

**UNDERSTANDING OF THE LESSON STUDY IN THE
TEACHING OF ENGLISH LANGUAGE AMONG
PRIMARY SCHOOL TEACHERS IN TANZANIA**

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TEACHERS IN TANZANIA

BY

MARCO FITINA

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS
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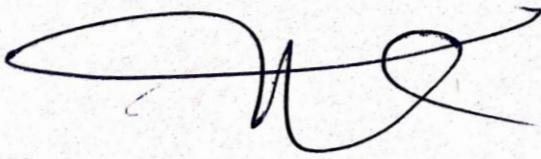
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the University of Dodoma a dissertation titled “**Understanding of Lesson Study in Teaching English Language among Primary School Teachers in Tanzania**” in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Education of the University of Dodoma.

..... / JM

Dr. Mnyero A. Gunda

(Supervisor)

Date..... 06/11/2019

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DEDICATION

This work is dedicated to my father, Renatus Masele Kayungilo and my mother Anastasia Buhumpelwa Stephano for bringing me into this world. Their wonderful care, love and above all educating me will never be forgotten throughout my life. Also to my young brothers: Petro, Paul, Simon, Yona, Bonephase. My sisters: Leticia, Albina and Felister for their moral and material support which in one way or other helped me to complete this report.

ABSTRACT

This study was conducted on understanding of Lesson Study (LS) in teaching English language among primary school teachers. The study focused on three objectives. First, it explored teacher' understanding of LS in teaching English language. Second, it investigated the nature of teachers' knowledge of LS in relation to teaching of English language among primary schools. Third, it explored the approaches to implication of LS in teaching English language at primary schools. Qualitative approach through phenomenology research design was employed. A sample of seven (7) English language teachers was purposely selected. Then, they were collected through face-to-face interviews and telephone conversations. Data were transcribed verbatim and analyzed thematically. The study found that: first, teachers had a contextual understanding of LS in teaching English language at primary schools. Second, the nature of teachers' knowledge was contextualized from the experience of other teachers', peer coaching and in-service trainings. Third, teachers contextualized positively the applications of LS in teaching English language at primary schools.

The study concluded that it is important to implement LS in teaching English language at primary schools. This would be an essential attempt towards arriving to the improved practices about teachers' perception of LS, the nature of teachers' knowledge about LS and the application of LS in teaching English language at primary schools.

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LIST OF ABBREVIATIONS/ ACRONYMS

CHAT	Cultural Heritage Theory
DED	District Executive Director
ETP	Education and Training Policy
LS	Lesson Study
OBE	Outcome Based Education
SA	South Africa
TPCK	Teacher Pedagogical Content Knowledge
TPD	Teacher Professional Development
UMITASHUMTA	Umoja wa Michezo na Taaluma Shule za Msingi Tanzania
UNESCO	United Nations Educational, Science and Cultural Organization
URT	United Republic of Tanzania

CHAPTER ONE

BACKGROUND OF THE STUDY

1.0 Introduction

There has been an interesting discussion among teachers on lesson study in teaching English language at primary schools. It is maintained that lesson study has a clear focus in relation to teaching and learning activities at school settings. According to Dudley (2014), lesson study is a teaching and learning situation where teachers collaboratively plan, do, observe, evaluate and report the teaching and learning process. In the same way of thinking, Hashimoto (2003) claims that lesson study is a kind of classroom research in which teachers investigate teaching and learning in the context of actual single class lesson. This means that it is an approach to professional development that centers on collaboration. Scholars show that in lesson study teachers organically come together with a shared question regarding their pupils' learning, plan a lesson to make pupils' learning visible by examining and discussing what they observe. The idea behind is that through multiple interactions of the process, teachers have many opportunities to discuss pupils' learning.

According to Ilmu (2016) lesson study was established in Japan. From then, it has received global attention from developed countries like U.S.A, Norway, U.K, Japan, Malaysia and others. Taken altogether they contextualized lesson study as a means of transformation from teacher's domination of the lesson to learners' domination. This situation leads to improved pedagogical skills and Teachers' Professional Development (TPD). In South Africa (SA), lesson study is understood to have helped

teachers towards paradigm shift from traditional ways of teaching to modern ways (Taylor, 2003).

In Tanzania, Mbagi (2015) in his study on application of lesson study in teaching at primary schools found that it was inadequately implemented. Neither was it introduced at teacher-education programs. This made most of the teachers not to employ lesson study in teaching because they were not facilitated when they were at colleges. As a result, teaching of English language faces challenges that lead to poor performance of this subject. In this regard, there has been different perceptions from teachers regarding the meaning, nature and implementation of lesson study at primary schools. Based on the above arguments the current study attempts to focus on what teachers understand of lesson study, the nature of their knowledge about lesson study and how they implement lesson study in teaching English language at primary schools. This chapter highlights the background of the study. It provides the statement of the problem, research objectives, research questions and the significance of the study. In addition, the study presents the scope and operational definitions of the key concepts.

1.1 Background of the Study

A primary school teacher in Japan first developed lesson study. According to Lewis (2009), it was called *kenkyuujugyo*, meaning lesson study in Japanese language. Makoto Yoshida is regarded as the founder of lesson study. It was firstly applied in Mathematics. It is a process whereby teachers of the same profession and interests in teaching the same subjects come together, select a topic especially that with some difficulties and challenges in teaching and conduct a discussion on how best that

topic can be taught through sharing of knowledge, skills and experiences on that particular topic (Fernandez, 2004). During the implementation of the program, teachers divide themselves into different groups where some become observers of what the teacher teaches without interfering the teaching process. At the end of the teaching, all teachers come together again and make a discussion to see the strengths and the weakness of the lesson taught. If a need to improve, the lesson may be re-taught. Through this way, teaching and learning process becomes improved (Hashimoto, 2003).

Lesson study received acceptance at global level where teachers perceived it as a means to improve pedagogical strategies and professional development. Studies conducted in Japan by Murata (2002) found that 91.3% of respondents felt that lesson study led to Teacher Professional Development (TPD) and helped most effectively and efficiently meeting the learning of students in the highest order to guide students to learn a topic. In Malaysia, it was found that lesson study was perceived to gain insights into how teachers improved their teaching strategies because the cycle of planning, observing and revising the lesson enabled them to gain experience and opportunity for continuous learning and were under the control of their own profession (Takahashi, 2004). In Norway, Bradford (2000) found that a number of teachers were not aware of what LS meant and how it was implemented. Thus, there was a need to educate teachers on how to implement it in schools. In Canada, the study by Chassell (2010) found that teachers perceived lesson study to have stimulated development of students and brought awareness as well as possible teaching strategies. Similarly, in UK, lesson study was introduced as an effective means of enabling teachers to work together within an established professional

community that offered an opportunity to improve their own pedagogical approaches.

Likewise, in South Africa, teachers were trained on the use of modern ways of teaching through the application of lesson study programs. The program was successful in equipping teachers with knowledge, skills and competences (Taylor, 2003). In Ethiopia however, Lesson Study was perceived as a collaborative approach that was done to increase active learning among learners that put emphasis to problem solving approach and active learning of a subject (Crystal, 2003).

In Tanzania, little has been researched about understanding of lesson study in teaching English language among primary school teachers in Tanzania particularly in the selected area of study. For instance, Nguni (2005) reported that there is inadequate use of lesson study in teaching different subjects in Tanzanian primary schools especially public primary schools. This means that very few public primary schools conduct lesson study during teaching. This situation may lead to poor pedagogical skills and poor professional development of teachers. Nguni claims that in Tanzania there are no set policies and guidelines that oblige teachers to conduct lesson study at schools. Neither are teachers preparation at the colleges made aware of. This situation makes teacher-trainees not to be equipped with this crucial teaching and learning strategy. Being a new teaching and learning process to many teachers, lesson study is now insisted to teachers who have been attending In-service Programs. Nguni insists that despite being insisted, teachers have been reluctant of conducting it at their schools. According to Mittal (2017), the situation of neglecting

the use of lesson study at schools accelerates the efforts towards arriving to what is intended, expected and attained of the English language objective attainments.

According to URT (1995), English language is one of the subjects taught in primary schools in Tanzania. It is taught as a foreign language from standard three to standard seven. It is a medium of communication in secondary schools and higher learning institutions. Tanzania being among the developing country still strives to improve the quality of teaching English language. However, the efforts are still facing many challenges. One of the challenges is lack of competent teachers who are equipped with pedagogical skills of teaching this subject (Education and Training Policy, 1995). Thus, short of pedagogical skills is believed to be the outcome of their backgrounds such as poor foundation of English language from home environment, primary and secondary schools and teachers training colleges attended. A group of teachers sharing their knowledge, skills and experiences on a certain topics can share pedagogical skills through lesson study to improve teaching processes. According to Sibbald (2009), teachers vary greatly in terms of their knowledge, skills and experiences. Therefore, sharing of knowledge, skills and experience about a certain topic exposes them to a wide range of improving their pedagogical content of the lesson.

UNESCO (2000) claims that due to globalization English language has become more and more popular and valuable. Thus, teaching of English is a crucial issue that requires extra attention if we are to ensure effective outcomes for improved educational quality. Teachers at primary level should ensure that pupils are able to produce grammatical, well-formed utterances and be able to communicate with

others effectively. This acts as a barrier towards a successful implementation of lesson study at schools. Teachers' views and their suggestions are important tools for improving teaching practices in the classroom. Based on this belief, this study sought to investigate teachers' understanding, nature of their knowledge and the implication of lesson study as a tool to improve skills in teaching English language at primary schools in Kyerwa district council.

So far, however, little is known about teachers' views on lesson study, nature of their knowledge about lesson study and how they implement in teaching English language at primary schools in Kyerwa district. Most of the existing researches focused on teachers' understanding of lesson study, nature of their knowledge and what they consider important in implementing lesson study in teaching other subjects like Mathematics. Few studies focused on teaching English language particularly in Kyerwa district. Moreover, those studies were conducted outside Tanzanian context. Therefore, the current study was expected to bring new perspective, which could be important in improving the practices, and add new knowledge.

1.2 Statement of the Problem

English language has become one of the international languages in the world that most countries call their citizens to learn. It has emerged as the most important global language (Crystal, 2003). To acquire good communication skills or to excel in communication skills, one has to acquire expertise in all the four skills. They are listening, verbal communication, interpretation and inscription skills. According to Crystal (2003), teaching of English language in many public primary schools worldwide face many challenges. One of the challenges is the presence incompetent

teachers. The presence of incompetent teachers has been associated with a number of reasons. One of the reasons is that English language has a poor foundation base from family level where it is rarely or not used at all. According to Mbarga (2005), English language is taught poorly at schools in Tanzania. For that reason, there is a need to look into this issue with a third eye so as to produce well-equipped English language teachers with skills of basic structural and grammatical rules of the language. In this regard employing teaching strategies relevant to improved students' performance is necessary. To date, lesson study is one of the teaching and learning strategy that is widely advocated to help to attain English language learning objectives. Lesson study equips teachers with pedagogical skills and improves the teaching and learning process. In Tanzanian context, the use of this teaching strategy may equip teachers with various English language skills that can facilitate attainment of learners' achievements through coming together, discussing various topics where every teacher may share his or her experience on a certain topic. This is very important because as stated earlier teachers vary in terms of their knowledge, skills and experience on a certain topic depending on their previous schooling.

Barceló's (2000) argues that teachers' views and their suggestions are important tools for improving teaching practices in the classroom. Based on this belief, it was important to conduct this study in that area. This would have helped the researcher to find out the motives behind for not using lesson study in teaching. For this case the study would thus suggest some measures to address the situation for effective implementation of the practice.

Therefore, seeking teachers' understanding, nature of knowledge and implication of lesson study in teaching English language would be an effort to build and improve the teaching and learning process in Kyerwa district council. This is because from practical experience, many of schools in the proposed area of study do not conduct lesson study.

1.3 Purpose of the Study

The purpose of the study was to explore the understanding of the lesson study in the teaching of English language at primary schools in Tanzania.

1.4 Specific Objectives

1. To explore teachers' perceptions on Lesson Study in the teaching of English language among primary school teachers.
2. To explore the nature of teacher's knowledge on lesson study in relation to teaching of English language at primary schools.
3. To explore the application of lesson study in the teaching of English language at primary schools.

1.5 Research Questions

- i. How do primary school teachers perceive the lesson study?
- ii. What is the nature of primary school teachers' knowledge with regard to lesson study in relation to teaching English language?
- iii. How is lesson study employed in teaching English language at primary schools?

1.6 Significance of the Study

The findings of the study are significant to generate new knowledge and skills among English language teachers. On the other hand, the study informed policy-makers on lesson study programs and how best it can be employed as in the following discussion:

1.7 Contribution on the New Knowledge

First, the study findings illuminated new perspectives and understanding from teachers related to conceptualization, nature of their knowledge and how they implemented lesson study in teaching English language subject at primary schools. In this respect, it enlightened and awake teachers and other education stakeholders on their views and opinions about lesson study implementation. The study also enriched and created new insights to teachers and the public in general on the improved pedagogical perspectives from teachers of lesson study programs and the importance of employing it in schools.

Therefore, the findings of this study may have helped the educational policy-makers to impose appropriate polices and guidelines especially in teacher-education that would go in line with the needs of implementing lesson study at schools so as to equip teachers with improved teaching and learning pedagogies for better achievements of English language subject.

1.8 Contribution to Improve Practice

The study was of great help to English language teachers to improve their professional development. The study was also significant to school committees and

school administration to impose appropriate school rules and regulations that would create effective and supportive environment in implementing lesson study at their schools. The study findings were significant to other teachers teaching other subjects different from English language because the knowledge of lesson study would be applied to the teaching of other subjects. This means the school administration had to create supportive environment for teachers to employ lesson study in teaching different subjects at their schools.

Due to the above arguments, teachers' understanding, nature of their knowledge and the implication of lesson study was expected to bring about new perspective in dealing with lesson study practices at schools in Kyerwa schools. This is because having known what teachers perceive of lesson study would be easy to impose relevant guidelines for better practice. Moreover, knowing the nature of teachers' knowledge about lesson study would act as a road map to improve that practice from where respondents thought was the source of their knowledge. In addition, being aware of how LS was implemented in teaching English language was significant in recognizing the strengths and weaknesses notes. This situation led to plan a better way to address the weaknesses marked.

1.9 Scope of the Study

Geographically, the study was conducted in Kyerwa District. Seven (7) respondents from three (3) primary schools were involved in the study.

1.10 Operational Definition of the Key Terms

1.10.1 Lesson Study

According to Fernandez (2009) lesson study is an action from teachers to understand, to learn and to identify phenomena in a lesson by means of preparing the lesson together, observing the lesson together (with the presence of other sides) while one of them teaching the lesson and reporting their observations of the lesson. In the same way, Dudley (2014) defines lesson study as a procedure in which teams of teachers do plan, teaching, observing, and analyzing learning and teaching collaboratively. Chassell (2007), claims that rather than a single shot procedure lesson study is a cycle of research lessons through which teachers keep the records of their experience

1.10.2 Meaning of Teachers' Understanding of Lesson Study

According to Cambridge University Dictionary (2016) teachers' understanding are beliefs or opinions, often accepted by many people and are based on how things seem; they are quality of being aware of things through the senses; it is a process of recognizing, realizing; more awareness, consciousness and knowledge; is the way in which something is regarded, understood, or interpreted. Based on this study, they are what teachers perceived about lesson study in relation to English language teaching at primary schools.

1.10.3 English Language

According to Cambridge University Dictionary (2016) English is a West Germanic language that was first spoken in early medieval England and eventually became a global lingua franca. According to URT (1995), English language is used as a second

official language after Kiswahili. It is one of the subjects taught in primary schools in Tanzania. It is also a medium of communication in secondary schools and higher learning institutions. According to this study, it is a selected subject, which is taught in primary schools as a compulsory subject. Based on practical experience, some teachers in the district teach this subject through lesson study while others do not. So, it was the aim of this study to investigate teachers' contextualization of lesson study in teaching English language at primary schools.

1.10.4 English Language Teachers

Are school teachers who specialize in teaching English classes, be it in lower or upper classes (Cambridge University Dictionary, 2016). They are the ones who participated in the study by revealing their views, ideas and opinions on how they perceived lesson study in teaching English language at their schools.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In harmony with the objectives of the study, the literatures on lesson study were reviewed. For that reason, the inclusion standards of the reviewed literature were open to other studies and related works of lesson study and English language teaching. English language teachers' perception on lesson study, teachers' knowledge related to lesson study and application of lesson study at primary school level were also reviewed. To this end, literature was selected based on best evidence approach which gives us what Salvin (2008) maintains; freedom to choose whatever works for the task in question. This approach was selected because it helped the researcher to have workable selection criteria for assessing potential research findings of previous findings.

This chapter covers review of the literature on the teachers' meaning, nature and application of lesson study in teaching English language at primary schools in Tanzania. The chapter addresses the theoretical framework of the study. Moreover, the chapter reviews empirical studies of lesson study in teaching English language across the global. Finally, the review presents the conceptual framework related to this study.

2.1 Theories Underpinning this Study

This part presents the review of two theories, the Social Constructivism Theory by Levy Vygotsky and the Cultural Historical Activity Theory by Leontieve. Vygotsky's

theory of social constructivism maintains that knowledge is constructed through social interaction and is a shared rather than an individual experience. This theory was employed because of its rich inputs in discussing social interactions through negotiation, discourse, reflection and interaction of learners in acquiring knowledge and skills during learning. Moreover, the theory emphasizes on social constructivism ideals that may provide a framework in supporting the use of the lesson study in teaching English language at schools. The other theory was employed in order to benefit from its descriptions about its demand on learning acquisition. The theory reveals that activities of an individual are influenced by the nature of the phenomenon. In addition, dialogues and multiple perspectives are essential factors for mutual transformational change and effective implication of an entity (Leonteive, 1978). Specifically, the following discussion is applicable:

2.1.1 Vygotsky's Theory of Social Constructivism

Levy Vygotsky developed this theory in 1978. One of the key emphasis of this theory is that social nature of knowledge and the belief that knowledge is constructed through social interaction and is a shared rather than an individual experience (Gergen, 1995). This means that social interaction is essential for meaningful learning. In the scope of this study, the important element of Vygotsky's claim is the consideration that individuals can learn better, when they interact in groups. Thus, social constructivism theory emphasizes on knowledge construction in response to social interactions through social negotiation, discourse, reflection, and explanation. This principle supports the idea that teachers should be engaged in activities that necessitate verbal interaction with both novices and experts in their field of study.

During the lesson study process, professional collaboration occurs as teachers of various levels of experience work together in groups to study their practice through the implementation of a research lesson. Another principle of social constructivism states that knowledge acquisition improves teaching through lesson study as an adaptive function designed to organize one's experiences (Prawat & Flodden, 1994). Therefore, teachers should be confronted with problems or discrepant events that motivate them to seek, test, and assess answers within socially collaborative environments. Therefore, teachers focus the lesson study around problems or discrepant events in their practice that they are motivated to resolve.

A third principle of constructivism relates that knowledge is the result of active mental processing by the individual in a social environment (Cobb & Yackel, 1996). Therefore, teachers should be activated to reflect on their experiences, to create understanding, to evaluate their understanding, and to explain their understanding to others. As teachers work through the lesson study process, there are multiple opportunities for them to reflect, analyze, create action steps, evaluate, and share understandings with other teachers. These principles of social constructivism underlie lesson study as an important tool in bringing about increased professional knowledge and skills. Therefore, the theory was in line with the objectives of the current study.

2.1.2 Cultural Historical Activity Theory (CHAT)

This is another theory relevant to this study. It was developed by Leont'ev in 1978. The theory was rooted from social constructivism theory. The theory has four principles in practice. They state that, human thinking, feeling and understanding

about a phenomenon are influenced by others; active participation of an activity is influenced by the nature of the phenomenon; the activity of a community in pursuit of a common goal is mediated by dialogues and multiple perspectives which are essential factors for mutual transformational change and effective implication of an entity; history shapes and transforms over time.

Based on the first objective of the teachers' understanding of lesson study in teaching English language at primary school was influenced by other English language teachers thinking, feelings and acting towards lesson study. This is very important because through shared knowledge, skills and attitudes on lesson study it brought about transformation from the respondents in implementing lesson study. Therefore, the first principle of CHAT is realistic in arriving to teachers' understanding of lesson study in teaching English language at primary schools. The second objective of the study explored the nature of teacher's knowledge of lesson study in relation to teaching of English language at primary schools. This went hand in hand with the second principle of CHAT that states active participation of an activity is influenced by the nature of the phenomenon. Based on this fact, nature of teachers' understanding about lesson study signified the source of the historical background of their knowledge about lesson study. In addition, the third objective of the study investigated the implication of lesson study in teaching English language at primary schools. The third principle of CHAT was relevant in seeking the appropriate use of lesson study in teaching English language at primary schools. The principle was relevant because through dialogues and multiple perspectives shared by teachers during lesson study sessions implication of lesson study in teaching English language was achieved. Therefore, CHAT was an appropriate theory for this study due to its

relevant principles in exploring teachers' understanding, nature and appropriate use of lesson study in teaching English language at primary schools in Tanzania. Finally, the theory was used because it views learning as an interaction and collaboration way with other individuals in the process of knowledge construction.

2.2 Review of Empirical Studies

This section presents critical review of literature from other studies, which are related to the current study. It depicts and illuminates some facts regarding teachers' understanding of lesson study, nature of the understanding of lesson study and the implication of lesson study in relation to teaching of English language at primary schools.

2.3 Understanding of Lesson Study

The first objective of the study was to explore the understanding of primary school teachers on lesson study in the teaching of English language. It focused on views and opinions on how teachers contextualized lesson study according to their school settings. This helped to get some clues leading to why other schools did not employ this method of teaching. Researchers have revealed teachers' understanding of lesson study almost the way with what the current study found. However, some differences were noted. These differences were due to methodological factors and the subjects specialized for other studies.

For instance, Rock (2005) conducted a study on improving teaching English language through lesson study. It focused on the effects of lesson study practices on six upper elementary teachers from a city school system in the Southern United

States. Besides, it designed an effective in improving instructions. His study had two research questions: “how did teachers perceive lesson study? How would engaging in lesson study affect instructions? It employed a case study design. The study had six participants. It employed a mixed approach with in-depth interviews as one of the research tools. During the study, six themes emerged relating to the first research question. Multiple sources of evidence suggested that all six participants found that lesson study focused and sustained work to stimulate their growth as teachers. They experienced an increased in their professional confidence; lesson study stressed that the peer collaboration was valuable to their professional development; they also found that reading and sharing of professional literature and the consultations with experts directly relating to the problem of study were very beneficial to the process. Finally, lesson study expressed their belief that peer coaching and mediation training improved their abilities to engage in lesson study more effectively. One strength worth mentioning is that the study was conducted for three years. This situation bore accuracy of the findings. However, the study did not formulate objectives rather it emerged with research questions. The researcher did not recognize that study questions are derived from study objectives. Relevant design that would have been employed was phenomenology research design. This would have captured the meaning of lesson study. Such attempt could be very important in understanding the functionality of lesson study. Of difference from the current study is that the study was conducted in the context of the United States of America, which is different from Tanzanian context particularly in Kyerwa district. Therefore, there was a need to conduct similar study in Tanzanian context. Rock’s findings had

implications to this study since it also sought teachers' conceptualization of lesson study in teaching English language though at different contexts.

Rachel (2017) conducted a study that focused on improving English language teaching through lesson study. The purpose of her study was to report how grade level team of teachers in Singapore primary schools used lesson study to mediate the implementation of English language national curriculum. The author had the following objectives of the study: Firstly, to investigate teachers' beliefs about lesson study in teaching English language; Secondly, to explain how lesson study mobilized different teachers' knowledge and skills in teaching English language; Thirdly, to investigate the challenges they faced in implementing lesson study in teaching English language in Singapore. The study used interpretive qualitative study through case study. Data was collected through participant observation and interviews. At theoretical level, Rachel seemed to suggest that lesson study mediated their learning in-group content and interconnected views of teaching interaction at primary level. This suggestion is important at least to the level of discussing the integrity of lesson study. In school system however, in reality, presenting the lesson in a group is expected to reinforce pupils' experience and knowledge of the idea. Yet Rachel seemed to underestimate that reality to the extent of giving fault generalization that lesson study is good for all. A comprehensive study could also consider the experiences of secondary school teachers than mere primary school teachers as claimed by Rachel. The study was almost similar to my study with little differences in the sense that the focus of the first objective of the current study was the same with that of Rachel. Moreover, the subject of interest of this study was similar to that

of Rachel, which is English language. Rachel's study was inspiring as it highlighted about how teachers conceptualized lesson study in Singapore.

Coşkun (2017) conducted a study on application of lesson study in teaching English as a foreign language in Turkey. One of the objectives of his study was to investigate the application of lesson study in teaching English language. A qualitative study included 18 English language instructors. The study found that teachers appreciated peer observational and collaboration sharing of knowledge and skills about a lesson for increasing their pedagogical knowledge related to English language teaching and their confidence in teaching. Coşkun study is also similar to this study since both investigated on English language, which is also a foreign language in Tanzania. Perhaps the differences in the study location brought about different conceptualization of lesson study from teachers; hence, there was a need to conduct similar study in Tanzanian context.

Matanluk (2013) conducted a study on the perception of teachers and students towards lesson study implementation in rural schools of Sabah in Malaysia. The study aimed at examining the perception of teachers and students towards lesson study implementation in rural schools of Sabah. The study involved 10 pre-service teachers. Questionnaires were used to examine teachers' perception of lesson study in teaching. It was found that teachers had positive perceptions towards the implementation of lesson study in Sabah. Moreover, lesson study provided new perspectives in the content of pedagogical knowledge among teachers. In addition, it increased students' participation in the classroom.

Matanluk's study is significant to this study in examining teachers' perception of lesson study, which is among the objectives of this study. The findings of his study was similar to the current study though his study used questioners to examine teachers' perception of lesson study a situation that would limit respondents to share their deep feelings and opinions on how they perceived lesson study in relation to teaching. On the other hand, the participants of his study were pre-service teachers who perhaps lacked the exposure to the real teaching context at schools while the current study used experienced teachers who provided accurate information of the phenomenon in accordance with their experience. Taken together, there was a need to conduct this study through interviews to experienced teachers in primary schools. Another noted difference was that Matanluk's study was conducted at secondary schools while the current study was conducted at primary school. However, this variation could not affect the similarities in conceptualizing lesson study in teaching at schools from respondents.

Isaac (2013) conducted a study on the implementation of lesson study in English language learning in Indonesia. The purpose of his study was to highlight the guidelines of lesson study and its application in teaching English language in a private senior high school in Malang East Java Indonesia. One of the objectives of his study was to assess the implementation of lesson study guidelines in teaching English language. A qualitative study employed a case study design. Five English language teachers were interviews concerning their views on the given lesson study guidelines in teaching English language at high schools in Indonesia. One of the objectives of the study included to investigate teachers' views about the implementation of lesson study in teaching English language in Indonesian schools.

Formerly, Indonesia had been for a long time practicing the teaching and learning process that tended to be conversational ways through teacher-centered rather than student-centered. This indicated that the result of such kind of teaching and learning process wholly did not give contribution for improving the quality process and students achievements. The findings of the study indicated that lesson study helped teachers discuss on how to teach a certain topic effectively. This situation led to gain insights in knowledge and skills of a topic and those guidelines given were in line with the needs of lesson study in teaching English language in Indonesian high schools. It also helped in teaching other subjects. Isaac's study looked to employ a few number of participants. This could affect trustworthiness of the study because five participants are few to generalize the findings.

Creswell (1994) argues that in using an interview as a tool for data collection at least seven to ten interviewees can be used if no saturation is noted. Of importance to the current study is that the shared views on how lesson study guidelines were employed in teaching English language in Indonesia. Isaac's study was conducted in Indonesian high school thus having the need to conduct in primary schools in Tanzania.

Takahashi (2003) conducted a study on improving pedagogical content knowledge through *kozaikenkyu* (lesson study) in Japan. The purpose of his study was to see how lesson study improved pedagogical content knowledge. The participants were 18 teachers and 56 pupils. The study was conducted for three years. One of the objectives of his study was to investigate what teachers conceptualized lesson study and how it improved pedagogical content knowledge. The study found that lesson

study was a kind of classroom research in which teachers investigated teaching and learning processes in the context of actual single class lesson. Through multiple interactions of the process, teachers had many opportunities to discuss pupils' learning and how to teach. It was found that the study improved pedagogical content knowledge of teachers on how to teach their lessons. Though Takahashi's study did not specify the subject of specialization in improving pedagogical content knowledge on particular subject, it was still significant to the current study. This is because one of the objectives of both studies was to explore teachers' conceptualization of lesson study. For the benefits of this study, Takahashi's findings reflected similar components with that of this study particularly on conceptualizing the meaning of lesson study. It should be borne in mind that subject pedagogical content knowledge can be applied to any subject including English language. However, one limitation of Takahashi's study was the inclusion of pupils to investigate their conceptions about lesson study, which I thought it was above their understanding to provide such required details on such study because the level of understanding of pupils and how to perceive things was lower compared with what was expected from the needs of the study. Besides, the study did not tell the level of pupils who participated in the study. This affected the credibility of the study. Therefore, this influenced the researcher to conduct this study.

Another study was that of Murata and Takahashi (2002). The purpose of the study was to find out teachers' understanding of lesson study in teaching Mathematics in Japan. One of the objectives of the study was to explore teachers' understanding of lesson study in teaching Mathematics. It employed mixed approaches .It included 32 participants who were teachers from six schools. It was an experimental research

design that employed in-depth interviews as one of the research tools. The study found that 91.3% of respondents who were interviewed felt that lesson study enhanced TDP and helped most effectively and efficiently meeting the learning of students in the highest order to guide students to learn a topic. The study is important because of having similar characteristics of seeking teachers' understanding of lesson study. Though the current study concentrated on English language, the knowledge about teaching Mathematics can be used in teaching English language. This is because the issue of teachers' collaboration as an essential element in lesson study remains independent on any subject that can be taught at primary school.

Generally, the above literature highlights the similarities and differences with the current study based on the first objective of the study. To some extent, there were some differences from the responses given by the current study participants with the literatures reviewed. This made the need to conduct this study.

2.4 Nature of Teachers' Knowledge on Lesson Study in Relation to the Teaching of English Language at Primary Schools

The second objective of this study aimed at exploring the nature of teachers' knowledge of LS in relation to teaching English language in primary schools. The purpose of this objective was to know the historical background of their knowledge about lesson study in relation to English language teaching at primary schools. Having known this would contribute to better implementation to improve the practice. This objective was met in the following discussion:

Isonda (2007) conducted a study on guidelines to implement lesson study in teaching in Malaysia schools. Among the objectives of his study was to know the nature of

teachers' understanding about lesson study in Malaysia. The study was conducted for three years. It was a case study design that used mixed approaches. Participants were both teachers and pupils. He found that the nature of teachers' knowledge about lesson study relied on fellow teachers coaching and from attending workshops and seminars that were regularly conducted.

The above study looks similar with the current study. The difference is that Isonda's study employed both teachers and pupils in his study. This situation would have brought multiple interpretations of the findings. This would have affected the trustworthiness and consistence of the study because he did not state exactly the level of the pupils interviewed. Lower classes pupils would have not provided the accurate information for the study conducted due to low level of perceiving capacity. On the other hand, the study was conducted in different environment from Tanzanian environment particularly in Kyerwa district. However, the study had implications on the current study due to the similar objective that brought about similar responses. One thing worth mentioning from this study is that it led to the establishment of LS programs in Teacher Education where teachers were trained on the effective use of lesson study in teaching. This made the need to conduct this study in the selected area.

In Norway, Bradford (2000) found that the task of educating teachers for the complex work of teaching in the 21st Century constituted significance challenges for teacher education. In order to conduct the work of teaching teachers needed compound professional knowledge that included sub-matter knowledge, pedagogical k;nowledge, curriculum knowledge and pedagogical content knowledge as well as

individual differences and needs among pupils. Hence, seeking nature of teachers' knowledge about lesson study was important in designing guidelines and implementing them in schools. Bradford had conducted a study lesson study in order to prepare guidelines for better implementation of lesson study at schools. This made him to seek the nature of teachers understanding to come up with more accepted guidelines on how to implement lesson study effectively. His study had three types of respondents: school administrators, teachers and pupils. A case study design was used. Questionnaires and interviews were used during the study. A qualitative study was conducted at six schools. The study was similar to the current study since both studies aimed at improving knowledge and skills on how to implement lesson study effectively. This situation did not affect the findings of the current study.

The significance of this study to the current study is that the current study's findings were improved. This made the need to inform educational stakeholders to insist in-service training programs and establish lesson study in teacher education as in the case of Norway.

2.5 Application of Lesson Study in the Teaching of English Language in Primary Schools

The third objective of this study aimed at investigating the application of lesson study in teaching English language at primary schools. This helped to see the extent to which LS implied in teaching English language. This requirement was fulfilled in the following:

Tall (2008) conducted research on the application of lesson study in teaching Mathematics in Japanese schools. One of the objectives of his study was to investigate the implication of lesson study in teaching Mathematics in Japanese schools. A qualitative study employed case study design. It included twelve Mathematics teachers and sixteen pupils. The study highlighted four principal benefits: greater teacher collaboration; sharper focus among teachers on students' learning; development of teacher knowledge, practice and professionalism; improved quality of classroom teaching and pupil learning outcomes. The study reported improved collaboration among teachers. Such collaboration was fostered through teachers' increased willingness and awareness to participate in focused discussions about specific aspects of teaching and learning through lesson study. This led to positive impact on participants' knowledge and skills on the implication of lesson study in relation to teaching of English language.

Taken altogether, the above findings on the application of lesson study was significant to my study due to its nature and characteristics of one of the objectives that sought to investigate the implication of lesson study in teaching Mathematics in Japan. However, the current study was conducted in Tanzanian contexts and involved English language teachers only while the former was conducted in Mathematics subject but the nature and characteristics of both studies were the similar.

Coşkun (2017) conducted a study on implication of lesson study in teaching English as a foreign language in Turkey. The purpose of the study was to explore the implication of lesson study in teaching English as a foreign language. The study was

a qualitative but with some quantitative characteristics. Among the findings of the study was that teachers appreciated the teaching practice and peer observation for increasing their pedagogical knowledge related to technology and their confidence in teaching. In addition, in-service trainings were introduced to teachers who were not equipped with lesson study skills. Moreover, from the findings of the study lesson study was introduced in teacher-education programs. This can be a lesson for Tanzanian government to learn from Turkey. Tanzanian teacher education curriculum should recognize lesson study and equip teachers'-trainees with knowledge and skills on how to employ in teaching different subjects in primary schools. This could make all teachers who get employment to teach in primary schools employ this method of teaching since they become facilitated from their colleges

A study by Cochran (1999) investigated on the implication of lesson study in teaching. The purpose of his study was to investigate the implication of lesson study in teaching various subjects in schools. However, the noted earliest weakness was the failure to be specific about the subject of interest and the level of learners whether in primary, secondary or other levels of learning. The study included ten teachers whom the researcher wanted to get responses from. The study was on application of lesson study in teaching. A qualitative study used a case study design. Data was collected through in-depth interviews. Findings revealed that lesson study led to teaching-oriented growth; it led to learners and learning-growth and content oriented program growth. Lesson study also directed teachers' attention to learners and learning by opening up space and time for teachers to attend more closely to particular aspects of

students' learning. This processes helped teachers to develop greater awareness about students and their needs.

Of importance to this study is that it relates with lesson study in teaching different subjects though Cochran was not specific about what subject was his concern. Moreover, Cochran did not indicate the level of learners in the study. With the current study, the concern was on the implication in teaching English language at primary schools. Despite the noted weaknesses of the study, there was still something worth to mention in Cochran's study that was relevant to this study. The need to seek application of lesson study in teaching brought similarity with the current study. Contextual differences would not have affected greatly the need to share with respondents what lesson study meant to them. In the same way, the methodologies employed and the findings of his study would have looked similar to this study thus making the need to conduct a study in Tanzanian context particularly in Kyerwa district.

In South Africa, Taylor conducted a study on the implication of lesson study with teachers' conceptualization in teaching at schools. The study was conducted in Malang province in South Africa (SA).It involved four secondary schools, which were randomly selected. It was a both qualitative and quantitative research. It used case study design and experimental design. The participants were both teachers and students. The establishment of lesson study programs went hand in hand with the introduction of Outcome-Based-Education (OBE) in 2005.This was a curriculum reform in the history of education in SA. It was found that through lesson study teachers used modern ways of teaching. The program was successful in equipping

teachers with knowledge, skills and competences of how to teach their lessons (Taylor, 2003). It is argued that lesson study was used as a paradigm shift from teachers' domination of the teaching and learning process to Learner -Centered approach.

Of importance to the current study is that Taylor's findings enlightened this study to investigate the implication of lesson study in Tanzanian. This led to give suggestions to the authority concerned on how to improve the use of lesson study in teaching at primary schools.

Studies also have reported benefits relating to implication of lesson study in the quality of classroom instructions and pupil learning achievements (Dudley & Fernandez 2013). They conducted studies on the implication of lesson study in teaching Mathematics in Japan. One of the purposes of their studies was to investigate to the implication of lesson study in teaching Mathematics in Japan. Authors found that lesson study had implications in developing teachers' professional knowledge and beliefs leading to improvement in classroom strategies; lesson study supported more effective pupil learning, it developed teachers' personal characteristics and dispositions such as their sense of self-efficacy and professional identity that motivated teachers to assume more responsibility for pupil learning. Lesson study changed the norms and dynamics of teachers' communities of practice as safe, trustworthy yet challenging environments in which teachers shared knowledge and resources.

The above studies motivated me to conduct this study since one of the objectives of their studies was to investigate the implication of lesson study in teaching

Mathematics in Japan something that can be applied also in teaching English language in Tanzanian contexts.

In addition, a study by Nguni (2005) on the application of lesson study in Tanzania reported inadequate use of the method in teaching different subjects in Tanzanian primary schools especially public primary schools. One of the objectives of the study was to know the implication of lesson study in teaching English language at primary schools in Tanzania. The author found that teaching of English as a foreign language lack enough, qualified and competent teachers. The author added that teachers who teach English as a second or a foreign language at primary level had a big and most important role to ensure that pupils are able to produce grammatical, well-formed utterances and be able to communicate with others effectively. The researcher suggested that lesson study should be encouraged in schools to make teachers more competent when teaching. He concluded that through sharing of knowledge, skills and experience teachers would reach pupils needs and the curriculum.

2.6 Research Gap

The findings of the study revealed that there was a contextual understanding of lesson study from the participants. However, few teachers viewed it in a negative way. This situation did not concur with studies by Hashimoto (2003); Murata, (2011); Takahashi (2002); Bradford, (2000) found out that lesson study helped to bring awareness concerning pedagogical competence and their professional development thus making the need to conduct this study. Concerning the nature of knowledge of lesson study, Literatures show that prior to the introduction.

2.7 Approaches to implementation of LS

2.7.1 Teacher Collaboration

A number of studies on LS and its outcomes report improved collaboration among teachers. Such collaboration is fostered through teachers' increased willingness and awareness to participate in focused discussions about specific aspects of teaching and learning through LS leading to positive impact on participants' knowledge, skills and practice (Rock & Wilson, 2005). Collaboration in lesson study enables teachers to share the expertise and resources, to bring multiple understanding to bear on making sense of successful pupil learning and to support the development of strategies to promote LS (Sibbald 2009). It also enables teachers to engage in shared decision-making and to develop a sense of common responsibility for teaching and learning (Lawrence & Chong 2010).

2.7.2 Focus on Teachers and Students Learning

A growing body of research reports that LS directs teachers' attention to learners and learning by opening up space and time for teachers to attend more closely to particular aspects of students' learning. This process helps teachers to develop greater awareness about students and their needs (Ylonen & Norwich 2012). For instance, it has been reported that teachers become more attentive to students' prior knowledge and more analytic in making connections between a set of learning objectives and what their students already know (Lawrence & Chong 2010). Such research suggests that participation in LS helps teachers to develop more contextualized insights into their students' learning and deepens their collective learning about students (Dotger 2011). As a result, students' learning needs influence

teachers' thinking, planning and practice in increasingly explicit ways, leading to more learner-responsive teaching.

Similarly, Dudley (2011) considers that the research lesson, which is prepared, together by a group of teachers, is similar to action research that leads to teacher research and learning through collective lesson planning and observation. Roback and Moore (2006) argue that one of the most important differences between LS and other professional development methods is that the focus of LS is on student learning, not on the evaluation of the teacher. They further explain that LS is carried out to develop an effective lesson and to understand how the lesson should be restructured to promote students' better understanding of the lesson. That is why LS paves the way to a safe environment for collaboration. Murata & Takahashi (2002) emphasize that the combination of collaboration and focused observation within LS are considered to be powerful tools for facilitating teacher growth, pedagogy, and the ability to understand student learning

2.7.3. LS with Teacher Pedagogical Content Knowledge (TPCK)

Improvements in TPCK have been attributed to participation in LS with gains that is reported in Teachers Subject Content Knowledge (TSCK) (Lewis, 2009). This is what Shulman (1986) identified as pedagogic content knowledge that help teachers interpret and mediate subject knowledge to facilitate students' teach (Fernandez & Lawrence, 2005). It has also been claimed that LS leads to changes in teachers' attitudes and beliefs about teaching as a profession (Pella & Sibbald, 2009). Collegial support among collaborating teachers contributes to improvements in teachers' confidence to work with new ideas (Meng & Sam, 2011). LS is a self-efficacy in making a positive impact on pupil learning (Puchner & Taylor, 2006). Chassels et al

(2009) found that LS provides opportunities for teacher to build professional learning communities, to deepen understanding of curriculum and pedagogy, and to develop habits of critical observation, analysis and reflection. It equips the teachers with new insights into the needs of students, an increased awareness of different teaching strategies, and the importance of collaboration. Similarly, In the same way, Arani et al (2010) found that LS supported schools in managing micro-level educational reforms in practice, bringing teachers together to learn from each other and to develop the school's capacity for promoting learning and fostering shared experiences. Moreover, Doing and Groves (2011) stated that LS offers teachers the opportunity to develop professional communities of inquiry, with ownership of the improvement effort, a commitment to inquiry, shared goals, and a sense of commitment and responsibility to their colleagues and students. LS enables teachers to build on their efforts and refine their understandings. While Hollingsworth & Oliver (2005) state that LS is a model of teacher learning. It involves small groups of teachers meeting regularly to engage in a collaborative process of lesson planning, implementation, evaluation and refinement.

There is evidence that participation helps teachers to develop an inquiry stance and become more reflective about their practice (Fernandez & Ricks, 2011). Yet Christine (2013) summarizes that it would be naïve to assume that the intended, enacted and lived curriculum would be the same. Teachers play a very important role in bringing the intended curriculum to life in classrooms, and lesson study provides a process through which the intended, enacted and lived curriculum could be brought closer together. It is only through such collaborative discourse among teachers supported by knowledgeable others that LS could be implemented effectively.

2.7.4 LS with Improved Quality of Classroom Teaching and Learning

The changes in the understanding, nature and approaches of LS indicate that teachers are more focused on the students' thinking, difficulties, and abilities (Robinson & Leikin, 2012). Stigler and Hiebert (1999) underlined that LS is carried out to develop an effective lesson and to understand how the lesson should be restructured to promote students' better understanding of the lesson; therefore, when a problem occurs during the LS, it is the lesson plan from which the problem arises, and not the teacher who has taken the responsibility to teach the lesson content. That is why LS paves the way to a safe environment for collaboration (Tsui & Law, 2007). The combination of collaboration and focused observation within LS are considered to be powerful tools for facilitating teacher growth, pedagogy, and the ability to understand student learning (Murata & Takahashi, 2002). Prince (2015) stated that LS operates within classrooms, with real students and in real-time. This practice allows teachers to form a common vision of what ideas actually look like. Most importantly, lesson study allows teachers to learn in a familiar setting that contains key complexities, such as student characteristics, time constraints, materials, and the physical environment. She further stressed that lesson study provides the opportunity for teachers to make teaching a communal practice by working collaboratively to improve teaching. The lesson study structure, in which a successful lesson is a combined effort, supports participants in growing outside of their traditional practices. Another importance of the components in the nature of LS she continued saying discussions within the lesson study context can create great moments for teachers to reflect upon and alter their own practices. In addition, time to reflect and think about the lesson allows teachers to envision reform-based teaching within their

own classroom and adjust underlying assumptions about teaching and learning. Finally; she added that lesson provides teachers the opportunity to participate in improving the profession. As a result, teachers feel a sense of ownership and pride as they make their contributions, which can make it more likely that they will implement the ideas in their own classrooms. She concluded that context where the LS is to be implemented; collaboration, reflection and ownership play a big role in the importance of LS sessions.

Studies also have recorded benefits relating to improvements in the quality of classroom instructions and pupil learning achievements (Kuboki & Tachibana, 2006). Lave and Wenger (1991) classify them into three ways. First, developing teachers' professional knowledge and beliefs leading to improvement in classroom strategies to support more effective pupil learning, secondly, developing teachers' personal characteristics and dispositions such as their sense of self-efficacy and professional identity that motivates teachers to assume more responsibility for pupil learning. Thirdly, LS changes the norms and dynamics of teachers' communities of practice as safe, trustworthy yet challenging environments in which teachers not only share knowledge and resources but also experiment with new ideas.

However, some studies explain the influence of LS on teaching and learning by focusing on characteristics of the research lesson as a unit of analysis. For instance, Robinson and Leikin (2012) conducted detailed analysis about different aspects of two research lessons carried out by the same teacher, comparing features such as lesson structure, time allocation to different tasks and lesson phases, the nature of classroom tasks, student involvement in tasks, and the structure of classroom discussions. They concluded that LS had contributed to significant changes in

teacher practice in the course of just few research lessons. A study Omer (2016) on teachers' perceptions LS process benefits stated that the process shifted teachers' focus from teaching to learning. They pointed out that LS helped them observe and better understand student learning. Moreover, they said that this process showed them ways of improving learning in their classrooms.

2.5 Components in LS

LS has various components, which are very important in teaching and learning contexts. Researchers reveal this fact at different approaches. Some summarize them into three components, some four; some six yet others go beyond that. For instance, Lewis and Hurd (2011) suggest that in LS we observe; examining the curriculum and developing goals, creating the lesson, teaching the lesson, and reflecting upon what went well and what could be improved upon. In so doing, Santyasa (2009) proposes four components in conducting LS. They are, goal setting and planning; research lesson; lesson discussion, and; consolidation of learning. Whereas, Cerbin and Kopp (2006) provide six steps in which the core of the LS is the same with Santayana's. They point out steps of conducting LS as follows: form a team: 3-6 people with similar teaching interests; develop student learning goals: team members discuss what they would like students to learn as a result of the lesson; plan a research lesson: teachers design a lesson to achieve the learning goals, anticipating how students will respond; gather evidence of student learning: one team member teaches the lesson while others observe, collecting evidence of student learning; analyze evidence of Learning: the team discusses the results and assesses progress made toward learning goals then repeat the process where possible.

Lewis (2009) states that is a complex process supported by the collaborative works, the accuracy of data collection on students' activities and behaviors, and the agreements which provides opportunity for further productive discussion about current issues. In a summary way, Lewis (2009) describes these components as planning, observing, and reflecting toward the lesson itself. In other words, (Panduan, 2009) puts it clear that, LS can be understood to have three stages namely: plan, do, and reflect.

For the aim of the current study, four components were discussed.

2.5.1 Study Curriculum

Curriculum refers to the knowledge, skills, attitudes and values which learners are expected to acquire that include learning specifications and standards or learning aims, goals and objectives that are expected to meet; the units, content of the lesson that a teacher teaches, the assignments and projects that are given to students, the books, materials, videos, presentations, field trips and recordings used in the course and the tests, assessments and other methods used in evaluating students' learning. Based on the above explanation of curriculum concept, every lesson taught has its aims and goals to be accomplished in a particular time to specific learners in order to meet a certain change. Takahashi and Yoshinda (2004) claim that LS is a teacher-led session for TPD. Therefore, it is the teacher themselves who select a topic that later becomes a research lesson. Curriculum needs are reflected in the syllabus of a certain subject to be met. When teachers meet they study and see the needs of the curriculum before setting the goals to be attained. Throughout LS sessions, teachers breakdown the research questions from general to specific by considering significant factors towards achieving goals of the curriculum. The topic proposed illuminates the enquiry being

propounded by the needs of the curriculum. By sharing experiences and commonly deciding on a topic it paves the way towards the achievements of curriculum needs.

2.5.2 Plan a lesson

Takahashi and Yoshinda (2004) reveal that when the process of studying the curriculum gets completed, the LS proponents are compelled into exploration of interrelated factors and aspects of classroom intereration.They consider this stage as a crucial stage for LS cycle. They claim that it is where a number of teaching and learning materials are considered for the effective implementation. Further they add that it is where the process of students learning and the state of learning are related to the topic. Fuji (2010) emphasizes that teachers get an exposure to reinforce and clarify their misconceptions about a topic through their engagement in planning the lesson. He further asserts that at this stage teachers seek access to several written resources to facilitate the lesson planned. After this stage a handful of experts and specialists are involved in the process of its completion.

LS is then sequentially embarked on into a detailed lesson plan (LP) which contains the sequence of all stages of a single lesson topic. Given their implied cognitions and analysis of students' abilities, LP can undergo some modifications.

2.5.3 Conduct a lesson

Murata (2011) points out that LS should be structured in such a way that it opens a door to other schools and organizations to learn. He stresses that LS provides an avenue to communal learning and TPD. He explains that through a live LS TPCK are shared and practiced. In this way an authentic context of the phenomena is created hence opening a platform for more valid and more thoughtful discussion towards understanding.

2.5.4 Reflect the lesson

Watanabe (2002) argues that LS should have a post-lesson discussion that serves as a venue where all reactions, reflections and feelings regarding LS are discussed and consolidated .It is a place to assess whether the goals and objectives selected for a particular lesson were attained. This builds conceptions and descriptions on the success and failure aspects that were observed during the lesson. Further the observed perspectives from each participant may bring about issues pertaining the growth of a healthy TPD base for teachers in broadening and contextualizing their existing repertoire of effective teaching strategies.Elipane (2015) claims that the practice of a LS provides a coherent infrastructure for teacher education which has implications in cumulative and recursive learning

2.7 Conceptual Framework

Kombo (2000) views conceptual framework as a guideline which always assists a researcher to organize his or her thoughts in order to reach a complete investigation. In this regard, the conceptual framework of this study describes a concept of teachers' understanding, nature of their knowledge and approaches of lesson study in teaching English language at primary schools as indicated in the diagram. The arrows indicate one step after the other. The framework indicates that teachers' understanding of lesson study, nature of their knowledge and the application depends on lesson study. In the same way, the effective teaching of English language at primary schools depends on lesson study. Thus; lesson study is independent of other factors. The bellow diagram shows that teachers' understanding, nature of knowledge and application through lesson facilitates the teaching of English language at primary schools. The arrows indicate one step after the other

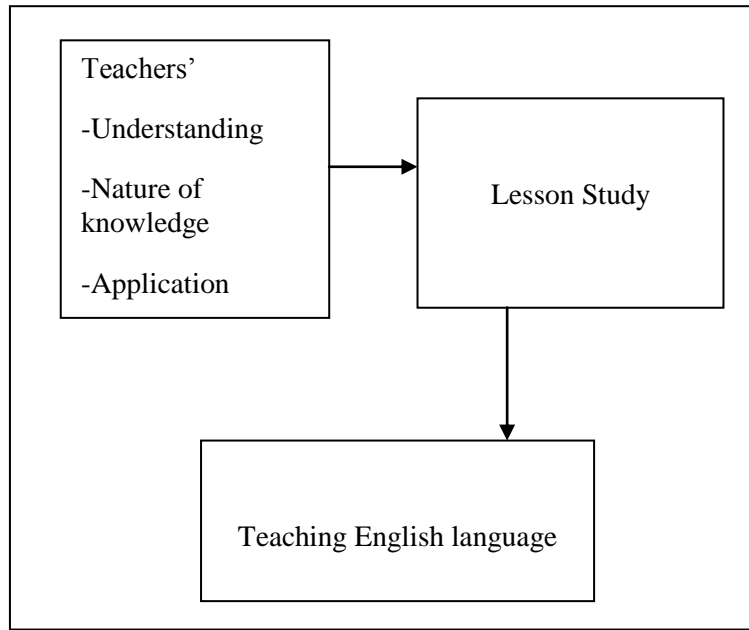


Figure 2.7. 1: Conceptual Frameworks on Understanding of Lesson Study in Teaching English Language among Primary Schools Teachers

Source: Researcher, 2019

CHAPTER THREE

RESEARCH METHODOLOGIES

3.0 Introduction

This chapter presents the research methodologies that were used in the study. It includes the research design, area of the study, the target population, sampling techniques, sample size and data collection techniques. The chapter also analyses trustworthiness of the study and data analysis plan. Finally, it presents the ethical consideration in relation to the study.

3.1 Research Approach

The study was qualitative. The approach was selected because it helped the researcher to interact and capture multiple participants' views, ideas, opinions and interpretations on the researched area. This approach helped the researcher to engage the respondents on constructed nature of reality and deeper understanding of their experience on their understanding of LS in teaching of English language in their primary schools.

3.2 Research Design

The study used phenomenological research design. According to Ary (2002) phenomenology is the study of nature and meaning. This design was employed in order to come up with clear understanding of an experience of the phenomenon from the participants' point of view Giorgis (1970). Leedy and Ormrod (2001) point out that Phenomenological research design focus on the participants' perceptions of the event or situation where the study tries to answer the question of the experience.

Similarly, Creswell (1998) concludes that the essence of phenomenological research design is the search for “the central underlying meaning of the experience and emphasize the intentionality of consciousness where experiences contain both the outward appearance and inward consciousness based on the memory, image, and meaning. The study collects data that lead to identifying common themes in peoples’ perceptions of their experiences. According to Adey (2004) phenomenology research design is the study of nature and meaning. It is argued that phenomenological approach begins with expectations that multiple realities are rooted in perspectives. It is argued that phenomenological approach begins with expectations that multiple realities are rooted in perspectives. This helped the researcher to understand teachers’ conception of lesson study, the nature of knowledge about lesson study and the implication of lesson study in relation to teaching English language at primary schools.

Moreover, phenomenological research design was employed in order to capture different meanings of lesson study from teachers. This is because each teacher had his or her own perceptions, feelings, experience and knowledge to answer research questions that enabled to arrive to the expected destination of study. In addition, the study employed phenomenological research design due to its sensitive and flexible in studying participants’ reality about a phenomenon. In this regard the phenomenon was the understanding of teachers, nature of their knowledge and the implication of lesson study in teaching English language at primary schools in Tanzania.

3.3 Location of the Study

The study was conducted in Kyerwa district, South-West of Kagera region. The area was selected because from the literature and the researcher's own experience there were few schools whose teachers conducted lesson study during teaching while others did not. In addition, from the area there were no similar studies that had been conducted on the similar topic.

A Map of Kagera Region Showing the Location where the Study was conducted



Figure 3.3. 1: Location of Kyerwa District from Kagera Region

Source: Kagera Administrative Profile

3.4 Sample Size and Sampling Procedures

The study employed a sample of seven (7) participants. Creswell (1994) claims that phenomenology studies involve a sample size of at least ten respondents. He argues that depending on the saturation of the responses, 5 to 7 respondents can apply if there is nothing new revealed from the previous responses. Moreover Creswell further stresses that qualitative research studies are usually characterized by a small sample size, normally between 3-10 respondents. Depending on the given arguments there was no need to interview a large sample size since no new outputs that would have affected the findings was noted from the respondents. Bearing this truth in mind, the study involved seven respondents, three (3) English language teachers from school A two (2) English language teachers from school B and two (2) English language teachers from school C. These respondents shared information about their understanding, nature of their knowledge and the implication of LS in teaching English language at their schools. This was conducted through face to face interview and telephone interviews.

3.4.1 Sampling Procedures

The researcher used purposive sampling technique. Omary (2011) argues that purposive sampling enables a researcher to obtain respondents with relevant information needed in the subject matter. On the other hand, Bogdan & Biklen (1992) hold that purposive sampling is used to get all potential cases that fit specific conditions; it is useful in selecting special cases where the researcher needs particular investigation. In this respect, English language teachers were the study population who had relevant information about the study area.

3.5 Data Collection Methods

This study employed interviews as a data collection method. Interview is an open-ended, discovery-oriented method to obtain detailed information about meaning and how individuals conceptualize the researched idea (McMillan & Schumacher, 2006). Face to face interviews were conducted and telephone method. These interviews were prepared in English language but the situation changed upon arriving to the field where respondents demanded that they were not well conversant with English language. Moreover, interviewees claimed that English language was not a medium of communication at primary schools. Therefore, interview questions were translated into Kiswahili language for understanding and flavoring the conversations into their own cultural contexts. Few of the respondents agreed to use either of the languages because they claimed that they were conversant in both English and Kiswahili languages. Later the interviews were transcribed into texts. The researcher visited the schools, sought the consent of the school management and teachers before interviewing the English teachers. Where the researcher was unable to meet with the respondents face to face, telephone interviews were carried out. Therefore, interview as a data collection method to this study explored respondent's point of view, experiences, feelings, attitude, opinions and perspectives about the understanding, nature and implication of lesson study in teaching English language at primary schools in Kyerwa district.

3.6 Data Analysis

Data analysis is the processes of moving from the information that have been collected into some form of explanation, understanding or interpretation of the real

investigated situations (Husserl, 1960). The study employed Giorgi's phenomenological method of data analysis. According to Giorgi, phenomenological method of data analysis deals with quality rather than quantity of data. The participant is a fellow human being and may be of equal status from which co-operation is sought. Giorgi's phenomenological method of data analysis was relevant to the present study. This was because a small sample of equal status yielded accurate information about the study. As a result, it obtained the reality from the actual context on how teachers conceptualized lesson study, the nature of their knowledge about lesson study and the implication of lesson study in relation of teaching English language at their schools. Data analysis plan included identifying patterns and connecting different responses given from the field, categorizing them, interpreting them into meaning and explaining the findings.

3.7 Trustworthiness of the Study

The researcher used the following qualitative expressions to ensure trustworthiness of the study.

3.7.1 Credibility

It is argued that credibility maintains how confident the researcher is of the truth of the findings based on the research design, informants, and context and data collection methods employed. In this study credibility was ensured by linking the research study's findings with reality in order to demonstrate the truth of the findings. In this case, teachers' understanding, nature of knowledge about lesson study and the implication of lesson study in teaching English language at primary schools was

linked to the real situation on what actually is understood from the participants of the study.

3.7.2 Transferability

According to Creswell (2014), transferability is the degree to which qualitative study findings can be applied to other context, instances and situations. In this study transferability was ensured through interview questions that were responded by different participants. The employment of seven study participants to respond to study questions was expected to bring about transferability when these responses were generalized.

3.7.3 Dependability

Dependability is the extent where the same study could be repeated by other researchers and the findings would be consistent (Creswell, 2014). To ensure dependability, the researcher employed an external audit who reviewed and examined the research process and data analysis in order to justify that the findings whether they could be consistent and could be repeated.

3.7.4 Conformability

Conformability refers to the degree of neutrality in the research study's findings. To ensure conformability, the research findings based on participants' responses that did not contain any biases or personal motivation from the researcher (Gay, 2012). Therefore, conformability was ensured through coding, editing and using other inquiries to interpret and analyze the data in order to provide a rationale of the findings.

3.8 Ethical Consideration

According to Merrill and West (2009) claim that ethics are set of rules, moralities and set of codes which are used to guide a behavior of the researcher when conducting research. They argued that the application of research ethics is important not only to maintain public confidence and to protect individuals and groups from reasonable use of research findings, but also to ensure the status of the research.

Based on this concern, the study consulted all responsible authorities. For instance, the researcher sought a letter for data collection from the University's director for postgraduate studies to be delivered to the District Executive Director (DED) of Kyerwa district. In addition, the researcher sought a permission letter from DED for data collection from the selected schools. Similarly, the researcher also obtained permission from the Head teachers of the primary schools where data was to be collected. Furthermore, the researcher informed the participants the rationale of the research and that they were free to withdraw from the study if they wished. Letters were used to represent schools. Since three schools were involved in the study, letters A, B and C represented schools respectively. Finally, the researcher ensured the respondents to maintain confidentiality of what they would share with the researcher.

CHAPTER FOUR

FINDINGS OF THE STUDY

4.0 Introduction

This chapter presents the findings of the study on understanding of lesson study, nature of teachers' knowledge and the implication of lesson study in teaching English language at primary schools. The following interview guides were employed during the study:

1. What do teachers understand of lesson study?
2. What is the nature of primary school teachers' knowledge with regard to lesson study in relation to teaching of English language?
3. How is lesson study in teaching English language at primary schools implemented?

The findings of this study are presented and discussed in the following areas:

Demographic profiles of respondents who were involved in the study. The purpose was to know respondents' names so that the researcher would be aware of whom he was talking to. Knowing respondents' age would determine their teaching experience and how matured they were in providing the information. This made the researcher to be careful in administering the type of probed questions. Education level helped the researcher to restructure the interview questions in accordance with the level of their understanding. Hobbies outside teaching context helped me to know the type of engagement they had in relation to activities especially after working hours. Moreover, demographic profile of respondents built a good rapport and acted as an advance organizer among the researcher and respondents before the actual interview

sessions. Thus, it prepared the interviewees ready to share what they understood about lesson study, nature of their knowledge about lesson study and the implication of lesson study in teaching English language at their schools.

Quotations and phrases obtained during interviews were used to support the study findings. The main themes for each question were identified from each data. This study involved English language teachers who have been employing lesson study in teaching English language at primary school level. The purpose of the study was to explore teachers' understanding of lesson study, investigating the nature of their knowledge about lesson study and exploring the implication of lesson study in teaching English language at primary schools. Teachers involved in the study had been teaching English language subject for more than seven years. Therefore, it was expected that they would provide much information about the study conducted. Data were collected through face to face interview and telephone interviews. Names used were pseudonyms that had nothing to do in connection to their professionals; responsibility and participation in the study. They were used for confidentiality. The selected respondents were aged between 30 and 39 years. A total of seven (7) respondents were involved in the study where four (4) were male teachers and three (3) were female teachers from three primary schools.

Table 4. 1: Demographic Profile of Respondents

No	Name	Age	Teaching exp	Level of Ed	Other hobbies
1	Kusikita	39	12	Certificate	Games and sports
2	Kasoni	30	10	Certificate	Reading books
3	Kasalabude	40	16	Certificate	Farming
4	Nyangoma	37	11	Certificate	Reading stories
5	Keitwemi	33	8	Certificate	Playing football
6	Wakusa	35	13	Certificate	Singing, composing music
7	Gambaho	42	15	Certificate	Small businesses

4.1.1 Kusikita

He was the first respondent to be interviewed. He was a teacher from school A with twelve years of teaching English language at two different primary schools. Having 39 years of age completed his primary education at Rwabigaga primary school before joining Mabira secondary school where he completed his ordinary level of secondary education. Later he joined St. Francis teachers college in Bukoba specializing English language and Geography as teaching subjects. A year later he was employed as a primary school teacher at Rwagigaga primary school. He taught English language in standard four and five respectively. He taught for three years before being shifted to another school. According to his explanation, the former school which he had been employed for the first time, he found English language teachers employing lesson study as a teaching strategy where he adopted to that teaching approach. The longer the days went on the more the experienced he gained as he was assigned to teach English language subject in standard four and five. He became an active member of English language department at Kamuli primary school

where he was shifted. He shared knowledge, skills and experience on how to employ lesson study in teaching English language at the school. Different from teaching, Kusikita is a sports and games teacher at Kamuli primary school. He engages himself in sports and games with the entire community of the school. According to what he said in our conversations he has succeeded in his department where he managed to send some pupil representatives at UMISHUMITA competitions at district level. Kusikita also likes reading English and Kiswahili story books. In doing so he increases an exposure to the world of knowledge especially to his professional. He agreed to be interviewed in Kiswahili language demanding that it was a medium of communication in primary schools. Therefore, he would feel more comfortable in articulating in the interview process. Based on this context, Kusikita developed a multiplicity of experience enough to be suitable for this study. In deed he was an important interviewee who revealed the required information for the study.

4.1.2 Kasoni

A teacher from school A, he was born in 1989. He attended a primary school at Rwabigaga where he completed primary education. After ordinary level secondary education he joined Butimba teachers college where he obtained a teaching certificate specializing in English language and Kiswahili as teaching subjects. Being committed and determined to teaching professional, he was appointed as a head of English language department where he encouraged other teachers to work whole heartedly. He has been teaching English language for over ten years at school. According to him he has succeeded to unite teachers and has brought them together at the English department. He has also succeeded in conducting several lesson study

sessions at school to the extent that other departments have been influenced by their academic achievements. He has also engaged in assisting other teachers of nearby schools on how to conduct lesson study at their schools.

According to what he narrated to me he got the knowledge of lesson study when he attended an in-service training where experts from region level came at Kyerwa district to facilitate them at district level. After that he had an opportunity to facilitate other English language teachers at the school. Kasoni agreed to be interviewed. He participated actively and cooperatively throughout the interview session. Therefore, he was a dependable participant in the study where his valuable responses to research questions would not be forgotten.

4.1.3 Kasalabude

She was a third and the first female respondent to be interviewed from school B. Born in 1982, she completed her primary education and she was selected to join high school studies at Dodoma High School in Dodoma region. Unfortunately, she was unable to continue with her studies due to health constraints. This situation deteriorated her health day after day. Her parents decided to bring her back home from school for the sake of taking care of her. After two years of her stay at home her health improved. At this point, she was sent to Capital teaching college in Dodoma where she pursued her studies where she obtained a teaching certificate specializing in English language and Geography as teaching subjects. When she was employed for the first time at school B, she was assigned to teach English language in standard six and seven.

Formerly, she was not aware of lesson study as a teaching strategy as it was not taught in teacher education. She got this knowledge from her fellow teachers who had been employing lesson study. However, she was ignorant of how the process was called as she said that oh... we usually implement it but I never knew if it was called a lesson study. According to her whenever she faced any difficult in teaching she sought help from her fellow teachers. As she said that you cannot be competent in all topics. When she was interviewed she was willing to share what she knew about lesson study. More interesting she was ready to learn and know more about lesson study as she confessed that this is what I know about lesson study. But you who is conducting lesson study can add more because you look to be more knowledgeable than me. All in all she had a positive understanding of lesson study and its implication to pedagogical skills and of her professional development in teaching English language. Based on this perspective Kasalabude was of great help to this study.

4.1.4 Nyangoma

She was the fourth and a second female teacher to be interviewed from school B. She is a teacher at school B with teaching experienced of eleven years. Born in 1989, she completed her primary education at Kamuli primary school. After that she attended Bweranyage girls' secondary school in Karagwe where she completed her secondary education. After that she joined Murutunguru teachers college in Ukerewe where she attained a teaching certificate specializing in English language and Geography as teaching subjects. After that she was employed as a teacher at school B teaching English language only. According to her explanations she has been teaching this

subject since she was employed. Concerning lesson study she committed herself that formerly she was ignorant of the process. She was facilitated by one of English language fellow teacher who had attended a seminar on teaching methods. Since then she has been using this teaching method. According to her the method has made her create a positive insight about employing lesson study during teaching of English language. This has made her professional become fruitful and more prosperous in achieving academic progress of pupils. When I sought her redness to be involved in the interview she accepted and she tried her level best to respond to the research questions. In doing so she played a part in providing the necessary responses of the researched area. However, when responding to different research questions she was full of hesitations and refrains with initial incorrect responses that lacked consistency throughout the entire interview session.

4.1.5 Keitwemi

He was a teacher from school C. Having the age of 33 years, he completed form four in 2007. The following year he joined teaching certificate where he completed in 2011 and he was employed as a primary school teacher. He specialized in English; language and Kiswahili as teaching subjects. He had an experience of 8 years of teaching. His hobbies were to play football and to watch football matches. Besides playing and watching football matches Keitwemi had an interest of using computers.

On responding to the interview questions Keitwemi was quite to some minutes perhaps pondering what the term meant. After a few minutes he interrogated me demanding me to explain more that the term was new to him. After making some clues about the term it is where he came to his senses about the term. He said it was a

collaborative way of teaching with other teachers before going into the classroom to teach. He added that they meet; discuss a certain topic or a particular topic before they taught. Like other respondents he admitted his ignorance about not being aware of what the term meant.

When I asked him to what extent did they employ lesson study at their school Keitwemi said that it was not employed to the maximum due to various constraints? In a contradictory way while still sharing with me on the extent they employ lesson study he said they usually employed it. About the important components of lesson study he said that identifying the topic to discuss is the first one to consider. He further added that the topic should come from the syllabus which is derived from the curriculum before going to teach in the classroom. To some extent she tried to share with me her views and opinions about the topic.

4.1.6 Wakusa

Being well prepared to share with me issues concerning lesson study Mwalimu Wakusa looked very charming and welcoming assuring me that we could use even English language in sharing different issues about lesson study. He is a primary school teacher from school C with teaching experience of 13 years. Born in 1984 he attended Nyakato primary school in 1993 to 1999 where he joined Kagango Secondary school in Biharamulo in 2003. The year 2004 to 2006 he joined Tabora teaching college where he obtained his certificate in teaching. When I asked him about other hobbies that he had outside his professional he said that he liked singing, composing music and watching football matches.

When I asked him about his understanding of lesson study in teaching English language at primary schools he said, that oh... from the word itself the teachers meet before going to teach. The process involves teachers to discuss the process and the methods of teaching. He added that they did not call it as lesson study; rather they called it a team-teaching. So that is what normally they called. After that there was a net-work breakdown. When the network was friendly we went on sharing about issues of lesson study about an hour until there was no question left. The responses which Wakusa gave were similar to others. Truly; he was an important figure to share with me about lesson study issues.

4.1.7 Gambaho

Looking not to be well organized, Gambaho introduced herself that she was a primary school teacher from school A. She attended a teaching certificate in Morogoro Teachers' Training College. She had a teaching experience of 15 years. She specialized teaching in all subject during her time of study at the college. She said that it depended on the department to allocate any subjects to teach in any class. Due to that fact she added that she was well conversant with all the subjects including English language where she stated that she had also been teaching language for several years. About other things that she did after school hours she said that she engaged in small business as an entrepreneur claiming that life wasn't that simple especially these days. Besides those engagements she also conducted farming and gardening activities. On answering the interview question that asked her to share various issues concerning lesson study she looked not to be aware of many things. For that she was quite for some time. Then she continued elaborating that lesson

study as process where teachers come together to discuss and see how best to teach a lesson. When I asked her to share with me the extent to which they employed it at their school she said that it was not employed to the maximum due to various reasons. She added that it was because they were required to do so by the administration but it did not come from their hearts. She continued saying that when they meet they identify the topic to be taught so that they may prepare teaching and learning aids to facilitate that lesson. That is what she knew about lesson study.

When I asked her to share with me the implication of lesson study she said that it helped them to solve different topics especially when it was implemented to the maximum. It gave them new ideas skills and knowledge to teach different subjects. About where and how did she get the knowledge of lesson study she said that it was English language teachers who facilitated her to use that method but before that she never knew about it.

Moreover, she said that the process of conducting lesson study was associated with some challenges that acted as barriers towards an effective implementation. She added that time was the first problem where teachers fail to meet to conduct discussions. Another challenge was lack of enough teachers that made them to fail to meet because the classes would remain without teachers. Lack of funds was another problem that she went on disclosing now and then. She demanded that teachers fail to meet due to lack of motivation. The presence of funds would have helped them to run the sessions even outside working hours. She concluded by giving advise that teachers should be taught at the college level concerning the use of lesson study so that upon completion they may have been equipped with the knowledge and skills of

employing it at schools. She added that teachers should also be allowed to go to update their professional development claiming that she had planned to go for further studies but she was not allowed.

4.2 Perceptions on lesson study in the teaching of English language among primary school teachers

Based on the first objective of the study the respondents shared their experience, opinions and knowledge of what they understood about lesson study in teaching English language at primary schools in Tanzania.

This section provides a report of what respondents understood of lesson study in teaching English language at primary schools in Tanzania. Almost all respondents gave similar views when answering the first research question that stated, “What do teachers understand of lesson study” The above research question was responded under usable interview guides and protocols as follows:

Table 4. 2 Perceptions on lesson study in the teaching of English language among primary school teachers

Main Theme	Sub-Themes
	Meaning of lesson study
	Main important components in lesson study
Conceptualization of lesson study	Definition of each component in lesson study
	Importance of components in lesson study

4.2.1 Conceptualization of lesson study

Table 4.2 displays the understanding of lesson study as conceptualized by primary school English language teachers. The main interview question was followed by sub-

questions where respondents had to respond to. The responses from the interviewees related to teaching of English language at primary schools. To a great extent, all respondents provided their understanding of lesson study in the same manner as follows:

4.2.2 Perceptions of primary school teachers on lesson study in teaching English language

The first interview question aimed at seeking from teachers what they understood of lesson study and then relating to teaching of English language at primary school. Findings from this study indicate that all respondents had similar understanding with minor differences. It was shown that at the early stages of conducting lesson study there must be a teacher with teaching difficulties. Here, teachers meet and discuss how to teach that topic. After having a discussion on that topic teachers go into the classroom to teach. While teaching, other teachers become observers of what the teacher is teaching and they are allowed to give out their inputs while the teacher teaches. During teaching pupils listen carefully to what the teacher teaches and to what other teachers contribute. This experience was revealed by Kusikita who he confirmed that:

...what I know from lesson study is that teachers, if it happens that a teacher has a problem on a certain subject, teachers usually meet. You meet; you show each other how to teach that topic. You find a teacher may be having difficulties in teaching a certain topic let us say tense. So teachers meet as a department and show each other stage by stage how to teach tense. When you finish discussing you go with that teacher in the class to teach. Then the teacher starts teaching while you are at the back of the class observing what is being taught. You see. (Kusikita 1-12, p 1).

From this perspective Kusikita understanding of lesson study looked the same as that of Rock (2005) who claimed that lesson study is a kind of classroom research in which teachers investigate teaching and learning in the context of actual single class lesson so that other teachers can correct mistakes at the correct time. In this respect the author linked the origin of a lesson study and of self with the African mutuality

of working together to fulfill a given assignment. Rock added that it is an approach to professional development that centers on collaboration. In lesson study teachers organically come together with a shared question regarding their pupils' learning, plan a lesson to make pupil learning visible, examines and discusses what they observe. Therefore, Kusikita was aware of lesson study.

Along with the same line, other respondents emphasized a collaboration in the meaning of a lesson study. For instance Kasoni who was also ready to share what he knew about lesson study despite having a fixed timetable on that day articulated:

... The meaning of lesson study, may be like the way I am teaching English language. May be I face a difficult topic, so what do I do so that I impart knowledge? So, I gather teachers of all English language departments. So we sit we discuss. After that we go to teach with all other teachers whom I asked to listen to me. After that what do we do, we go back to make evaluation. But when I am teaching in the class, if I made mistakes while teaching they help me that you made mistakes somewhere (Kasoni 1-10 p 31).

From the findings Kasoni was determined to his meaning of lesson study throughout the course of teaching English language. With this determination Kasoni appeared to have a correct awareness that lesson study needs teachers' collaboration.

Another respondent was Kasalabude, a female teacher who also exposed her understanding of lesson study. She was ready to share with me during the interview session despite being busy with teaching activities on that day. She reiterated:

Oooh... lesson study, ok, year...of course. Once you talk about lesson study in short as I know, I can say is a situation whereby experienced teachers of the same subject they meet together they identify the topic which is too challenging, then they sit together, discuss the challenges of the challenging topic. Then after they discuss they go into the class to teach together that is they present like a panel, a certain teacher just teaching while others observing but they are allowed to contribute their idea on a given topic (Kasalabude 1-9 p 131).

Kasalabude was very charming when sharing her understanding about lesson study. She was not far away from the previous respondents who responded the similar way.

4.2.3 Main important Components in Lesson Study

Based on the second sub-interview question the respondents were required to share their understanding of the important components in the meaning of lesson study. On responding this question Kusikita was ready to share with me what she knew about the main components in the meaning of lesson study. When emphasizing this she disclosed:

The first step that we employ, that is first teachers meet, isn't it? After getting a challenge from that teacher, that sorry I have a problem in my subject of English or mathematics, isn't it? Yes I don't understand a certain topic and I want to teach tomorrow.

The second step is going to the class where a teacher starts teaching in the classroom while we observe what she or he is teaching. Pupils are also present in the classroom while teaching. Now it is there as I said that there is a challenge when we correct a teacher on the spot while teaching. After that when we go back at the office we tell the teacher that you have to make corrections for a certain stage. If there are no inputs we go away (Kusikita 13-25 p 1).

Kusikita gave the main components in a form of explanation though he would have just outlined them. However, he was aware of the main components according to how he discussed with me.

Another respondent was Nyangoma who was also ready to share with me about the main components in the meaning of a lesson study. She revealed:

Ok, I think the identification of the topic which is too challenging is the first component in the lesson study. But also the situation of going to teach together discuss the area which is difficult is the second component of this lesson study. But also after that we go into the

class, teach together, while teaching others observing lesson, it is another component. But also we evaluate whether we are going to re-teach the lesson or not (Nyangoma 5-8 p 63).

Nyangoma who looked to be frightened and somehow incompetent in expressing her feelings about the researched area, she was aware of the important components of the lesson study according to how she explained.

Kasoni also shared with me his understanding of lesson study as he had been employing this during teaching as he verbalized:

The important components that I see, you must first meet. After meeting you must discuss. After discussing you go to teach and then you go to make evaluation. I think these are the important components which we employ. These are important components (Kasoni 12-15 p 32).

To some extent he tried to give out some of the main components in the meaning of lesson study though she was not aware of the others. This indicated that lesson study was not well employed at the school rest she would have been able to state well the important components that are included in it.

4.2.4 Definition of each component in lesson study

The question aimed at exploring the understanding about the components in the lesson study. Every participant responded to how he or she was used to conduct lesson study sessions. But all in all the definitions provided met the needs as to how lesson study components were employed. It was Gambaho who disclosed,

Lesson study has four components which are very important in teaching and learning. The teacher brings a topic which is challenging, we discuss that topic, we go teach and then we go back to make reflections (Gambaho, 14-18 p 135).

This means that Gambaho knew the components that are included in the definition of lesson study from the stage of identifying the challenging topic to the stage of evaluation.

Similarly, Keitwemi added,

When a teacher calls us we meet to see the needs of the question and how we are going to help the teacher to teach well that topic. So, we plan how to help him or her. We discuss and then we go into the classroom where he or she teaches then after that we go to see if we succeeded or we failed to meet what we had planned (Keitwemi,9-14 p 85).

Rutemes' response which is not far from the previous responses justifies that he knew the important components in the meaning of lesson study. Probably they usually employed it at their schools. These responses answered the first research question that asked the responses to respond on how they conceptualized lesson study.

4.2.5 Importance of the components in lesson study

This sub-interview guide asked the participant to respond on the importance of each component in the meaning of lesson study where different respondents had almost similar views. It is Kasalabude who pronounced:

...Yes, there is a very big importance. Yes, as we saw that you cannot be competent in all topics, you see. This method when employed helps to solve some challenging topics. So this method should be established in teacher education especially higher education. We also see good results to pupils compared to previous years through employing lesson study. Now, in English language subject pupils have started getting "As" and "Bs", you see. So this method is very good to be established (Kasalabude, 32-35 p 50).

Kasalabude was aware of the importance of the components in the meaning of lesson study. However, she lacked consistence in explaining each component in the in the meaning of lesson study.

4.2.7 Reasons for integrating those components

This question needed the respondents to respond to how they integrated those components in the meaning of lesson study. The reasons for integration of the components in lesson study laid to the truth that lesson study was the only means of arriving to the attainment of the teaching and learning objectives compared to other teaching and learning strategies to both teachers and pupils. To teachers it was the means to arrive to a reliable and valid professional development through a shared and collaborative means of teaching where every teacher shares his or her experience of different conceptions and understanding of the lesson. To pupils lesson study enables them to learn in an environment that makes them gain the expected outcomes that is filtered from the group of experts thus attaining the expected need of the curriculum. To justify this statement Kasalabude reiterated:

In short, in short I can say that, aa...through lesson study, curriculum objective are attained, they are made, and they are made. Because if there are objectives expected to be attained by the end of the certain subject or a certain topic and are attained, it is where curriculum objectives are. Now if pupils can perform what is expected through may be examinations, you can say curriculum objectives are attained. So, through lesson study these objectives are made since lesson study makes it easy to attain through the participation of many teachers in a lesson” (Kasalabude 23-24,p 45).

On the other side when Kasoni was asked to share about the question he commented:

This concept of lesson study at Nyakatabe primary school, we integrate it as I told you at the beginning, yes where teachers of the same subject meet, discuss, go to teach and then make an evacuation

of the lesson. But it is not only in English language though you asked me about English language only” (Kasoni 15-16 p 48).

On responding to the same question Nyangoma had this to insist:

... It helps because curriculum as curriculum has aims and objectives that require every pupil to attain at the end of the lesson or a topic. That after teaching a pupil should be able to acquire different various knowledge and skills. So after a pupil being taught through lesson study. So, it helps to meet those curriculum needs. Pupils know. So, it helps us much” (Nyangoma, 67-68 p 87).

The second research question aimed at arriving to a point of exploring the historical background towards the origin of their understanding about LS employment at their schools. On responding to the second research question that stated “What is the nature of teacher’s knowledge of LS in teaching English language at primary schools in Tanzania”? The following table highlights the interview guides and protocols under which respondents responded to.

The purpose of the second objective was to seek the historical background concerning the nature of teachers’ knowledge about lesson study in teaching English language at primary schools. This was important in improving their perspectives concerning the use lesson study at schools. Moreover, being aware of the nature of their understanding helped to suggest appropriate and effective ways where weaknesses would have been noted. This objective was met under the main theme that was followed by some sub-themes as follows:

Table 4. 3: The Nature of Teacher’s Knowledge of Lesson Study

Main Theme	Sub-Themes
The nature of teachers’ knowledge of lesson study in relation to English language teaching.	Nature of teachers’ knowledge of lesson study
	Strategies to the understanding nature of lesson study
	Important components in the nature of lesson study
	Importance of the components in the nature of lesson study

4.3.1 Nature of teachers’ knowledge of lesson study

When Kusikita was asked to share the nature of the knowledge he had about lesson study he articulated:

Yes, yes it is true because the method is not taught at teachers colleges. Teacher trainees are not facilitated at college level. Yes, when I was employed for the first time at school I found teachers employing this method, you see. (Kusikita, 26-33 p 18).

The above response implies that he got the knowledge of lesson study from fellow teachers. This is because lesson study was not taught at teachers’ colleges. Therefore; it is high time for the ministry of education and vocational training to establish lesson study in teacher-education. This will equip teacher-trainees with knowledge and skills of lesson study that will help them to teach well upon completion of their studies.

Unlike Kusikita, Kasoni added,

I came across with this method, it was...in 2010 where English language department teachers met at the district level. There were some experts from region level who had come to facilitate us about various methods of teaching strategies so that when we go back we would facilitate other teachers. It is where now we were taught various teaching methods and strategies including the use LS. So this has become not only an advantage to English language teachers but

also other subjects because I now see even History department teachers have started adopting this method of teaching. So, I came across with this method of teaching when I attended that seminar (Kasoni, 56-61 p 37).

Moreover, Kusikita was not far away from other respondents when he added:

I got this education from our fellow teachers who attended a seminar (in-service teaching). When he got it, he came back to facilitate us, yes (Kusikita 96-101 p 126).

The above responses were responded by the rest of the respondents in a similar manner. This shows that the nature of their understanding about LS depended on their fellow teachers who attended seminars and workshops on teaching methodologies but also the experience of other teachers with LS programs at the schools

This indicates that in-service training programs are very important in updating teachers in their professional development according to time and space. Therefore, they should be encouraged so that teachers are equipped with new and modern ways of teaching. As revealed by Kasoni that he got the knowledge of lesson study from in-service training program and came to facilitate other teachers.

Similar responses were responded by the rest of the respondents almost the same. This shows that the nature of their understanding about lesson study depended entirely on fellow teachers who had experience with lesson studies and those who had attended seminars and workshops on teaching methodologies but also the experience of other teachers with LS programs at the schools.

4.3.2 Essential qualities to the nature of LS

LS have its essential qualities when conducting. Based on this understanding respondents responded differently to this question while some looking not to

understand what it mentioned of the responded said....These responses go in line with the findings by Murata (2004) in her book “Conceptual Overview of Lesson Study” when she conducted a study on essential qualities of a lesson study to teachers. She found that LS should be centered on teachers’ interests. This meant that before its actual implementation in the classroom teachers must have developed in them an interest of conducting a discussion on a given topic. If teachers loose the spirit of having an interest towards the lesson it would be good for nothing .Therefore, this is an essential quality to the nature of a LS. Another quality is that LS should a research lesson. At this point she stressed that throughout the sessions teachers are in research process of that topic how best it can be taught and be understood well. So, they should not forget that when conducting LS sessions they should be recording their observations and findings throughout the whole process. Furthermore, LS should be collaborative. This is the central concern of a LS. From setting the goals of the curriculum on a certain topic teachers collaborate from each other through contributing their ideas, opinions, knowledge and skills about a phenomenon to be investigated. There is no LS session that can be conducted without teachers collaborating. In additional should be a reflective process upon all the stages from the beginning to the last stage of making evaluation on the failures and success of the whole process. Finally, Lewis stated that LS should be student centered in the sense that all LS activities should aim to facilitate a learner to get the required knowledge and skills at a maximum point. So, it should be born in mind that teachers should not diverge from the main root of facilitating the learner to get the expected learning outcomes.

4.3.2 Source of lesson study knowledge

This question needed respondents to give out their sources of knowledge, skills and experiences about lesson study. Many of the respondents indicated that peer teaching and in-service training programs were the two main nature of their understanding of lesson study. To verify this truth when Kasoni was asked to respond to the question he refrained:

...yes it is true because the method is not taught at teachers colleges. Teacher trainees are not facilitated at college level. Yes, when I was employed for the first time at school I found teachers employing this method, you see. So, even myself when English language subject was handed over to me I started employing this method, yes. I became a member of these teaching and learning strategies, besides having prior knowledge on lesson study I also got it from my fellow teachers at this school (Kasoni, 56-61 p 44).

It shows that Kasoni was not aware of lesson study programs but abruptly when he was employed he found himself adapting to the new teaching strategy from his fellow experienced teachers.

Kasalabude was also ready to share with me on the question as she noted:

...I came across with it I think it was in...I think it was on... 2010,ee it was in 2010. Teachers of English language met with experts from the region to facilitate us so that after being facilitated we would go to facilitate other teachers at our schools (Kasalabude,25-27 p 60).

From the above response it shows that she got the knowledge of lesson from the teacher who was facilitated from the region level.

4.3.2.1 Important Components in the Nature of Lesson Study

This question aimed at exploring the important components in the nature of lesson study. Respondents were required to respond to what they knew about the important

components from the nature of a lesson study. The following were their responses to the question. It was Kasoni who commented:

The important components that I see, you must first meet. After meeting you must discuss. After discussing you go to teach and then you go to make evaluation. I think these are the important components which we employ. These are important components (Kasoni, 12-17 p 39).

When I asked Kusikita to share with me on the important components in the nature of lesson study he concluded:

The first component that we employ, that is first teachers meet, isn't it? After getting a challenge from that teacher. The second component is going to the class where a teacher starts teaching in the classroom while we observe what she or he is teaching. Pupils are also present in the classroom while teaching. Now it is there as I said that there is a challenge when we correct a teacher on the spot while teaching. After that when we go back at the office we tell the teacher that you have to make corrections for a certain stage. If there are no inputs we go away (Kusikita, 13-25 p 1).

Kusikita's responses indicate that he had enough knowledge on the important components in the nature of lesson study.

Kasalabude was not far from other respondents who responded on the important components in the nature of the lesson study when he emphasized:

...Ok, I think the identification of the topic which is too challenging is the first component in the lesson study. But also the situation of going to teach together discuss the area which is difficult is the second component of this lesson study. After that we go into the class, teach together, while teaching others observing lesson it is another component. But also after evaluating whether we are going to reteach the lesson or not. (Kasalabude, 28-31 p 50).

Contrary to other respondents who responded almost similar thing, Kusikita had something new from others on the important components of lesson study. He demanded:

Oh, I think the components which should be included is the continuous assessment from the teacher who teaches whether that teacher has improved the teaching process from what you had been teaching through lesson study, or there are no challenges, that whether those challenging topics that challenged him or her are no longer challenging him or her. We have to add another component besides those discussed above to make sure that there is a follow up for continuous assessment (Kusikita, 34-42 p 2).

According to Kusikita, making a continuous assessment of the way the teacher who was facilitated in teaching through lesson study should be carried out to see how he she progresses in employing lesson study when teaching.

4.3.3 Importance of the Components in the Nature of Lesson Study

This question aimed at exploring the importance of components in the nature of the lesson study. Respondents were required to share their knowledge about what they knew of the importance of the components in the nature of the lesson study. Kasoni disclosed:

...If you are alone you use much energy in teaching, but if you use lesson study it becomes easy because other teachers are there. Where it happens that you went wrong somewhere they correct you. So, lesson study helps pupils to understand well because many teachers participate in the lesson. So, a certain teacher may contribute this (Kasoni, 56-61 p 40).

It is of no doubt that Kasoni knew the components in the nature of lesson study and how important they were in teaching.

On the same question, Kusikita explained:

Very good, other teaching methods as I see lesson study is the best because through this method I see we have succeeded more in academic achievement compared to previous years. Now even other dependents have been using this method because of our success .For stance Kiswahili, mathematics and social science teachers have started employing this method because of English language performance are better than other subjects. So, this method is the best in the nature of lesson study (Kusikita, 96-103 p 4).

Kusikita was trying to compare teaching through lesson study and other methods of teaching. For sure he found that lesson study as a way of teaching was the best. On responding to the third question that explored the implication of lesson study in teaching English language at primary schools, needed the respondents shared with me how they integrated it classroom context. The question was responded under sub-questions.

Table 4.4 Application of the concept of LS in teaching English language at primary schools

Main Theme	Sub-Theme
Application of LS	Implications of LS
	LS with effective teaching
	Teachers' views on application of LS
	LS with curriculum achievements
	LS with its challenges

4.4.1 Implementation of LS

This sub-interview question aimed at revealing the truth on how teachers implemented lesson study in relation to English language teaching at primary schools. The first respondent to respond was Kusikita who claimed:

Oh...In teaching English language subject we employ this method of lesson study in the way as I told you that if it happens that a teacher has a problem from a certain subject, teachers usually meet. You meet; you show each other how to teach that topic. You see. You find a teacher may be having difficulties in teaching a certain topic let us say tense. So teachers meet as a department and show each other stage by stage how to teach tense. When you finish discussing you go with that teacher in the class to teach. Then the teacher starts teaching while you are at the back of the class observing what is being taught. You see (Kusikita 96-101 p120).

When Kasoni was interrogated on the same question he retrained:

Aaa... in English language there is no much difference as the way we were taught from the components of lesson study,aaa...That is how it is, and it is the way we apply lesson study in teaching English language subject (Kasoni, 29-33 p 141).

Nyangoma also had something to share about the question asked on the integration of lesson study in teaching English language at primary schools when he added:

I use this concept to sit with teachers and discuss on how I would be teaching. First...just we sit and identify things which are difficult which I cannot or other teachers cannot while others have knowledge and skills on a certain topic. We discuss. At the end of the day we go into the classroom to teach. They listen to me while teaching. If I make mistakes they correct me through this process of lesson study (Nyangoma, 24-29 p 133).

Almost all respondents had similar responses on responding to the question.

4.4.2 Lesson study with effective teaching of English language

This was a sub-question from the main question of the third objective. The question needed teachers to explore how effective was lesson study in teaching English language. To some extent they were also needed to make some comparison with other teaching methods in order to see how lesson study was worth to be employed compared to other teaching methods. When Kasalabude was interrogated she demanded:

...Very good, this teaching methods as I see LS in the best because through this method I see we have succeeded more in academic achievement compared to previous years. Now even other departments have been using this method because of our success .For stance Kiswahili, mathematics and social science teachers have started employing this method because of English language performance are better than other subjects. So, this method is the best of all other teaching methods (Kusikita, 96-101p 63).

Kasalabude justified that lesson study led to academic achievements of English language and hence meeting the curriculum goals. This was due to good performance of pupils year after year.

Kasoni also shared her experience on the effectiveness of lesson study in teaching English language when she was asked to respond to the question. She stated:

If you are alone you use much energy in teaching, but if you use lesson study it becomes easy because other teachers are there. Where it happens that you went wrong somewhere they correct you. So, lesson study helps pupils to understand well because many teachers participate in the lesson. So, a certain teacher may contribute this teacher that. So, you find even pupils ask many questions that may be answered on the spot. So, there is a big difference (Kasoni, 56-61 p 39).

Kasoni confessed that through teachers' participation in a lesson study pupils understand well. This is because pupils get multiple answers from what teachers contribute. Therefore, lesson study is very effective in teaching of English language at schools.

4.4.3 Lesson study with teachers' view on its application

Active involvement of teachers has big significance in the implementation of lesson study. It would be of no use if teachers go into the classroom they don't participate during the lesson. This question aimed at asking the teachers to share how active the teachers were during implementation of lesson study before and during the lesson. The following is the response of Nyangoma when she was interviewed, she remarked:

Teachers...teachers when participating some feel badly when they are challenged before pupils. But that is challenge. We usually correct each other so as to push forward the wheel of education so that pupils can reach their aims and objectives (Nyangoma, 32-34 p 65).

Almost all the respondents reported the same practices that teachers had active participation before and during the lesson study programs. This truth was justified by Kasoni when he refrained:

To say the truth, teachers participate well because they already had a discussion in advance. So; participation is good. It is good and it leads to succeed what we planned

Aaa as it is...as it is...as it is usually in active participation, if teachers sit and contribute well, the results also become good. I thank my teachers, we have been co-operating well. They have been giving a positive contribution during these sessions. So, they have been participating positively that is why we have been getting positive results (Kasoni, 62-70 p 38).

On the side of Kasalabude, she demanded that participation was active. However, some teachers were not feeling comfortable when they were challenged before other

teachers and pupils. This acts as an obstacle towards active participation before and during the lesson. Kasalabude insisted:

Yes, first we improve our examination results. The class also becomes active. They ask questions. So the class becomes attentive. Teachers...teachers when participating some feel bad when they are challenged before pupils. But that is challenge. We usually correct each other so as to push forward the wheel of education so that pupils can reach their aims and objectives (Kasalabude, 52-58 p 61).

Kasalabude acknowledged the significance active participation of teachers in making the class active. This enabled to reach to the aims and objectives stated in the English language curriculum. On the other hand she revealed how other teachers felt when challenged before other teachers saying that the situation was unavoidable provided that they pushed the wheel of education. This is important because we are created with different ways of looking at things that we encounter and the way we perceive them. However, misunderstandings may lead to success. Therefore, we should not be discouraged by personal drives in trying to better our carriers in a socialized manner. Similarly, Kusikita revealed:

Oh ee when they listen to it as where now they observe of what it leads. It is not just entering into the class and wasting time. So they become attentive, you see observing carefully when I teach. He it happens that what I teach is not the very we discussed, what do they do, we remind the time on the support about an incorrect situation (Kusikita, 102-106 29).

Kusikita appreciated the contribution of teachers saying that pupils become attentive listening to the teachers and giving some inputs especially where the teacher went astray in accordance with how they had discussed before.

Generally, this chapter explored what respondents experienced from their own settings concerning their understanding, the nature of the knowledge

they had about lesson study and the implication of lesson study in teaching English language at primary schools.

Table 4. 4 Application of Lesson Study in Teaching English Language at Primary Schools

Main Theme	Sub-Themes
Application of lesson study	Lesson study with effective teaching Teachers' views on its implication

4.4.1 Implication of lesson study

This was the third objective of the study. It aimed at revealing the truth on how lesson study was implied by teachers in relation to English language teaching at primary schools. The findings necessitated the importance of employing it in teaching English language at schools. There were main themes that were followed by sub-themes. These were met under the interview questions that were prepared. The first respondent to respond was Wakusa who claimed:

Oh...In teaching English language subject we employ this method of lesson study in the way as I told you that if it happens that a teacher has a problem from a certain subject, teachers usually meet. You meet; you show each other how to teach that topic. When you finish discussing you go with that teacher in the class to teach. Then the teacher starts teaching while you are at the back of the class observing what is being taught. You see (Wakusa, 137-148 p 30).

Looking to explain what was not asked Wakusa reiterated by giving the concept of lesson study as previous but after that he answered the question accordingly by providing the relevant response that method helped them a lot in reaching their teaching objectives. Wakusa was able to explain the application of lesson study in teaching English language at his school.

When Gambaho was interrogated on the same question he retrained:

Aaa... in English language there is no much difference as the way we were taught from the components of lesson study, aaa...That is how it is, and it is the way we apply lesson study in teaching English language subject (Gambaho,29-33 p 98).

Nyangoma also had something to share about the question asked on the implication of lesson study in teaching English language at primary schools when he added:

I use this concept to sit with teachers and discuss on how I would be teaching. First...just we sit and identify things which are difficult which I cannot or other teachers cannot while others have knowledge and skills on a certain topic. We discuss. At the end of the day we go into the classroom to teach. They listen to me while teaching. If I make mistakes they correct me through this process of lesson study (Nyangoma, 24-29 p 63).

It is a fact that all respondents responded in a similar manner. This indicated that they were aware of the implications of lesson study in teaching English language at their schools as it has been revealed above.

4.4.2 Lesson Study in Effective Teaching of English Language

This was a sub-question from the main question of the third objective. The question needed teachers to explore how effective was lesson study in teaching English language. To some extent they were also needed to make some comparison with other teaching methods in order to see how lesson study was worth to be employed compared to other teaching methods. When Kasalabude was interrogated she demanded:

...Very good, this teaching methods as I see lesson study in the best because through this method I see we have succeeded more in academic achievement compared to previous years. Now even other departments have been using this method because of our success .For stance Kiswahili, mathematics and social science teachers have started employing this method because of English language performance are

better than other subjects. So, this method is the best of all other teaching methods (Kusikita, 96-101p 63).

Kasalabude justified that lesson study led to academic achievements of English language and hence meeting the curriculum goals. This was due to good performance of pupils year after year.

Kasoni also shared her experience on the effectiveness of lesson study in teaching English language when she was asked to respond to the question. She stated:

If you are alone you use much energy in teaching, but if you use lesson study it becomes easy because other teachers are there. Where it happens that you went wrong somewhere they correct you. So, lesson study helps pupils to understand well because many teachers participate in the lesson. So, a certain teacher may contribute this teacher that. So, you find even pupils ask many questions that may be answered on the spot. So, there is a big difference (Kasoni, 56-61 p 39).

Kasoni confessed that through teachers' participation in a lesson study pupils understand well. This is because pupils get multiple answers from what teachers contribute. Therefore, lesson study is very effective in teaching of English language at schools.

4.4.3 Lesson Study with Teachers' Views on its Application

Active involvement of teachers has big significance in the implementation of lesson study. It would be of no use if teachers go into the classroom they don't participate during the lesson. This question aimed at asking the teachers to share how active the teachers were during implementation of lesson study before and during the lesson. The following is the response of Nyangoma when she was interviewed, she remarked:

Teachers...teachers when participating some feel badly when they are challenged before pupils. But that is challenge. We usually correct

each other so as to push forward the wheel of education so that pupils can reach their aims and objectives (Nyangoma, 32-34 p 65).

Almost all the respondents reported the same practices that teachers had active participation before and during the lesson study programs. This truth was justified by Kasoni when he refrained:

To say the truth, teachers participate well because they already had a discussion in advance. So; participation is good. It is good and it leads to succeed what we planned

Aaa it is...as it is...as it is usually in active participation, if teachers sit and contribute well, the results also become good. I thank my teachers, we have been co-operating well. They have been giving a positive contribution during these sessions. So, they have been participating positively that is why we have been getting positive results (Kasoni, 62-70 p 38).

On the side of Kasalabude, she demanded that participation was active. However, some teachers were not feeling comfortable when they were challenged before other teachers and pupils. This acts as an obstacle towards active participation before and during the lesson. Kasalabude insisted:

Yes, first we improve our examination results. The class also becomes active. They ask questions. So the class becomes attentive. Teachers...teachers when participating some feel bad when they are challenged before pupils. But that is challenge. We usually correct each other so as to push forward the wheel of education so that pupils can reach their aims and objectives (Kasalabude, 52-58 p 61).

Kasalabude acknowledged the significance active participation of teachers in making the class active. This enabled to reach to the aims and objectives stated in the English language curriculum. On the other hand she revealed how other teachers felt when challenged before other teachers saying that the situation was an avoidable provided that they pushed the wheel of education. This is important because we are created with different ways of looking at things that we encounter and the way we perceive

them. However, misunderstandings may lead to success. Therefore, we should not be discouraged by personal drives in trying to better our carriers in a socialized manner.

Similarly, Kusikita revealed:

Oh ee when they listen to it as where now they observe of what it leads. It is not just entering into the class and wasting time. So they become attentive, you see observing carefully when I teach. He it happens that what I teach is not the very we discussed, what do they do, we remind the time on the support about an incorrect situation (Kusikita, 102-106 29).

Kusikita appreciated the contribution of teachers saying that pupils become attentive listening to the teachers and giving some inputs especially where the teacher went astray in accordance with how they had discussed before.

4.4.4 LS with curriculum achievements

Every teaching strategy aims at attaining what is intended from the objectives of the curriculum. Based on that truth even employment of lesson study teaching aims at achieving the curriculum objective of the curriculum. However, lesson study makes it easier compared to other teaching strategies due to its nature of implementing it to the classroom. This interview question was asked to in order to explore teachers' views on how lesson study is more effective towards other teaching methodologies especially in equipping pupils with the intended knowledge and skills. Through sharing their experience it is Kusikita who disclosed:

If you are alone you use much energy in teaching, but if you use lesson study it becomes easy because other teachers are there. Where it happens that you went wrong somewhere they correct you. So, lesson study helps pupils to understand well because many teachers participate in the lesson. So, a certain teacher may contribute this

teacher that. So, you find even pupils ask many questions that may be answered on the spot (Kusikita, 56-61).

On responding to the same question Kasoni reiterated:

In short, in short I can say that, aaa...through lesson study, curriculum objective are attained, they are made, and they are made. Because if there are objectives expected to be attained by the end of the certain subject or a certain topic and are attained, it is where curriculum objectives are. Now if pupils can perform what is expected through may be examinations, you can say curriculum objectives are attained. So, through lesson study these objectives are made since lesson study makes it easy to attain through the participation of many teachers in a lesson (Kasoni, 35-45 p 125).

Another respondent who responded to the same interview question was Nyangoma who was also not far away from the other respondents. Nyangoma went farther saying, it is not only the matter of academic achievement to pupils but the curriculum objectives also are met through employment of lesson study in teaching. She added:

It helps because curriculum as curriculum has aims and objectives that require every pupil to attain at the end of the lesson or a topic. That after teaching a pupil should be able to acquire knowledge and skills. So after a pupil being taught through lesson study it helps to meet that curriculum needs. Pupils know. So, it helps us much (Nyangoma, 25-58 p131).

4.4.5 LS with its challenges to teachers

There is saying from Swahili people that say “On every success there is a challenge behind. This truth was justified from the responses of the interview question that asked respondents to share with me challenges that teachers encountered during the

implementation of lesson study at their schools. Kusikita was ready to share with me when he verbalized:

...Yes the first challenge is the lack of time. You find that when a teacher brings a challenging topic to our department other teachers say that it was time to enter into class or at that time they had activities to do. You see that is a challenge. Another challenge is that other teachers are not ready to admit their weaknesses about certain topic that they do not know. Thinking that they would be ashamed before other teachers. So, they decide to fight against the topic. So it is a challenge to some of the teachers you see (Kusikita, 112-123 p121-122).

Kasoni was another respondent who responded to the question. He also admitted that lesson study had challenges despite its effectiveness in attaining the objectives of the curriculum. Being assured of the confidentiality of what he would say, he articulated:

I think you are also a teacher. You are already a teacher. Everything has challenges. The way we use this method we take it as teaching to be a vocation. We take them as simple. But other challenges as the way I explained to you. You find other teachers telling you that they are busy if you call them to conduct lesson study. Some finds themselves being tired to do so. Another thing is lack of motivation (Kasoni, 65-80 p 126-127).

This question looked to arouse emotions among teachers when it was administered to them. It was now Kasalabude who put everything disclosed:

Aaa of course challenges are there, challenges are there and we normally say succ...successful...we say ee...whatever there is any success challenges is there're...there are various challenges. But most of the challenges are seen on the side of different perceptions on a certain topic. Every teacher may understand a certain topic as the way

he or she was taught at school. So, when they come to discuss challenge arise on how to reach to a common understanding. On that day it may also happen that you may postpone even to go tech in the class. I see that is a challenge on our side.

(Kasalabude, 65-80 p 127-128).

Nyangoma was another respondent to the question. She continued:

No...no...it is not like that while teaching. Some do not like to be challenged in front of the class. Another challenge Challenges...other challenges is like different perceptions of teachers on a certain topic that is challenging. You can find a certain teacher is the lack of time to make discussion. You may find the school administration having its time table during the time you wanted to conduct lesson study. So, you find yourself being unable to meet the requirements of lesson study (Nyangoma, 40-45 p 133).

Generally, this chapter explored what respondents experienced from their own settings concerning their understanding, the nature of the knowledge they had about lesson study and the implication of lesson study in teaching English language at primary schools.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Introduction

This chapter presents the discussion of the findings as described in chapter four. These findings have been discussed in accordance with the research objectives, questions and the literature reviewed. The discussion has depicted the theoretical framework from the constructivism theory as claimed by Glasersfeld (1995) that in lesson study teachers organically come together with a shared question regarding their pupils' learning, plan a lesson to make pupil learning visible, examines and discusses what they observe. At the end they make an evaluation of the whole process. Therefore, through multiple interactions of the process, teachers have many opportunities to discuss pupils' learning and how they teach. The discussion was also in line with the research objectives whose exploration emerged from respondents during the interview sessions as revealed from the previous chapter.

Generally, the discussion shows consistence with other findings. Based on this fact, the following discussion on the findings of this study which is in line with the research questions is put into sub-themes depending on the need of the main theme and the significance to this study.

5.1 Conceptualization of Lesson Study

The first objective of this study was to explore the understanding of lesson study among primary school teachers. The current study found that teachers had almost similar understanding of lesson study. It was understood that lesson study was incorporative and involved way of teaching where teachers meet, discuss, implement and then make evaluation of what they have taught. These findings were important in revealing the reality on how teachers conceptualized lesson study in teaching English language at primary schools. It is obvious that they had the knowledge concerning lesson study as they had shared with the researcher. In general, all respondents responded similarly to the interview question. The findings of the current study were also similar to other study findings in the following manner:

The first objective of the study explored the understanding of lesson study in teaching English among primary school teachers. The current study found that English language teachers had integrated understanding of lesson study. All respondents responded in a similar way. From their responses it can be noted that lesson study stimulated development of students and brought awareness as well as possible teaching strategies. Moreover, it led to improved practices in teaching and learning processes in term of teaching methodology, teachers' competencies, students' achievements, alternative evaluation, teaching and learning resources. In addition, lesson study was conceptualized as a means of paradigm shift from teachers' domination of the teaching and learning process to learner-centered approach. Thus, it enhanced teacher professional development.

Similar study was conducted by Ninoh (2009) who concluded that teachers' discussion within the lesson study context can create great moments for teachers to reflect upon and alter their own practices. On the other hand, Alvaros (2011) conducted a similar study and found that lesson study brought changes in the improvement of pedagogical competencies and teacher professional development.

The findings of the current study are not totally the same with other studies' findings due to methodological gap like types of respondents employed, duration of conducting the study, sampling procedures, location of the study and the area of interest of the subject. The current study was conducted in Kyerwa district in Tanzania. It involved seven participants who were only English language teachers. It used qualitative approaches and phenomenology research design. The study concentrated itself with understanding of lesson study in teaching English language at primary schools.

The study by Ninoh was conducted in Japan. It employed both qualitative and quantitative approaches. It used a case study design. The study involved 16 teachers and 56 pupils as respondents. It was conducted for three years. The concern of the study was to seek teachers and pupils' conceptualization of lesson study in teaching Mathematics in Japan. This made a need to conduct this study in a different way and different contexts.

Further findings on how teachers understood lesson study was found by Rachel (2017). She found that reflecting and thinking about the lesson study allows teachers to envision reform-based teaching within their own classroom and adjust underlying assumptions about teaching and learning. Therefore, these findings prove that there were similar responses from other studies that concur with the current study about the understanding of teachers of lesson study though this study concentrated lesson study in teaching English language where some of the studies concentrated themselves in other subjects like Mathematics.

Besides the noted variations, the study was good enough to make comparisons from the responses since both subjects are taught at primary schools. Among other findings he found that lesson study provided opportunities for teacher to build professional learning communities, to deepen understanding of curriculum and pedagogy, and to develop habits of critical observation, analysis and reflection. Moreover, lesson study equipped the teachers with new insights into the needs of students and increased awareness of different teaching strategies. All these findings were in line with the current findings.

5.1.1 Important Components in Lesson Study

This was a sub-question that aimed at exploring the important components in the meaning of the lesson study. Respondents shared with me what they knew where some just mentioned and others were mentioning and making a discussion. Even though there were some slight differences from other studies on the important components in the meaning of lesson study. This truth was revealed by Kasalabude who thought that the identification of the topic which was too challenging was the first component in the lesson study. But also the situation of going to teach together discuss the area which is difficult was the second component of this lesson study. Observing lesson was another component. Finally, evaluating whether there was a need to go and re-teach they would go to teach. This was a proof that Kasalabude knew some important components in the meaning of lesson study component. All in all other important components were similar to other studies as shown by Lewis, (2008) who conducted a study on the important components in lesson study. He

found that the process for completing the components in a lesson study required a group of teachers to collaborate and share their ideas, opinions, and conclusions regarding the research lesson.

Similarly, Santyasa (2009) proposes four components in conducting lesson study, they are, goal-setting and planning; research lesson; lesson discussion, and; consolidation of learning. Meanwhile, Cerbin and Kopp (2006) provide six steps in which the core of the lesson study is the same with Santyasa. They point out steps of conducting lesson study as follows: Form a team: 3-6 people with similar teaching interests; develop student learning goals: team members discuss what they would like students to learn as a result of the lesson; plan the research lesson: teachers design a lesson to achieve the learning goals, anticipating how students will respond; gather evidence of student learning: one team member teaches the lesson while others observe, collecting evidence of student learning; analyze evidence of learning: the team discusses the results and assesses progress made toward learning goals; repeat the process: the group revises the lesson, repeating steps 2-5 as necessary, and shares findings.

In a summary, Lewis and Santyasa (2009) describe the collaborative stages into planning, observing, and reflecting toward the lesson itself. In other words, lesson study has three steps: plan, do, and reflect (Panduan & Pelaksanaan, 2009).

Similarly, Kusikita in responding to the question had an addition contribution concerning the important components in concept of lesson study saying. He thought that the components which should be included was the continuous assessment from the teachers who teach whether they improved the teaching process from what they had been teaching through lesson study, that there are no challenges, that whether those challenging topics that challenged him or her are no longer challenging. This is an important aspect to be considered in the components of lesson study because it may happen that you always meet to conduct lesson study perhaps to the same teacher sometimes the same topic. So, a teacher has to show some improvements on the topic discussed through making follow ups.

5.1.2 Definition of each Component in Lesson Study

This question was asked to respondents in order to explore from the respondents the ability of explaining each component in the concept of a lesson study. Many of the respondents tried to respond to the question by defining and discussing some of the components as depicted from Kasalabude who almost pointed out same thing as other respondents concerning defining each component in the meaning of lesson study. Cerbin and Kopp (2006) state that in lesson study forming a team of 3-6 people with similar teaching interests. By developing student learning goals, team members discuss what they would like students to learn as a result of the lesson; through planning the research lesson, teachers design a lesson to achieve the learning goals, anticipating how students will respond; By gathering evidence of student learning, one team member teaches the lesson while others observe, collecting evidence of student learning; through analyzing evidence of learning, the team discusses the results and assesses progress made towards learning goals; finally when you repeat the process, the group revises the lesson, repeating steps 2-5 as necessary, and shares findings.

5.1.3 Importance of the Components

This was a sub-question under the first objective. It was found that lesson study helped them to gain new insights from other teachers through a shared experience from different topics. On the other hand pupils are equipped with the required knowledge and skills from what has been discussed by a team of teachers and reached to an agreement to be worth facilitated to them as one of the respondents concluded that “if you are alone you use much energy in teaching, but if you use lesson study it becomes easy because other teachers contribute to what may challenge you. Where it happens that you went wrong somewhere they correct you. So, lesson study helps pupils to understand well because many teachers participate in the lesson. Studies by Ellis & Pedder (2013) found that lesson study provided an opportunity for both teachers and pupils. It is helpful in monitoring the teaching and publishing, it is effective, reflective and critical program, it focuses on pupils’ success.

Moreover, a study by Coşkun (2017) on implication of lesson study in teaching English as a foreign language found that teachers appreciated the teaching practice and peer observation for increasing their pedagogical knowledge related to technology and their confidence in teaching with technology. In one way or the other the above discussion on the implication of lesson study were in line with what was articulated by the respondents of the current study.

5.1.4 Reasons for Integrating the Components

This was a sub-question under the first objective of this study. A number of reasons were shared by different respondents concerning the integration of the components in lesson study. Similar reasons given revealed that lesson study had significance to both pupils and teachers. To pupils it helped to acquire the intended goals while to teachers it helped to acquire new insight concerning teaching methods. The practice increased their professional development. This truth is also justified from the study by Chassell (2009) found that lesson study provides opportunities for teacher to build professional learning communities, to deepen understanding of curriculum and pedagogy, and to develop habits of critical observation, analysis and reflection. It equips the teacher with new insights into the needs of students; it increases awareness of different teaching strategies, and the importance of collaboration.

Similarly, Arani (2010) found that lesson study supported schools in managing micro-level educational reform in practice, bringing teachers together to learn from each other and to develop the school's capacity for promoting learning and fostering shared values. Doig and Groves (2011) stated that lesson study offers teachers the opportunity to develop professional communities of inquiry, with ownership of the improvement effort, a commitment to inquiry, shared goals, and a sense of commitment and responsibility to their colleagues and students. In addition, it enables teachers to build on their efforts and refine their understandings.

Likewise, Dudley (2011) considers that the research lessons are prepared together by a group of teachers is similar to action research leading to teacher research and learning through collective lesson planning, observation. Roback (2006) argues that

one of the most important differences between lesson study and other professional development methods is that the focus of lesson study is on student learning, not on the evaluation of the teacher. Similarly, as underlined by Stigler and Hiebert (1999) lesson study is carried out to develop an effective lesson and to understand how the lesson should be restructured to promote students' better understanding of the lesson. Therefore, when a problem occurs it is the lesson plan from which the problem arises, and not the teacher who has taken the responsibility to teach the lesson content. That is why lesson study paves the way to a safe environment for collaboration (Tsui & Law, 2007). The combination of collaboration and focused observation within lesson study are considered to be powerful tools for facilitating teacher growth, pedagogy, and the ability to understand student learning (Murata & Takahashi, 2002).

5.2 Source of Teachers' Knowledge on Lesson Study

The second objective of the study investigated the nature of teachers' knowledge of lesson study in teaching English language at primary schools. Many respondents shared with me the nature of their knowledge about lesson study where almost all of them had similar responses. It was found that they came to the understanding of lesson study after being facilitated by other teachers at school who had experience employing the method. Some demanded that they were facilitated through in-serving training programs whereby in turn they came to facilitate others at schools. This was revealed by many respondents when they were asked to share with me. The above responses looked similar with responses given from the study of (Isonda & Bradford 2000). They had conducted studies that assessed the nature of teachers' knowledge about lesson study. The study of Isonda was conducted in Japan while that of Bradford was conducted in United Kingdom. They found that experienced teachers played a vital role in enhancing knowledge and skills to other teachers in the process of understanding lesson study and how it should be employed.

Generally, the revelations by respondents imply that the nature of teachers' knowledge is reflected from their fellow teachers and also from in-service training programs like workshops and seminars.

5.2.1 Essential Qualities to the Nature of Lesson Study

This was a sub-question under the second objective. Lesson study has its essential qualities that makes it different from other inquires. These qualities fulfill the needs and demands of both the teachers and learners. Lewis (2008) describes the essential qualities of lesson study that she acquired from the observation's result in Japan. They are, among others: long-work together with same purposes; focus on the important materials or subjects; studying the students effectively; and direct learning observation. In fact those are the essential qualities of lesson study that make it different from other teaching methods. Some of the respondents had tried to share with me similar responses as those given by Catherine.

5.2.2 Importance of the Components in the Nature of Lesson Study

The importance of the components in lesson study was shared by the respondents in either ways. To a large extent, though in either ways respondents were able to capture the importance of the components as per question needs. For example one of the respondents responded, "...Yes, there is very big importance. We also see good results to pupils compared to previous years through employing lesson study. Now, in English language subject pupils have started getting "As" and "Bs", you see. So this method is very good to be established" The above discussion can be summarized that the importance of lesson study are reflected on context where the lesson study is to be implemented, collaboration, reflection and ownership. The above findings are in line with the findings by Prince (2015) who stated that Lesson studies operate within classrooms, with real students and in real-time. This allows teachers to form a common vision of what ideas actually look like in practice. Most importantly, lesson study allows teachers to learn in a familiar setting that contains key complexities, such as student characteristics, time constraints, materials, and the physical environment. She further stressed that lesson study provides the opportunity for teachers to make teaching a communal practice by working collaboratively to improve teaching. The lesson study structure, in which a successful lesson is a combined effort, supports participants in growing outside of their traditional practices. Another importance of the components in the nature of lesson study she

continued discussions within the lesson study context can create great moments for teachers to reflect upon and alter their own practices. In addition, time to reflect and think about the lesson allows teachers to envision reform-based teaching within their own classroom and adjust underlying assumptions about teaching and learning. Finally; she added lesson provides teachers the opportunity to participate in improving the profession. As a result, teachers feel a sense of ownership and pride as they make their contributions, which can make it more likely that they will implement the ideas in their own classrooms. She concluded that context where the lesson study is to be implemented, collaboration, reflection and ownership play a big role in the importance of lesson study sessions

5.3 Application of Lesson Study in the Teaching of English Language at Primary Schools

This was the third objective that aimed at revealing the truth on how teachers implemented lesson study in relation to English language teaching at primary schools. There were no differences of responses as all had similar look on how lesson study was implemented. Another respondent argued that there were no much difference as the way they were taught from the components of lesson study. Almost all respondents had similar responses on responding to the question as justified: The current study findings are in line with findings by different researchers. The study by Glasersfeld (1995) found that in lesson study teachers organically come together with a shared question regarding their pupils' learning, plan a lesson to make pupil learning visible, examines and discusses what they observe. Through multiple interactions of the process, teachers had many opportunities to discuss pupils' learning and how they teach. It emphasizes the importance of the learners' cognitive processes individually and socially. The process in which a group of teachers collaborate to better their practice. Lesson study involves four steps; examining the curriculum and developing goals, creating the lesson, teaching the lesson, and reflecting upon what went well and what could be improved upon. Almost all the respondents reported the same practices that teachers had active participation before and during the lesson study programs. This truth was justified by the respondents when she refrained saying that teachers participate well because they already had a

discussion in advance. So; participation was good. It is good and it leads to succeed what they planned.

The above findings are in line with other findings. Those findings reported that lesson study directs teachers' attention to learners and learning by opening up space and time for teachers to attend more closely to particular aspects of students' learning. This sharpening of focus afforded by lesson study processes helps teachers to develop greater awareness about students and their needs (Rock & Wilson, 2005). For instance, it has been reported that teachers become more attentive to students' prior knowledge and more analytic in making connections between a set of learning objectives and what their students already know (Lawrence & Chong, 2010). Such research suggests that participation in lesson study helps teachers to develop more contextualized insights into their students' learning and deepens their collective learning about students. As a result, students' learning needs influence teachers' thinking, planning and practice in increasingly explicit ways, leading to more learner-responsive teaching.

Likewise, Dudley (2011) considers that the research lessons are prepared together by a group of teachers. Lesson study is similar to action research leading to teacher research and learning through collective lesson planning, observation, and one of the most important differences between lesson study and other professional development methods is that the focus of lesson study is on student learning, not on the evaluation of the teacher (Legler & Moore, 2006). Similarly, as underlined by Stigler & Hiebert (1999). Lesson study is carried out to develop an effective lesson and to understand how the lesson should be restructured to promote students' better understanding of the lesson; therefore, when a problem occurs during the lesson study, it is the lesson plan from which the problem arises, and not the teacher who has taken the responsibility to teach the lesson content. That is why lesson study paves the way to a safe environment for collaboration (Tsui & Law, 2007). The combination of collaboration and focused observation within lesson study are considered to be powerful tools for facilitating teacher growth, pedagogy, and the ability to understand student learning (Murata & Takahashi, 2002).

Barceló's (2000) argues that teachers' views and their suggestions are important tools for improving teaching practices in the classroom. Based on this claim, involvement of teachers has big significance in the implementation of lesson study. It would be of no use if teachers go into the classroom they don't participate during the lesson. During the interview session one of the respondents stated, Similarly the above discussion are in line with the findings by Pella & Sibbald (2009) who claim that lesson study leads to changes in teachers' attitudes and beliefs about teaching as a Collegial support among collaborating teachers contributes to improvements in teachers' confidence to work with new ideas, their self-efficacy in making a positive impact on pupil learning and hence their professional self-concept as teachers who believe their work to be significant and meaningful. Lesson study provides opportunities for teacher to build professional learning communities, to deepen understanding of curriculum and pedagogy, and to develop habits of critical observation, analysis and reflection.

It equips the teacher with new insights into the needs of students, an increased awareness of different teaching strategies, and the importance of collaboration. Doig & Groves (2011) stated that lesson study offers teachers the opportunity to develop professional communities of inquiry, with ownership of the improvement effort, a commitment to inquiry, shared goals, and a sense of commitment and responsibility to their colleagues and students. Lesson study enables teachers to build on their efforts and refine their understandings. While Hollingsworth and Oliver (2005) state that lesson study is a model of teacher learning. It involves small groups of teachers meeting regularly to engage in a collaborative process of lesson planning, implementation, evaluation and refinement. There is evidence that teachers had a positive understanding on implication of lesson study as proved from the findings above.

Generally, the above discussion depicted how respondents implied lesson study in relation to English language teaching at primary schools and how it was in line with other studies.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter presents the summary, conclusion and recommendations for further studies. The study aimed at understanding of lesson study in teaching English language at primary schools in Tanzania. Based on the above perspective, this chapter has been presented in the following manner.

6.1 Summary of the Study

The study focused on three research objectives which were; to investigate teachers' understand of Lesson Study in teaching English language among primary school teachers; to explore the nature of teacher's knowledge of lesson study in relation to teaching of English language at primary schools; to explore the appropriate use of Lesson Study in teaching English language in primary schools. The study was conducted in Kyerwa district in Kagera region. The main participants were seven English language primary school teachers. Social constructivism theory was used in the study. Tools used to collect data were interview. Qualitative research approach was used in analyzing the collected data. Phenomenological research design was employed as it provided deep understanding of the phenomenon.

The main issues that emerged in this study were as follows: The findings revealed that teachers had a contextualized understanding of lesson study in teaching English language at primary schools. They were also aware of the main important components, definition of each component, their importance and how they are implemented in teaching context.

Secondly, the study demonstrated the nature of teacher 'knowledge of lesson study where they explored the essential qualities of lesson study, strategies to understanding of the nature of lesson study, important components in the nature of lesson study and end the importance of components in the nature of lesson study.

Finally, respondents responded to the application of the concept of lesson study in teaching English language in primary schools where they revealed how lesson study was implemented, its effectiveness in teaching, how teachers participated in lesson study sessions, how significant lesson study is to pupils academic achievement. In a special way the study sought from the respondents the challenges they faced during the implementation of LS and how they addressed those challenges.

6.2 Conclusion

Based on the findings revealed in chapter four this study drew the following conclusions:

Firstly, lesson study enabled teachers to work together within an established professional community that offered an opportunity to improve their own pedagogical approaches. In addition, it helped teachers to discuss on how to teach a certain topic effectively thus gaining insights in knowledge and skills of a topic

Secondly, the nature of teachers' understanding of lesson study was based on teachers'-peer coaching from experienced of fellow teachers. Moreover, in-service trainings was another significant aspect that equipped teachers with knowledge and skills about lesson study. This calls upon the ministry concerned to insist on these training programs in so as to equip teachers with knowledge and skills about lesson study for teachers' professional development and of the academic achievements of pupils.

Thirdly, there was a contextualized application of lesson study in relation to teaching English language at primary schools. However, some respondents thought that there was a need to have a common guideline that would be a frame work for all English language teachers to accomplish when implementing lesson study at their schools. By doing so LS would implemented effectively.

6.3 Recommendations of the Study

The aim of these recommendations is to improve the understanding, nature and applications of lesson study among primary school teachers and their commitment so as to enhance effective teaching and learning for both pupils and teachers.

6.3.1 Recommendations for Action

The study recommends the following:

Firstly, the Ministry of Education and Vocational Training to prepare some articles and guidelines about how to employ lesson study in teaching different subjects at primary school. This will include an agreed conceptualization of that entity to bring a common interpretation. This is because some respondents looked to share different ideas about lesson study, its nature and implementation. The prepared guidelines should then be enforced to be implemented to all primary schools.

Secondly, since lesson study has proved to be helpful in bringing about effective teaching and has enhanced for teacher professional development, it is now a high time to emphasize in-service training programs at schools to equip teacher with the necessary skills of lesson study as it was revealed from the respondents that these programs were inadequately conducted due to a number of reasons.

6.3.2 Recommendations for Further Studies

This study concentrated on the understanding of lesson study in teaching English language at primary schools. The study recommends the following:

First, studies be conducted to secondary school teachers who teach English language.

Second, studies be conducted to tutors who teach at teacher colleges at either certificate level, diploma level or higher levels.

Lastly, studies may be conducted on male or female teachers' understanding, nature and application of lesson study in teaching English language at primary schools.

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APPENDICES

Appendix 1 A: Interview Protocol

The current study is about Understanding of Lesson Study, Nature of knowledge about Lesson Study and Implication of Lesson Study in Teaching English Language among Primary School Teachers in Tanzania. The researcher described the meaning and purpose of the study, data collection sources and uses. He assured confidentiality and informed time to be taken for the interview session. Finally, the researcher sought consent from the respondents and the school administration.

Appendix 1 B: Demographic Profile of Respondents

1. What is your name?
2. What is your educational back ground?
- 3 Which classes do you teach?
4. What is your working experience?
5. What are your subjects of specialization?
6. How long have you been teaching English language?
7. What are your hobbies outside teaching?