool to voice out “values and judgements” to other people and self; 4. “remedial learning based on error analysis”; and, 5. “language learning within the school curriculum”. Richards (2006) divides teaching and learning activities into two types: fluency activities (such as role-playing) and accuracy activities (such as dialogs, grammar, and pronunciation drills). Mazumder (2011) identified the roles of teacher and learner in a communicative teaching context. According to him, the learners are “negotiators” who are able to provide anything he/she learns. On the other hand, the teachers are regarded as “facilitators” – not the source of information. Finally, the strengths of CLT are enumerated and explained by Belchamber (2007). These are: “1. communication according to ability; 2. accuracy and fluency in language use; 3. promotion of learning; and 4. motivation for students”. Hughes, as cited by Breshneh & Riasati (2014) contradicted the aforementioned second advantage of CLT by saying that CLT produces “fluent but inaccurate learners” due to the “absence of error correction in CLT classes and also due to the role of the teacher as “facilitator”. In this context, teachers do not try to correct learners that have “grammatical mistakes” to attain the purpose of “speaking effortlessly”. According to Breshneh & Riasati (2014), another problem with CLT is that it is difficult to apply in an EFL context due to the “need of authentic materials and native speaker teachers”.

Our understanding of the processes of second language learning has thus changed considerably in the last 30 years and CLT is partly a response to these

changes in understanding. Today, the term “communicative language teaching” is a byword for English teachers. The greatest challenge in the profession now is to move significantly beyond the teaching of rules and patterns and definitions, to the point of teaching students to communicate genuinely, spontaneously and meaningfully in English. Given these innovations, teachers are expected to acquire some characteristics that will enable them to fully align themselves with the changes that are swiftly sweeping across their disciplines. A brief description of the characteristics and attributes of K to12 teachers follows.

The Characteristics of K to 12 Language Teachers

“Teachers are critical players in the K to12 curriculum” (SEAMEO INNOTECH, 2012). In order to bring the vision of K to12 closer to reality, teachers are expected to understand the rationale and implications of the new curriculum, and to acquire the attributes and skills necessary for 21st century education, so that these may be integrated in their teaching. The upgrading of our country’s education system requires teachers to develop the necessary knowledge, skills, attitudes and values of the students to ensure that they will be able to fulfill their significant role. SEAMEO INNOTECH (2012) has identified some Filipino teachers’ attributes deemed critical to the realization of K to12 and 21st century education, found in table 3 below.

Table 3
K to 12 Teachers' Characteristics

TEACHER'S ATTRIBUTE/CHARACTERISTIC	DESCRIPTION
1. Multi-literate	Understands the many ways that technology interacts with academics
2. Multispecialist	Knowledgeable in other subject areas as well, so that learnings may be integrated
3. Multiskilled	Skillful not only in teaching, but also in facilitating, organizing groups and activities
4. Self-directed	Knows how to initiate action and bring to fruition the learning goals of students
5. Life-long learner	Constantly updated on the latest information related to their subjects and trends in pedagogy
6. Flexible	Able to use alternative modes to be able to adapt to various learning styles and learners' needs
7. Creative problem solver	Offers innovative ideas and creative solutions to problems in the classroom
8. Critical thinker	Able to direct students to ask questions, reason out, probe and establish their own knowledge and belief
9. Has passion for excellent teaching	Able to motivate students to learn and succeed in life
10. High emotional quotient (E.Q.)	Has the heart to teach; able to hold negative emotions in check to avoid intimidating students

Such characteristics may be developed through post-secondary coursework, professional workshops and educational seminars. However, for real teacher professional development to take place, the teacher herself/himself has to perceive it positively. The teacher has to see and accept the need to grow professionally. A teacher who perceives professional development positively is eager to attain new knowledge, skills, attitudes, values, and dispositions (Cook and Friend, 1995). Within such dispositions there is pride, self – esteem, team spirit, commitment, drive, adventure, creativity, and vision. All these attributes have to be owned by the teacher. Teacher's perception depends on self-evaluation, the influence and support of school leadership, and school culture (Mosha, 2006).

With all the many promising professional development models to consider, it is necessary to discuss what makes Lesson Study so different from the others and how it might address specific needs of K-12 teachers specially those who are teaching English.

Lesson Study: A Viable TPD Program for K to 12 Language Teachers

The Philippines' commitment to the Education for All (EFA) legislation, which sought to ensure universal basic education by diversifying the curriculum in order to meet the basic learning needs of all learners, is being realized with the implementation of the K to12 Education Program. Since basic education in the country must undergo reforms to meet the demands of the 21st century, we need to rethink familiar practices we currently consider to be immutable. Lesson Study is a natural fit with this reform, and it could help us wrap our minds around different ways of thinking and working. Although examining practice through teacher collaboration is not a new idea in the academe, and there are actually Filipino teachers who say that they have opportunities to collaborate, such practices are not implemented systematically. These collaborations also frequently do not involve the actual observations of each other's' lessons. In fact, an all-too-familiar characteristic of Philippine schools is that teachers work in isolation.

The picture that emerges from the foregoing studies is that language teachers often work in isolating environments with few opportunities to interact with colleagues, or engage in other, various forms of professional development. This environment has a negative effect on their perception of teaching. Skinner (2002) argues that the "commercial focus" of EFL teachers' work leads to a heavy teaching load with almost no opportunity to pursue professional development. However, many other studies indicate

that EFL teachers, who overcame isolationist environments by being proactive in finding ways to collaborate with colleagues on teaching and student learning issues, became more satisfied with their teaching and profession (Farrell, 2001; Hayes, 2008; Ting & Watt, 2008; Vo & Nguyen, 2010). Establishing effective EFL/ESL teacher professional development programs requires commitment from teachers and calls for teachers' agreement on TPD content that is relevant to their local context and institutional support.

Lesson Study as a professional development model has been applied more frequently in the areas of mathematics and science, but there have been very few reports of it being applied to English language teaching. In these few cases however, it became evident that lesson study is an important professional development activity not only in the teaching and learning of mathematics and science, but also in teaching English (Leung, 2002; Nashruddin, 2016). Hurd and Musso (2005) detailed their enlightening experiences in the conduct of lesson study in literacy instruction. Catherine Lewis's *Lesson Study: A Handbook of Teacher-Led Instructional Change* (2002) guided their collaborative work, and they claim that lesson study "builds efficacy for teachers, enables them to increase content knowledge as literacy teachers and supports them in sharing a common, professional language and a consistent, productive attitude toward students". Lesson study has definitely provided opportunities for increasing content knowledge and enhancing teachers' skills as current language arts standards were tackled. Effective ways to teach the standards that were found to be the most challenging were also developed within the context of a rich and balanced literacy program.

Overall, this review of the literature on lesson study, teachers' professional development, Communicative Language Teaching, Communicative Competence and K to 12 curriculum demands on teachers relates how lesson study can enable teachers to acquire skills for the improvement of CLT implementation, as well as positive attitudes towards collaboration, which will complement 21st century teaching of the Integrated Language Arts. The conceptual framework that illustrates the relationship of these variables in this study is presented in the following section.

Conceptual Framework

Despite its name, lesson study is not about studying a lesson in order to make it a perfect lesson. Rather, it is a teacher professional development process in which teachers systematically examine their practice in order to become more effective instructors through collaboration (Chokshi, 2002).

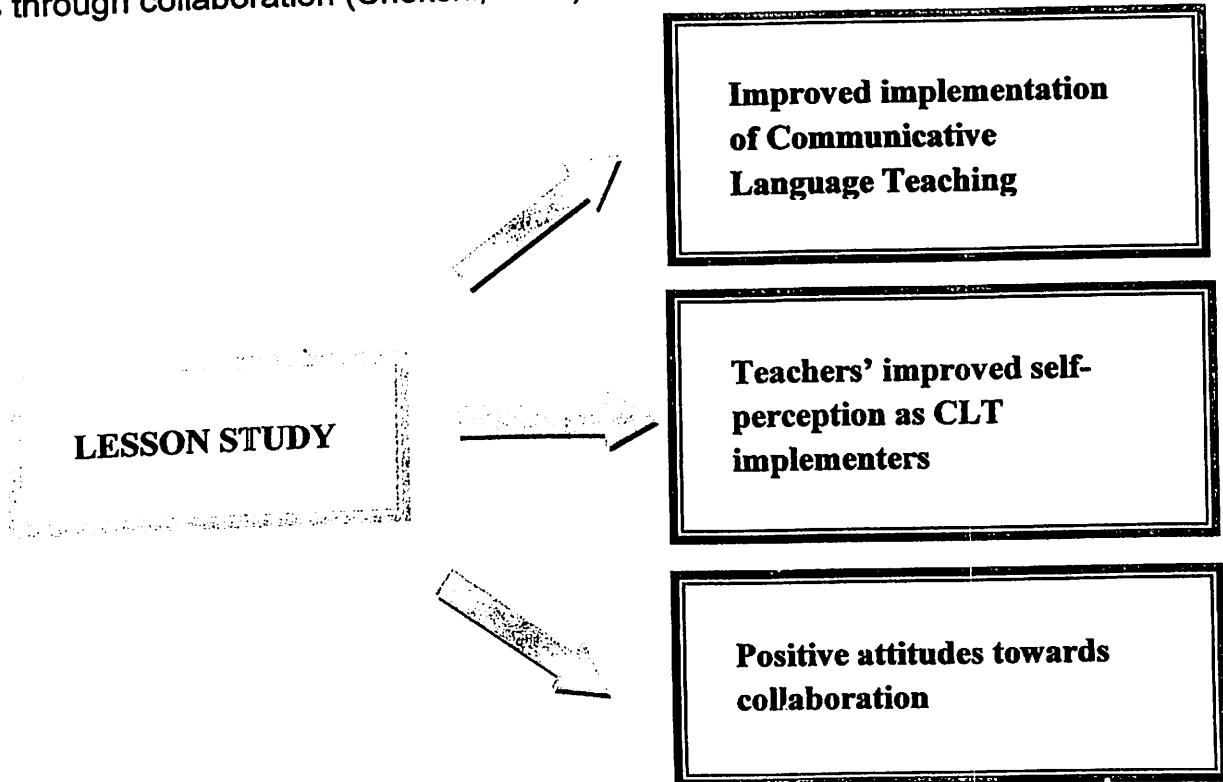


Figure 5. Conceptual Framework illustrating the relation of LS participation to teachers' CLT implementation, their self-perception as CLT implementers, and their attitudes towards collaboration

Figure 5 describes the relation of lesson study (LS) to language teachers' CLT implementation, their self-perception as CLT implementers, and their attitudes towards collaboration. LS involves teachers in a "plan-do-see/review" cycle. In the "plan" stage, teacher-participants identify their goals and teaching-learning strategies, and then develop the lesson plan, teaching materials and assessment strategies collaboratively. During the "do" stage, also called "research lesson", one of the teacher participants apply the lesson plan in her classroom, while the others observed the lesson. The focus of the observation is the interaction between and among student, teacher and teaching materials. Finally, in the "see/review" stage, the research lesson teacher and teacher-observers meet for post-class discussion to reflect upon the lesson. Observers give comments regarding possible improvements for future lessons, therefore, the cyclic nature of the approach.

It is expected that LS will result in the teachers' better implementation of communicative language teaching methods in their lessons as they progress. Through LS, teachers develop more skills required in communicative language teaching, in terms of lesson content, teaching-learning materials used, classroom activities, lesson presentation and assessment tools. Furthermore, as they go through all the LS cycles that involve teachers collaborating while planning, executing and evaluating lessons, they come to accept and appreciate the benefits of collaboration. Working with fellow teachers becomes more rooted in their practice and positive attitudes towards collaboration are developed. Thus, they develop better perceptions about themselves as CLT implementers in their classes, thereby improving English language teaching-learning.

Hypotheses

1. **Null Hypothesis:** There is no relationship between language teachers' CLT implementation and their participation in lesson study.

Alternative Hypothesis: There is a relationship between language teachers' CLT implementation and their participation in lesson study.

2. **Null Hypothesis:** There is no improvement in the language teachers' perception of themselves as CLT implementers.

Alternative Hypothesis: There is an improvement in the language teachers' perception of themselves as CLT implementers.

3. **Null Hypothesis:** There is no positive attitude towards collaboration that is fostered by Lesson Study among language teachers.

Alternative Hypothesis: Lesson Study fosters positive attitudes towards collaboration among language teachers.

Definition of Terms

The following are the terms used in this research, which are given either their conceptual or operational definitions:

collaboration– the action of teacher-participants in this study where they allow tasks and responsibilities to be shared. It is identified by conducting the three phases of LS as participants plan, work and convene together to achieve their common goal.

Communicative Language Teaching skills –a language teacher's adeptness at focusing on English communication and enhancing students' communicative

competence by allowing them to interact, to perform meaningful tasks and to try the language in different contexts. These are observable items included in both the Research Lesson Observation Guide and the questionnaire which dealt with the research lesson teacher's lesson content, materials used, activities conducted, lesson presentation and assessment types utilized in class.

Implementation of CLT—the act of including CLT activities that facilitate the students' performance of meaningful, language use-related tasks starting with the lesson plans and putting them into concrete action through the research lessons. This was observed by each teacher-participant during each research lesson through the use of the Research Lesson Observation Guide (Appendix B).

Lesson Study (LS)—a teacher professional development process which concentrates upon an examination of teaching-learning practice through direct classroom observation and is implemented through three phases: Plan, Do and See/Review. It is inspired by, and an adaptation of, the Japanese Lesson Study and employs the same process.

Lesson Study cycle—composed of three phases: (1) Plan, where the teacher-participants first work on lesson planning collaboratively; (2) Do, where one of them teaches the research lesson in front of one of her classes while the other teacher-participants observe; and (3) See/Review, where they conduct a post-lesson discussion immediately after the execution of the research lesson.

Positive attitudes about collaboration – a set of attitudes that express acceptance and appreciation of the benefits of collaboration, as stated in Part 3 of the questionnaire (appendix C) consisting of 10 items about LS activities, and which is a direct outcome of repeated LS cycles

Research lesson teacher—one of the teacher-participants who has been decided upon (by drawing lots, in this research) to teach the collaboratively planned lesson in front of one of her classes.

Teachers' Professional Development(TPD) –a long term process of gaining increased teaching experience through regular and contextualized opportunities to promote professional growth. It fosters collaboration, reflective practice and capacity building.

Teachers' self-perception as CLT implementers – how teachers appreciate themselves according to the extent by which their lessons incorporate CLT methods (i.e., strategies observed in the teacher's lesson content, materials used, activities conducted, lesson presentation and assessment types utilized in class that may enhance the students' communicative competence), as gleaned from Part 2 of the questionnaire (Appendix C) which focused on CLT.

Chapter III

Methodology

This chapter describes how the present study was operationalized. It includes the design of the study and describes in detail the instruments used which include a researcher-made questionnaire and observation guide. Finally, implementation of the lesson study (LS), data gathering procedures and statistical treatment of data are discussed in order to answer research questions.

Research Design

This study determined if there exists a correlation between lesson study and the teachers' application of Communicative Language Teaching (CLT) methods in their English classes. It also inquired on the lesson study activities that are accepted by English teachers as an effective form of continuing professional development. It made use of the quantitative approach through a scale in the form of a researcher-made questionnaire and observation guide to get the necessary information that would answer the research problems. This study is descriptive in nature as the questionnaire and observation guide were developed by the researcher to get relevant information that would describe the participants and summarize the CLT methods they use in their classes. The main purpose of both instruments is not to control the variables but simply to determine the characteristics of a certain sample at a given time to provide a clear foundation on a population's characteristics. The results may serve as a reference for future actions or recommendations the researcher intends to make after its implementation. Classroom observations, teacher reflection notes, and interviews were

also conducted. This is considered the qualitative part of the study, which may reinforce the quantitative results.

Research Locale

The study was conducted in a public secondary school (student population of more than 5,000, and teacher population of 180) in Quezon City. The school lies nestled within a residential environment in Quezon City, Philippines, that is close to nature and far from the maddening crowd and pollution of the bustling metropolis. Students are of mixed abilities and academic standards, and there is an emphasis on enhancement of teaching and learning by the school, as exemplified by the school principal's support to the Continuous Improvement Program (CIP) of the school. This entails the conduct of in-service training (INSET) for teachers twice in a school year: one at the start of the school year, and another at the end of the second quarter. Furthermore, teachers under each subject area are obliged to have Learning Action Cells (LAC), with 1 to 2 hours face-to-face sessions conducted at least once a month. Conducting the study in this school is appropriate because teachers, ranging from newcomers to seasoned, are generally in the process of grasping the changes brought about by the K to 12 curriculum, and are constantly searching for ways and means to facilitate better learning for their students. It will be helpful to clarify the process of lesson study in order to find out whether it will foster positive attitudes about collaboration which will, in turn, enhance the teaching and learning of English in public schools.

As approved by the language experts during the proposal presentation for this research, lesson study was implemented in the English department's Grade 8 level

teachers due to the fact that the researcher has constant and direct supervision over the six teacher-participants. There are 31 sections for Grade 8, with class size ranging from 45 to 50 students in a room where they fit in just comfortably, together with a teacher. All Grade 8 students, specifically, go to school in the afternoon beginning at 12:50 to 7:20 in the evening. There are 30 teachers in the English department, and 8 among them (all females) teach in the Grade 8 level. However, two of the Grade 8 English teachers, including this researcher, have filed and got approval for a sick leave and a study leave, respectively, for the school year when the study was conducted. Thus, the remaining six Grade 8 English teachers handled 5-6 sections. The English department head, required by the principal to observe a maximum of 6 teachers every month, monitored their work.

The LS Participants

The seven Grade 8 teachers of the English department, together with this researcher, were the LS participants who were tasked to be responsible for different parts of the project. Their first time to do a lengthy collaborative project, the participants' TPD experience so far has been limited to attendance in seminars and workshops. This researcher is the LS initiator, who provided the orientation about the conventions and requirements of LS to the rest of the team. She is the LS facilitator or coordinator who led the discussions regarding schedules and roles. The other 6 members served as research lesson teachers (decided upon by drawing lots on the first planning session because no one wanted to volunteer first), observers or documenters on a rotation basis, such that each member gets the chance to implement a collaboratively planned lesson in one of her classes while the others assist in preparing all the teaching-learning

materials and then observe the lesson. They all gave their comments and insights during the post-lesson discussion. Table 4 summarizes the profiles of the six LS group members at the time of the study, and the order by which they implemented each research lesson as they drew lots. They were named here instead as Teachers A, B, C, D, E, and F to maintain their privacy.

Table 4
Profile of the CLS Team

Member	Order of Research Lesson Implementation	Highest Educational Attainment	Years of Teaching Experience
Teacher A	3 rd implementer	30 units MA Ed	22
Teacher B	4 th implementer	BSE, English Major	16
Teacher C	1 st implementer	BSE, English Major	21
Teacher D	2 nd implementer	BSE, English Major	5
Teacher E	5 th implementer	BSE, English Major	5
Teacher F	6 th implementer	BSE, English Major	4

The Instruments

Since lesson study purports to promote data-based improvement as it brings educational goals and standards to life in the classroom, there is a need for teachers to be assessed on the matters of specific teaching skills and teaching practices. Table 5 below summarizes the instruments used in this study in order to gather data needed to answer the research questions. Each instrument is further described hereunder.

Table 5
The Research Instruments

RESEARCH QUESTIONS	DATA NEEDED TO ANSWER THE QUESTIONS	INSTRUMENT USED TO GATHER THE DATA	DETAILS ON INSTRUMENTS
1. Is there a relationship between teachers' participation in lesson study (LS) and their implementation of the communicative language teaching (CLT) approach?	Teachers' CLT skills	Research Lesson Observation Guide	23 items Likert Scale on teachers' assessment of applied CLT methods, and 8 items on Learners' Behavior
2. Does LS improve the language teachers' perception of themselves as implementers of CLT in their classes?	Teachers' application of CLT methods in their classrooms	Questionnaire (Part 2) on Communicative Language Teaching	23 items Likert Scale on CLT methods as practiced in lesson content, materials, activities, lesson presentation and assessment
3. Does LS foster positive attitude towards collaboration among language teachers?	LS activities that are accepted by participants	Questionnaire (Part 3) on Lesson Study Interview	Likert Scale with 10 items on LS activities

Research lesson observation guide. Improvements in the way language lessons are implemented in the classroom was measured by the Research Lesson Observation Guide which were accomplished by five LS participants as they observed the research lessons, while one of them implemented in a class. It is divided into two parts: the first part focused on the assessment of teacher's actual teaching, and the second part focused on learners' behavior. It is intended to address the first research question: the relationship between language teachers' CLT implementation and LS.

The first part – comprised of 5 statements pertaining to lesson content, 4 statements about materials used in class, 4 statements about activities conducted in class, 5 statements about lesson presentation and 5 to assessment types -- illustrated the use of CLT methods. The second part, comprising of eight statements about learners' behavior in the classroom during the research lesson, helped the LS participants to obtain insights about how students respond to the actual implementation of the lesson, and thus the effectiveness of the strategies employed by the teacher. Thus, performance behavior of both teacher and learners were evaluated using a Likert scale where specific characteristics of CLT methods were rated from "not observed" (NO) to "highly proficient" (HP). This type of rating was adapted from the classroom observation tool used by the school administration (department heads and principal). However, since the criteria for observing teachers in this tool indicate general items for teaching-learning, the researcher replaced those with content specific to the CLT approach. It has undergone content validity and was piloted by the Head Teacher of the English department about two weeks before the first LS cycle. The Research Lesson Observation Guide is presented in the appendix part of this study (Appendix B).

Survey Questionnaire on CLT Implementation and Lesson Study. For the face, content and construct validity of the instrument, the researcher utilized the feedback, comments, and suggestions of the more knowledgeable others (MKO) which included language teaching-learning experts, research enthusiasts and master teachers of the school where she is currently teaching. Their insights regarding the construction and presentation of questions and information in the survey questionnaire were all taken into consideration in coming up with the final draft of the instrument. The first draft of the

researcher-made questionnaire was presented to four language experts during the proposal presentation for this study. One of the experts is an internationally renowned reading and literacy expert, holds a Ph.D. in Education and has authored books and modules in Reading. Another expert also holds a doctorate in Language Education, is a Senior Lecturer in the university and has more than 35 years of teaching experience. The third expert is also a Ph.D. holder and a full-time faculty member of the university specializing in Reading and Language education. The fourth expert holds a master's degree in Language Teaching, is currently pursuing a doctoral degree in the same field and an assistant professor of language and literacy development and teaching ESL in the university. The first main point stressed by the experts was to make sure that items should be more aligned with language pedagogy, CLT concerns/skills and that generic items be lessened. It was also pointed out that each item should address a corresponding research question, and that the statements were made clear to the participants. Revisions were then made based on the comments and suggestions of the four language experts. The second version was submitted to them for approval and was finalized a week before the implementation of the first LS cycle.

In addition to the foregoing validity measures, the researcher also made an internal reliability test to the content of questionnaire and piloted the same. Six (6) co-teachers of the researcher were asked to answer the questionnaire and based on their responses, its internal reliability was measured. Three of the respondents were master teachers of English for more than four years and are subject coordinators in their respective grade levels. One of them has already finished her MAEd (Educational Management) and has doctorate units, while two have only completed some 18 units for

MAEd (English). The other three respondents were teachers of English for more than 5 years now, from grades 10, 9 and 7. All of them were graduates of BSE (English) and are currently studying under MAEd (English) programs. They were requested to answer the final draft of the questionnaire for reliability testing, about a month before the first LS cycle. Using the Cronbach Alpha as a tool, the first part of the survey questionnaire consisting of 23 questions yielded a Cronbach's alpha internal consistency score of 0.877 which was suggestive of a high reliability (with .7 as a minimum score). The same was true to the second part of the questionnaire which is composed of 10-item questions with a reliability coefficient of 0.834 (see Appendix A).

This questionnaire is divided into three parts. In Section 1, the participants filled in 5 blanks pertaining to some demographic information. Section 2 is composed of a 5-part, 23-item Likert scale that is intended to address the first research question: a relationship between language teachers' CLT implementation and LS. In order to achieve uniformity and coherence throughout the study, the statements are parallel to the 23 statements used in the Research Lesson Observation Guide (converted into the first-person point of view for this purpose), and specific characteristics of CLT methods were likewise rated from "not observed" (NO) to "highly proficient" (HP). Thus, this portion also comprised of 5 statements pertaining to lesson content, 4 statements about materials used in class, 4 statements about activities conducted in class, 5 statements about lesson presentation and 5 statements about assessment types. It was administered to the 6 LS participants before the first LS cycle, and then after the sixth cycle so as to test if there exists such a relationship.

Finally, Section 3 of the questionnaire contains 10 statements that refer to LS activities which the participants were asked to rate from “highly acceptable” to “not acceptable”. It is intended to address the third research question: LS activities that are accepted by English teachers and will thus foster positive attitudes towards collaboration. LS required collaboration with other teachers from planning to teaching and revising of a particular lesson. However, designing a lesson collaboratively and implementing it while other teachers observe is not yet part of the school culture, much more among teachers of English, and is inconceivable for many. Thus, there is a need to establish if the activities comprising LS will foster positive attitudes towards collaboration among English teachers. This will also confirm LS as a viable TPD for English teachers which will enhance their CLT practices towards the communicative competence of learners. The complete questionnaire is presented in the appendix part of this study (Appendix C).

The LS Teaching-Learning Plan for the Research Lesson. In the development of the six research lessons, the components of the prescribed K to 12 curriculum guide for Grade 8 English, as suggested by the Department of Education, were considered, along with the learners’ least mastered skills for the first quarter. Each research lesson plan was realistically intended for one-hour English class periods.

This instrument was designed by the researcher to help participants describe each research lesson. It was inspired by the Teaching-Learning Plan originally designed by Ertle, Chokshi and Fernandez (2001) for use by the Lesson Study Research Group in the United States. It is organized into six sections, each focusing on a particular aspect of the lesson or its context: (1) title of the lesson, references, and materials; (2)

goals or objectives; (3) the lesson rationale (why they chose to focus on the topic and goals); (4) lesson development (how students' understanding of the topic develops, and how it fits within a unit); (5) data collection points during research lesson observation; and, (6) the lesson design. Each section contains a list of guide questions that participants should think about as they complete that section in a narrative. It gives participants an idea of key issues that they should be thinking about. The sixth part, "Lesson Design", followed the model of observation guide used by UP NISMED (2014) during its adaptation of the Lesson Study process under its Collaborative Lesson Research and Development (CLRD) project. Fulfilling the qualitative aspect of this study, it graphically illustrates the parts of the teaching-learning processes that governed the research lessons, and the reflections of the teacher-observer for each part. The first column of the chart is a list of student learning activities; the second (Teacher Support) contains the corresponding steps or instructions of the teacher to the learners in carrying out the activities; the third (Anticipated Student Activity/Responses) predicts the outcome of the teacher's instructions as performed by the students; and the last column, Actual Evaluation, is filled in by the teacher-observer with personal, narrative comments of what she actually observed in each student learning activity, as the research lesson progressed. Copies of the teaching-learning plan, as accomplished by one of the teacher-participants during each research lesson, are included in this study, marked as Appendix D.

Interview schedule.

In order to supplement relevant points that the questionnaire would yield, a set of five semi-structured interview questions was made by the researcher, in an attempt to enable the teacher-participants to reply freely without

any limitations on expressions. This researcher opted to use such because of its flexibility of the choice of words and the order of questions – i.e., if there is a need to elaborate more, then extra questions can be asked. Specifically, the teacher-participants were asked how they felt about doing collaborative work, most especially, being observed by (and observing) others while teaching (Please see Appendix E). The valuable input from this instrument may support their answers to address the last research problem: if LS fosters positive attitudes towards collaboration among language teachers. Information gathered from this instrument could also possibly support the data gathered from the observation guides to establish whether a relationship exists between LS and the implementation of CLT.

Data Collection Procedure

The data for this study were gathered using the instruments described above from August to November, 2017. Data were collected in each stage of the LS cycle for six research lessons, which involved planning, implementation and post-lesson discussions. The researcher made field notes about all planning sessions, lesson implementations and post-lesson discussions. In all research lesson implementations, the researcher served only as an observer and was mostly silent. However, during the planning and post-lesson discussions, the researcher served as facilitator and was given the freedom to provide comments and ask questions. Her presence did not affect any of the outcomes on the LS process because she provided shorter and fewer comments about the lessons than the other members of the LS group.

The Gantt Chart presented in Figure 6 below reflects the schedule followed for this study and summarizes how the data collection was done.

		AUGUST		SEPTEMBER				OCTOBER				NOVEMBER			DECEMBER
		3rd Week	4th Wk.	1st Wk.	2nd Wk.	3rd Wk.	4th Wk.	1st Wk.	2nd Wk.	3rd Wk.	4th Wk.	2nd Wk.	3rd Wk.	4th Wk.	1st Wk.
PHASE I: Orientation to Collaborative Lesson Study With Pre-LS Survey															
PHASE 2: IMPLEMENTING THE CLS CYCLES															
CLS CYCLE 1	STEP 1: Plan														
	STEP 2: Do														
	STEP 3: See														
CLS CYCLE 2	STEP 1: Plan														
	STEP 2: Do														
	STEP 3: See														
CLS CYCLE 3	STEP 1: Plan														
	STEP 2: Do														
	STEP 3: See														
CLS CYCLE 4	STEP 1: Plan														
	STEP 2: Do														
	STEP 3: See														
CLS CYCLE 5	STEP 1: Plan														
	STEP 2: Do														
	STEP 3: See														
CLS CYCLE 6	STEP 1: Plan														
	STEP 2: Do														
	STEP 3: See With Post-LS Survey														
PHASE 3: Collecting and Analyzing the Data Gathered from the CLS Cycles															

Figure 6: Schedule followed during data gathering

Forming a comfortable, collaborative group is the most desirable step toward beginning successful lesson study (Takahashi, 2000). Thus, after identifying the six Grade 8 English teachers of a public junior high school as those who will implement LS willingly, arrangements for the succeeding steps followed suit.

Following the LS plan, the teachers made self-assessments of themselves about lesson study (LS) before and after the LS cycles. The assessment before LS cycle was done once, prior to the implementation of cycle 1 while the post-evaluation of themselves was done at the end of cycle 6. In addition, each teacher-participant had her turn to teach the research lesson in one of her classes while the other five teacher-participants collected data on communicative language teaching (CLT) methods, student thinking, learning, engagement, behavior, etc. using the *Research Lesson Observation Guide* (Appendix B).

PHASE 1: Orientation to Lesson Study (LS). A Lesson Study group, as Lewis and Hurd (2011) and UP NISMED (2014) recommended, should comprise of four to six teachers who teach a single grade level and a particular school subject in one school. This would enable them to share common interests and concerns to collaboratively develop research lessons. This was first introduced by the researcher to the whole faculty, including the seven English teacher participants of this study, in June, 2015 during the school's In-Service Training (INSET). The researcher was once more assigned to speak on the same topic by the school's INSET committee in October, 2016 during the mid-year INSET. In August of the following school year, 2017-2018, the researcher once again conducted an orientation on LS, this time to the six Grade 8 English teachers who will constitute the LS group for the purpose of this study. Here, an introduction to the LS process, and its comparison to the Japanese Lesson Study, was given. The nature of LS and its phases, together with the instruments to be used for this study, were discussed with the participants. They were also asked to

accomplish the questionnaire (Appendix B) as a form of pre-evaluation of their Communicative Language-teaching skills. The researcher facilitated in brainstorming on the aspects of their practice that they are interested in improving, allowing them to think deeply about long term goals for student development. Then, as it was agreed upon (because no one wanted to be the first research lesson teacher), they drew lots in order to decide their schedule of research lesson implementation. In order to give equal opportunity for each teacher-participant to experience demonstrating a research lesson while others observe her, it was also agreed upon that the team will complete six LS cycles. Table 6 below shows the schedule of implementation, with the participants named here instead as Teachers A, B, C, D, E, and F, to maintain their privacy.

Table 6
Schedule of LS Implementation

CLS Cycle	TEACHER WHO TAUGHT THE RESEARCH LESSON	SCHEDULE (DATE, TIME, SECTION)	TOPIC
1	Teacher C	Sept. 6, 2017, 4:00-5:00pm	Conjunctions (Listening)
2	Teacher D	Sept, 20, 2017, 5:00-6:00pm	Sequencing Events (Transition Devices)
3	Teacher A	Oct. 6, 2017, 2:40-3:40pm	Following Directions
4	Teacher B	Oct. 17, 2017, 4:00-5:00pm	The Seven Rules of Happiness (Viewing)
5	Teacher E	Nov. 16, 2017, 5:00-6:00pm	"The Three Princes" (Reading)
6	Teacher F	Nov. 23, 2017, 1:40-2:40pm	"Batu Belah Batu Bertangkup" (Reading)

In the second up to the last cycles, the topics, still coming from the learners' modules, were decided upon by the participants during each post-lesson discussion of

the previous cycle. It was agreed that they can think better of a topic to teach after evaluating a previous research lesson.

PHASE 2: Implementing the Lesson Study (LS) Cycles. In this study, a LS cycle is defined by a collaborative effort among the participating members of agreeing on a topic to teach, planning for the research lesson and one of them implementing the lesson in a class while the others observe, and then evaluating and reflecting on the lesson. Each of the six LS cycles saw the completion of the following steps:

Step 1: Plan (Collaborative Lesson Planning). The researcher facilitated the activity of deciding on a topic to investigate, as well as choosing from a variety of resources and teaching materials and developing the research lesson that will be observed. This step is crucial and usually took more than an hour. Questions and suggestions were raised over every aspect of the research lesson such as objectives, class management, motivation and main activity of the lesson. A semi-detailed lesson plan of the research lesson was drafted by the LS participants using the *Teaching-Learning Plan for the Research Lesson* (Appendix D) as guide, and then it was finalized, encoded and reproduced by the research lesson teacher. Visual aids, activity sheets, audio-visual materials were also gathered and prepared by the team collaboratively.

Step 2: Do (Implementing the Research Lesson). The six research lessons were executed in one of each teacher-participant's classes, without disrupting the normal school schedule. This researcher arranged for student teachers (who were doing their Field Study and Practice-teaching in the school at the time of this study) to substitute for the teacher-participants in their respective classes as they utilize such

time for LS planning, teaching and post-conferencing, as there were no provisions for substitute teachers. The English department head was invited as a “knowledgeable other” during the research lessons, however, due to conflicting schedules, she was able to take part in just one. Following the LS plan and using the prepared teaching-learning materials, each research lesson teacher taught her class while the five other teacher-participants collected data on CLT methods, student thinking, learning, engagement, and behavior. These five teacher participants, who performed the role of observers, sat inside the classroom during the research lesson teacher’s discussion part of the lesson; but they went around while observing students during group-differentiated activities so they may find out how students respond to the activities given. They then return to their seats and resume their observation while students present their outputs or perform. They filled up the *Research Lesson Observation Guide* (Appendix A) and took down notes on their observations for each part of the research lesson under the column “Actual Evaluation” of the *Teaching-Learning Plan for the Research Lesson* (Appendix D).

Step 3: See (Reviewing and Reflecting on Research Lesson). Immediately after the research lesson, the LS participants were led by the facilitator in sharing and analyzing data collected, while referring to the *Research Lesson Observation Guide* and “Actual Evaluation” of the *Teaching-Learning Plan for the Research Lesson* that each accomplished. The discussion started with the research lesson teacher sharing about her teaching experience, its strengths, difficulties and points for improvement. Then the teacher-observers each gave feedback about every aspect of the lesson’s conduct in

class. The LS team reflected on what they learned from their observations, discussed how the lesson could be improved, and scheduled the next planning session.

PHASE 3: Collecting and Analyzing the Data Gathered from the LS Cycles

As indicated in Figure 7 (Gantt Chart), this researcher collects data in every “review” step of the LS process. After each post-lesson discussion, the *Research Lesson Observation Guide* sheets were collected and immediately tabulated by this researcher. One day after the last LS cycle, the teacher-participants were requested to accomplish the questionnaire (Appendix C) as a form of post-evaluation of their Communicative Language-teaching skills, and their opinions on LS activities. The questionnaires accomplished by the LS participants were collected, and the results were interpreted using descriptive statistical methods.

Interviews were also conducted after the last LS cycle. The researcher sat down with each of the teacher-participants during their most convenient vacant time and took note of the interview data as each teacher answered the questions. A voice or video recording was initially planned, but the teachers felt intimidated by those and so they chose to answer the questions casually while the researcher writes down notes as each question was addressed. The highlights of the interviews are seen in Appendix F.

Data Analysis Procedure

To analyze the teaching-learning processes with regard to the CLT goal within the context of K to 12 curriculum-based lessons in English 8, the pre- and post-LS questionnaire responses, the observation guide notes, planning and post-lesson discussion notes were utilized. The data analysis was conducted in accordance with

the research questions, all of which was concerned with teachers' implementation of CLT methods in their language classes and the acceptability of LS activities. The procedures used for data analysis were checked and all interpretations were made following statistical principles, in constant consultation with a professional statistician. All computations were done through the SPSS (Statistical Package for the Social Sciences), the most common computer program used for statistical analysis. Interpretative Phenomenological Analysis (IPA) was used in analyzing the data from the semi-structured interviews, as well as from the researcher's notes made during team conferences in the "Plan" and "See" stages of LS.

To answer Research Question 1 which gauges the possible relationship between lesson study (LS) and the implementation of communicative language teaching (CLT), the assessment made by the teachers on themselves prior and after LS cycles (through the questionnaire) and the implementation of CLT (through cycles 1 to 6 research lesson observation guides) were presented through the use of arithmetic mean. First, the arithmetic mean of each teacher's assessment of herself on CLT implementation before and after LS cycles, and the assessment of her fellow teacher-participants on actual CLT implementation during the LS cycle where she taught the collaboratively-planned research lesson in a class, were computed. Then, the arithmetic mean of the assessments through the research lesson observation guides accomplished by the LS team of observers to the research lesson teachers who took turns in implementing the collaborative lesson plans across the 6-cycle period of LS, were also obtained. Furthermore, to determine the improvement in the implementation of CLT across different LS cycles, linear regression was used. Moore, McCabe and Gabe (2009)

describe how a regression line is used to predict the value of a response variable (CLT implementation) from the explanatory variable (CLS cycles). The computed value of R-squared would serve as basis in telling if there is improvement (positive value) in the implementation of CLT.

The paired sample t-test was the statistical tool used to analyze data to answer Research Question 2. The teacher-participants' mean scores on Part II (CLT) of the Questionnaire at pretest (before LS) and posttest (after LS) were calculated and then compared to see any significant difference in their implementation of CLT methods before and after engagement in LS. The t-test helped the researcher to establish whether or not the difference between pretest and posttest is indicative of the teachers' improved self-perception as CLT implementers.

Finally, in answering Research Question 3 regarding the influence of lesson study (LS) in fostering positive attitudes about collaboration among language teachers, the arithmetic mean for each item in part III of the questionnaire which is concerned with LS activities was computed. The acceptability of each activity was determined through a scale where the response "Highly Accepted" merits a value of 5, while on the other extreme the response "Not Accepted" was given a value of 1. The teacher-participants' responses to the semi-structured interview conducted after LS were used to support the findings from the questionnaire and provided more insight as to the positive attitudes towards collaboration that were developed through LS. Responses gathered from these interviews were analyzed using Interpretative Phenomenological Analysis (IPA), which aims to explore in detail the participants' views of the topic under investigation (Smith, Jarman & Osborn, 1999). Since the purpose of this study is to look into the teachers'

perception of themselves as a collaborative team and implementers of CLT, a non-prescriptive approach is needed. Following Eatough and Smith (2006), IPA may be used in the qualitative part of this study for it may utilize a set of guidelines that is flexible and can be adapted to provide an understanding of the lived experiences of individuals. Afterwards, the teacher-participants' responses were organized according to recurrent themes on positive attitudes about collaboration that surfaced during analysis, which were found out to be: (1) being receptive of others' thoughts, beliefs, teaching-learning strategies, (2) being open to co-planning, mentoring, and coaching, and (3) being positively open-minded to accept new ideas.

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

In this chapter, data results gathered from the instruments, the LS Observation Guides, the teacher-participants' survey questionnaire, and the interview schedule are presented and the interpretations and analysis based on these results are discussed in order to answer the research questions. These are reported in the order by which the research questions were presented.

Lesson Study (LS) Cycles and Implementation of Communicative Language Teaching (CLT)

The results and the statistical analyses of the teacher-participants' scores in the survey questionnaires as administered at pre- and post-LS cycles and CLT implementation are presented below, followed by the test of relationship between CLS and implementation of CLT to shed light on Research Question 1, to wit: *Is there a relationship between teachers' participation in LS and their implementation of the CLT approach?* Table 7 shows the arithmetic mean of each teacher's assessment of herself on CLT implementation before and after LS cycles, and the assessment of her fellow teacher-participants on actual CLT implementation during the LS cycle where she taught the collaboratively-planned research lesson in a class.

Table 7
Relationship of LS and Implementation of CLT in English Lessons Before and After LS Cycles

LS Cycles	LS Team Members (according to RL implementation)	Self-assessment on CLT implementation (pre-LS cycles questionnaire)	Self-assessment on CLT implementation (post-LS cycles questionnaire)	LS Observation Guides (As assessed by peers)
1	C	2.35	3.04	2.37
2	D	1.96	2.30	2.30
3	A	2.70	3.30	1.91
4	B	2.17	2.43	2.19
5	E	1.70	2.22	3.08
6	F	2.00	2.70	2.96
	Ave. Composite Mean	2.14	2.67	2.47

As seen in the table, Teacher E, who got the lowest CLT self-assessment score of herself, with a weighted mean of 1.70, got the highest LS research lesson score (arithmetic mean of 3.08); while Teacher A, who got the highest mean for CLT self-assessment prior to the LS cycles, which is 2.70, got the lowest LS research lesson score of 1.91. The result suggests that the teachers' CLT assessments of themselves prior to the LS cycles do not guarantee how they would be implementing communicative language teaching during the "Do" stage of LS. Two extreme, inverse relationships were shown by the mentioned extreme values. Five out of six teachers' CLT self-assessment before LS is lower than their actual LS research lesson score. This is due to the teacher-participants' uncommon practice of CLT methods in their classes prior to the LS cycles.

Three teachers had higher scores in their post-LS cycles CLT self-assessment than in the assessment made by their fellow teachers during LS research lesson observation with weighted means of 3.04, 2.30 and 2.43 vis-à-vis 2.37, 1.91 and 2.19 respectively. On the other hand, two teachers got lower scores for CLT self-assessment (i.e., 2.22 and 2.70 respectively) when compared to the assessment of their co-teachers during LS research lesson observation (i.e., 3.08 and 2.96 respectively). One teacher is at status quo with an arithmetic mean of 2.30. The data revealed that four of the teacher-participants think of themselves as better CLT implementers after the LS cycles. Although associations based on each teacher's CLT self-assessment after the cycles and the assessment of fellow teachers during each LS cycle's research lesson could not be clearly established given these opposing results, it may be attributed to the teachers' thinking that they are better equipped with CLT skills after the 6 cycles, but still find it difficult to implement such even after LS.

In general, the average composite mean of 2.14 for CLT self-assessment before LS is apparently lower than the actual LS research lesson score which is 2.47. A 0.33 average composite mean difference suggests that improvement in CLT implementation can clearly be seen based on the how teachers assessed themselves before the LS cycles and how it was actually implemented by them during the "Do" stage in each LS cycle.

Also, the average composite mean of CLT self-assessment is higher than the assessment of fellow teachers during LS research lesson implementation with average weighted means of 2.67 and 2.47 respectively. The mean difference of 0.20 may be

attributed to teachers' better understanding of CLT and a greater sense of responsibility in its implementation in general after the 6th cycle.

Table 8 below shows the arithmetic mean of the assessments made by the LS team of observers to the research lesson teachers who took turns in implementing the collaborative lesson plans across the 6-cycle period of LS.

Table 8
LS Cycles and the Implementation of CLT in English Lessons

Teachers	LS Cycles					
	Cycle1	Cycle2	Cycle3	Cycle4	Cycle5	Cycle6
Teacher A	1.71	2.58	*	2.65	3.26	3.19
Teacher B	2.29	2.39	2.32	*	3.19	2.61
Teacher C	*	2.23	2.84	2.90	3.19	3.16
Teacher D	1.77	*	1.84	1.94	3.03	2.97
Teacher E	2.06	2.43	2.52	1.90	*	2.68
Teacher F	2.23	1.58	2.65	2.61	2.77	*
Average Score	2.01	2.24	2.43	2.40	3.09	2.92

*The teacher implemented the research lesson in a class, thus no value is given.

As seen in the table, an increasing trend can be observed from cycle 1 to 6, starting from a mean of 2.01 to 2.92 on the 6th cycle. This suggests an increase in the application of CLT strategies implemented in English classes, thus, a progressive improvement of CLT implementation across the LS cycles. In order to illustrate how such an increase in the application of CLT strategies during LS took place, a discussion of the highlights in each LS cycle follows.

LS Cycle 1. The teacher-participants set off to plan for their first research lesson immediately after orientation to LS and administration of the self-assessment pre-test. Upon this researcher's query, all of them felt uneasy and intimidated by both

voice and video recordings during the 3 LS stages of Plan-Do-See, which is an integral part of the Japanese lesson study. So, the researcher took down notes as the discussions progressed. In a planning session that lasted for almost an hour, the team shared insights on students' difficulties, least mastered skills and personal experiences related to these which enabled them to come up with a common goal: to develop willingness to use the English language among students. It was a common experience for them to switch to Filipino whenever they sense that students cannot understand what they are instructing. More often than not, their students also converse in Filipino during English classes – when the teacher tells them to speak English, they would simply keep quiet and very few would recite. They also pointed out the fact that the students' learning modules, lessons on conjunctions are seen from the first quarter up to the last. But this does not ensure mastery among students because it persists as one of the least mastered skills. After much brainstorming, they decided to use a popular song to motivate the students into learning the correct usage of conjunctions. Planning for the next activities for formative assessment, such as a Cloze activity and a group task for combining clauses, ensued and the lesson plan was drafted (Please see Appendix F.1). Next, each team member volunteered whatever she can contribute to the lesson itself – looking for and downloading the song, making the charts for visual aids, looking for exercises on conjunctions, bringing the speakers, encoding the lesson plan. Without any prodding from this researcher, the team obviously looked forward to this collaborative planning.

The big day of the research lesson implementation came and Teacher C knew that she was going to teach her class in front of her 5 co-teachers, together with the

English department head and this researcher. The team helped her ease her nerves and assisted in the preparations. The researcher had to remind the team (together with the English department head who was invited as a “knowledgeable other”) to focus on each part of the lesson as they have planned and written; that they are going to observe the activities, the way they were implemented by the teacher, how the students responded, and that they have to write down their observations on the RL observation guide (Lesson design: Actual evaluation part contains each teacher-observer’s handwritten comments. A sample is attached with each lesson plan in Appendix F). They were seated on chairs in a row on one side of the classroom so they have a better view of both the teacher and the students’ reactions. (This is opposed to the usual class observations where the observer sits at the back so only the teacher’s actions are easily seen.) They were enjoined to go around and look at each group as they work on the task, but did not coach nor give the students any feedback or opinions about their output. The students, although already told beforehand about the lesson observation, were noticeably conscious of the observers around them, but managed to ease up towards the end of the lesson.

Right after the research lesson, the LS team proceeded to the English center to accomplish the last LS stage – See/Review, which was patterned again after the Japanese lesson study (i.e., “debriefing”). First, this researcher gave introductions about the lesson, how it was planned by the team collaboratively, and the teacher who implemented it in class. Then, Teacher C, the research lesson teacher, followed by describing the lesson as it happened, beginning with the good points of the lessons and ending with the parts that she felt was difficult or was not implemented well. This

process was so much unlike the usual post-conferencing after regular classroom observations, where the observer critiques the teacher's classroom management and teaching styles, giving almost no chance for the teacher to reflect on her own accomplishment. Overall, the discussion focused on the learning activities as they were written in the lesson plan, vis-à-vis how each was actually carried out in class and how the students responded to each. All five teacher-observers shared their detailed observations, and the English department head was the last observer who gave comments on the lesson. The latter commented that the LS experience was a novel one, a refreshing change of point of view because it was evident that the team members enjoyed collaborative work, and that during the research lesson and even in the post-conference, it was all about the teaching—not the teacher. LS cycle 1 ended with the team members planning when to meet for cycle 2 planning, and Teacher A volunteered to re-encode the lesson plan to follow the daily lesson plan (DLP) format as required from teachers. This became a prototype for the topic and may be implemented by the other members in their classes (Please see Appendix F.2).

It is noteworthy that this researcher arranged for student teachers (who were doing their Field Study and Practice-teaching in the school at the time of this study) to substitute for the teacher-participants in their respective classes as they utilize such time for LS planning, teaching and post-conferencing, as there were no provisions for substitute teachers.

LS Cycle 2. As with Japanese lesson study, the LS team was given options for the next research lesson: whether they will refine the lesson used for cycle 1 and reteach it to another class or choose another topic to plan for. They all pointed out that

given the academic calendar that teachers have to follow, they will fall behind the expected coverage of lessons for that particular quarter. So they agreed to work on another lesson that will possibly improve on some weak points of the previous lesson on conjunctions. For instance, the boardwork and the group task did not give enough opportunities for most students to express themselves using English. Even though their interests were piqued and they were motivated to focus on the structure presented, the team wanted to try a familiar story this time – a Chinese folktale presented previously in the first quarter. At the same time, the last (enrichment) activity for this lesson will give a preview for the next Thai folktale to be taken up in the learning module. They followed the same guidelines for the Plan-Do-See stages as implemented in cycle 1, with Teacher D teaching the collaborative lesson plan to one of her classes. The LS team members were all notably keen on giving CLT activities that would engage more students in class to participate and use the English language in communicating, so aside from a small group activity, they included a pair work activity that involved arranging events in sequence. The research lesson plan, together with a sample teacher-observer's actual evaluation, is found in Appendix F.3, and the prototype DLP for this is in Appendix F.4.

LS Cycle 3. After another successful completion of LS cycle 2, the team decided to do away with conjunctions and embark on teaching another difficult study skill: following written instructions. In the "Plan" stage, they reflected that students often ignore written instructions and even ask their teachers to explain those repeatedly, until they resort to giving instructions in Filipino instead. Since the quarterly examinations are near, they believed that it would be a good time to practice this particular skill, and

at the same time to review the previous topics taken up in the quarter. Focus was again given to CLT activities to ensure that there will be enough opportunities for students to use English in communicating. This was seen to be a challenge because Teacher A, the research lesson teacher, is handling heterogenous sections with students of mixed abilities, mostly lower ones. She also chose to implement the research lesson in her most inactive class where participative students are fewest, because she wished to hear the advice of her colleagues as to how to improve student participation. The research lesson was designed to engage students to follow written instructions (origami-making) accurately and cooperatively. The small group task was followed by an individual activity – a simulated summative test with instructions to follow. The research lesson plan, together with a sample teacher-observer's actual evaluation, is found in Appendix F.5, and the prototype DLP for this is in Appendix F.6. Towards the end of the "See" stage, the teacher-observers commended Teacher A for her extra efforts in using English persistently throughout her communication with students, and likewise being firm that they should do the same when communicating with her and with their classmates.

LS Cycle 4. By this time under the LS, the team members realized that research lessons provided them the best avenue to try out communicative strategies, which they have not yet tried, for their students. They each felt a sense of ownership for each research lesson that they were able to complete, which they also tried out in the rest of the classes that they handled. Since the K to 12 program also includes viewing as another skill, they decided to design a viewing lesson which introduced Japanese culture and traditions. This was coupled with the use of a graphic organizer that

developed the students' attention to detail while viewing. The Think-Pair-Share, a CLT strategy, completed the research lesson plan which was implemented by Teacher B in one of her classes. The research lesson plan, together with a sample teacher-observer's actual evaluation, is found in Appendix F.7, and the prototype DLP for this is in Appendix F.8.

LS Cycle 5. After the relatively long lull in the LS due to the semestral break, The LS team embarked on planning for another research lesson, this time with the desire to use viewing as a motivation for reading literature. Also, they wanted to find out if students will be more engaged in reading if they are asked comprehension questions during an oral round reading. Usually, students were tasked to read silently first, and then asked questions about it afterwards. Graphic organizers were used to delve deeper into the story characters' traits. Teacher E, the research lesson teacher for this cycle, has not tried these strategies before in her classes, and the whole team was more than happy to assist her in its implementation. The research lesson plan, together with a sample teacher-observer's actual evaluation, is found in Appendix F.9, and the prototype DLP for this is in Appendix F.10

LS Cycle 6. The last LS cycle saw the team trying out another way to help students arrive at word meanings more easily than in the previous research lesson. When in cycle 5, the antonyms of the vocabulary words were given, in the present cycle they decided to provide 2 choices: one, a synonym of the vocabulary word, and the other, an antonym. They figured that presented with such options, the students will find it easier to define words. The success of segmented reading in the previous research lesson made them decide to apply it again, since this time it would be Teacher F,

another research lesson teacher, to apply it to a different class. They also managed to try the more creative post-reading group activities of creating dialogues and performing them through a short skit. The research lesson plan, together with a sample teacher-observer's actual evaluation, is found in Appendix F.11, and the prototype DLP for this is in Appendix F.12.

Overall, the successive LS cycles enabled the teacher-participants to create lesson plans collaboratively, which, in the course of the cycles, incorporated more communicative language teaching strategies as they went on.

Table 9
Relationship of LS and the Implementation of CLT in English Lessons

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.919 ^a	.844	.805	.18144

a. Predictors: (Constant), Cycle

Table 9 shows the regression analysis of LS and implementation of CLT in English lessons which was primarily used to determine if there exists a relationship between LS participation and CLT implementation.

As revealed by the table, the computed value of correlation coefficient (or R-Square) is at 0.844 which translates to a high correlation or relationship between LS and CLT implementation. The null hypothesis, that there is no relationship between LS participation and CLT implementation, is thus rejected. This means that, as LS is practiced again and again (from Cycle 1 to Cycle 6), the communicative language teaching (CLT) self-assessments that were made by the teacher-participants were also

increasing. This is a good indicator that LS, across time, would improve the implementation of CLT in their English classes, leading to the optimum level of how CLT is actually done.

The significantly higher scores given by each teacher-participant on the Research Lesson Observation Guides, from LS cycles 1 to 6, indicate improvement in the implementation of communicative language teaching (CLT) methods at successive time periods throughout the cycles. Such improvement can be attributed to the six LS cycles of Plan-Do-See/Review that they have gone through, specifically the planning and post discussions parts, which provided opportunities for the teacher-participants to identify their strong points and points for improvement when it comes to English teaching-learning. These results concur with the results of previous studies carried out on the increase of mathematics and science teaching skills developed through the application of lesson study as a professional development approach (Leung, 2006; Tran Vui, 2006; Sukirman, 2008; Ronda, 2013; and Lomibao, 2016). Ulep (2013) strengthens this inference since idea-sharing among teachers during planning and post-lesson discussions led to enhancement of "pedagogical content knowledge" which enables teachers to develop activities or problems that can be implemented in the research lessons. The results also confirm previous findings that teachers of English make significant gains in their language teaching skills as a result of the implementation of lesson study cycles (Leung, 2002; Hurd and Musso, 2005; Tan-Chia, 2013; and Nashruddin, 2016). These improved ELT skills translates into classroom implementation of methods (such as CLT) that will facilitate and bring about students' communicative competence.

Perception of Teachers as Implementers of CLT in their Classes

To answer Research Question 2: *“Does LS improve the teachers’ perception of themselves as implementers of CLT in their class?”*, the teacher-participants were asked to accomplish the Questionnaire (Appendix C) as a form of pre- and post-evaluation of their Communicative Language-teaching skills. Their mean scores on Part II (CLT) of the Questionnaire at pretest (before LS) and posttest (after LS) are shown in

Table 10.

Table 10
Mean Scores in Questionnaire (Part II: CLT)

		Mean	N	Std. Deviation
Pair 1	Pretest (before LS)	2.1467	6	.34754
	Posttest (after LS)	2.6650	6	.43164

Table 10 shows the mean scores and standard deviations of the application of CLT methods in the English classes before LS and after LS engagement in lesson study.

As seen in the table, before the LS, the mean scores of teachers’ application of CLT method is at 2.1467 with a standard deviation of 0.34754. After the CLT, the mean score increased at 2.6650 with a standard deviation of 0.43164. A mean difference of

0.5183 is significant. This suggests that teachers found the relevance of CLT application in teaching thus their application of lesson study after learning its benefits to them as teachers and to their learners.

A paired-sample t-test was conducted to test for the difference of the teachers' application of the CLT method before and after their engagement in LS. As seen in Table 11 below, the computed t-value is -6.933. For a two-tailed test, at $df=5$ and $\alpha = 0.05$, the critical tabular value is at ± 2.57 . The computed t-value is lower than the t-critical value which is in congruence with the computed p-value of 0.001, suggestive that the null hypothesis, that there is no improvement in the language teachers' perception of themselves as CLT implementers, should be rejected.

Table 11
Results of Paired-Sample T-test on the Teachers' Application of CLT methods Before and After LS

	Paired Differences			t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean			
Pair 1 BeforeCLT - AfterCLT	-.51833	.18313	.07476	-6.933	5	.001

Therefore, the teachers' application of CLT methods before and after their engagement in LS differs. This signifies that teachers' perception of themselves as CLT implementers changed positively based on their pre- and post-LS assessments.

The teacher-participants' significantly higher scores in the post-LS administration of the questionnaire (part 2: Communicative Language Teaching), as compared with their pre-LS scores, indicates an increase in their adeptness at implementing some CLT

methods in their language classes, specifically, the following: (1) providing reading texts for learners to be able to interpret meaning; (2) giving clear and concise directions that are comprehensible to the learners; (3) having objectives that allow students to interact with each other; (4) using materials that facilitate communicative practice; and (5) using authentic materials in introducing grammar lessons. The teacher-participants made significant gains in terms of CLT as a result of the six LS cycles. The collaborations were professional development activities which proved to be very helpful and provided enjoyable activities for both teachers and students involved.

LS Activities that Foster Positive Attitudes about Collaboration

The arithmetic mean for each item in Part III of the Questionnaire which is concerned with LS activities, was computed in order to answer Research Question 3: *Does CLS foster positive attitude towards collaboration among language teachers?*

Table 12 summarizes the arithmetic mean of the teacher-participants' responses to Part III of the Questionnaire, and compares their opinions before LS, and after they have experienced all six LS cycles.

Table 12
Lesson Study Activities that Foster Positive Attitudes towards Collaboration

LS Activities	M. (Pre- LS)	M (Post LS)	Interpretation (Post LS)	Rank
1. Exchange teaching materials with colleagues	2.17 1.50	3.50 4.33	Accepted Highly	7.5 3
2. Engage in collaborative discussions about the learning development of specific students	1.50 2.17	4.00 4.50	Accepted Accepted	4 2
3. Plan lessons collaboratively			Highly	
4. Discuss and analyze students' responses in assessment tasks	1.00	3.00	Accepted	10
5. Observe other teachers' classes and provide feedback	1.00 1.00	3.50 3.50	Moderately Accepted	7.5 7.5
6. Discuss the observed lessons with colleagues	1.00	3.50	Accepted	7.5
7. Conduct mentoring and/or peer observations and coaching	3.50	4.67	Accepted	1
8. Reflect on a lesson with the aid of a video and photos taken during its implementation	3.33	3.67	Highly Accepted	5
9. Engaging in informal dialogue with colleagues on how to improve your teaching			Accepted	
10. Ensure common standards in evaluations of student assessment				
Composite Weighted Mean		3.82	Accepted	

Legend: 4.21 – 5.00 = Highly Accepted; 3.41 – 4.20 = Accepted; 2.61 – 3.40 = Moderately Accepted; 1.81 – 2.60 = Slightly Accepted; 1.00 – 1.80 = Not Accepted

The fourth column presents the descriptive interpretation of the range under which the given mean in the third column (Post LS) falls. Specifically, the higher the arithmetic mean, the more acceptable the activity is. The results are then ranked from highest (1) to lowest (10) in the fifth column. The data suggest that the teacher-participants generally accept the LS activities they accomplished in order to improve the implementation of CLT in their English classes. The composite weighted mean of 3.82 implies such acceptability of LS activities to the teachers of English. This suggests that the null hypothesis, which states that there is no positive attitude towards collaboration that is fostered by LS among language teachers, should be rejected.

Results show that, before LS, the four activities that were most unacceptable for the teacher-participants were (1) observing other teachers' classes and providing feedback; (2) discussing the observed lessons with colleagues; (3) mentoring, observing peers and coaching; and (3) reflecting on a lesson with the aid of a video and photos taken during its implementation. Similarly, though of less unacceptability, are engaging in collaborative discussions about the learning development of specific students and planning lessons collaboratively. Meanwhile, there was a marked improvement on the acceptability of LS activities after the six LS cycles. Engaging in informal dialogue with colleagues on how to improve one's teaching tops the list of highly acceptable LS activities. Following this, as second highly accepted activity, is discussing and analyzing students' responses in assessment tasks, and third, engaging in collaborative discussions about the learning development of specific students.

The results are in keeping with those generated by other studies on lesson study for the mathematics and sciences in other countries (Chokshi, 2002; Fernandez and

Yoshida, 2004; Lewis, 2006, 2009; Leung, 2006; Lewis and Perry, 2008; Fujii, 2013; Ebaegu and Stephens, 2013; Sukirman, 2008; Vui, 2006), and in the Philippines (Mañalac, 2010; and Ulep, 2013), as well as in English language teaching (Hurd and Musso, 2005; and Coskun, 2017).

The result of the interviews conducted with the teacher-participants, and the contextualization of their responses, also verifies the foregoing results that they look at collaboration positively after undergoing LS cycles. The themes that arise from the teacher-participants' responses follow hereunder and are also found in Appendix F.

1. Being receptive of others' thoughts, beliefs, teaching-learning strategies

Teacher C felt "happy and excited" every time the team gathers for planning and post-conferencing, most especially in the latter, because each member was able to "share insights on which communicative strategies are effective to the students" so that they may improve in the subject. Each stage in LS presents venues for learning among teachers – they gain content and pedagogical knowledge – and these result in more confidence during teaching-learning in the classroom. Teacher D, one of the more seasoned teachers in the group, shared the same opinion, adding that she "learned new teaching-learning techniques" and that she enjoyed "observing good language teachers who were able to motivate their students into speaking English", however hard that seemed.

2. Being open to co-planning, mentoring, and coaching

Teacher A, who is also an experienced teacher and considered as leader of the team, revealed that she enjoyed "sharing ideas and helping with visual aids". She uniquely shares that she "doesn't mind if (her) co-teachers would observe (her) as (she)

teaches in class. What matters is that they can give feedback as to how (her) language-teaching skills may improve". She further appreciated the fact that LS "exercises the power of teamwork". As teachers work as a team throughout the whole Plan-Do-See stages, not just one teacher is responsible for the lesson. It is a collaborative process where the emphasis is on the teaching and learning of English, not on the teacher who teaches the lesson. Teacher B also likes this particular aspect of LS: it encapsulates the whole process of planning and teaching a lesson. Therefore, it is a "learning tool" and not a performance management issue. The team "made decisions for the lessons collaboratively and they observed those lessons then gathered feedback from each other, as well as from the "knowledgeable other" (in this case, the English department head).

3. Being positively open-minded to accept new ideas

What Teacher E liked most about LS was planning for the research lessons, because "everyone is responsible enough to look for and share teaching-learning materials, and so they come up with a big pool of resources", surprisingly, even those which they haven't known about yet. Each team member was encouraged to listen to, share and take feedback constructively. They saw how thoughtful critique leads to improvement. They were always focused on preparation, planning, research, instructional decisions and depth of knowledge; it was never a personal issue because each lesson was a valuable product of the whole team. Finally, LS did not change feelings of nervousness or pressure in the teacher being observed by her co-teachers, but as Teacher F put it, LS "provided a different perspective, that (they) were doing a research into improving the implementation of teaching-learning strategies". Through

LS, they were able to work as a team in planning lessons which are aimed at addressing learning problems among pupils. They were led to learn how to observe lessons effectively and how to talk about it afterwards. They were given opportunities to observe how students are learning (and how much they are learning), focus on evidence of whether the lesson achieves the objectives, and determine if the lesson is really contributing to students' English language learning in a communicative way. And the best part is that the collaborative lesson plans, the "tried and tested" outputs of this endeavor, may be used by everyone whenever she needs it.

It was thus evident that LS promoted and fostered positive attitudes towards collaboration among the language teachers.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The present study investigates if there is a relationship between teachers' participation in lesson study and their implementation of Communicative Language Teaching (CLT) methods, and if there is a significant improvement in their perception of themselves as implementers of CLT skills, before and after engagement in lesson study (LS). These issues as well as the findings are discussed and summarized at the beginning of the chapter, from where conclusions are drawn. Then, recommendations for proper LS implementation, enhancement of CLT methods by English teachers in junior high schools, suggestions for further studies, among others, are discussed.

Summary of Findings

This study was conducted to determine if there exists a correlation between collaborative lesson study (an adaptation of Japan's lesson study – a school-based approach to continuous teacher professional development) and the teachers' application of Communicative Language Teaching Methods in their English classes. It also inquired about the LS activities that are accepted by English teachers as an effective form of teachers' continuing professional development. It made use of the quantitative approach through a scale in the form of a researcher-made questionnaire and observation guide, as well as the qualitative approach in the form of semi-structured interviews, to get the necessary information that would answer the research problems. The inquiry was conducted during the school year 2017-2018 with seven Grade 8

teachers of the English department, together with this researcher, as the LS participants.

From the data gathered and analyzed, the research questions posed earlier in the study are answered and summarized below.

Research Question 1: *Is there a relationship between teachers' participation in lesson study (LS) and their implementation of the communicative language teaching (CLT) approach?*

The significantly higher scores given by each teacher-participant on the Research Lesson Observation Guides, from LS cycles 1 to 6, indicates improvement in the implementation of communicative language teaching (CLT) methods at successive time periods throughout the cycles. Such improvement can be attributed to the six LS cycles of Plan-Do-See/Review that they have gone through, specifically the planning and post discussions parts, which provided opportunities for the teacher-participants to identify their strong points and points for improvement when it comes to English teaching-learning. Thus, there exists a high correlation or relationship between LS and CLT implementation. This means that, as LS is practiced again and again (from Cycle 1 to Cycle 6), the communicative language teaching (CLT) self-assessment scores that were given by the teacher-participants were also increasing. This is a good indicator that LS, across time, would improve the implementation of CLT in their English classes, leading to the optimum level of how CLT is actually done.

Research Question 2: *Does LS improve the language teachers' perception of themselves as implementers of CLT in their classes?*

The comparison between the teacher-participants' pre-LS and post-LS scores on the questionnaire showed significant differences, indicative of an increase in the positive perception of themselves as implementers of CLT. Specifically, the following CLT methods are given emphasis as they garnered the highest scores: (1) providing reading texts for learners to be able to interpret meaning; (2) giving clear and concise directions that are comprehensible to the learners; (3) having objectives that allow students to interact with each other; (4) using materials that facilitate communicative practice; and (5) using authentic materials in introducing grammar lessons.

Research Question 3: Does LS foster positive attitudes towards collaboration among language teachers?

All of the LS activities presented in the questionnaire are generally acceptable to the teacher-participants, with the following topping the list: (1) engaging in informal dialogue with colleagues on how to improve one's teaching; (2) discussing and analyzing students' responses in assessment tasks; and (3) engaging in collaborative discussions about the learning development of specific students. Positive attitudes towards collaboration (i.e., being receptive of others thoughts, beliefs, and teaching-learning strategies; being open to co-planning, mentoring, and coaching; and being positively open-minded to accept new ideas) were promoted and fostered among the language teachers by the LS activities.

Conclusions

Given these results, the following conclusions can be drawn from this study.

Lesson study becomes important, not only in the teaching and learning of mathematics and sciences, but also in other subjects, more so in language teaching. However, it is very important to do it in the correct way in order to maximize its results, such as identifying what is going on during a class, and offering solutions for problems that may be anticipated, for the betterment of language teaching and learning (Tan-Chia, 2013). The collaborative nature of lesson study helps strengthen the relationships among teachers and improves teaching. As teachers work as a team throughout the whole planning stages of the lesson, no one teacher is responsible for the lesson. It is a collaborative process where the emphasis is on the teaching and learning of English, not the teacher who teaches the lesson. Some of the unique experiences that the teacher-participants had were teaching a collaboratively-planned lesson in front of her colleagues and listening to constructive criticism afterwards while not taking comments personally. This is also in keeping with the results generated by other studies on lesson study implementation for the mathematics and sciences in other countries (Chokshi, 2002; Fernandez and Yoshida, 2004; Lewis, 2006, 2009; Leung, 2006; Lewis and Perry, 2008; Fujii, 2013; Ebaegu and Stephens, 2013; Sukirman, 2008; Vui, 2006), and in the Philippines (Mañalac, 2010; and Ulep, 2013), as well as in English language teaching (Hurd and Musso, 2005; and Coskun, 2017).

2. Conducting LS among language teachers was beneficial in that they obtained both tangible and intangible gains from it. Firstly, LS has helped them to overcome isolation

and foster a sharing attitude among themselves. During the "Plan" part of the cycles, they were able to discuss language teaching-learning issues that are important to them, while at the same time getting support, advice and help among other teachers like them in a non-threatening environment. Their feelings about class observations changed remarkably, about in the third LS cycle, when they realized that the lesson content and students' responses are the focus of observations in the "Do" part of the cycles – so unlike routine observations where observers focus on the demonstrating teacher's skills. They loosened up more during the "See/Review" part of the cycles when they critiqued parts of the lesson itself and how students paced, and then shared other approaches that might also work. In sum, the LS teacher-participants became more confident in themselves and empowered towards the completion of each cycle as a result of belonging to a group. Secondly, the teacher-participants were able to bring in, and develop more, relevant teaching-learning materials as a collaborative effort. This was done with a constant reminder that language exercises and activities should be based on authentic materials for specific skills (e.g., listening, speaking, reading and writing). They realized that the fruits of LS, these teaching-learning materials, would come a long way in the coming school year and would save precious time in materials preparation. When before they thought that collaboration is a waste of time because they have to hear each other out before producing an output, they realized in the onset that the lesson plans they collaborated on may actually be used as prototypes for the same topics in the years to come. In this sense, LS becomes a time-efficient measure for lesson planning. Lastly, LS reactivated the teacher-participants' knowledge and practical use of CLT in their classes. Instead of being a mere topic, a byword, in

eminars that they have previously attended, it became the conscious objective of each research lesson collaboratively planned by the members and then executed in their language classes. It is not without difficulty that they were each able to facilitate the communicative approach in their classes, especially when it comes to English language use by the students. However, what is important is that each teacher-participant now sees herself as a conscious implementer of CLT in her classes, no matter how hard it may seem. After all, there is the LS team to fall back on and discuss how to make CLT implementation more efficient for both teachers and students.

This study has established that lesson study fosters positive attitudes about collaboration, which, at first, teachers felt apprehensive about. This resulted in increased teacher collaboration and thus showed that LS is a viable approach to English teachers' professional development because it improves their skills in utilizing Communicative Language Teaching methods in their classes. Professional learning of teachers is known to be based on reflective thinking (Darling-Hammond, 2003). Central to the LS process is reflecting as a group. Teachers gather together to engage in "joint knowledge construction" to create new practices and ideas (Wang-Iverson & Yoshida, 2005). The post lesson discussions of the group made the teacher-participants begin a reflective practice with respect to the manner of their teaching. Eventually, this improved their CLT skills, and ultimately aimed to develop and improve the students' communicative competence.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered:

For Language Teachers. Teacher development usually occurs through a teacher's own personal initiative. However, as the present study was able to show, collaboration with others both enhances individual learning and allows tasks and responsibilities to be shared. Participating in lesson study cycles has made the language teachers pay more attention to the aspect of Communicative Language Teaching in their classroom instruction and examine their teaching-learning practice in a collegial atmosphere. Special efforts, such as initiating LS cycles and taking time to share the LS experience to language teachers who teach other grade levels, have to be made to develop teamwork in schools, more so in the context of language teaching, because teaching is generally seen as a private and individual activity. For a culture of collaboration to develop in a school, teachers should take advantage of opportunities to work and learn together and participate in group-oriented activities with shared goals and responsibilities, involving joint problem solving. It is hoped they may implement LS, not take it for granted and make sure it is carefully planned and monitored for it plays a crucial role in teachers' professional development. LS groups should also include language experts who could serve as "knowledgeable others" and may help resolve certain questions about content.

For School Administrators. In terms of integration of lesson study into the context of communicative language teaching in the Philippines, there is a need to further discuss a school-embedded, participatory, continuing and even lesson-

embedded teacher professional development program that can make each teacher-participant's voice be heard, and thus increase their sense of ownership of TPD activities. Instead of the one-shot, top-down, in-service training activities offered to just a few of the privileged English teachers, LS is worth implementing as a means of TPD for the enhancement of CLT implementation in Philippine secondary schools. The present study advocates the structuring of such an alternative continuing professional development framework for language teachers. The school's administration may provide support for this initiative, in terms of including time spent for collaborative activities in the teachers' schedule. Teachers often said that they have no time for lesson study because of their school-related tasks; they have no time to meet up because all the teachers who taught the same grade have different timetables and scant time. To address this difficulty, the same method as applied in this research may be done (i.e., utilizing B.S. Education students who were undergoing Field Study as substitute teachers for classes that will be affected). Or, as in Japan, schools have early dismissal every Wednesday (or at another day of the week) which is allotted for participation in a school-based or district-level lesson study.

For Future Researchers. A negligible amount of literature about the use of LS in the CLT context calls for bridging the research gap in this field by illustrating how to apply LS appropriately in the Philippines. Moreover, since the results of this study cannot be generalized, there is a need for more LS projects in other CLT contexts. More research should be conducted with more Filipino teachers and students to evaluate the effectiveness of LS in terms of English teachers' professional development which offers opportunities to help their learners to build communicative competence.

With the advantages of LS, despite the challenges that occur along the way, more research must be pursued in the adaptation of lesson study in the Philippines in the aspects of English language teaching-learning, implementing LS per grade level (then, if possible, a school-based LS by the entire English department), impact of LS on student achievement and performance, and the effects of LS on teacher performance. This will help facilitate the integration of lesson study into both the K to 12 curriculum and teacher professional development programs.

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APPENDICES

APPENDIX A: Reliability Testing Result of Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.877	23

Item Statistics

	Mean	Std. Deviation	N
Item1	2.50	.837	6
Item2	2.50	.548	6
Item3	2.67	.516	6
Item4	2.17	.408	6
Item5	2.50	.548	6
Item6	2.00	.894	6
Item7	2.17	.753	6
Item8	2.50	.548	6
Item9	2.50	.548	6
Item10	2.67	.516	6
Item11	2.67	.516	6
Item12	2.50	.548	6
Item13	2.67	.516	6
Item14	2.83	.408	6
Item15	2.50	1.049	6
Item16	2.67	.516	6
Item17	2.67	1.033	6
Item18	2.83	.408	6
Item19	2.67	.516	6
Item20	2.00	.632	6
Item21	2.17	.753	6
Item22	2.33	1.033	6
Item23	2.33	.516	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item1	54.50	57.500	.363	.876
Item2	54.50	61.500	.116	.880
Item3	54.33	58.667	.489	.871
Item4	54.83	64.567	-.295	.886
Item5	54.50	61.100	.163	.879
Item6	55.00	50.800	.878	.855
Item7	54.83	53.367	.806	.860
Item8	54.50	59.100	.404	.873
Item9	54.50	59.100	.404	.873
Item10	54.50	59.100	.489	.871
Item11	54.33	58.667	-.113	.885
Item12	54.33	63.467	.963	.859
Item13	54.33	54.700	-.065	.884
Item14	54.33	63.067	.585	.871
Item15	54.17	58.967	.451	.875
Item16	54.17	54.700	.647	.868
Item17	54.50	57.467	.407	.876
Item18	54.33	55.467	.198	.877
Item19	54.33	61.367	.809	.864
Item20	54.17	56.267	.632	.867
Item21	54.33	56.400	.728	.863
Item22	55.00	54.167	.723	.862
Item23	54.83	51.067	.647	.868
Item24	54.67	57.467		

APPENDIX B: Questionnaire on CLT Implementation and Lesson Study

To the respondent: Please provide the information needed in this questionnaire. Answer the questions as objectively as possible. Rest assured that your answers will be treated with utmost confidentiality.

I. DEMOGRAPHIC PROFILE

Name: _____ Age: _____ Sex: _____
 Highest Educational Attainment: _____ Field of Specialization: _____
 Years of Teaching Experience: _____

II. COMMUNICATIVE LANGUAGE TEACHING. Reflect on your own teaching and indicate your adeptness at the following. Circle the number that best describes your answers.

Legend: 0 – Not Observed (NO) 3 – Proficient (P)
 1 – Below Basic (BB) 4 – Highly Proficient (HP)
 2 – Basic (B)

DATE ACCOMPLISHED:	0	1	2	3	4
	NO	BB	B	P	HP
A.1. Content of the Lesson					
1. My lessons introduce authentic texts into the learning situation.	0	1	2	3	4
2. My lessons attempt to link classroom language learning with language activities outside the classroom.	0	1	2	3	4
3. Contents of my lessons have objectives that allow students to interact with each other.	0	1	2	3	4
4. Contents of my lessons consider the cultural background of the learners.	0	1	2	3	4
5. Contents of my lessons emphasize learning to communicate through actual interaction.					
A.2. Materials Used in Class					
1. I use authentic (real) materials as take-off points for class discussions and activities.	0	1	2	3	4
2. I use materials that allow students to interpret situations and express meaning.	0	1	2	3	4
3. I use materials that facilitate communicative practice when working with them.	0	1	2	3	4
4. I use authentic materials such as charts, objects and maps in introducing structures (grammar lessons).					
A.3. Activities Conducted in Class					
1. I facilitate activities that are suitable for realistic interactions among students.	0	1	2	3	4
2. I facilitate activities that maximize student involvement such as role plays, skits, dramas, and debates.	0	1	2	3	4
3. I facilitate activities that provide learners with concrete and real life tasks to complete.	0	1	2	3	4

4. I use specific strategies to help learners improve their communicative competencies.	0	1	2	3	4
A.4 Lesson Presentation					
1. Both oral and written forms are included in my lessons to emphasize both form and meaning.	0	1	2	3	4
2. I give contextualized examples of grammatical structures to learners.	0	1	2	3	4
3. I present lessons on grammatical structure to develop learners' ability to manipulate structures according to communicative functions.	0	1	2	3	4
4. I use motivation strategies appropriately and effectively.	0	1	2	3	4
5. I give clear and concise directions such that these are comprehensible to the learners.	0	1	2	3	4
A.5 Assessment Types					
1. I provide reading texts for learners to be able to interpret meaning.	0	1	2	3	4
2. My listening tests include recognizing the communicative function of language (e.g., listening to a newscast to get information).	0	1	2	3	4
3. I give performance testing (e.g., debates, role-plays, speeches) that involve realistic interaction.	0	1	2	3	4
4. My writing tests assess process and product vis a vis purpose.	0	1	2	3	4
5. The assessment criteria I use include both accuracy and fluency.	0	1	2	3	4

III. LESSON STUDY (LS)

To what extent do you accept the conduct of the following LS activities? Mark your choice with a check.

	Not Accepted	Slightly Accepted	Moderately Accepted	Accepted	Highly Accepted
	1	2	3	4	5
1. Exchange teaching materials with colleagues					
2. Engage in collaborative discussion about the learning development of specific students					
3. Plan lessons collaboratively					
4. Discuss and analyze students' responses in assessment tasks					
5. Observe other teachers' classes and provide feedback					
6. Discuss the observed lesson/s with colleagues					
7. Conduct mentoring and/or peer observation and coaching					
8. Reflect on a lesson with the aid of a video and photos taken during its implementation					
9. Engaging in informal dialogue with your colleagues on how to improve your teaching					
10. Ensure common standards in evaluations of student assessment					

APPENDIX C: RESEARCH LESSON OBSERVATION GUIDE

Please **CIRCLE THE NUMBER** that best describes your observation of the teacher and learners.

Legend: 0 – Not Observed (NO), 1 – Below Basic (BB), 2 – Basic (B),
3 – Proficient (P), 4 – Highly Proficient (HP)

PERFORMANCE BEHAVIOR	OBSERVATION RATING				
	0	1	2	3	4
A. Teacher's Assessment	NO	BB	B	P	HP
A.1. Content of the Lesson					
1. The lesson introduces authentic texts into the learning situation.	0	1	2	3	4
2. The lesson attempts to link classroom language learning with language activities outside the classroom.	0	1	2	3	4
3. Contents of the lesson have objectives that allow students to interact with each other.	0	1	2	3	4
4. Contents of the lesson consider the cultural background of the learners.	0	1	2	3	4
5. Contents of the lesson emphasize learning to communicate through actual interaction.	0	1	2	3	4
A.2. Materials Used in Class					
1. Authentic (real) materials are used as take-off points for class discussions and activities.	0	1	2	3	4
2. The materials allow students to interpret situations and express meaning.	0	1	2	3	4
3. The materials facilitate communicative practice when working with them.	0	1	2	3	4
4. Authentic materials are used in introducing structures (grammar lessons).	0	1	2	3	4
A.3. Activities Conducted in Class					
1. The activities are suitable for realistic interactions among students.	0	1	2	3	4
2. The activities such as role plays, skits, dramas and debates maximize student involvement.	0	1	2	3	4
3. The activities provide learners with concrete and real life tasks to complete.	0	1	2	3	4
4. Specific strategies are given to help learners improve their communicative competencies.	0	1	2	3	4
A.4 Lesson Presentation					
1. Both oral and written forms are included in the lesson to emphasize both form and meaning.	0	1	2	3	4
2. Contextualized examples of grammatical structures are given to learners.	0	1	2	3	4
3. Lessons on grammatical structure are presented to develop learners' ability to manipulate structures according to communicative functions.	0	1	2	3	4
4. Motivation strategies are used appropriately and effectively.	0	1	2	3	4

5. Clear and concise directions are given such that these are comprehensible to the learners.	0	1	2	3	4
A.5 Assessment Types	NO	BB	B	P	HP
1. Reading texts are provided for learners to interpret meaning.	0	1	2	3	4
2. Listening tests include recognizing the communicative function of language (e.g., listening to a newscast to get information) .	0	1	2	3	4
3. Performance testing (e.g., debates, role-plays, speeches) involve realistic interaction.	0	1	2	3	4
4. Writing tests assess process and product vis a vis purpose.	0	1	2	3	4
5. The assessment criteria include both accuracy and fluency.	0	1	2	3	4
B. Learners' Behavior in the Classroom					
1. Answer using English in own words at a desired cognitive level.	0	1	2	3	4
2. Participate actively in the learning tasks with some level of independence.	0	1	2	3	4
3. Ask questions in English that are relevant to the lesson.	0	1	2	3	4
4. Sustain interest in the communicative lesson/activity.	0	1	2	3	4
5. Follow routines and procedures appropriately to maximize instructional time.	0	1	2	3	4
6. Show appropriate behavior of individualism, cooperation and competition in classroom interactions.	0	1	2	3	4
7. Imbibe and value learning from the teacher and from classmates.	0	1	2	3	4
8. Demonstrate, in varied ways, learning achieved in the activities.	0	1	2	3	4

NARRATIVE OBSERVATION/COMMENTS:

OBSERVER'S SIGNATURE
OVER PRINTED NAME

Research Lesson Instructor: _____

Date & Time: _____

Grade & Section: _____

APPENDIX D: TEACHING-LEARNING PLAN FOR THE RESEARCH LESSON

Team Members:
 Instructor:
 Outside Observer (if any):
 Date & Time:
 Grade & Section:
 1. Title of Lesson:

References:
Materials:

2. Goals:
3. Lesson Rationale: Why we chose to focus on this topic and goals. (For example, what is difficult about learning/teaching this topic? What do we notice about students currently as English language learners?) Why we designed the lesson as shown below.
4. How does students' understanding of this topic develop? How does this lesson fit within a unit, or within students' experiences in prior and subsequent year levels?
5. Data collection points during the lesson observation
6. Lesson Design:

TO BE FILLED IN BY
OBSERVERS

Student Learning Activities	Teacher Support	Anticipated Student Activity/ Responses	Actual Evaluation

Accomplished by:

OTHER IMPORTANT OBSERVATIONS:

Appendix E: Interview Schedule

1. How do you feel about doing collaborative work with your co-teachers?
2. Which activity/ies under the Lesson Study did you enjoy doing the most?
3. How do you feel about your co-teachers observing you as you teach in class?
4. How do you feel about observing your co-teachers in class as they teach?
5. What were your most important learnings or realizations during Lesson Study?

Appendix F.1: TEACHING-LEARNING PLAN FOR THE RESEARCH LESSON (ENGLISH) (Lesson Study Cycle 1)

Team Members: (5)
Instructor: Teacher C
Outside Observer (if any): Head Teacher V, English Department
Date & Time: September 6, 2017, 2017 at 4:00-5:00 p.m.
Grade & Section: 8 - *

1. Title of Lesson:

A. Listening for Conjunctions in a Song ("Photographs" by Ed Sheeran)

B. References: MP3 file of "Photographs" by Ed Sheeran
Learning Module in English Grade 8 (Unit 1 & 3)

C. Materials: Music player, speaker
Lyric sheets with gaps
charts

2. Goals:

To provide students with an opportunity to:

- A. Listen purposively for details
- B. Differentiate between coordinators and subordinators
- C. Use conjunctions in meaningful sentences by adding rejoinders to a clause
- D. Cooperatively contribute valuable ideas in their groups
- E. Appreciate the importance of holding on to their good memories

3. Lesson Rationale: Why we chose to focus on this topic and goals. (For example, what is difficult about learning/teaching this topic? What do we notice about students currently as English language learners?) Why we designed the lesson as shown below.

We noticed that in our learning modules, the lesson on conjunctions (subordinators and coordinators) is repetitive. It started in the first quarter and continues until the fourth quarter. In spite of this, there is still some confusion on the part of the students' understanding and correct usage of this particular structure. We are hoping that by using the skill of listening, they will be motivated into using conjunctions correctly.

4. How does students' understanding of this topic develop? How does this lesson fit within a unit, or within students' experiences in prior and subsequent year levels?

Students will be led into the topic of conjunctions through song listening – an appropriate genre to use is a popular song to ensure familiarity. The lesson is found incidentally from first to fourth quarters and the activities are taken from other grammar exercise sources.

5. Data collection points during the lesson observation

Our team will collect data on:

- Students' responses to teacher's questions about conjunctions (Level of participation)
- Ability of students to communicate using English in class
- Level of cooperation in groups
- How students practice their listening skills

7. Lesson Design:

Student Learning Activities	Teacher Support	Anticipated Student Activity/Responses	Actual Evaluation
Pre-listening Task	<ul style="list-style-type: none"> Ask if students (Ss) are familiar with the song Play a short part of the song Play the song again Ask Ss to fill in the missing lyrics 	<p>Excitement towards listening to a familiar song</p> <p>Ss write their answers in the lyric sheet with gaps</p>	<p><i>Some of them know the song</i></p> <p><i>Students (Honey)</i></p> <p><i>... ..</i></p> <p><i>... ..</i></p>
Listening Task 1 (Cloze Activity)	<ul style="list-style-type: none"> Ask Ss to exchange papers with seatmates to check their answers Provide correct answers Play the song again 	<p>Ss check papers honestly while listening and looking at the complete lyrics</p> <p>Ss recite actively for the boardwork</p>	<p><i>... ..</i></p> <p><i>... ..</i></p> <p><i>... ..</i></p>
Listening Task 2 (Checking)	<ul style="list-style-type: none"> Ask Ss what part of speech is involved in the Cloze activity Write the 2 columns on the board Coordinators/Subordinators Ask Ss to volunteer in writing the underlined words under the correct column 	<p><i>... ..</i></p> <p><i>... ..</i></p>	<p><i>... ..</i></p> <p><i>... ..</i></p>
Small Group Task	<ul style="list-style-type: none"> Ask Ss to give other examples of words belonging to each category Ask Ss to go to their pre-assigned groups (4 groups) Give instructions that they should finish the activity in 10 minutes or less and that they should assign someone to present their output Assign the 11 categories of conjunctions to the groups 1-Addition 2-Cause and Effect 3-Contrast 4-Sequence Show the clauses which they have to combine with the type of conjunction assigned to them plus another clause 	<p>Ss go to their groups and help each other in coming up with complete sentences with appropriate conjunctions. They will try to finish on time and present their answers to the class</p>	<p><i>... ..</i></p> <p><i>... ..</i></p>
Evaluation	<ul style="list-style-type: none"> Check Ss work Correct mistakes and present other possible answers if any 	<p>Enlightened Ss as to the correct usage of conjunctions</p>	<p><i>... ..</i></p> <p><i>... ..</i></p>
Extension Task	<ul style="list-style-type: none"> Ask Ss to go back to the song's message Ask Ss to give sentences related to the song that might contain conjunctions 		<p><i>... ..</i></p> <p><i>... ..</i></p>

OTHER IMPORTANT OBSERVATIONS:

Accomplished by:

(a sample from one of the teacher-observers)

**Appendix F.2: DAILY LESSON PLAN (DLP) FORMAT for LS RESEARCH
LESSON #1**

I. OBJECTIVES:

- A. Listen purposively for details
- B. Differentiate between coordinators and subordinators
- C. Use conjunctions in meaningful sentences by adding rejoinders to a clause
- D. Cooperatively contribute valuable ideas in their groups
- E. Appreciate the importance of holding on to their good memories

II. CONTENT: Listening for Conjunctions in a Song

III. LEARNING RESOURCES & MATERIALS:

- A. References: MP3 file of "Photographs" by Ed Sheeran
Learning Module in English Grade 8 (Unit 1 & 3)

- B. Materials: Music player, speaker
Lyric sheets with gaps
charts

IV. PROCEDURES:

A. BEFORE THE LESSON

- 1. Routine (Prayer, Greetings, etc.)
- 2. **Task 1: I Can Name That Tune!**
Play a short part of the song, "Photograph" (by Ed Sheeran). Then ask students if they are familiar with it, and ask what the title of the song is.

B. DURING THE LESSON

- 1. **Task 2: First Listening to the song, "Photograph" (by Ed Sheeran)**
Students listen to the song to familiarize themselves first.

- 2. **Task 3: Second Listening with Cloze Exercise**
Students listen to the song again, this time filling in the gaps with the missing lyrics.

Photograph
Ed Sheeran

Loving can hurt, loving can hurt sometimes
[] it's the only thing that I know
[] it gets hard, you know it can get hard sometimes
It is the only thing makes us feel alive

We keep this love in a photograph
We made these memories for ourselves
Where our eyes are never closing
Hearts are never broken
[] time's forever frozen still

[] you can keep me
Inside the pocket of your ripped jeans
Holding me closer 'til our eyes meet
You won't ever be alone, wait for me to come home

Loving can heal, loving can mend your soul
[] it's the only thing [] I know, know
I swear it will get easier
Remember that with every piece of you
Hm [] it's the only thing we take with us [] we die

Hm, we keep this love in this photograph
We made these memories for ourselves

3. **Task 4:** Students exchange papers to check their answers. Then ask: "What part of speech is involved in the cloze exercise?" Students will write the words under the correct column. Volunteers may add to each list afterwards.

COORDINATING CONJUNCTIONS	SUBORDINATING CONJUNCTIONS

C. AFTER THE LESSON

1. Task 5: Making Connections

In groups of 5 or 6, students will combine clauses with the correct conjunctions in 10 minutes or less. During the presentation of answers, they should be able to identify the category of conjunctions to which those belong (i.e., addition, contrast, reason, result).

Example: *You will not receive additional allowance. You study hard.*

2. Checking of Groups' Answers

D. ASSIGNMENT

Write 5 or more examples of sentences, related to the song, "Photograph". All sentences must contain conjunctions.

V. REMARKS

VI. REFLECTION

Appendix F.3: TEACHING-LEARNING PLAN FOR THE RESEARCH LESSON (ENGLISH) (Lesson Study Cycle #2)

Team Members: (5)
Instructor: Teacher D
Outside Observer (if any): English Dept. Head Teacher V
Date & Time: September 20, 2017 (Wednesday) 5:00-6:00 pm
Grade & Section: 8- **

1. Title of Lesson:
 - A. Sequencing Events using Transitional Devices
 - B. References: Grade 8 Learners' Module pp. 111
Teachers' Guide, p. 47
<https://6englishreadingarrangingasetofeventsinalogicalordertomakeastory>
 - C. Materials: Pictures, Charts

2. Goals:
 - To provide students with an opportunity to:
 - a. Elicit prior knowledge of the Chinese values and traditions as presented in their literature
 - b. Arrange pictures according to their correct sequence in the story
 - c. Discover the use of transitional devices in sequencing events logically
 - d. Construct a paragraph using transitional devices

3. Lesson Rationale: Why we chose to focus on this topic and goals. (For example, what is difficult about learning/teaching this topic? What do we notice about students currently as English language learners?) Why we designed the lesson as shown below.

The team wished to design a lesson which will enhance a least mastered skill, i.e., using transition devices vis-à-vis the different structures of sentences and conjunctions. It was then decided that the lesson on structures better start with a familiar narrative from the First Quarter. It is anticipated that students will react to it with enthusiasm, but it will be a challenge to the instructor how to make them use transition devices correctly to come up with smooth paragraphs. We need to know what grammar activities would work best for students. The Enrichment Activity is designed to preview the next Thai folktale to be taken up.

4. How does students' understanding of this topic develop? How does this lesson fit within a unit, or within students' experiences in prior and subsequent year levels?

The lesson falls under Lesson 2 of the Second Quarter Learning Module. The unit aims to help Grade 8 students better understand their identity as Filipinos and as Asians, as well as to enable them to construct paragraphs with smooth transitions. This will be achieved through eliciting prior knowledge about a particular Chinese folktale (from Unit 1).

5. Data collection points during the lesson observation
 - a. Students' active responses to questions in the discussion
 - b. Ss' ability to come up with a unified paragraph demonstrating the use of signal words
 - c. Ss' willingness to respond using English
 - d. Ss' initiative to share their thoughts to the class

6. Lesson Design:

TO BE FILLED IN BY OBSERVERS

Student Learning Activities	Teacher Support	Anticipated Student Activity/ Responses	Actual Evaluation
Pre-viewing Task	<ul style="list-style-type: none"> Show pictures of 5 events from the story "Soul of the Great Bell" Ask students (Ss) to arrange the pictures by writing numbers 1-5 	Eagerness on giving various reactions regarding the pictures	<i>The students showed eagerness in observing and giving reactions about the pictures that given pictures</i>
Discussion	<ul style="list-style-type: none"> Present a well-constructed paragraph with transitions Ask these process questions <ol style="list-style-type: none"> 1. What is the first event in the story? 2. What happened next? 3. What is the last event in the story? 4. What is your conclusion, and the chronological order of the events of the story? 5. What do you call the words that serve as a clues or signals in identifying the chronological order of the events? Present a list of transitional devices that denote sequence 	<p>Ss supply the information needed during discussion</p> <p>Ss take note of different transition devices that signal sequence</p>	<i>The students were able to supply the information needed during discussion by means of the paragraph</i>
Post Discussion Activity (Small Group Task)	<ul style="list-style-type: none"> Ask Ss to do the "Arrange Me" activity. Each group will be given four (4) sentences with different themes each written on a strip of paper. Then they will arrange the given sentences into chronological order using transitional devices. A representative will present their work to the class for evaluation.) 	Ss participate actively in their group activity	<i>The students were able to participate actively in their group activity</i>
Evaluation	<ul style="list-style-type: none"> Comment on students' work Lead them to use transitions to come up with the best order in which to arrange sentences, so that they form a well-organized paragraph 	Ss realize the importance of using signal words in paragraphs	<i>Although the students used transitional signals while presenting their work, some were not able to properly arrange the sentences</i>
Enrichment (Pair Work)	<ul style="list-style-type: none"> Ask Ss to rearrange the given sentences to form a good story 	Ss share their thoughts openly with their partners	<i>The students looked very engaged in the activity (by pair).</i>
Extension Task (Assignment)	<ul style="list-style-type: none"> Decide on a correct sequence then instruct each pair to write a paragraph using the sentences together with some appropriate signal words Write a paragraph about the things that you usually do every day. Make use of transitional devices to indicate correct sequence. 	Ss apply correct use of transition devices	

Accomplished by *[Signature]*

OTHER IMPORTANT OBSERVATIONS:
(a sample from one of the teacher-observers)

Appendix F.4: DAILY LESSON PLAN (DLP) FORMAT for LS RESEARCH LESSON #2

I. OBJECTIVES:

- A. Elicit prior knowledge of the Chinese values and traditions as presented in their literature
- B. Arrange pictures according to their correct sequence in the story
- C. Discover the use of transitional devices in sequencing events logically
- D. Construct a paragraph using transitional devices

II. CONTENT: *Sequencing Events using Transitional Devices*

III. LEARNING RESOURCES & MATERIALS:

- A. References: Grade 8 Learners' Module pp. 111
Teachers' Guide, p. 47

<https://6englishreadingarrangingasetofeventsinalogicalordertomakeastory>

B. Materials: Pictures, Charts

IV. PROCEDURES:

A. BEFORE THE LESSON

3. Routine (Prayer, Greetings, etc.)
4. **Task 1:** Arrange the pictures below that form the events from the story, "The Soul of the Great Bell".



B. DURING THE LESSON

1. **Task 2: Discussion**
Study the paragraph below:

The worthy mandarin Kouan-Yu was commanded by the emperor to create a bell, the sound of which should be heard across the city. So, he gathered all the bellsmith and moulders of the village, but they could not come up with the perfect bell. His daughter, Kongai was

worried and she wanted to help her father. First, she visited an astrologer, who told her that only the blood of a virgin mixed with metals will result in a perfect bell. Second, she realized that her father's life will be taken if he could not produce the perfect bell. Then, she suddenly leaped into the furnace of metal lava that is being mixed to be formed into a bell. Finally, a beautiful bell with a deep mellow sound was formed from Kongai's sacrifice.

Ask these process questions:

- What is the first event in the story?
- What happened next?
- What is the last event in the story?
- What is your clue in identifying the chronological order of the events of the story?
- What do you call the words that serve as a clues or signals in identifying the chronological order of the events?

Present a list of transitional devices that denote sequence.

Examples: Sequential Devices (signals a chronological or logical sequence)

First...second	After	eventually (in the end)	Before	
afterwards	When	finally	then	Until
lastly		to begin with...etc.		

C. AFTER THE LESSON

1. Task 3: Arrange Me!

Each group will be given four (4) sentences with different themes, each written on a strip of paper. Then, they will arrange the given sentences into chronological order using transitional devices. A representative will present their work to the class for evaluation.

2. Checking of Groups' Answers and Evaluation

3. Task 4: Pair Work

Directions: Read and understand the following sentences. Arrange them in logical order to make a story. Rewrite them in paragraph form using appropriate signal words/ transition devices.

- Makato eventually married the daughter of the King.
- He set out to go to another bigger place where the land was more fertile.
- He bought some lettuce seeds with the cowrie shell, because he knows how to grow lettuces.
- A young boy named Makato was an orphan, but he was a very adventurous, hard worker.
- Makato was given a job in the King's castle, where he grew up.

- He saw the King again, and Makato gave him some of the fresh lettuces he had patiently harvested.
- He met the king who gave him a cowrie shell, which he treasured dearly.
- The King was impressed with Makato's hard work and patience.

D. ASSIGNMENT

Write a paragraph about the things that you usually do every day. Make use of transitional devices to indicate correct sequence.

V. REMARKS

VI. REFLECTION

Appendix F.5: TEACHING-LEARNING PLAN FOR THE RESEARCH LESSON (ENGLISH) (Lesson Study Cycle #3)

Team Members: (5)
Instructor: Teacher A
Outside Observer (if any): English Dept. Head Teacher V
Date & Time: October 6, 2017 (Friday) 2:40 – 3:40 pm
Grade & Section: 8- ***

1. Title of Lesson:

A. Following Directions

B. References: www.uen.org
www.origami-fun.com
www.reference.com

C. Materials: Pictures, Charts

2. Goals:

- To provide students with an opportunity to:
- A. Listen attentively to the given instructions
 - B. Follow correctly the instructions in a sample test
 - C. Produce outputs by following correctly the instructions stated

3. Lesson Rationale: Why we chose to focus on this topic and goals. (For example, what is difficult about learning/teaching this topic? What do we notice about students currently as English language learners?) Why we designed the lesson as shown below.

After the last research lesson on transition devices, the team decided to teach another difficult skill – following written instructions. It was reflected upon that students often ignore given instructions and ask their teachers to explain those repeatedly. Even instructions given orally are frequently disregarded, most specially those that are carried out in English. Also, this will be a good time to practice this skill in preparation for the upcoming second quarter examinations. Most of the tasks are geared to review the topics already taken up during this quarter.

4. How does students' understanding of this topic develop? How does this lesson fit within a unit, or within students' experiences in prior and subsequent year levels?

This lesson will provide for the learners a good practice in following directions. Coincidentally, it will remind the learners to value patience and perseverance and to apply this skill in their upcoming second periodic tests. Following directions is a necessary reading skill, and more so a valuable life skill.

5. Data collection points during the lesson observation

- a. Students' active responses to questions in the discussion
- b. Ss' ability to follow detailed instructions in order to produce an origami
- c. Ss' willingness to respond using English
- d. Ss' initiative to share their thoughts to the class

6. Lesson Design:

TO BE FILLED IN BY OBSERVERS

Student Learning Activities	Teacher Support	Anticipated Student Activity/ Responses	Actual Evaluation
Pre-viewing Task	<ul style="list-style-type: none"> Ask students (Ss) to listen attentively to the instructions 	Ss listen attentively and follow the instructions	<p><i>Students are attentive while the teacher is giving the instructions</i></p>
Discussion	<ul style="list-style-type: none"> Ask this question: 1. What is the importance of following directions? Elicit responses from the Ss Present reasons why we have to follow directions Ask Ss to follow the directions in a sample test 	<p>Ss provide answers to the questions asked</p> <p>Ss follow correctly the directions and answer the sample test</p>	<p><i>It is difficult for the students to respond to the question of the teacher. They require a lot of following directions.</i></p> <p><i>The teacher let the students to correct the wrong answers.</i></p>
Post Discussion Activity (Small Group Task)	<ul style="list-style-type: none"> Ask Ss to do the "Origami instructions" activity. The class will be divided into groups with four to five members each. Each group will receive one copy of the instructions about making an origami. They will be given five minutes to finish the activity. After the given time, they will be asked to show their final output in the class! 	<p>Ss participate actively in their group activity</p> <p>Ss produce outputs by following the steps provided in the activity</p>	<p><i>The students seem to be interested in the activity. They are working together to produce the output. They are following the instructions and helping their classmates making the origami.</i></p> <p><i>It seems that they are not using some of the steps.</i></p>
Evaluation	<ul style="list-style-type: none"> Comment on students' work Link the board work activity (sample test) to the next activity 	Ss realize the importance of following directions	<p><i>The students follow the directions so they are producing the output.</i></p>
Enrichment (Individualized activity)	<ul style="list-style-type: none"> Ask Ss to read, understand, and follow correctly the given directions in the test 	Ss work on their own while answering the test	
Extension Task (Assignment)	<p>1 Write a cinquain (a five-line stanza poem). Follow the directions below</p> <p>Line 1 Your name</p> <p>Line 2 Two adjectives that describe you</p> <p>Line 3 Three actions that you always do (end in -ing)</p> <p>Line 4 Four words that express feeling or describe more about you</p> <p>Line 5 One word that gives the title (your name) a different name</p> <p>2 Finish your output in a colored paper and decorate it</p>	Ss follow the directions and write a cinquain	

OTHER IMPORTANT OBSERVATIONS:

Accomplished by: *AK*

(a sample from one of the teacher-observers)

Appendix F.6: DAILY LESSON PLAN (DLP) FORMAT for LS RESEARCH LESSON #3

I. OBJECTIVES:

- A. Listen attentively to the given instructions
- B. Follow correctly the instructions in a sample test
- C. Produce outputs by following correctly the instructions stated

II. CONTENT: Following Directions

III. LEARNING RESOURCES & MATERIALS:

www.uen.org
www.origami-fun.com
www.reference.com

IV. PROCEDURES:

A. BEFORE THE LESSON

5. Routine (Prayer, Greetings, etc.)
6. **Task 1: Can You Follow Directions?** (Listening Activity)
The teacher will read a set of instructions that the students should listen to and follow.

Follow Directions

1. Listen and understand carefully the instructions before doing anything.
2. Write your name in the upper left- hand corner of your paper.
3. Draw five small squares in the upper right- hand corner of your paper.
4. Put an "x" in each square.
5. Put a circle around each square.
6. Put your signature in the lower left- hand corner of your paper.
7. At the back of the paper, multiply 10x10. Write your answer only.
8. Now that you are done listening, do instructions 1 and 2 only!

B. DURING THE LESSON

1. Task 2: Discussion

Why do we have to follow directions?

1. It frees us from confusion.
2. It helps us become more successful at any given task.
3. It delivers us from danger.
4. It enhances our enjoyment.
5. It helps us to avoid mistakes.

2. Task 3: Board work (sample test instructions)

Directions: Write TRUE if the statement is correct. If not, change the underlined word to make it correct. Write your answer before the number.

1. The national sport of Thailand is boxing.
2. One of the well-known markets in Thailand is Chatuchak Market.
3. Most of the Thais are Catholics.
4. Thailand is known as KrunThep which means "City of Angels."
5. The capital city of Thailand is Pattaya.

3. Task 4: Origami Instructions

The class will be divided into groups with four to five members each. Each group will receive one copy of the instructions about making an origami. They will be given five minutes to finish the activity. After the given time, they will be asked to show their final output in the class.

C. AFTER THE LESSON

1. **Task 6: Follow, Please?** (sample test instructions)
GENERAL DIRECTIONS: Read each item carefully and follow directions as indicated. Write the letter of the most appropriate answer on your answer sheet.

I. Write the letter of the **element of a short story** that will fill in each blank and complete each statement correctly. Choose from the words in the box below.

A. mood	C. climax	E. denouement	G. exposition	I. character
B. setting	D. plot	F. conflict	H. point of view	J. theme

1. The characters and setting are revealed in the story plot's _____.
2. The controlling idea or value of a story is referred to as the _____.
3. The opposition of forces is also called the _____ in the story.
4. The _____ is defined as the angle from which a story is told.
5. The logical arrangement of story events is referred to as the _____.
6. The _____ is the turning point of the story and its highest point of interest.
7. A _____ from a story may be static, dynamic, protagonist or antagonist.

II. Complete each sentence with the correct **CONJUNCTION**. Write only the letter of your answer.

Hummingbirds are small 8. (A. so, B. and) colorful. Their legs are weak, 9 (A. but, B. for) their wings are strong. The wings beat fast backwards 10. (A. and, B. but) make a humming sound. The birds can fly up or down, from a flower. They usually lay two eggs, 12. (A. for, B. and) the babies are featherless.

D. ASSIGNMENT

1. Write a cinquain (a five- line stanza poem). Follow the directions below:

Line 1: Your name

Line 2: Two adjectives that describe you

Line 3: Three actions that you always do (end in -ing)

Line 4: Four words that express feeling or describe more about you

Line 5: One word that gives the title (your name) a different name

2. Finish your output in a colored paper and decorate it.

Appendix F.7: TEACHING-LEARNING PLAN FOR THE RESEARCH LESSON (ENGLISH) (Lesson Study Cycle #4)

Team Members: (5)
Instructor: Teacher B
Outside Observer (if any): Head teacher V English
Date & Time: Oct. 17, 2017 (Tuesday) 4:00-5:00 pm
Grade & Section: 8- ****

1. Title of Lesson:
 - A. The Seven Rules of Happiness, Japanese Style (Viewing)
 - B. References: Grade 8 Learning Module pp. 48-55
Teachers' Guide, p. 47
Video from <https://www.youtube.com/watch?v=HpF9UlkQ1c>
 - C. Materials: Projector, Speakers, Charts

2. Goals:
 - a. To provide students with an opportunity to:
Elicit prior knowledge of the beliefs, attitudes, values and traditions of the Japanese
 - b. Express thoughts through graphic organizers
 - c. Demonstrate a heightened sensitivity to the needs of others
 - d. Focus on watching a video clip intently for details

3. Lesson Rationale: Why we chose to focus on this topic and goals. (For example, what is difficult about learning/teaching this topic? What do we notice about students currently as English language learners?) Why we designed the lesson as shown below.

The team wished to design a viewing lesson which will incorporate the use of technology, among other conventional visual aids (i.e., graphic organizers, charts). It is anticipated that students will react to it with enthusiasm, but it will be a challenge to the instructor how to make them focus on the tasks at hand. We need to know what post viewing activities work best for students.

4. How does students' understanding of this topic develop? How does this lesson fit within a unit, or within students' experiences in prior and subsequent year levels?

The lesson falls under Lesson 2 of the First Quarter Learning Module. The unit aims to help Grade 8 students better understand their identity as Filipinos and as Asians. This will be achieved through eliciting prior knowledge about the beliefs, traditions and values of the Japanese, our Southeast Asian neighbor.

5. Data collection points during the lesson observation

- a. Students' responses to a video clip as it is shown
- b. Ss' ability to come up with self assessment
- c. Ss' ability to transfer thoughts into graphic organizers
- d. Ss' ability and willingness to share their thoughts to the class

6. Lesson Design:

Student Learning Activities	Teacher Support	Anticipated Student Activity/Responses	Actual Evaluation
Pre-viewing Task	<ul style="list-style-type: none"> Show a picture of a tatami mat Ask students to react on other pictures related with Japan 	Eagerness on giving various reactions regarding the pictures	The students were very eager to share their reaction regarding the picture of Tatami mat
Viewing Task	<ul style="list-style-type: none"> While watching the video clip ask Ss to list down the seven (7) rules for happiness. Have a self-assessment on these rules by placing a check mark in the appropriate column to indicate how important each rule is to you as a Filipino/Asian 	<p>Full attention on the video clip being shown</p> <p>Ss supply the information needed in the self-assessment chart</p>	The students explained their answer on the self-assessment chart
Post-viewing Activity	<ul style="list-style-type: none"> Ask Ss to do the "Think Pair Share" strategy. Think about the answer to each question. Pair up with your seatmate and discuss the answers. Agree on one common answer to each question and Share the answer with the class 	Ss answer questions in pairs	The students were able to recall well the think pair share strategy
Small Group Task	<ul style="list-style-type: none"> Ask Ss to accomplish the 3-2-1 chart in groups of their own choice Assign representatives to present their output to the class Comment on students work 	Each member of the group would participate actively in their group activity	Every group actively participated in their group activity.
Evaluation	<ul style="list-style-type: none"> Lead them to share their realizations about their own values as Filipinos/Asians 	Openness in sharing their thoughts with the group members	The students were so open in sharing their thoughts with the group members
Extension Task	<ul style="list-style-type: none"> Make a picture collage that would highlight Japanese traditions, family life, symbols, etc. Below it write a reflection on this. As non-native English speakers, how similar to or different are we from the Japanese in terms of using the English language? 		The picture collage were so communicative that they were able to express the highlights of the Japanese tradition

(a sample from one of the teacher-observers)

Appendix F.8: DAILY LESSON PLAN (DLP) FORMAT for LS RESEARCH LESSON #4

I. OBJECTIVES:

- A. Elicit prior knowledge of the beliefs, attitudes, values and traditions of the Japanese
- B. Express thoughts through graphic organizers
- C. Demonstrate a heightened sensitivity to the needs of others
- D. Focus on watching a video clip intently for details

II. CONTENT: *The Seven Rules of Happiness, Japanese Style* (Viewing)

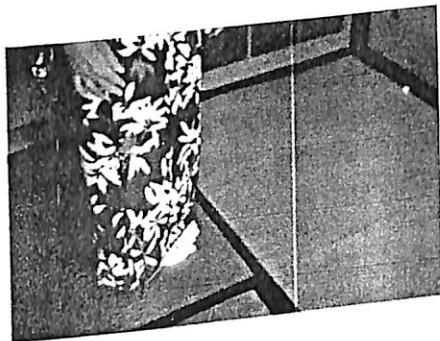
III. LEARNING RESOURCES & MATERIALS:

- A. *References: Grade 8 Learning Module pp. 48-55
Teachers' Guide, p. 47*
Video from <https://www.youtube.com/watch?v=HpF9UlkQ1c>
- B. *Materials: Projector, Speakers, Charts*

IV. PROCEDURES:

A. BEFORE THE LESSON

- 1. Routine (Prayer, Greetings, etc.)
- 2. **Task 1: Picture Analysis**



1

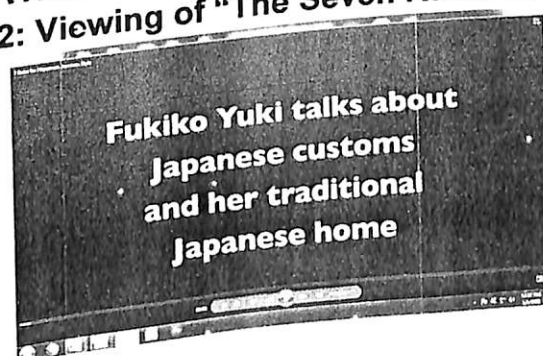


2

The teacher shows picture 1 first, then asks: "What is in the picture? What do you think is it called? What kind of person is in it?" Students make their guess. Then, picture 2 is shown and students come up with answers.

B. DURING THE LESSON

- 1. **Task 2: Viewing of "The Seven Rules of Happiness"**



2. Task 3: The Seven Rules

While watching the video clip, students list the Japanese's seven rules for happiness. Then, they will assess the rules according to how important each rule is to him/her as a Filipino.

RULES For HAPPINESS (JAPANESE STYLE)	IMPORTANCE TO YOU AS A FILIPINO		
	VERY IMPORTANT	IMPORTANT	LEAST IMPORTANT
1			
2			
3			
4			
5			
6			
7			

C. AFTER THE LESSON

1. Task 4: Think-Pair-Share

Students will be asked to do the following:

Think about your answer to each question. As soon as you've written your answer on the space provided, **Pair** up with your seatmate and discuss your answers. Agree on one common answer to each question and **Share** your answer with the class.

- How many of the rules for happiness mentioned in the video clip have you checked as 'very important'? Why do you consider them 'very important'?
- How many of the rules for happiness have you checked as 'least important'? Why do you consider them 'least important'?
- What have you realized about your own values as a Filipino based on your answers to the activity?
- As you listened to and watched the video clip on the **Seven Rules for Happiness Japanese Style**, what did you notice about how the Japanese woman expressed her feelings?

2. Task5: Three, Two, One...Go!

Students will be asked to accomplish the chart below in groups of 5 or 6. Afterwards, one representative will present their output to the class.

3 Things You Found Out:	
2 Interesting Things You Discovered	
1 Question You Still Have to Ask	

D. ASSIGNMENT

Make a picture collage that would highlight Japanese traditions, family life, symbols, etc. Below it, write a reflection on this: As non-native English speakers, how similar or different are we from the Japanese in terms of using the English language?

V. REMARKS

VI. REFLECTION

Appendix F.9: TEACHING-LEARNING PLAN FOR THE RESEARCH LESSON (ENGLISH) (Lesson Study Cycle 5)

Team Members: (5)
Instructor: Teacher E
Outside Observer (if any): English Dept. Head Teacher V
Date & Time: November 16, 2017, 5:00-6:00 pm
Grade & Section: 8-*****

1. Title of Lesson:

A. "The Three Princes" (Reading)

B. References:

English 8 Learning module (4th quarter) pp. 41-43
Video clip from <https://www.youtube.com/watch?v=OK99gv17FOY>

C. Materials:

Clippings, charts, speakers, laptop, projector

2. Goals:

To provide students with an opportunity to:

- A. Arrive at word meanings through antonyms
- B. Recognize Asian wedding customs as shown in pictures
- C. Watch a video clip and predict what will happen next
- D. Read to note important details and infer character traits

3. Lesson Rationale: Why we chose to focus on this topic and goals. (For example, what is difficult about learning/teaching this topic? What do we notice about students currently as English language learners?) Why we designed the lesson as shown below.

As gathered from the data in the previous research lesson, students are highly motivated to learn if the discussion is preceded by a viewing activity (a short video clip) related to the topic at hand. The team decided to try the students' skill at predicting outcomes through viewing. The teacher will also try throwing comprehension questions in the duration of the round reading, not after (i.e., a question after each paragraph), in order to ensure greater understanding.

4. How does students' understanding of this topic develop? How does this lesson fit within a unit, or within students' experiences in prior and subsequent year levels?

The story is part of a lesson that discusses Arabian culture. A brief background has been given in the past, and reviewed on the day before.

5. Data collection points during the lesson observation

Our team will collect data on:

1. students' oral reading ability
2. Ss' ability to look for context clues in sentences
3. Ss' responses to questions about story details
4. Ss' response and answers to graphic organizer
5. Ss' ability in identifying character traits and looking for its evidence

6. Lesson Design:

Student Learning Activities	Teacher Support	Anticipated Student Activity/Responses	Actual Evaluation
Pre- Reading	<p>Ask the students to guess the name of Asian wedding shown through power point presentation.</p> <p>Let the students get the meaning of difficult words through antonyms</p>	<p>Showing interest on guessing the Asian wedding</p> <p>Difficulty in matching the opposite of the words</p>	<p>* They were able to guess each country where the shown photo belonged.</p> <p>* Students were able to give the correct words ^{antonyms} for the words.</p>
Reading Task	<p>The teacher would present a video clip related to the lesson</p> <p>The teacher would initiate the reading activity to the selected students</p>	<p>Ss watch the video and answer some questions</p> <p>Ss read orally the paragraphs assigned</p>	<p>* Some hesitated to write while others participated well.</p> <p>* Because of the presented video, students were able to understand the story easily.</p>
Post Reading	<p>The teacher would ask comprehension question questions to the Ss</p>	<p>Ss answer comprehension questions</p>	<p>* Some questions were rephrased so they can answer them correctly.</p>
Small group	<p>Ask the students to accomplish the graphic organizer in groups</p> <p>Assign representatives to present the output to the class</p>	<p>Each member of the group would participate actively in their group activity</p>	<p>* Some are participative while others are not participative. The leaders discussed their groups' present output well.</p>
Evaluation	<p>Check and comment on student's work correct possible mistakes</p>	<p>Openness in sharing their thoughts w/ the group members</p>	<p>* Students accepted the comments of their teacher with smile on their faces</p>
Extension Task	<p>Write your own ending of the story in not less than 5 sentences</p>		

OTHER IMPORTANT OBSERVATIONS:

Accomplished by *[Signature]*

(a sample from one of the teacher-observers)

Appendix F.10: DAILY LESSON PLAN (DLP) FORMAT for LS RESEARCH LESSON #5

I. OBJECTIVES:

- E. Arrive at word meanings through antonyms
- F. Guess the name of the Asian wedding shown through pictures
- G. Watch a video clip and predict what will happen next
- H. Read to note important details
- I. Infer character traits

II. CONTENT: *The Three Princes (An Arabian Tale)*

III. LEARNING RESOURCES & MATERIALS:

A. References: *English Time (Learners' Module 4th qtr.) pp. 41-43*

B. Materials: *Clippings, charts, speakers, projector, speakers*

IV. PROCEDURES:

A. BEFORE THE LESSON

1. Routine (Prayer, Greetings, etc.)

2. Task 1: Asian Weddings Galore

Students will guess what Asian country performs each wedding ritual.



Ask the students: "Which Asian marriage customs do you like the best?"

Why?"

3. Task 2: Opposites Attract

Find the word in each sentence that is the antonym of the word in parenthesis before each number.

1. He summoned the three suitors to his throne room.

(ordinary) 2. Whoever returns with the most wondrous item will win my daughter's hand.

(unconfused) 3. The king was perplexed with their arguments.

(foolish) 4. He is well known for his sage advice.

(pleasure) 5. It's such a nuisance if they will slow me down.

B. DURING THE LESSON

1. Task 3: Viewing of a movie trailer about "The Three Princes"

Ask the students: "What do you think is the most interesting part of this story?"

2. Task 4: Round Reading of the selection "The Three Princes"

3. Task 5: Interacting with the Text

Ask the students these process questions while Round Reading takes place.

- a. Who are the three persistent suitors of the princess?
- b. Why does the princess dislike them?
- c. What did the King ask the princes to do?
- d. What magical power did each prince find?
- e. Why was the king worried after listening to the princes' arguments?
- f. Who did the princess choose? Was the princess fair with her choice? Why?

C. AFTER THE LESSON

1. Task 6: Characters in Motion

Students will be asked to accomplish the chart below in groups of 5 or 6. They have to identify characters then single out particular traits from each character. Identify whether that trait is a strength or a weakness, and how the trait was revealed in the selection. One representative will present their output to the class.

CHARACTER	TRAIT	STRENGTH	WEAKNESS	HOW THE TRAIT WAS REVEALED IN THE SELECTION
1.				
2.				
.....				

D. ASSIGNMENT

1. If you were to choose among the three princes, who would you think is worthy? Why?
2. Write your own ending to the story in not less than 5 sentences.

Appendix F.11: TEACHING-LEARNING PLAN FOR THE RESEARCH LESSON (ENGLISH) (Lesson Study Cycle 6)

Team Members: (5)
Instructor: Teacher F
Outside Observer (if any): English Dept. Head Teacher V
Date & Time: November 23, 2017, 1:40-2:40pm
Grade & Section: 8- *****

1. Title of Lesson:

- A. "Batu Belah Batu Bertangkep" (Reading)
- B. References:
English 8 Learning module (2nd quarter) pp. 49-50
- C. Materials:
Clippings, charts, speakers, laptop

2. Goals:

- To provide students with an opportunity to:
- A. Arrive at word meanings through context clues
 - B. Listen to the story purposively for details
 - C. Supply needed information in the story map
 - D. Participate actively in the group task and discussions
 - E. Recognize the importance of the role that mothers have in the family

3. Lesson Rationale: Why we chose to focus on this topic and goals. (For example, what is difficult about learning/teaching this topic? What do we notice about students currently as English language learners?) Why we designed the lesson as shown below.

As gathered from the data in the previous research lesson, students failed (at 1 correct answer out of 5) in getting the clues of word meanings through context. The team decided to go back to a story from quarter 2, which was not tackled due to lack of time back then. Another strategy to be applied is providing only 2 choices – one a synonym of the vocabulary word, and the other, an antonym. Teacher will also try throwing comprehension questions in the duration of the round reading, not after (i.e., a question after each paragraph), in order to ensure greater understanding.

4. How does students' understanding of this topic develop? How does this lesson fit within a unit, or within students' experiences in prior and subsequent year levels?

The story is part of a lesson that discusses Malaysian culture. A background on Malaysian culture has already been discussed, together with a shorter fable.

5. Data collection points during the lesson observation

Our team will collect data on:

1. students' oral reading ability
2. Ss' ability to look for context clues in sentences
3. Ss' ability to differentiate between synonyms and antonyms of words
4. Ss' responses to questions about story details
5. Ss' response and answers to graphic organizer

7. Lesson Design:

Student Learning Activities	Teacher Support	Anticipated Student Activity/Responses	Actual Evaluation
Pre-reading Task	<ul style="list-style-type: none"> Ask students to listen to a song (Joy ng Dayan) Ask students to react on the clippings of mother and child shown 	<p>Eagerness on giving various reactions regarding the song and picture</p> <p>Difficulty in arriving at word meanings</p>	<p>The learners are interested to listen to a song and they are able to give their responses.</p>
Reading Task	<ul style="list-style-type: none"> Let the students get the meaning of difficult words through context clues The teacher would initiate the round reading activity while asking questions in between paragraphs The teacher will provide statements to fill in the story structure through the story map graphic organizer 	<p>Ss to read orally a paragraph of the story assigned to them, with some lapses</p> <p>Ss supply the information needed in the story map</p>	<p>Some learners were participative in the activity, but some were not so active in the activity.</p>
Post-reading Activity Comprehension	<ul style="list-style-type: none"> The teacher would ask the students the moral of the story 	<p>Ss answer questions leading to the moral and theme of the story</p>	<p>The students were able to give the moral and theme of the story.</p>
Final Group Task	<ul style="list-style-type: none"> Ask the students to form four groups for their group differentiated task Assign Ss to present their output to the class 	<p>Each member of the groups would participate actively in their group activity</p>	<p>Each group actively participated in the activity.</p>
Evaluation	<ul style="list-style-type: none"> Check and comment on students' work. Correct possible mistakes 	<p>Minimal confusion on the theme of the story</p>	
Extension Task	<ul style="list-style-type: none"> Ask students to a letter/message to their mother 		

OTHER IMPORTANT OBSERVATIONS:

Accomplished by:
[Signature]

(a sample from one of the teacher-observers)

Appendix F.12: DAILY LESSON PLAN (DLP) FORMAT for RESEARCH LESSON #6

I. OBJECTIVES:

- A. Arrive at word meanings through context clues
- B. Listen to the story purposively for details
- C. Supply needed information in the story map
- D. Participate actively in the group task and discussions
- E. Recognize the importance of the role that mothers have in the family

II. CONTENT: **“Batu Belah Batu Bertangkup” (Reading)**

III. LEARNING RESOURCES & MATERIALS:

- A. *References:*
English 8 Learning module (2nd quarter) pp. 210-212
- B. *Materials:*
Clippings, charts, speakers, laptop

IV. PROCEDURES:

A. BEFORE THE LESSON

1. Routine (Prayer, Greetings, etc.)

2. Task 1: Song Clip & Picture Analysis

Students listen to the song, “Ugoy ng Duyan” (by Lea Salonga), while looking at and reflecting on the picture below:



The teacher shows asks: “What is in the picture? How did you feel while listening to the song? Why?”

3. **Task 2:** Find out the meaning of the underlined words through context clues.

- a. She goes home to clean the fish, and is even happier when she realizes that there is fish roe inside.
- b. He demanded the other portion and threw a horrible tantrum when she said no.
- c. She was so devastated and didn't say anything and just went to bed.
- d. She made a funnel and filled it with milk for her son.

B. DURING THE LESSON

1. Task 3: Round Reading of "Batu Belah Batu Bertangkup"

The following questions will be asked in between oral readings:

- a. What kind of a mother is Mak Minah?
- b. How would you describe her children, Mawar and Bulat?
- c. How did the mother feel after learning that her share of the fish had been eaten?
- d. What does Batu belah Batu Bertangkup represent?
- e. Why did Mak Minah think of running into the rock?
- f. What is the lesson of the story?
- g. How does it affect you?

C. AFTER THE LESSON

1. Task 4: Story Strips

Individually, arrange the pictures to create a story strip for Batu Belah Batu Bertangkup. Number the pictures from 1 to 15.

2. Task 5:

In groups of 5 or 6, choose your most favorite part of the story and its corresponding pictures in the Story Strips. Create an appropriate dialogue among the characters. Then, be ready to share it in class through a short skit.

D. ASSIGNMENT

Write a letter for your mother, expressing your heartfelt appreciation for all that she's done for you.

V. REMARKS

VI. REFLECTION

Appendix G: INTERVIEW HIGHLIGHTS

The teacher-participants' responses to the interview questions (please see Appendix E) are arranged here according to recurring themes surrounding their participation in Lesson Study.

1. Being receptive of others' thoughts, beliefs, teaching-learning strategies

Teacher A - I like post-conferences best because everyone gets to share their insights on which strategies were effective to the students' communicative learning.

- I feel happy about the cooperation of everyone and the new learnings we get from them.

Teacher B - I feel nervous about observations even if I've been a teacher for such a long time now. But at least I learned new techniques from my co-teachers.

Teacher C - I feel happy and excited during lesson planning and post-conferencing, because each member was able to share insights on which communicative strategies are effective to the students.

Teacher D - I enjoyed learning new techniques in teaching, and most especially, observing good language teachers who were able to motivate their students into speaking English, which is very difficult for them

Teacher E - The sharing of ideas and activities in lesson-planning is the best thing in lesson study. This helped us decide what communicative strategies are best to be used, considering the different learning styles of students.

Teacher F - Through LS, I was reminded of the things that I have learned already, but am not able to apply in actual teaching, like some CLT strategies.

2. Being open to co-planning, mentoring, and coaching

Teacher A - LS exercises the power of teamwork. I enjoyed sharing ideas and helping with visual aids. I don't mind if my co-teachers observe me as I teach in class. What's important is that they can give feedback as to how I may improve my language-teaching skills

Teacher B - The whole process of LS for me is a learning tool. We all made decisions for the lessons collaboratively, observed those lessons, and then gathered feedback about it.

Teacher C - I love sharing my ideas during lesson planning and getting the advice of others on the best strategies.

Teacher D - During the research lesson, I felt like an applicant undergoing lesson demonstration in front of a panel, but during the post-conference when they gave

feedback, I realized that they observed how the lesson went with the students. They were not criticizing me alone.

Teacher E - LS is helpful for me because our more experienced teachers, and even the newer ones, share different communicative strategies.

Teacher F - Planning, teaching, and evaluating a lesson together with my co-teachers was a good experience because we learned from each other.

3. Being positively open-minded to accept new ideas

Teacher A - Sometimes we need to listen to other, better, and more creative strategies. LS provided this to us, as well as a new way to look at motivating students to really use English in their conversations.

Teacher B - I realized that it is good to share ideas and even teaching materials with my co-teachers.

Teacher C - LS taught me to listen to and accept other effective ways of teaching English, especially to difficult students.

Teacher D - Planning a lesson together with my co-teachers was difficult at first because there were so many suggestions, but somehow I got used to incorporating the ideas of others.

Teacher E - During lesson-planning, everyone is responsible enough to look for and share teaching-learning materials, and so they come up with a big pool of resources. It was like researching all throughout, as we planned, observed or taught a lesson, and discussed about the outcome.

Teacher F - LS did not change feelings of nervousness in me when I was observed, but it has provided a different perspective, that we were doing a research into improving the implementation of teaching-learning strategies. The best part about LS is that we were able to make 6 collaborative, tried and tested lesson plans.