

HOW CAN LESSON STUDY BE USED TO DEVELOP MFL TEACHERS AND THEIR PRACTICE?

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1. Introduction to the Project

1.1 The Individual School Context and Rationale for Conducting this Study

It is a time of great change for teachers in secondary schools in the UK most of all because curricula and exam specifications have recently changed, or are about to change, for GCSE and A level (Summary of Changes to GCSEs, 2015; Summary of Changes to AS and A level, 2015). Therefore, teachers need to develop new resources and approaches to pedagogy to accommodate the changes. LS presents itself as a potentially excellent way to allow teachers to collaborate on finding best practice and create new teaching materials, or schemes of work together, but also within a broader agenda of continued teacher development (Day et al., 2007). When conducting a review of literature relevant to this study, no reference to LS being used in the teaching of foreign languages could be found at all, suggesting a need for this particular study.

Following the decision taken by the UK government to make changes to school inspection, inspectors are no longer required to award grades to the individual lessons they observe (Ofsted, 2016). In the school where I work this has sparked much debate as to how lesson observation ought to be used to quality assure the teaching and learning that goes on in lessons, but also whether this change to policy now frees school leaders from focussing on judging individual lessons based on criteria set out by the government and allows more emphasis to be placed on helping teachers to improve pedagogy.

At present teachers in this school are formally observed, as part of Performance Management, twice a year. These formal observations are not given an overall grade. However, individual aspects of the lesson are judged according to the Ofsted observation criteria, which is not how the government have recently stated the criteria are intended to be used (*Ibid.*). An overall grading of these observed lessons is passed on to the line managers of teachers (not to the teachers themselves) and copies of any notes made are available on request. The form does not make use of the Ofsted terms ‘outstanding, good, requires improvement and satisfactory’, but instead judgements on aspects of the lesson are rated from 1 to 4, with 1 being best and 4 being worst (see appendix A for a copy of the form). The scale of judgements 1 to 4 does relate directly to Ofsted lesson observation criteria, the use of the terms ‘outstanding’, ‘good’, etc. is simply avoided.

The education systems of other countries have been something I have been interested in for a long time and I have been fortunate in having been to schools in Spain and Germany, on exchange visits as a languages teacher. But one incident stands out in my memory. Six years ago a group of 10 lecturers from Kyoto University visited my school and wanted to discuss our work with trainee teachers in particular and to observe some practice.

That visit was interesting in that the Japanese teachers had many ideas to share on the ways in which teacher training is typically approached in their country. There were also many clashes of culture and different expectations in evidence. For example, all 10 lecturers wanted to observe one trainee teacher’s lesson and thought nothing of all standing together at the back of a classroom and watching the teaching and learning in silence. The trainee herself felt she would be too nervous to teach with so many observers present. But when I began my reading about LS, I was not only struck by its appeal as a good method for teacher peer observation, but also by the interesting aspect of needing to adapt ideas from another culture so that they fit with the culture of one’s own country, or school.

1.2 The Origins of Lesson Study and Some of its Fundamental Principles

Professor Manabu Sato is widely considered to be the founder of a pedagogical tool that has come to be known as Lesson Study, or ‘*jugyou kenkyuu*’ in Japanese (Cajkler et al., 2014: 511). His ideas were adapted from existing practices in Japan and then initially trialled in three primary schools during the 1990s. These projects were set up following a

model of small groups of teachers collaborating on planning and then teaching a specific unit of their curriculum.

A detailed plan is made by a group, or a pair of teachers and then taught by one of the group, whilst others observe. The lesson is then discussed and refined before being taught again by an observer from the first lesson, who in turn is observed by a third teacher (Hiebert and Stigler, 2000). Observers and teachers typically identify three pupils within each teaching group whose behaviour and work are scrutinised during and after the lesson, shifting the focus from observing and potentially judging the teaching in lesson observation, to analysing the learning and individual learners (Saito et al., 2014).

This process presents teachers and schools with a great opportunity to develop teaching practices and resources at the same time, whilst taking a step away from traditional lesson observation and some of its potential shortcomings, to be examined later. But also raises the issue of whether primary schools, with a typically smaller number of teaching staff, are better suited to LS than secondary schools. For LS to succeed and to bring about significant long-term improvement in the teaching and learning of a school, faculty or department then it needs to be backed by the school leadership and ideally to be allowed to run for several years (Saito, 2012). The fact that both time and money are in short supply in so many UK schools at present begs the question of whether Saito's recommendations of this kind are entirely realistic.

2. Literature Review

2.1 Introduction

Existing research on teacher development, or Continuing Professional Development (CPD), is extensive, covering many aspects of the role of a teacher, taking many different forms and including entire journals dedicated to the subject which date back several decades. However, only literature directly relevant to this study is to be evaluated here. Teacher development is covered in detail in academic research, but there is relatively little written and recorded in the way of research into the specific development of Modern Foreign Language (MFL) teachers, which again suggests a need for studies of this kind (Wright, 2010).

First whole school approaches and attitudes towards teacher development will be examined and second lesson observation specifically. The practice of Lesson Study (LS) is central to this project and has close links to lesson observation as well as important distinctions. It also opens up the possibility of learning from the educational practices of other cultures, as LS originates from schools in Asia. Finally, the work of some theorists on how adults and more importantly teachers learn is equally important to consider. The impact of teacher development projects is very hard to quantify in terms of how much individual teachers improve, or what gains are made in learning by individual pupils. This is reflected in the evidence presented in the majority of research cited here being based almost exclusively on qualitative data. It is most important to probe the data used to make any claims in existing research literature, to see how robust that evidence really is.

Some of the literature relating to translation pedagogy will be evaluated here, as translation is the skill which will feature in the lessons taught as part of this project.

2.2 Teacher Development and Professional Learning

It is of high importance to distinguish between development and change in teaching practice, and teachers have been subject to lots of changes in policy and approach over the years, which have not always been judged to have brought improvement (Hargreaves and Fullan, 2012). In this context development constitutes any shift in pedagogy which improves student learning. As a result gaining the trust and engagement of teachers and convincing them that they are about to become involved in something other than another passing fad, when embarking on any kind of training or development activity, is key to its success (Hargreaves and Fullan, 2012; Mak and Pun, 2014). If it is to be judged a success of any kind, then this LS project must demonstrate that it brings about teacher development and not merely change.

Bocala agrees with Hargreaves and Fullan on the importance of providing opportunities for teachers to learn within their own school environment, but also points out that this kind of learning is most effective when collegiality is fostered at the same time (Bocala, 2015). For the purposes of this study collegiality is taken to mean cooperative interaction between colleagues, working towards a common goal. This way of thinking, backed by results from research in schools in several countries, marks a shift away from whole school CPD activities and workshops for teachers during in-service training (INSET) in the UK (Webster-Wright, 2009). Focusing on the effectiveness of individual teachers, but ignoring the way in which a school is organised, limits that school's capacity to support teachers and ultimately intervene to help those pupils who are most in need (Johnson, 2012). It will therefore, be of great importance to evaluate the extent to which teachers are enabled to learn within the context of their school and how collegiality adds to that, as a result of the activities undertaken for this project.

When compared to the Japanese education system, typical methods used in the development of serving teachers in UK schools were found to be less collaborative than those in Japan and more reliant on teachers attending workshop type sessions, often after the end of the normal working day (Matoba et al., 2006). This style of instruction also runs

the risk of reducing a highly complex activity such as teaching, to something simplistic, procedural and the role of the teacher to that of a technician (Hargreaves and Fullan, 2012).

Interestingly Ken Shimahara argues that the Japanese education system also reduces teaching to a craft. He criticises the brief and basic nature of initial teacher training in Japan, but acknowledges the worth of the collaboration teachers typically experience later on in their careers (1998). But no definition of the term 'craft' is given here, which begs the question of whether writers from different countries are talking about the same thing when terming teaching to be a craft, a profession, or give it any other kind of label, without first defining their terms.

In one study where data from multiple sources, such as pupil work, interviews with teacher participants and observations of teaching, was triangulated by Butler and other members of her team, over the course of a two year period, from a group of 10 teachers, who had a range of teaching experience from 2 to 32 years and were participating in a project aimed to foster collaboration and self-regulation (Butler et al., 2004). Interview responses were then coded by two researchers, with a high rate of agreement.

The presentation of findings from this particular project, chronicles a very authentic and convincing transformation from a school where very little time or encouragement was given to teacher development, to an environment where meaningful collaboration and reflection on current practice did lead to improved pedagogy in that teachers were able to describe the reasoning behind the decisions they made in the classroom. Pupil progress and grades in public exams also improved over the course of the project. The researchers go on to evaluate the sustainability of the changes individual teachers made to their daily work, by revisiting the same issue of impact on teaching and learning over the course of the two years and conclude that where teachers changed their practice they remained more committed to the changes they had made than when senior colleagues suggested change to pedagogy was necessary, as had been the status quo in the past.

Despite research findings of this kind having been available for several years many schools persist with whole school CPD, which often takes a similar format to large lectures (Watson and Michael, 2015). Research seems to have little or even no influence on practice in some cases regardless of the risk of persisting with practices shown to lack

efficacy. But evidence has also been presented of increasing numbers of UK schools moving towards more collaboration between teachers and teacher training taking place, in house, more frequently than in the past (Matoba et al., 2006). This change in focus for in-service teacher education is closely linked to a drive for continuous improvement in organisational learning (Boreham and Morgan, 2004). It calls upon teachers to reflect upon their own work and to become more self-critical, a concept promoted and popularised by the work of Donald Schön (1991). This shift towards more collegiality, is also a feature of the school where this research project takes place.

One study which enabled MFL teachers to collaborate on developing new curriculum resources, reportedly also helped the educators involved in the project redefine their career aspirations and goals by talking to one another and narrating past experiences (Pinho and Andrade, 2014). This occurred as a by-product of the aims of the original research project, but would never have been possible without the opportunity for genuine collaboration having been created in the first place. However, the base of evidence used in the Pinho and Andrade study is remarkably small. It presents data in the form of personal reflections on teaching practice from just one reportedly well qualified and highly motivated secondary school teacher in a state school in Portugal. It may very well be true that “teacher education scenarios need to be rich and diversified in terms of dynamics, methodologies, strategies and tasks” (Pinho and Andrade, 2014: 37) to succeed best, but they are able to present only a very small amount of data in support of this assertion making it difficult to judge whether their study is meaningful outside of its own context at all.

Pedagogical theory is often seen as less important by serving teachers, or as of secondary importance to having first-hand teaching experience (Hargreaves, 1984). But simply gaining experience as a teacher, is not the same thing as becoming an expert practitioner (Bocala, 2015). Both Bocala and Hargreaves argue and present a lot of evidence to suggest that as a result more experienced teachers, who have witnessed many new teaching ideas come and go, are more likely to have become jaded or cynical, are often the hardest to reach and engage. This particular research is highly likely to be relevant to my study, or will at least provide a good point of comparison, as all of the adult participants have been working as qualified teachers for at least 9 years and have worked together in this team for the past 7 years. Pedagogical theory relating to the teaching of translation will be

reviewed here, as this is to feature in the content of the lessons taking place as part of this project.

The studies Bocala and Hargreaves cite typically involve large numbers of teachers in different educational contexts in a variety of different countries, adding strength to the claims they make. With the relatively small numbers of teachers involved in this project there may very well be insufficient evidence to add any weight to this argument. Furthermore, within a smaller group of teachers the negative influence of one or two long serving cynical teachers, might prove to be sufficiently strong enough to derail an entire LS project.

2.3 Lesson Observation

When evaluating research relating to lesson observation, it is important to determine what can be taken and applied to this study. But also whether some of the problems, or shortcomings of common practices in lesson observation are avoidable, when developing new best practice and procedures based on LS. Many of the findings presented by Wragg in *An Introduction to Classroom Observation* have been affirmed, or even duplicated in more recent research (Wragg, 1994) and again in similar more recent studies (Waldegrave and Simons, 2014; Mashburn et al., 2013). Much of the discussion relates to the grading of individual lessons and practices used by school inspectors, as well as teachers and leaders within schools. This project aims to avoid grading, but care must also be taken to establish if there are positive aspects of lesson observation and if these can be incorporated within LS.

Lesson observation has become an established tool in the development of both new and experienced teachers. But as O’Leary illustrated in 2012: “observation has become increasingly associated with performance management systems; a dominant yet contested model has emerged that relies on a simplified rating scale to grade professional competence and performance” (O’Leary, 2012: 791). The focus on judgement and grading individual lessons was due in no small part to the practices of school inspectors and has often limited their developmental effectiveness (Waldegrave and Simons, 2014).

The ways in which observers are used to comment on the practice taking place inside classrooms as a form of training for teachers, are also seen to fall into two distinct camps by some researchers and can be a useful way of determining the purpose of an observation in the first place. These are given various different names in different studies, but criteria based assessment and at the other end of the scale a reflective, or holistic approach to observation are useful and among the more descriptive of labels (Antoniou and Kyriakides, 2011).

The practice of grading individual lessons following an observation has been questioned and found to be inaccurate, or unreliable in many instances. In one case, a lesson was recorded on video and shown to a group of 35 academics and mentors working within the field of secondary education. They were given a scale of grades from A to E and written descriptors with which to categorise and evaluate the teaching they saw. No consensus was reached and the lesson was graded as anything from D to B+ (Wragg, 1994). In a report by the leading UK think tank Policy Exchange graded observations used by the Office for Standards in Education (OfSTED) inspectors were judged at best to be accurate in only 40 per cent of cases (Waldegrave and Simons, 2014). No published research could be found to confirm, or even suggest that grading individual lesson observations is accurate, reliable, or valid as a means of judging teachers or their work to be effective. Perhaps it was simply a matter of time before the government were forced to accept the findings of published research of the kind that Wragg presented in the 1990s.

All of this evidence points to lesson observation not being fit for purpose in any way as a quasi-examination, or judgement on teacher performance. The most recent version of OfSTED's Common Inspection Framework makes it clear that although the quality of teaching and learning in general at a school is to be given a grade by inspectors, individual lesson observations will not (*The Common Inspection Framework: Education, Skills and Early Years*, 2015). This marks a fundamental shift in the culture of lesson observation in UK schools. However, despite the changes made by OfSTED some schools persist in grading individual lessons, including the one where this project is to take place. Perhaps continuing to grade individual lessons, has simply become entrenched as a habit, or school leaders still feel that they need to have physical evidence on lesson observation when inspectors visit. This issue is one that will be probed further in this study mainly in discussion with the teacher participants of this project.

In addition to the problems around giving grades to individual lesson observations, there are other important considerations concerning the relationship between the teacher and observer. Where feedback is given to a teacher whose lesson has been observed, comments from the observer must be carefully phrased and even delivered in a strategic order, if they are to have any positive impact on the future learning of that teacher (Soslau, 2015). When the teacher is a colleague of the observer, there exists the strong possibility that the observer will look for evidence confirming what they already believe to be true about that teacher's work.

This is in no small part responsible for the unreliability of so many lesson observations. As Wragg puts it: "we see what we want to see" for much of the time when we observe (Wragg, 1994: 103). Particularly when our observations are noted in written form and shared with others in our school in some way. This study sets out to avoid bias on the part of the observer as much as possible, aiming to channel the efforts of teachers and observers into improved learning. It will also be important at the completion of this study if LS does anything to counteract this degree of observer bias.

2.4 Lesson Study

A review of LS was included in a widely read book about education published in the USA *The Teaching Gap*, leading to many attempts in the USA to trial and adapt the processes developed in some schools in Asia (Stigler and Hiebert, 1999). The authors stress the importance of looking outside western culture and traditions for successful models of teacher development. Peter Dudley is one of the leading proponents of LS in the UK and points to its many successes in several Asian countries as evidence of its part in some of the most successful education systems in the world of the last two decades. According to Dudley, its main advantage is that it enables teachers to develop as professionals within the context of their daily work (Dudley, 2014). It will be interesting to see whether this study reveals similar findings.

Many of the published research studies conducted in the UK and USA, focus on the teaching of maths or science at secondary level, or maths or literacy at primary level (Bocala, 2015; Cajkler et al., 2014; Dudley, 2014; Lewis et al., 2012; Lewis et al., 2006). This suggests that there scope for further investigation into whether LS can be effectively used in the teaching of MFL in a UK secondary school context and whether some of the problem solving aspects of the teaching of maths and science can be applied to MFL. But when comparing different existing models of teacher development LS fairs well alongside other alternatives according to Russell Gersten, who conducted a study evaluating 643 different approaches (Gersten et al., 2013). Following a lengthy investigation of a large data set, LS was one of only two approaches that could be said, with any degree of certainty, to have had a positive effect on pupils' learning of maths.

One recent study carried out by four secondary maths teachers in England, using Dudley's LS framework, reported this method shows the potential for developing a greater sense of teaching community, as well as improvement for individual teachers. But that "it also throws up substantive organisational challenges if its use is to expand" (Cajkler et al., 2014: 512). From the point of view of teacher development, LS offers many advantages over lesson observation, but also has its potential pitfalls. As with any group of people or team, good working relationships between individuals play a vital role the success of any collaborative project that is to be implemented. Once the project is completed it will be interesting to see what, if any, organisational challenges are experienced in this school context and if these are the same types of problems reported by Cajkler and his colleagues.

Saito and Atencio warn against politics and existing power relations being allowed to dominate fruitful and democratic discussion among teachers and stress the need for reflection on the nature of the personalities present within the group of teachers in question before embarking on any LS (2013). When lesson observations take place in a school, more often than not teachers are observed by someone who is their superior, or is deemed to be more experienced than them. Oshima states that less experienced colleagues are likely to struggle to use LS effectively as a method of designing new curricula (Oshima et al., 2006).

However, the main source of evidence on which this claim is based is a series of observations and interviews with almost exclusively experienced, expert teachers, suggesting that this statement is based on an assumption that Oshima makes rather than something he is able to evidence convincingly. Inexperienced teachers might very well have more detailed knowledge of the requirements of the most recent curricula, having attending a teacher training institution more recently than more experienced colleagues. The belief that LS is destined to succeed or fail based on the experience levels of the participants seems too simplistic. It could also be argued that inexperienced teachers working without the help or guidance of more experienced colleagues would struggle or fail to improve their practice, regardless of the development or training methods being used.

Would it be possible to replicate similar findings to the Oshima study with a group of highly motivated, but inexperienced teachers, each with the willingness to collaborate fully and with excellent knowledge of current curriculum requirements and pedagogy? One report commissioned by The Sutton Trust suggests the contrary and that in the hands of inexperienced practitioners LS is likely to result in pedagogical errors and poor practice being compounded: “the blind leading the blind” (Coe et al., 2014: 49).

However, inexperienced teachers observing or leading others with little experience is perhaps likely to lead to at best limited improvement regardless of whether it is LS being undertaken, or lesson observation with strict performance criteria. Further evidence is surely needed before drawing any significant conclusions on the levels of teaching experience required by the group of teachers involved in an LS study for it to succeed in improving student and teacher learning.

Yoshida taught in the USA and in Japan and interestingly attributes a lot of the success of LS in Japan to the fact that teachers are generally held in high regard by society. They are also treated as professionals whose work and opinions are highly valued by their government when it comes to developing new pedagogy and curricula, something he does not believe to be the case in many other countries (1999). Furthermore, taking any previously successful model of teacher education from another culture requires careful adaptation if it is to have any chance of succeeding in a different country, with a completely different culture and schooling system (Hargreaves and Fullan, 2012).

Some common practices taken for granted as being acceptable in schools in Japan for instance, could easily lead to a teacher in the UK being disciplined or even dismissed. For instance, when going to observe a lesson taught by a colleague, Japanese teachers need not arrange for a substitute teacher to cover their lesson. They simply nominate the student in the class whom they consider to be the most responsible and best at keeping order whilst they are away (Saito, 2012). It is therefore important that the detail of how LS is to be implemented is considered carefully, before embarking on the project. After all, every school has its own unique culture and rules, which the LS procedures developed will need to fit around if they are to succeed. Existing UK models of LS may very well also require significant adaptation if they are to succeed in the school environment this study deals with.

Schools are hierarchical in their very nature. But LS calls upon teachers and school managers to do away with that hierarchy to a greater extent and to have the humility to accept a less experienced colleague observing students in the lesson of a more experienced colleague and for both parties to be prepared to learn from the experience (Elliott, 1992). But the very fact that literature on the micro-politics of LS exists, suggests that even the best planned project of this kind can be scuppered by those not willing to participate. As discussed in the previous section, much of the literature on lesson observation examines its unintended and undesirable consequences. The writers of similar literature on LS present fewer negative aspects. Perhaps LS is a way of avoiding many of the problems associated with more traditional forms of classroom observation, or perhaps there is scope for the shortcomings of LS to be further investigated here.

2.5 Translation Pedagogy and its Relevance to this Study

Once teachers agreed upon translation as the key skill which would feature in the 12 study lessons of this project, relevant literature on the pedagogy of translation was consulted. Teacher G and teacher B had some prior knowledge of academic writing and research on this topic and shared some of their experience at the department meetings. The principles outlined by Venuti came up repeatedly in the initial discussions among teachers about how the teaching of translation should best be approached (Venuti, 2007). The strong desire for the translated texts produced by pupils to read well as texts in English was, therefore, agreed upon as a priority in the planning and resource making that would follow.

When searching for useful and informative research into translation pedagogy it became clear very quickly that whilst writing about the teaching of translation is not in short supply, studies relating to the teaching of translation to teenage learners certainly is. Most literature on the pedagogy of translation found deals with the education of professional, adult translators, rather than beginners, or learners of foreign languages. However, some of the work on teaching translation to professionals was considered relevant to the context of this project and could be made use of.

For instance Kiraly's advice to prospective translators and their educators on considering the intended readership and context when translating seems highly relevant here and informed teacher's planning (Kiraly, 1995). Teachers considered it very important that students understood the context and register of both the original and translated texts they were dealing with. The idea of taking original texts for translation from real-world situations, is considered by some as having a variety of potential gains (Baer and Koby, 2003). Baer and Koby argue that choosing a text such as a dialogue, or a personal description of a holiday can help learners to develop their sensitivity to culture-specific issues as well as linguistic skill. This factor, along with other considerations such as linguistic difficulty and relevance to the teenage audience, informed the writing of texts to be translated by pupils.

2.6 Cultural Historical Activity Theory and Its Relevance to the Collaborative Professional Learning of Teachers

The work of the psychologist and social theorist Vygotsky and his colleagues Luria and Leont'ev on Activity Theory also known as Cultural Historical Activity Theory (CHAT) can be usefully applied to understanding the processes involved and outcomes of a study of this kind. The term CHAT will be used in this study as it is more descriptive in including cultural and historical aspects of the organisations being examined. CHAT is not a theory that can necessarily be used to predict human behaviours, but it can be useful in explaining or gaining understanding of the behaviours of individuals within groups or in workplaces and is often made use of in qualitative research studies to good effect (McNicholl and Blake, 2013). Vygotsky first presented the idea of interconnected activity systems where tools are mediated by a subject, ultimately to be made use of in achieving an object, or outcome (Vygotsky, 1978).

In the case of teacher education, the instrument could be learning by means of a task designed for use in an in-service training (INSET) session. This is then mediated by the subject, in this scenario usually a teacher in the role of a learner and then made use of or understood and processed by the subject in achieving the object, which could be improved understanding of pedagogy or teaching practice. The interplay between these three is often presented as a triangle to which three further factors were added by later social theorists, creating a larger triangle around the original (see Fig B). Each of the three added factors has their own degree of influence on the eventual outcome, namely: rules, division of labour and community (Engström, 2008). Cultural and historical elements should not be seen as separate from the activity itself and its outcomes, as understanding the context is integral to gaining deeper understanding of the processes and outcomes themselves (Edwards, 2012).

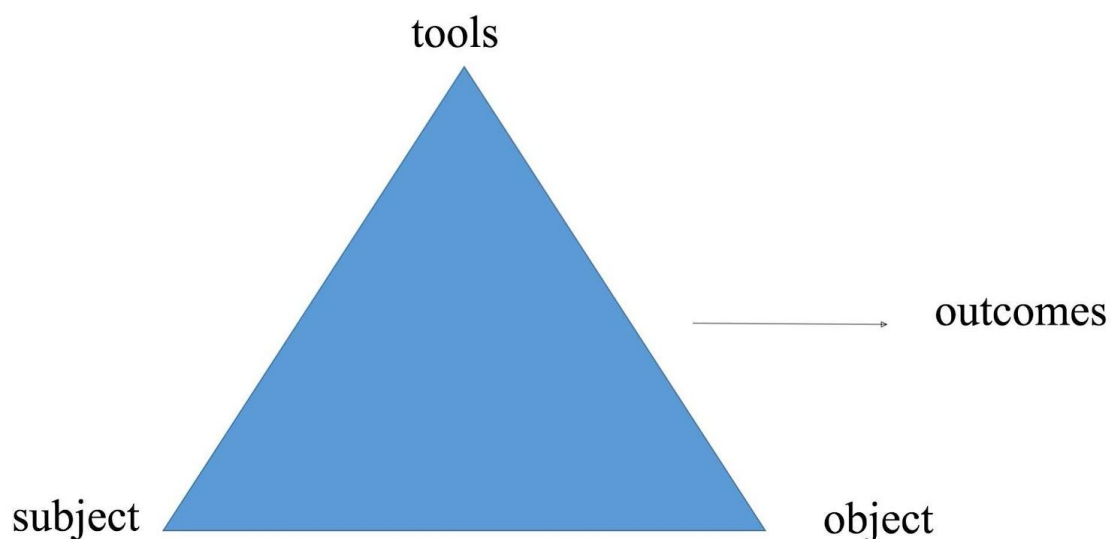


Figure A. First Generation CHAT Diagram. Based on Social Learning Theory, 2011.

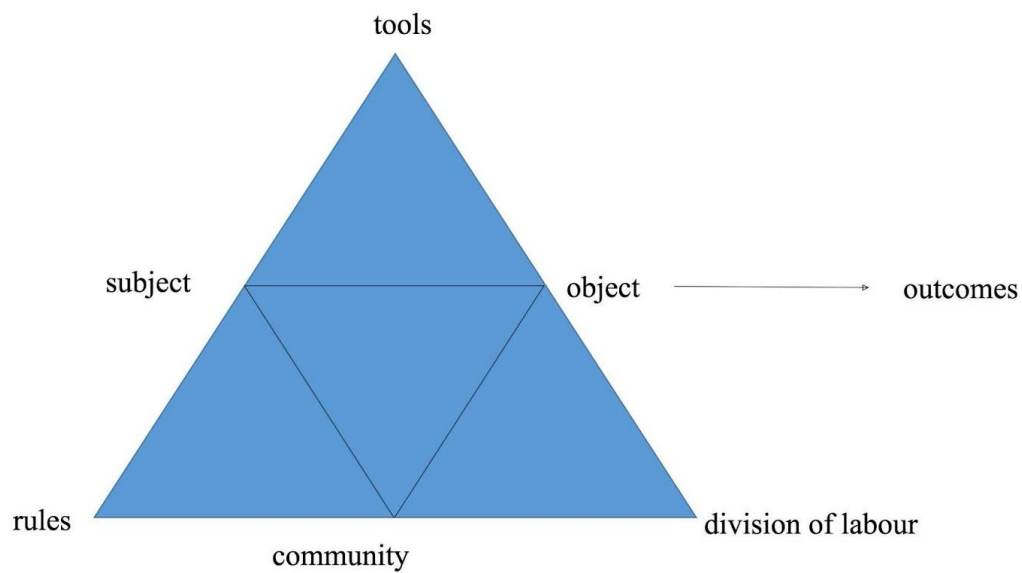


Figure B. Second Generation CHAT diagram. Based on Carroll et al., 2009.

The final phase of CHAT occurs where whole organisations interact with one another (Engström, 2014). Owing to the time limitations of this study it is unlikely that the third stage will feature very much if at all in the analysis of research findings, but as more schools become involved with LS both internationally and in the UK, its relevance is likely to increase. McNicholl and Blake note that where transformation, rather than small scale change, is the intended outcome CHAT is at its most useful (McNicholl and Blake, 2013).

CHAT is, therefore, a useful means of spotting patterns in research data and in understanding the relationships and tensions present within an activity system, such as a group of MFL teachers working together in the same school on a collaborative LS project and in doing so, aiming to transform the way in which they work together. Plotting activity systems of LS and lesson observation once data has been collected may well prove to be an effective means of making sense of findings, or at least of understanding how key elements of the processes function and fit together.

2.7 Conclusions

The evolution of teacher education is chronicled with government policy largely being seen to dictate most change and lesson observations of varying forms have played their part in that. Engström posits that years of successive governmental reforms, of the kind experienced over the last 30 years in the UK, were never likely to bring lasting improvement to an education system, as only the processes and procedures rather than the overarching object and outcomes have been changed (Engström, 2008). But government policy-making can be seen as having a huge influence on practice in schools in the UK and particularly when it comes to lesson observation.

It was in response to economic recession and a perceived lack of readiness for the workplace among high school students in Japan, that prompted LS to be adopted as government policy in 1997 (Saito, 2012). But in complete contrast to the UK government, Japanese policy makers chose to involve teachers in the process of finding the best collaborative teaching practices, leading many other countries to follow their example. This contrasts starkly with lesson observation being used as a crude, inaccurate and perhaps artificial means of rating how effective the learning in an individual lesson in a school is and then recommending the teacher make changes to the way they operate. As LS is a compulsory part of what teachers are expected to do in Japan and some other Asian countries, the scale and scope of the research that can be undertaken into this method is also much greater than in the UK for instance.

Several research projects on the effectiveness of LS in the smaller context of an individual school or faculty, report genuine development of teachers and a form of CPD that the teachers themselves come to value (Hiebert and Stigler, 2000; Oshima et al., 2006; Lieberman, 2009; Lim et al., 2011; Lewis et al., 2012; Cajkler et al., 2014; Bocala, 2015). All of which suggests that adapting the LS model to the context of a group of MFL teachers ought to bring gains in teaching and learning for both staff and pupils in this study, despite the limited time frame and relatively small number of teachers involved in this study. As far as the use of LS in UK secondary schools is concerned, there are still many unknown factors and little, if any, existing research into its use for the development of MFL teaching. This study aims to go some way towards providing evidence of the suitability of LS as CPD in this context.

3. Research Questions:

During the course of this study I aim to analyse evidence I find to answer the following interlinked research questions:

1. What impact does LS have on the teaching and learning of MFL during the course of this study?
2. What adaptations of existing models of LS are desirable to provide the best possible teaching and learning outcomes in this context?
3. Does LS prove to be more successful as a method of teacher development than the methods of lesson observation currently being used within the school?
4. Which methods of capturing data from the research lessons (observation notes, voice recording, pupil voice, interviews with teachers, etc.) prove themselves to be most useful in terms of improving teaching and learning?

4. Methods of Investigation

4.1 The Teacher Participants

At the beginning of the study all of the teacher participants had worked together for at least 7 years, with the exception of teacher F (see below), who was on a temporary placement in the department, as part of teacher training. Two members of the school's Senior Leadership Team took part, adding an interesting dimension to the study. Some proponents of LS warn that not having backing and participation from senior leaders can often result in failure (Saito et al., 2012).

My role as the researcher and the Head of MFL Department (teacher B) brought with it benefits as well as added complications. I was able to give over lots of department time, such as scheduled meetings to LS but in also conducting interviews with teachers myself a degree of possible bias was introduced. Would teachers withhold information they thought I did not want to hear, or change their answers because of our working roles? Furthermore, would they behave in similar ways towards the senior leaders involved? To minimise the potential negative effect of this power dynamic, efforts were taken to allow all parts of the process to be reviewed by all teachers involved and changes made accordingly. Adopting

the philosophy of any teacher observing any colleague regardless of their job role and regardless of any existing hierarchy also helped minimise any negative effects.

A List of Teacher participants in this study, including brief details of their job roles and teaching experience:

Teacher A - Female teacher of Spanish and French with 9 years of teaching experience.

Teacher B - Male teacher of French, Spanish and German and Head of Department, with 14 years of teaching experience. I am teacher B and also conducted the interviews with the other participants.

Teacher C - Male teacher of French and Spanish and Second in Department, with 23 years of teaching experience.

Teacher D: Female teacher of French and German, with 9 years of teaching experience.

Teacher E: Female teacher of Science and Assistant Head teacher, with 17 years of teaching experience.

Teacher F: Female trainee teacher of French and Spanish, with 6 months experience of teaching.

Teacher G: Male teacher of French and German and Senior Deputy Head, with 28 years of teaching experience.

Teacher H: Female teacher of French with 32 years of teaching experience.

4.2 Key Decisions Made on Methodology at the Beginning of the Project

At the first department meeting of the year, in January 2016, teachers in the Modern Languages department met and gave their consent to participate in an LS project. Following consultation between the teachers, it was agreed that 3 cycles of LS would take place over the course of the next two terms (it was later agreed that this would become 5 cycles) and that a similar process would be followed each time, but that based on findings

from each lesson taught and observed, improvements would be suggested by teachers and changes made accordingly.

At the January meeting teacher B shared his research questions and a discussion took place as to how the methods used in LS could evidence question 4 in particular. Many potential data sources were suggested, but this list had to be whittled down to something manageable within the scope of the project. Some suggestions such as the use of video to record lessons and staff meetings, were rejected. It was thought at this point that video would be a time consuming addition to the methods of data collection and that the presence of a video camera was likely to influence the behaviours of the participants (teachers and students).

The diagram below outlines the process of the same lesson being designed then taught three times by three different teachers and constantly scrutinised and revised. This approach of collaboratively planning then teaching the same lesson three times was adopted based on the recommendations of two significant proponents of LS, who in turn base their recommendation on years of experience and research (Dudley, 2014; Saito et al., 2015).

Qualitative methods were chosen for this study as the seven teachers involved make for a small sample size and their comments from interviews and meetings between teachers are probably the most valuable and certainly the most detailed data available to the researcher (Cohen and Manion, 1994). Pupil work and qualitative measures of pupil progress are also of high importance when judging the impact of the interventions here and the effectiveness of developments to the processes introduced. The intention behind choosing these methods was to gain as much insight as possible into the detail of what went on during individual study lessons and using several sources facilitated this (Crowley, 2014).

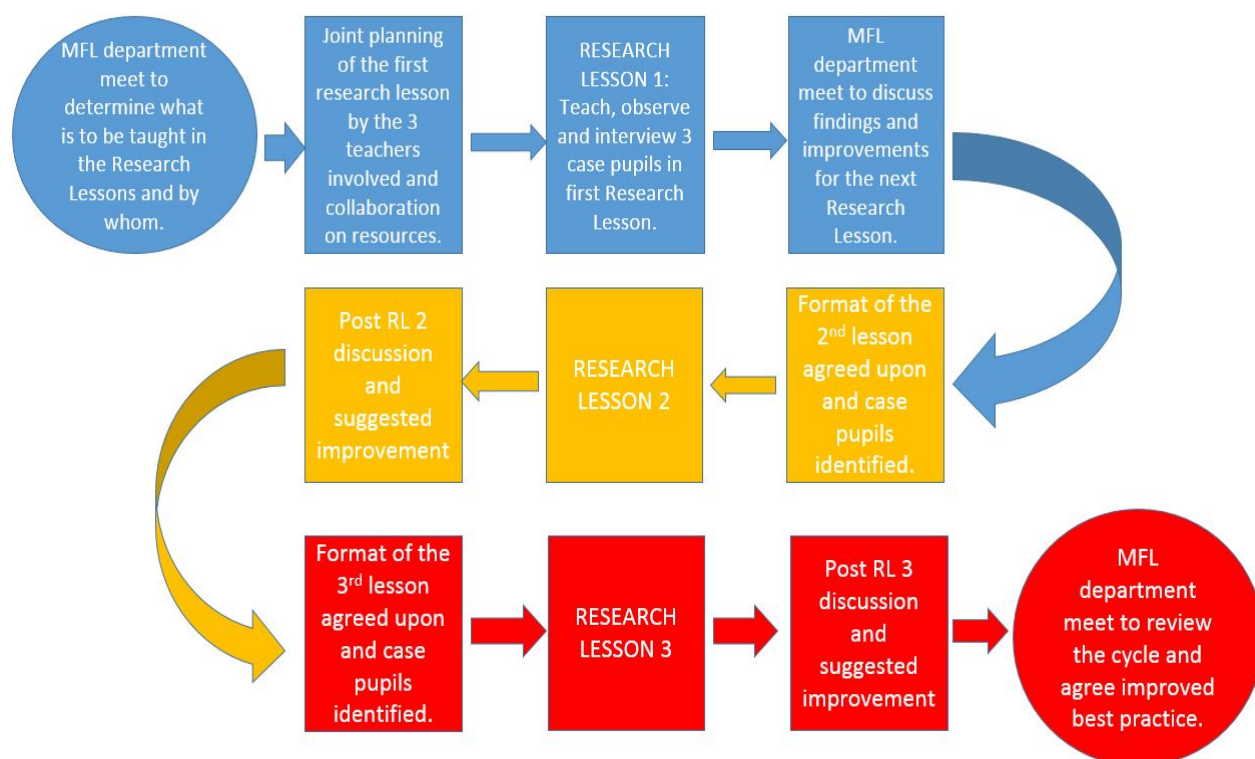


Figure C. Lesson Study Cycle Diagram. This diagram was adapted from Peter Dudley's original (Dudley, 2014) and outlines the process carried out in each Lesson Study Cycle.

4.3 Some Key LS Terminology Used in this Study

In much of the academic literature relating to LS, terminology is used, which is now common and accepted in almost all writing on the subject. Several of these terms have been translated verbatim from the original Japanese, meaning that they are not always self-explanatory.

Therefore, brief definitions of what is meant by some key terms are given here:

Study Lesson: this is one lesson usually in a series of three where teachers meet, plan the teaching and learning in advance and observation by a colleague takes place.

Lesson Study Cycle: this is normally a set of three lessons each using the same or similar resources and lesson planning, decided upon and collaboratively planned in advance by the three teacher participants. Typically the group of students taught are of the same ability level and are being taught the same curriculum in this study.

Case Pupil: typically the teachers involved in a study lesson identify three pupils on whom they want the observer to focus and take notes on during any study lesson. Reasons for choosing a particular pupil as a case pupil could be that they are struggling with an academic subject currently, that they typify many of the students within the class in the view of the teacher, or that the teacher finds it difficult to reach or engage that person.

Colloquium: this is the name usually given to the meeting between all teachers who have a stake in an LS project after a lesson has taken place. At this time observation notes are reviewed, any case pupils' work in written form is analysed and recommendations for future improvements are made.

Triad: this is the name given to refer to the group of three teachers who work together in planning, teaching and observing a series of three lessons or LS cycle.

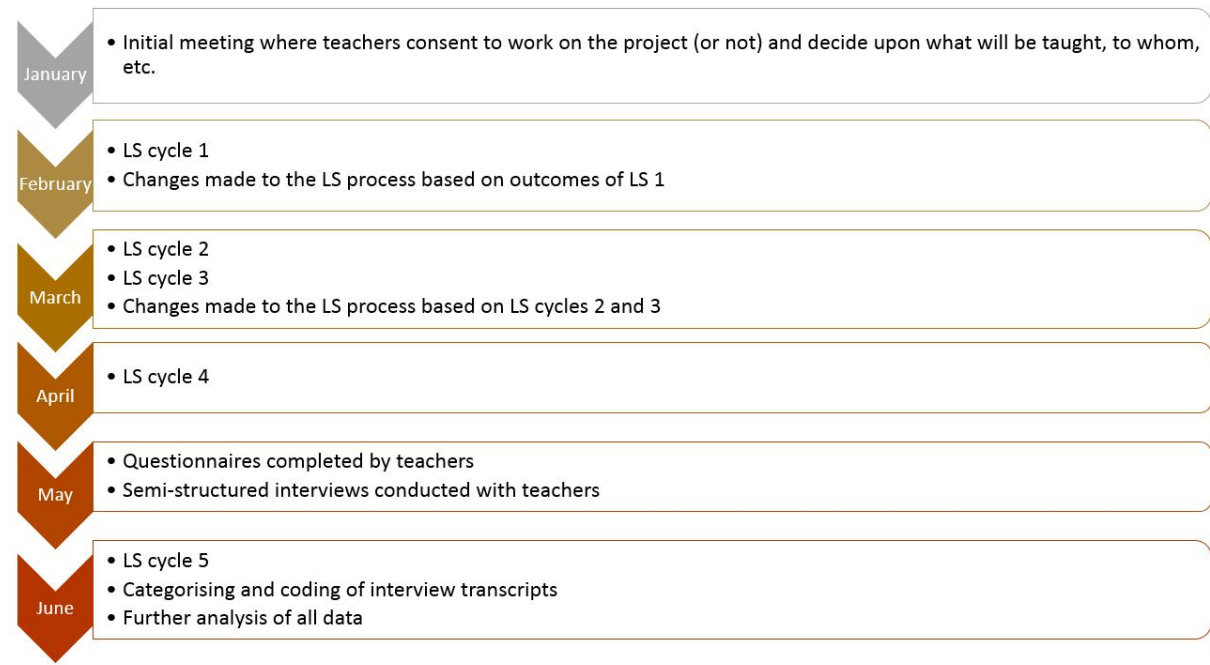
4.4 Methods Common to all LS Cycles in this Study

Parallel groups of year 9 students were chosen for all of the lessons in this project to maximise the sharing of knowledge of pupils between teachers and to make the experiences of teachers and pupils comparable throughout the different cycles. This was largely because all 7 of the teachers in the department were teaching that year group at the time of the study. Translation was chosen as the main task in each lesson of the LS cycles, because it is part of the new National Curriculum and was thought to be similar in a problem-solving nature to the maths and science lessons described in so much of the existing literature mentioned in the previous section (Lewis et al., 2006; Lewis et al., 2012; Cajkler et al., 2014; Dudley, 2014; Bocala, 2015).

Informal discussions of the lessons took place between teachers throughout the process, but mainly after lessons. Departmental meetings were used for more formal debriefings or discussions with all of the teachers in the department and on one occasion two senior leadership team members were present. All of these meetings were voice recorded, with the consent of participants and later transcribed. Before each lesson began the triad involved in the cycle of three lessons would meet to plan and create resources for the lessons and to identify 3 case pupils in each lesson. The case pupils would then be observed and notes made on their behaviour, they would then be interviewed using scripted questions on the observation pro forma (see Appendix D).

4.5 Timescale and Overview of the Research Methods and Processes Used

Figure D.



4.6 The Importance of Conducting This Research in Respectful and Ethical Ways

When deciding upon the most effective research methods appropriate to use in this study, care was taken at every stage to be sure that university guidelines were adhered to. Not only that, but within the context of a secondary school in the UK very clear rules are already in place in terms of what teachers are allowed to ask students to do and how data is to be kept for instance. The processes involved in this study did not require students to do anything out of the ordinary, in that the school requires teachers to be observed by colleagues regularly and for students to be asked to talk about their work routinely (Cohen and Manion, 1994). The BERA guidelines for ethical research in education were also adhered to at all times (BERA, 2011).

Informed written consent was required of each of the teachers participating in the study before data of any kind could be collected and teachers signed to say that they understood they could withdraw from participating in the study at any point, or could choose to withdraw data relating to themselves or their classes at any time. However, nobody chose to do so. The use of video to record lessons and meetings between teachers was considered, but then rejected because it was felt it might alter the outcomes of observations by making participants nervous and video recording lessons would also have meant obtaining consent from the parents of any child being filmed.

4.7 The Importance of Collaboration in this Project

In many ways LS is all about teacher collaboration and colleagues working together to improve their practice. Opportunities to collaborate were built into the process of this study at every stage in the form of weekly morning meetings where outcomes of lessons were discussed and initial planning began, meetings twice every term after school lasting for an hour and a half at a time, as well as the individual teachers involved in a specific lesson at a time convenient to them. Many informal discussions about LS and teaching and learning also took place as a by-product.

The internet enables teachers to ask questions of colleagues involved in LS at other schools. The social media platform Twitter is where a lot of this takes place and asking questions of academics involved in LS or more experienced teachers is made very easy. There is a forum on Twitter where users regularly share their experiences of LS in the form of blogs, or discuss key questions relating to pedagogy.

Teachers in this study were able to get advice on the issue of whether to use video as a means of recording lessons and meetings during the project, by putting that question to other users. The responses were unanimous in pointing out that the pitfalls and problems of using video in a UK school context far outweigh any gains, so that idea was abandoned. Sometimes questions were put to the forum but got no response at all suggesting that nobody involved in the group had any experience of that feature of LS. A message asking other users if they had any experience or knowledge of using LS in MFL teaching received no responses by the end of the project, suggesting that no others were working on the use of LS for MFL teaching.

Teachers and researchers also use Twitter to link to blogs and journal articles they have written about LS. The most useful of these include accounts of what teachers and leaders actually did in their schools and evaluation of the effectiveness of different approaches to LS, such as a detailed and honest description of LS being used in a school in Kuala Lumpur by Cloke (2016). Participants then react to what they read and Professor Peter Dudley regularly oversees and adds to the discussion as the moderator of the forum. Users include the handle [@lessonstudyuk](#) somewhere in their message so that others involved in the Twitter community can be aware of their postings.

4.8 Rationale for the Continuous Development of the LS Process Cycle by Cycle:

LS Cycle 1 - February

For the first cycle of three study lessons, many of the pro formas and processes outlined by Peter Dudley were used (Dudley, 2014). The thinking behind doing so was that these methods had already been successfully tried and tested in UK schools and would, therefore, stand a good chance of working well in this project. However, in the very first study lesson it became clear that this pro forma was not usable or practical (see Appendix D for a copy). The boxes on it are too small for the observer to write any comments of more than one or two words and this far outweighs any benefit gained from having information about all 3 case pupils on one page. A new one was developed straight away for research lesson 2 with a whole A4 page at least for each case pupil, which could be expanded easily and automatically when using an electronic version (see Appendix E).

During the second study lesson of this cycle, it became apparent to both the teacher (B) and the observer (D) that the translation task created by teacher D relied upon specific knowledge she had taught to her class, which was not part of the curriculum common to other classes in the year group. It was at this point that teachers agreed that greater collaboration and attention to detail on the resources used in the project were required.

The 3rd lesson in the cycle did not take place, because teacher (G) had already used the main task for the lesson mistakenly at an earlier time. This meant one teacher (F) not

having the chance to teach an LS lesson, as Teacher F was due to teach the 3rd lesson in the cycle with G observing and made the importance of all teachers participating fully all the more important. It was not possible to get very much cover for teachers to enable them to observe colleagues, so this then meant that the idea of each teacher observing a colleague as part of the triad of teachers was not always a possibility. This limitation and others is to be discussed later.

LS Cycle 2 - February to March

Having identified a need to work on the fine detail of any resources required for study lessons teachers A, B and C agreed to use Google Docs (an online application which facilitates the sharing and editing of word processed documents) as a means of collaborating and refining the translation tasks to be used in cycle 2. Google Docs enabled Teacher A to draft a text in Spanish and to share this with B and C, who were able to edit the text and add suggestions, which worked very successfully and was then adopted as part of the process for the other cycles.

All teachers involved in the process marked the work of the three case pupils identified each time in cycles 1 and 2 and shared their marking with colleagues. This led to discussion about the best ways to give students feedback on their work and to enable progress on the part of the learner. The end product of the comparison of marking was teachers agreeing upon a set of 9 guidelines to be applied from that point on (see Appendix C). It was at this point in the process that teachers agreed to have a mark scheme which pupils could use easily to mark the work of their peers easily, giving a numerical score at the end (see Appendix G).

The decision was taken to abandon getting pupil comments on potentially improving the lesson or the teaching, but instead to ask questions of students with a view to gaining insight into their understanding. Teachers suggested that the pedagogy involved in teaching translation in these lessons is too complex for students to critique and comment on. This also meant adjusting the pro formas used by observers each time (see Appendix F for the revised lesson observation form used here and in cycles 3 and 4). Until this point

questions taken from Dudley's pro formas were being used and in particular the following two failed to get any meaningful responses from the 18 pupils interviewed:

1. *What aspect of the teaching worked best for you?*
2. *If the same lesson is being taught to another group what would you change? Why would you change that aspect?*

(Taken from Dudley, 2014).

LS Cycle 3 - March

Following a discussion in a department meeting about the importance of group work and students using the knowledge of their peers to improve their own work, it was agreed that the seating arrangements in every classroom would be changed to facilitate group work for cycles 3 and 4 (see Figures E and F).

Figure E. Seating arrangements cycles 1 and 2

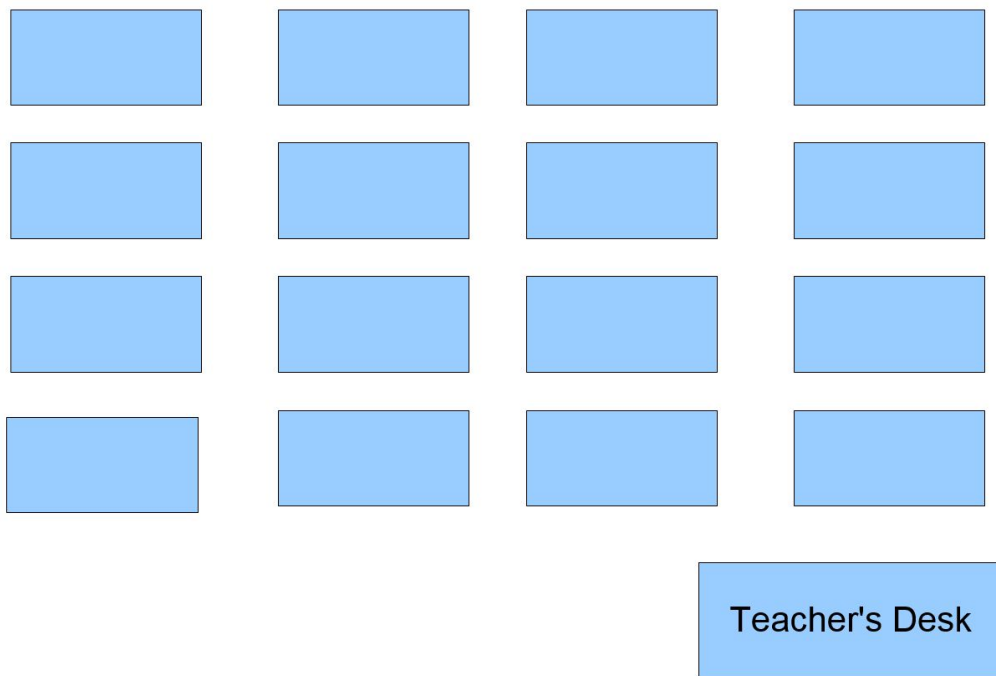
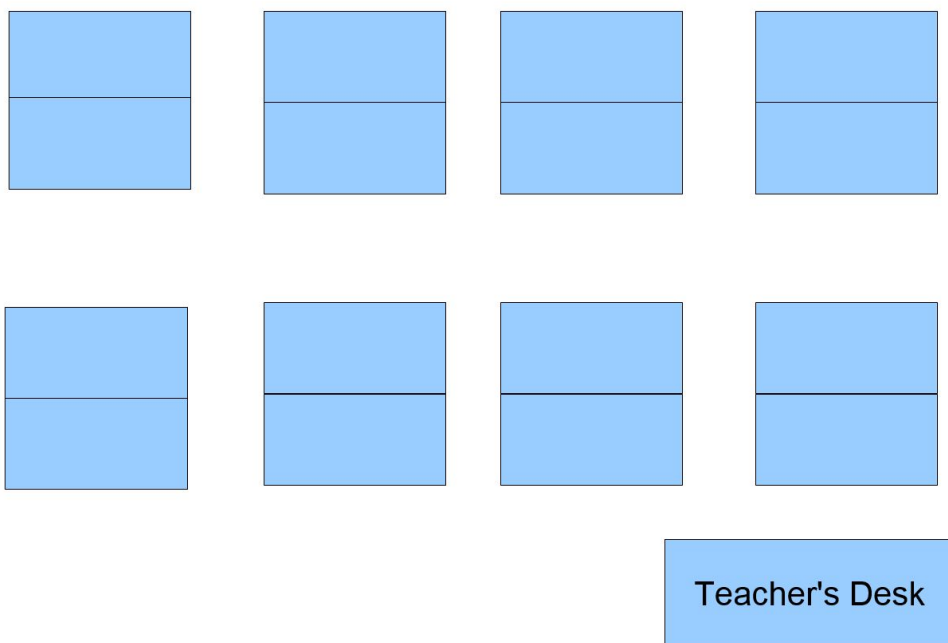


Figure F. Altered seating arrangements for cycles 3 and 4, aimed to facilitate student collaboration and more productive group work



LS Cycle 4 - April

Teachers agreed that due to the timetabling difficulties experienced in earlier cycles, adding a 4th one to the process would provide more data and a further chance to refine and improve the LS methodology. Another senior leader, the Assistant Head with responsibility for teaching and learning within school (teacher E) was asked to be involved. Teacher E observed teacher B in the second study lesson of this cycle. The aim of her involvement was to determine how effectively non specialist teachers could participate as observers.

Revised Format for LS 5 - May

One teacher suggested that a further cycle of LS should be undertaken in April and May, but that the process should change to allow teachers more creativity as individuals and that observers should comment on the teacher and teaching directly. Here is part of the discussion that took place at the colloquium on 23rd March:

Teacher A: Maybe we should just nominate an aspect of the curriculum and watch one another teach that?

Teacher C: Yeah.

Teacher B: That could be really good. Not exactly Lesson Study, but it could work for us

Teacher A: It wouldn't take up as much of our time. We could investigate different methods of teaching.

Teacher E: I really think it makes such a big difference to be working in subject groups like this and you'd be able to develop the process again with A's suggestion.

It was agreed at the colloquium following the 4th cycle of LS that a specific learning objective for a lesson would be chosen and 5 of the teachers within the department would plan and teach that lesson, before reporting back to the group. Teacher A made this suggestion which others in the group agreed to participate in. The findings of this cycle are not included as they would make the writing up of this study too large, but are nevertheless evidence of the teachers' collective commitment to pursue LS as a form of CPD.

4.9 Methods of Data Collection

A wide range of data sources were utilised in this project, in response to research question 4 and with the intention of creating a balanced picture of the effectiveness of LS and enabling triangulation of data in the analysis phase. First, data in the form of notes written during observations of pupil learning were recorded and shared among the participating teachers, then later discussed and analysed. The pro formas used give clear guidance on the kinds of things observers should aim to record (see Appendices D, E and F).

Pupil work was collected at the end of each study lesson and then colour photocopied, so that each participating teacher could have a copy of all unmarked scripts. Once each teacher had marked the work of each case pupil, the pupil work was discussed and the range of teacher marking and feedback could be scrutinised. Resources made by teachers, such as translation tasks and mark schemes, were kept so that during the course of the process the influence of changes to pedagogy could be monitored. Meetings between teachers were audio recorded and at the end of the 4th cycle of LS questionnaires were given to the participants to complete, gauging their views on the process and giving the opportunity for any further comment.

The flow chart recommended by Cohen and Manion proved very helpful in arriving at the best method for questionnaire design, development and data collection (Cohen and Manion, 1994: 84). Having a clear step-by-step approach focussed on asking for and identifying the information required lead to good quality questionnaire design. A pilot questionnaire was trialled with three teacher participants at the end of LS cycle 4, but did not yield results that were particularly useful. This was because the questions were all of an open ended nature which made answers all the more unpredictable and seemed difficult for two of the respondents to understand in the first place. An online automated electronic form was used to gather answers for the teacher respondents, aiming to make the process anonymous, but this too seemed to have its difficulties in that the interface for this seemed difficult to use and not all intuitive for the teachers (Google Forms were used).

When designing questions for the written questionnaires, care was taken to strike a balance between making the written prompts easy to answer for the respondents and

written in simple language (Kalton and Moser, 1985). But it was also important to keep some questions as similar to those asked of teachers in other similar surveys conducted by researchers in Japan and Singapore. This then provided the opportunity for more comparison with existing findings at the analysis stage of the project (Lim et al., 2011 and Yoshida, 1999). This meant that some of the wording of individual questions was changed from the originals, some questions were removed and some added to fit the context of this UK study. The scaling on part one of the survey was, therefore, kept the same to maximise clarity of comparisons between the two sets of questionnaire results (see Appendix B).

Semi-structured interviews with individual teachers were later conducted as a follow-up to written questionnaires and the conversations audio recorded. When devising the questions for the teacher interviews care was taken to cover the 4 research questions central to this study. Not doing so could have resulted in more nebulous answers about the general nature of lesson observation and LS.

The same interviewer (teacher B) questioned each of the other teachers in the study, which made for good consistency in the way in which the questions were asked. But along with that comes the difficulty of some teachers perhaps withholding views or behaving differently as a result of being interviewed by someone known to them. Having someone unknown to the participants as the interviewer could have been beneficial here, but was not really practical. Five of the interview participants were given the opportunity to answer similar questions about LS anonymously and in written form. The intention in doing so was to provide a point of comparison. Would the participants give similar answers or express similar degrees of positivity if they were not speaking directly to their manager (teacher B).

The interviews were then listened to and transcribed before being coded by two researchers independently of one another to identify emergent themes and to analyse the content of the interviews (Kalton and Moser, 1985). It was intended that this variety of data sources would provide an accurate picture of the effectiveness of LS in this context and also the opportunity to triangulate sources of data. For instance, the interaction level of the discourse of the teacher meetings, would provide a contrast with the dialogues from interviews with individual teachers. In total, 3 hours and 15 minutes of recordings from teacher meetings and 1 hour and 20 minutes of interview recordings were transcribed and then coded by hand.

4.10 Development of Codes and Categories for Interview Transcripts

Transcripts were made of all individual teacher interviews and audio recorded meetings where teachers met to plan or review study lessons. These transcripts were then analysed by two researchers to identify emergent themes and then the frequency with which those themes occurred. (For full detail of the steps taken in the process of coding the interview transcripts see Appendix J). The questions asked to teachers in these interviews varied somewhat based on their questionnaire responses, but also because the interviewer sometimes asked questions to follow up statements made by interview respondents that were unclear or required further information (for a list of questions asked to all respondents see Appendix H).

Choosing an inductive method of arriving at categories was intended to eliminate bias as far as possible in interpreting the findings from interviews. The possibility of using some kind of electronic means of coding the transcripts was investigated, but not pursued as it was hoped that in coding transcripts by hand, the researchers would gain deeper understanding of what was being said in the interviews as they would read the transcripts multiple times. Because the themes which emerged from the initial categorisation were considered to be clear and not controversial, it was decided that the first coder would simply share the categories with the second (Gibson and Brown, 2009). This section of the transcript from the interview with teacher E gives a typical example of the very clear and decisive way in which interview respondents expressed their views and related their experiences of LS for much of the time:

Interviewer: Do you think Lesson Study is a good use of teacher time?

Teacher E: One hundred per cent, I thought it was fantastic.

Interviewer: Why?

Teacher E: The focus on teaching and deep learning. You are getting professional help from people who know what you are grappling with. However much we try to do that through the coaching method, there's so much that's subject specific. You were putting your minds together to solve the real deep issues of our profession.

Interviewer: Right.

When analysing the codes which emerge from the initial categorisation care was taken to identify similarities in the responses as well as different opinions, recollections or thoughts on the same theme. From these differences and similarities, efforts were made to identify

relationships between themes and even smaller sub themes. Whilst the creation of categories was found to be helpful when interpreting the interview data, care was taken not to oversimplify the findings. Van Manen advises researchers to first consider the data from their research findings as individual parts and then as a whole, to make sense of what there is to be found and that approach was adopted here (Van Manen, 1990).

4.11 Further Analysis of Interview and Staff Meeting Transcripts

The transcripts of meetings teachers had during the LS process were analysed along with one recording of an observation debrief meeting, carried out in line with the usual school protocols for lesson observation (not LS). The intention behind doing so was to investigate how frequently various teacher participants spoke during meetings and how this compared with the frequency with which they speak when getting feedback on a more formal observation. The ideas of Saito and Atencio were also further investigated here to see whether their warnings about micro-politics, potentially scuppering an LS project, played any role in this study (Saito and Atencio, 2013). The transcripts were carefully analysed to see if any one participant did not contribute as much as their peers, or if their ideas were dismissed by others repeatedly for instance and if so whether that was significant.

5. Findings and Analysis

Changes were made to the scheduling of individual study lessons for practical reasons as mentioned in the previous section, but all seven teacher participants completed all questionnaire and interview questions, pupil work was collected as planned from 3 case pupils in every study lesson and interviews carried out with case pupils as planned and outcomes noted on observation pro formas. This level of completeness enabled very thorough triangulation of data sources and analysis.

5.1 Findings of Observations

Many of the findings of this investigation presented themselves during the discussions between teachers about the learning of their students. For instance, some teachers felt that the process of choosing case pupils and then predicting their behaviour was not an effective use of time, but others learned a great deal from discovering that the predictions they had made prior to the lesson taking place, turned out in fact to be wrong entirely, as this excerpt from a colloquium illustrates:

Teacher B: How do you compare this to other observations you've done?

Teacher F: It was definitely predictable, I almost could have filled the form in before the lesson.

Teacher B: Really? You see I didn't feel that way at all.

Teacher E: No the person who we thought would be really introverted ended up running that whole group and helping the others.

Teacher B: Exactly, I thought you learned a lot about your students that way personally.

This supports the findings of Dudley who states that for every three predictions made by a teacher about a case pupil in advance of a lesson, typically one of those predictions is wrong (Dudley, 2014).

This excerpt (below) from the observation notes made by teacher E on teacher B's lesson in LS cycle 4, gives more detail on the particular pupil discussed above.

Case Pupil A:

Current attainment and predicted outcomes for this pupil:

Level 7a in old NC. Often chooses to work alone and not collaborate. Being in a group might change this, she may choose not to work with case pupil C, but to work with X (name of female student in the same group as case pupil A) for instance.

Highly able and I predict she will cope well with this task. I sometimes feel she is too shy when doing speaking work in class but her speaking assessments have always been excellent.

Observations of pupil during lesson:

- Complete focus
- Remained focused as you presented
- Noted your strategies
- Discussed ideas with group
- Engaging with others sometimes seeking help too!
- Helpful to others
- 9.05 reading other groups work and making some comments
- 9.10 improving her work with dictionary then engaged with group
- Working individually again
- Lots of talk and cooperation mostly with case pupil C, which benefitted both

Discussion with pupil after lesson in response to the work they have done:

- Looked at words and then gaps
- Proper group work
- Used the word we in her description of the work her group had done
- Prefer working on own but can see benefited
- I checked unfamiliar Spanish words in the dictionary
- Mainly used book for vocabulary from previous lessons
- Used workarounds

Commentary on pupil work:

38/40 an excellent attempt at the task and this pupil performed as predicted in terms of what she achieved.

Whilst teacher B was accurate in predicting the standard of work case pupil A would produce, he was wrong about the way in which he expected her to interact with other group members. Having teacher E present to observe really enabled him to gain some insights into the ways in which different combinations of students work and collaborate.

Perhaps changing the seating arrangements and encouraging cooperation enabled case pupil A to take on the role of group leader. In any case this learning for teacher and pupils was certainly facilitated by LS. Wrong teacher predictions about case pupils typically proved themselves to be points of learning.

In LS cycles 3 and 4 where the observers asked pupils to reflect on their own ways of working and how they had learned, the kinds of responses can be divided into two broad groups. On one side there were pupils who expressed frustration at not having done better or admitted to off-task behaviour limiting what they had achieved. But many others were able to describe the rationale for the decisions they had made whilst undertaking the translation task. This kind of description was satisfying for teachers to read, as it proved students had successful learning strategies in their repertoire and were making use of them already. These successful strategies were also made known by class teachers and presented to pupils, who had found the task more challenging, as possible solutions.

It was findings of this kind that informed the cycles of LS which followed and helped the process to develop. For instance after six attempts to use the methods of questioning championed by Dudley to lead learners to make comments on the lesson they had experienced, observers changed their line of questioning (Dudley, 2014). This was due to pupils not being able to make critical comments on the teaching of their lessons. Of the 18 pupils questioned in LS cycles 1 and 2 only one was able to make a comment of any kind in response to the question “how could this lesson be improved if it were to be taught to another group?”

Asking questions which related to the pupils’ own work and individual learning did lead to conversations between case pupils and observer which revealed whether pupils had learned as a result of any errors they had made, or whether they required further intervention from their teacher to help them understand. Teacher G commented that this functioned in much the same way as students of maths showing their working on a problem they are working on solving, as well as simply showing the solution. (For a list of the questions asked to pupils about their learning see Appendix F).

This excerpt from observation notes made in study lesson 3 of LS cycle 3 describes an able pupil working effectively and then describing the reasoning behind the decisions he made during the lesson.

Observations of pupil during lesson:

Started writing immediately. Enthusiastic and focused on the task. Level of difficulty did not seem a problem or a worry for this group. Pupil B led a discussion on one tricky part in the first question. Within 10 mins had completed 5 questions and after 15 mins was finished. Good team decoding and rephrasing/adjusting of first attempts of translation. One member of the group asked “But how do you say it (referring to “traduction”) in English”. Pupil B immediately replied “dictionary”, looking the word up for the group.

Discussion with pupil after lesson in response to the work they have done:

(Use any of these questions to try to gain insights into their work and difficulties they might have had or mistakes they might have made - questions as for pupil 1)

How did you work out question 2?

“Chef” sounds like an English word so then I worked it out from the context. (He had decided it meant chief but realised when I said it sounded slightly tribal that “boss” was better. Someone else then suggested “head”).

Used the dictionary only once for the word “traduction”. Was very pleased with not needing to rely on book/dictionary.

Approached the task one line at a time.

The group took it in turns to re-read phrases when they had finished to check for fluency of English.

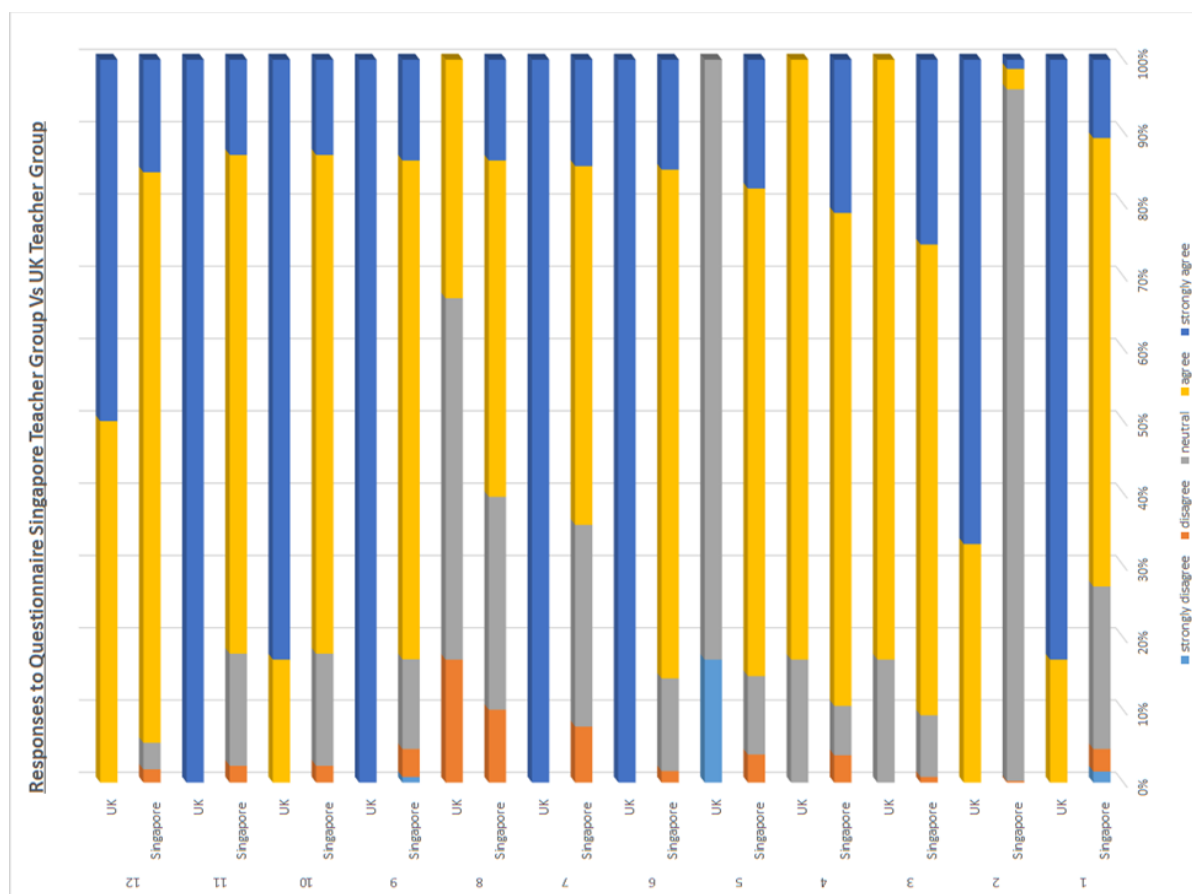
5.2 Teacher Responses to Questionnaires

All teacher participants in the study responded to the questionnaire, leading to some interesting findings, but also provoking deeper more detailed questions, which were then followed up in interviews at a later stage. This questionnaire proved to have none of the difficulties of answering difficult question formats as with the pilot questionnaire.

Figure G. Bar Chart to Show Teacher Responses to LS Questionnaire

Lesson Study.....	Question number
was a productive use of my time	1
raised ideas that will influence my own classroom teaching	2
increased my understanding of student learning processes	3
contributed to my own subject knowledge	4
contributed to my own knowledge of French/ Spanish	5
increased collegiality within the MFL department	6
has made it easier for colleagues to visit one another's classrooms	7
has made me less afraid to open my classroom to colleagues	8
has increased the frequency with which teachers discuss examples of pupils' work	9
generated resources for my own teaching	10
increased the frequency with which teachers met to discuss pedagogy	11
offered the opportunity to learn from colleagues	12

Bar chart to show questionnaire responses from teachers in this study compared with teachers in the study conducted by Lim in Singapore. See grid above for question numbers.



When compared with the findings where this questionnaire was used in a school in Singapore, the teachers in this UK study show a much greater degree of consensus and positivity towards LS (Lim et al., 2011). The Singaporean teachers were generally much less likely to choose the most extreme responses to any of the statements, namely strongly agree, or strongly disagree and gave a greater range of responses to the suggested statements than their UK counterparts. This perhaps suggests a degree of apathy towards LS or teacher collaboration, whereas the results from the UK teachers almost mirror one another in their positivity.

In answer to question 7, the UK teachers were unanimous in confirming that the LS project had made it easier to visit one another's classrooms. This contrasts with a significant proportion of the Singaporean teachers who expressed doubts about being observed with 50 per cent saying they felt neutral or no different after having worked on an LS project and 10 per cent saying they felt anxious about opening their classroom to colleagues. The researchers attribute this to teacher peer observation being a relatively rare experience

and point out that “teachers are not used to having several of their colleagues in their classrooms at the same time” (Lim et al., 2011: 360). This goes to show that even if having multiple observers is the done thing, it is perhaps no less stressful for the teacher who is having their lesson observed.

This discovery was made known to the teachers in a department meeting on 20th April 2016, before this aspect of the study’s findings was discussed in the interviews with individual teachers in May. Some gave insightful explanations, or shared interesting points of view in their interviews on this, such as in this interview excerpt below:

Interviewer: Teachers in our school were generally much more positive about being observed by their peers in Lesson Study than teachers in a similar study in Singapore, why do you think that could be?

Teacher E: Because this has come from the teachers themselves and not been imposed by managers. We’ve found that if you impose anything from the top down, it doesn’t really work. Like with our observation in this school sometimes. Those teachers in Singapore have no choice but to do Lesson Study, so they resent it.

In Part 2 of the questionnaire, when asked to rate the various different aspects of LS, all members of the group of UK teachers were positive about every single one of the seven identified different activities. One teacher felt that they had not had sufficient experience of observing a colleague delivering a lesson (point number 3), but this probably is negligible when considered alongside the large number of positive responses. This contrasts sharply with the study conducted in Singapore where over 70 per cent of teacher participants felt that the planning meetings they attended were either simply not helpful, or a negative and detrimental experience (Ibid.). It was exclusively teachers with more than 2 years of experience who gave negative responses. The researchers concluded that this negativity was largely due to more experienced teachers having other responsibilities competing for their time at work and time taken up by LS being seen as a frustration.

Part 3 of the teacher questionnaire asked participants to name three of this list of seven teacher development activities as the most influential to their own practice as teachers:

a) Going through a course of study at teacher training college PGCE or similar.

- b) Attending training run by an external provider.*
- c) Whole school teacher training.*
- d) Participation in a Lesson Study group.*
- e) Interaction with senior teachers in your school.*
- f) Interaction with other teachers in your school of a similar experience level to you.*
- g) The experience of working at different schools throughout your career.*

The seven activities were broadly based on those the teachers were asked about in Yoshida's study, but were adapted so that teachers in the UK school would understand them without requiring any explanation from the interviewer (Yoshida, 1999). This part of the questionnaire provided a clear point of comparison between two different studies in two different countries. Both groups of teachers rated LS as being very helpful as a means of developing themselves as teachers. In Yoshida's study it made the top 3 choices for 5 out of the 8 teachers involved and in this study all 6 of the teacher participants named LS as one of their top 3.

Interestingly the most popular choice among the Japanese teachers was 'Interaction with senior teachers in your school', which was the least popular choice among the UK teachers. When asked why this was, UK teachers responded that it happened very rarely and that they did not think that kind of interaction was really desired, or intentional in the schools they had worked in. This perhaps reveals more about the two cultures and school systems than it does anything about LS.

The Japanese teachers cited LS as a good time to interact with and gain from the experience of more senior colleagues and talked about the value they placed on hearing from others who had already been there and gone through what they themselves were currently experiencing. Answer *d* was the third most popular choice in the Japanese study and the second most popular in the UK study. Yoshida concludes that "*Konaikenshu* (another term for LS) often facilitates informal discussion with other teachers" (Yoshida, 1999: 404), which several of the UK teachers interviewed agreed with. The third most

popular response among the UK teachers was g, the experience of working in more than one school during one's career.

5.3 Findings and Analysis of Interview Transcripts

This table of emergent themes and their frequency of occurrence within the interview transcripts (see Appendix I for a complete list of emergent themes and how frequently they were identified) shows a high degree of accuracy and agreement (88 per cent) between the two coders, but also a small degree of variability. A number of themes were identified and then their significance analysed by the researcher. In two instances the researcher went back to one of the interviewees to clarify what individual answers were intended to mean when it was not entirely obvious from the transcript. Following the processes of coding and categorisation four distinct topics or overarching themes emerged, namely: current school lesson observation protocols, LS and its pros and cons, whole school CPD and the comments relevant to both lesson observations and LS.

All but one of the interviewees made reference to lesson observations being a source of stress or anxiety for them as teachers and this affecting their performance and wellbeing as a teacher. This is a theme well documented elsewhere in research relating to teacher observation (Wragg, 1994). Two emergent themes relating to observation which could be regarded as overlapping somewhat are the superficiality of lesson observation judgement and target-setting resulting from them and the inaccuracy, or inconsistency perceived to be present when awarding grades to individual lessons. These two themes or concerns are also evidenced as being well founded by recent research into the grading of lessons by OfSTED (Waldegrave and Simons, 2014). Either two or three of the teachers in the group were unable to recall any of the details or targets set in their previous lesson observation (the two coders disagreed on how many instances of this there were in the interview transcripts), which in itself raises questions of the effectiveness of that process as a tool for improving teaching and learning.

Two of the interview respondents attributed the lack of consistency of lesson observation grading at least in part to not always having subject specialists observing teachers, but also acknowledge that whilst they would prefer to be observed by a fellow MFL teacher that might not always be possible or practical. In a similar fashion to the findings of some

other existing research most interviewees commented on hierarchy within a school dictating who typically observes whom and that presenting a problem (O’Leary, 2012). When this point was pursued by the interviewer further, some respondents said that they felt having a hierarchy of observers implied that their views were somehow considered to be less valid than colleagues higher up the system than them. Also having a lesson debriefing with a more senior colleague meant that the dialogue between teacher and observer was often inhibited and that there were certain things that were left unsaid, such as any disagreement with the judgements arrived at.

Within the emergent themes relating to LS, teachers frequently commented on individual and subject-specific findings. The use of a dictionary when doing translation was the most prevalent of these. Interviewees also commented on the fact that they had felt empowered to conduct their own research within the LS project and that the thinking and reflection inspired by meeting regularly with colleagues to discuss pedagogy had inspired their desire to instigate research on a smaller scale within their own classrooms. Whilst all interviewees felt LS was a good use of their time, they also mentioned it taking up a lot of their time and almost the same number of respondents made the link with the difficulties around arranging cover for teachers. Three respondents specifically mentioned having got to know their students better as a result of LS, which is something mentioned frequently by some of its key proponents of LS (Saito et al., 2014)

Regarding both LS and current lesson observation practice respondents mentioned having one’s thinking as a teacher challenged as being a positive thing. Another theme common to both LS and lesson observation was the need to triangulate data in order to arrive at more reasoned and better evidenced conclusions about teaching and learning. Interviewees cited many potential valid data sources as well as the observer’s own notes, including: pupil progress data, interviews with individual pupils, pupil work, etc. Triangulation of data was viewed by all who commented on it as a positive and more scientific aspect of evaluating or recording teaching and learning and this view is shared by others within the LS community (Saito and Sato, 2012).

Finally the majority of interviewees commented on whole school teacher training and it often not being a productive use of time, when compared with working with colleagues within one’s own department. Linked to this the majority of respondents also mentioned considering a lot of the CPD they had done to be interesting, but difficult to apply to their own work. This finding links closely with the ideas of Hargreaves and Fullan, where they

warn against simply occupying teachers' time and making training and development seem nothing more than an obligation for teachers (Hargreaves and Fullan, 2012).

Five of the teachers interviewed were given the opportunity to give anonymous views on the LS project in written form. These views were found to be very much in line with the responses given in verbal interviews and therefore support the findings of the interviews, as well as suggesting that any bias in results created by teacher B also being the manager of several participants was not significant.

5.4 Further Analysis of Interview Transcripts and Comparison of Teachers' Verbal Interactions Following Lesson Observations and Study Lessons

Adding up the total numbers of words spoken by individual teachers and the frequency with which they spoke proved to be inconclusive for the most part as a means of analysing levels of teacher participation. Relating details of who spoke for longest and most often to job roles, or hierarchy within the department and within the school shows that all teachers were able to contribute to group discussions. Typically the triad of teachers who had most recently participated in a study lesson had most to say in the meeting that immediately followed that lesson, but that is a finding which is to be expected.

Teacher B spoke most frequently and for the longest total time in staff meetings, but then he was also in charge of organising the logistics of who would observe whom and when, so many of his interactions are to give details of the organisation of the project. Teachers A and C were the next most frequent contributors. A and C also featured most regularly on the LS observation schedule, so probably had more to say for that reason. Teacher C made the point that this group of teachers (with the exception of teacher F, who was working in the school on a temporary placement) had all worked together and known each other for at least 7 years at the beginning of the study and were accustomed to working together and allowing one another to take turns to speak. Once again context is key to LS succeeding.

Teacher E spoke least of all and least frequently and when asked why she thought this was, said that being a science teacher meant she was less able to contribute to the subject specific discussion, which she also considered most important. The other senior

leader in the project (teacher G) was the 4th most frequent speaker and so could not be said to be using his authority as deputy head to dominate discussion. This suggests that the attempt to counteract the hierarchy within the school created by teachers having different job roles was a success.

An interesting contrast was identified when the conversation following a lesson observation carried out according to the school's usual protocols (not LS) was recorded. Teacher E observed teacher B teach a German lesson again where translation was taught to students as a point of comparison. This took place in June, following the completion of the data collection stages of the project. The giving of verbal feedback on the lesson lasted about 20 minutes. Teacher E, the observer, spoke for approximately 80 per cent of the time, whereas teacher B spoke only for around 20 per cent of the time. This provides evidence of a very different dynamic between the two parties. When receiving feedback from this more formal kind of observation it seemed that teacher B spoke mainly to agree with teacher E and to thank her for the comments, praise and advice she gave. To further analyse this particular finding, recordings of more similar debriefing meetings would be required and only then could it be established how typical this experience is.

There is evidence of teachers disagreeing with one another on matters of pedagogy and how LS should best be carried out. One such disagreement led to the 5th cycle of LS being carried out under teacher A's leadership with different expectations and rules (namely that the teacher would be observed and commented on by the observer and resources created by individual teachers collected and critiqued, before being shared among all participants). Where teachers agree on pedagogical matters it is often the case that strong consensus is expressed on rejecting a particular method or idea.

For example, the use of pupil voice in one study lesson to inform the teaching of the next was considered redundant and ineffective at the end of LS cycle 2. A total of 18 pupils had been asked their views on how the lesson they had just experienced might be improved (see appendix D for the wording of the questions). Of those 18, 17 responded by saying they did not know. When teachers met to discuss the findings of the final study lesson in LS cycle 2, teachers B and C said they both thought that the pedagogy of teaching foreign languages is quite distinct from other subjects and that in their view this made it very difficult for pupils to comment effectively on what their teachers were doing.

5.5 Evidence of Teachers' Changing Perspectives Resulting from Experience of LS

Several teachers expressed scepticism about the LS project, or at least fears that it would eat up lots of their planning and preparation time outside of lessons, in the initial department meeting in January. At that time teachers also discussed some of the shortcomings, or dissatisfaction they felt with the current school procedures used for lesson observation. It is hard, if not impossible, to quantify or measure changing attitudes, but by the time teacher A was interviewed at the end of the project in May she had clearly changed her views on the value of LS and seemed unconcerned about the time it took up.

Interviewer: Do you think there are any problems with Lesson Study?

Teacher A: No not really, I think if it brings teachers together and improves teaching it can only be a good thing.

The change in attitude of the Deputy Head (teacher G) was most striking. In the same department meeting in January he expressed his certainty that teachers in this school would not prepare for observed lessons any more than they would normally. He recounted an anecdote about a teacher from another school he had overheard:

Teacher G: At open evening the other night there was a guy on his mobile phone in reception. He must have been a teacher from another school saying: Oh God! I'm off home to mark my books because the headmaster is coming to see my lesson tomorrow. It would be nice if I hadn't heard that. That's not what we have here at all.

But again by the time he was interviewed in May his views had changed somewhat:

Interviewer: Do you think that lessons we observe as part of the whole school Teaching Evaluation are in some ways false?

Teacher G: I do think you get the impression those lessons are a little bit forced, it's a bit like watching a lesson through a window perhaps. It's much better to make a judgement on several factors and to triangulate data.

Interviewer: Do you think that it's still possible for teachers to put on a show and for the lesson you see to be atypical for that class and teacher?

Teacher G: (pause of 3 seconds) Yes that is possible.

Teacher G also became very positive about the role that LS could play in developing pedagogy and the idea that having a hierarchy of observers, seems unnecessary in the light of the findings of this study:

Interviewer: Do you think Lesson Study a good use of teacher time?

Teacher G: Yes I do and it was interesting, I think as I had Teacher F observing and she is a trainee teacher, so that would not normally happen.

Interviewer: How was that experience?

Teacher G: It was fine actually, I think it makes no difference.

5.6 Scrutiny of Pupil Work, Marking and Feedback

All teachers were asked to mark the work of case pupils from cycles 1 and 2 of the study. This provided a wealth of data in the form of different approaches and provoked lengthy discussion among the teachers involved as to which methods of marking and which types of feedback were the best use of teacher time. Teachers found it surprising to see so much variation in marking and giving of feedback, considering that the school has a marking policy, which all teachers are expected to follow. It was agreed that the most important criteria for judging marking done by teachers were impact upon pupil learning and progress and the amount of teacher time taken to mark.

These three examples typify the three approaches most commonly taken by teachers within the department:

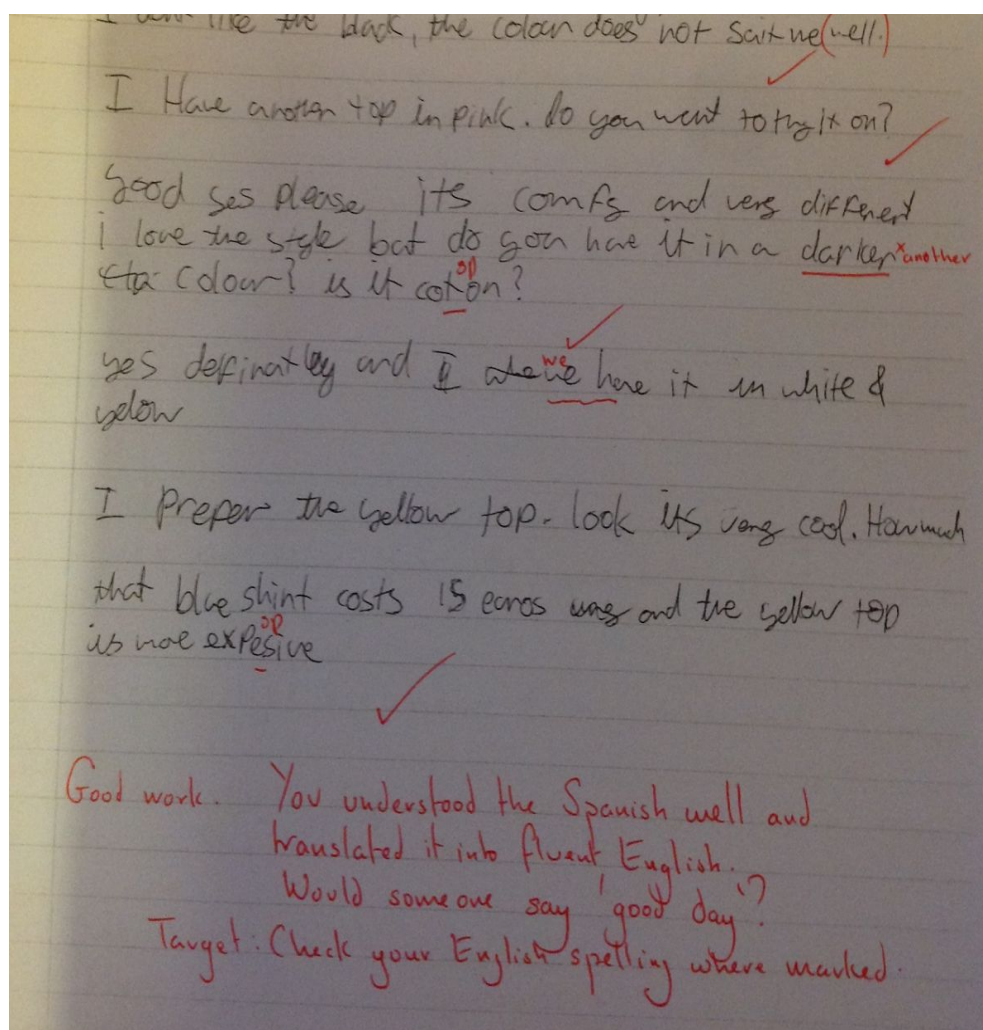


Figure H. The teacher asks the pupil to consider the register of one phrase they have used 'good day', corrects mistakes in English spelling and then sets a target.

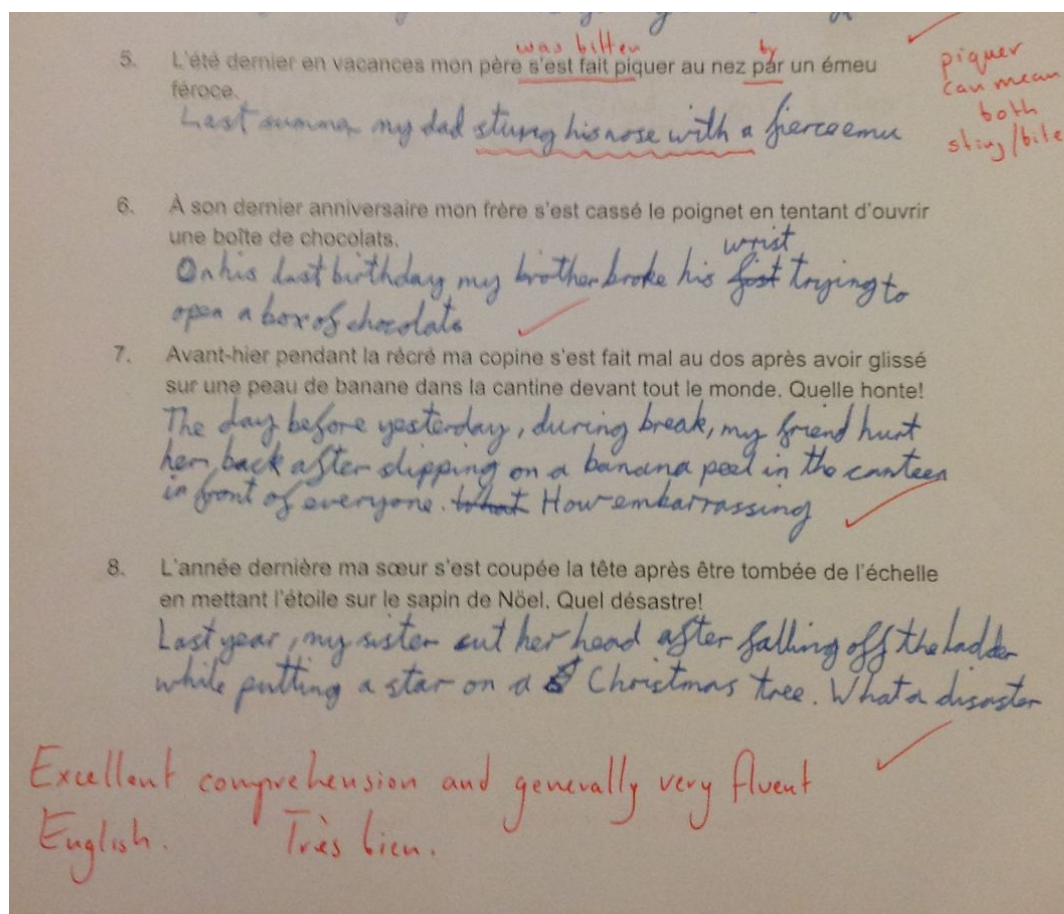


Figure 1. The teacher gives the student praise for their work, which is mostly correct, clarifies one item of vocabulary (piquer) and then suggests that one part of the translated text ought to be rephrased with a wavy line, as per the school marking policy.

Here is a short text written by someone who studied languages then went on to use those languages in their work. You need to translate the text into correct and natural sounding English as best you can. Write your English version of the text on this worksheet.

Pierre Leclerc

1. Bonjour, je m'appelle Pierre Leclerc.
Hello, my name is Pierre Leclerc. (3)
 2. En ce moment, je suis chef de marketing chez Sony en France.
At the moment, I am head of marketing for Sony in France. (4)
 3. J'ai travaillé chez Tesco en Angleterre en 2008 et puis chez Apple aux Etats Unis de 2009 à 2013. I worked for tesco in England in 2008, and then for Apple in the USA from 2009 to 2013. (8)
 4. Au collège j'étais vraiment travailleur et puis j'ai étudié l'anglais et l'italien au lycée.
At school I worked really hard and studied English and Italian in university. (7)
 5. Dans mon travail je parle avec les clients anglais ou américains et quelquefois je fais des traductions. In my work I talk to english or american clients and sometimes I do translations. (4)
 6. En septembre j'irai au Canada où je continuerai de travailler pour Sony.
In September, I will go to Canada where I will continue to work for Sony. (6)
 7. A cinquante ans, j'achèterai une grande maison et une belle Ferrari.
At 50 yrs old I will buy a big house and a beautiful Ferrari. (4)
 8. Plus tard, je voudrais avoir une famille, mais maintenant le travail est plus important pour moi.
After that, I would like to have a family, but now work is very important for me. (1)
- Grand total out of 44 = 43/44

Figure J. This shows ticks where the pupil has gained a mark for correctly translating part of the text, totals of marks for each line then an overall total for the finished piece of work.

After the completion of cycles 1 and 2 and once all teachers had taken time to mark the work of each case pupil in each of the study lessons, teachers in the department met to analyse their own marking and that of their peers. The giving of numerical marks based on how many individual correct phrases had been translated (as in example 3) was considered by all to be a useful way to measure the degree to which the source text had been translated into English correctly. But it was felt that this was very time consuming for the teacher and pupils could themselves give numerical marks if given a mark scheme and criteria. This would also mean freeing up the teacher to spend time addressing misconceptions and giving feedback on how to improve.

Teachers felt strongly that they could use their time well when marking to give insight into the meanings of individual words and to the use of appropriate registers when translating into English (examples 1 and 2 illustrate this well). At the meeting which focussed on marking, teachers began to draw up a list of best practice, to be used alongside the

existing whole school marking policy in LS cycles 3 and 4, but also when marking translation work at any time (see Appendix C for a copy of these guidelines).

This transcribed conversation from the colloquium following study lesson 3 of cycle 2 gives some insight into the views expressed on marking after teachers had the experience of marking the same pieces of pupil work.

Teacher A: Are we giving numerical marks from now on, or just comments and correcting mistakes?

Teacher C: We could use a system like they do in the exams for A2.

Teacher G: What I did was to give a mark for the verb, a mark for the injury and so on. So each sentence was out of 4 each time really. This meant that pupils were looking for details and were rewarded for that.

Teacher B: I think that having a uniform way of marking these is really good and really sensible.

The mark schemes for cycles 3 and 4 of the study were then based on the style of those provided by exam boards for A2 languages exams (see Teacher C's comment above).

5.7 Unanticipated Positive Outcomes of the LS Study

During the course of this study, teachers reported positive outcomes that came as the result of trying new ideas whilst Study Lessons were in progress, but were not originally intended to be part of the project. However, had it not been for the LS project, these discoveries and resulting improvements to teaching and learning would never have come about as they really were by-products of deciding to begin to use LS.

For instance, teacher A became very interested in the rates at which individual students work and learn during the course of a translation task and whether the rates of working and potential learning vary significantly. She wondered whether having data about when students get most work done could lead her to improving their learning by maximising the time spent on the most helpful activities. During lesson 3 of the 4th cycle of LS, teacher A asked her students to change the colour of the pen they were using after 10 minutes of translation with no dictionary and for the second ten minutes with a dictionary, whilst completing a translation task. Pupils then changed pens again to use a third colour to mark the work of their peers.

Figure K. Work completed by case pupil A following teacher A's instructions on colour coding.

(Handwriting in blue pen shows the first ten minutes work with no dictionary, handwriting in purple pen shows the second ten minutes with the dictionary and writing in green pen shows corrections and marking).

no dictionary
- dictionary

Traducir

Translate each sentence into Spanish.

For the first ten minutes, you will not be allowed a dictionary. Think about doing what you can, discuss with your group, use cognates and general knowledge.

You have 25 minutes to complete this task.

Part way through the task, your will teacher will ask you to swap papers with another group and you then have the chance to suggest improvements or give help to your peers.

1. When I go on holiday I always like to visit interesting places (5)
cuando donde voy de vacaciones siempre me gusta visitar los sitios interesante 4

2. I had an amazing time in Denmark last summer. (3)
lo pase increíble en denmark el verano pasado 3

3. I am going to go to Spain next year because you can see Flamenco shows (6)
voy a España el año próximo porque se pueden ver un espectáculo de flamenco 6

4. Although it will be interesting to visit the museum I would like to spend more time in the shopping centres (8)
Aunque será interesante visitar el museo, me gustaría pasar más tiempo en el centro de comercial 8

5. When we went to Germany two years ago we went cycling in the woods, which was really fantastic. (10)
cuando fuimos a Alemania hace dos años pasados fuiste ciclismo en el bosque que fue verdaderamente fantástico. 10

6. Two years ago I went to London where I visited Harrods but nowadays you can't go in - How annoying! (8)
dos años pasados fui a London donde visite harrods pero hoy en día no entras ¡que agacante! 5

Total marks = 33/40

was ~~great~~ fun and a good way of getting vocab stuck in your head.

Figure L. Work completed by case pupil B:

(Handwriting in black pen shows the first ten minutes work with no dictionary, handwriting in red pen shows the second ten minutes work with a dictionary and the green pen shows pupil corrections and marking).

~~1st~~ = 1st 10 mins no dictionary.
~~2nd~~ = 2nd 10 mins with dictionary.
~~M~~ = marking.
Traducir

Translate each sentence into Spanish.

For the first ten minutes, you will not be allowed a dictionary. Think about doing what you can, discuss with your group, use cognates and general knowledge.

You have 25 minutes to complete this task.

Part way through the task, your teacher will ask you to swap papers with another group and you then have the chance to suggest improvements or give help to your peers.

- When I go on holiday I always like to visit interesting places (5) $\frac{3}{5}$
 Cuando voy ^{de} vacaciones ~~siempre~~ me gusta visitar ~~sitios~~ interesantes.
- I had an amazing time in Denmark last summer. (3) $\frac{2}{3}$
~~lo pasé increíble.~~ ~~el tiempo~~ ^{Dinamarca} fantástico en ~~Denmark~~ el verano pasado.
- I am going to go to Spain next year because you can see Flamenco shows (6) $\frac{4}{6}$
 Voy a ir a España el año próximo porque se pueden ~~ver~~ ^{espectáculos de} ~~espa~~ el flamenco. Flamenco
- Although it will be interesting to visit the museum I would like to spend more time in the shopping centres (8) $\frac{7}{8}$
 Aunque ~~será~~ interesante visitar el museo me gustaría ~~pasar~~ más tiempo en ~~ellos~~ centros de comerciales
- When we went to Germany two years ago we went cycling in the woods, which was really fantastic. (10) $\frac{7}{10}$
 Cuando ~~fuimos~~ ^{Alemania} ~~varias~~ a ~~la~~ ^{hace} dos años ~~hicimos el ciclismo~~ ^{los} en ~~el~~ bosques ^{que} ~~que~~ fue muy fantástico.
- Two years ago I went to London where I visited Harrods but nowadays you can't go in - How annoying! (8) $\frac{5}{8}$
~~Hace dos años fui a Londres donde visité Harrods pero hoy en día no ^{se} puede ~~entrar~~ ^{en} - ¡Qué fastidio!~~

Total marks = 28/40

It was hard but achievable.

In the work of both case pupils, it is possible to see from the colour coding that significantly fewer words were added when pupils were allowed the use of the dictionary. This evidence suggests the use of the dictionary only being helpful as a means of looking up individual words for pupils, rather than their starting point for any translation work. This method of switching pen colours was reported by teacher A as being helpful when demonstrating to pupils that they should be relying on their own knowledge more than they should reference material and was then adopted by other teachers within the group. Perhaps approaching lessons with the mindset of teachers wanting to know more about their pupils and how they learn led to more willingness to experiment on the part of teachers and careful thought about how to identify ways in which pupils learn.

The method of changing pen colours introduced by teacher A was taken up by teacher B and used to measure the effectiveness of feedback given to individual pupils and the improvements teachers had agreed upon and developed as part of the process. In June 2016 a lesson of German was taught by B, using the techniques of intervention and of giving written feedback in line with the guidance given in Appendix C. When analysing the work completed by many of the students, it became evident that learners had begun to rely on their prior learning and to use dictionaries sparingly or not at all, but still demonstrating accurate high quality translation work. This lesson also provided the first examples of pupils achieving full marks on a translation task with no use of a dictionary at all, but reliance on the strategies teachers had encouraged pupils to use.

Mein Zuhause - Übersetzung

Translate the following text into English as best you can.

Remember to reread what you have written to be sure it makes good sense.

For the first ten minutes you won't be allowed a dictionary, but for the second ten minutes you will. As soon as you begin using the dictionary you need to be writing in green pen.

The numbers of marks available for each question are shown in brackets at the end of each line.

1. Ich wohne in einem Reihnhaus in Oxford. (3)
I live in a terraced house in Oxford ✓
2. Oxford ist eine Großstadt. (2)
Oxford is a city. ✓
3. Mein Haus ist ziemlich groß. Es gibt ein Wohnzimmer und ein Esszimmer - natürlich! (6).
My house is quite big. There is a living room and a dining room - of course. ✓
4. Es gibt keinen Balkon aber es gibt einen Garten. (5)
There is no balcony but there is a garden. ✓
5. Mein Zimmer ist klein und hell, aber es ist sehr unordentlich. (6)
My room is small and light but it is very messy. ✓
6. Das Bett ist auf der linken Seite. (3)
The bed is on the left side. ✓
7. Der Tisch ist zwischen dem Bett und dem Sofa. (4)
The table is between the bed and the sofa. ✓
8. Ich helfe oft Zuhause. (2)
I often help ~~around~~ around the house. ✓
9. Ich mache mein Bett und ich gehe mit dem Hund spazieren. (4)
I make my bed and I walk the dog ✓
10. Manchmal mache ich Babysitting für meine kleine Schwester. (4)
Sometimes I babysit for my smaller sister ✓

Black is dominant

39
39/39

Figure M. This shows a pupil's colour coded work. When asked to explain the comment "Black is dominant" the pupil said that he had realised he was able to complete the vast majority of this translation work relying on his prior learning of German and the problem-solving skills he had learned in lessons of both German and French.

Other teachers within the department pointed to real breakthrough moments they had experienced with students, who they had previously found to be very difficult to reach, or engage as learners. These moments often came as the result of conversations between the observer and one of the identified case pupils towards the end of a lesson.

Here is an account teacher B gave of one experience with a case pupil, as reported at the MFL Department meeting on 23rd March:

Teacher B: There were some unintentional, or unforeseen benefits to the project too. In the second cycle I chose pupil B as one of the case pupils, as she was someone who I thought to be a good learner of Spanish, but very hard to engage at times and hard to talk to. Teacher A interviewed her as part of the observation and pupil B said she was really enthusiastic about her learning and that she wants to continue to study Spanish for GCSE. It became clear that I had mistaken her sort of.... social anxiety for rudeness at times in the past and from that point on I was better able to help her work with other students and I knew that she really was interested in becoming the best learner of Spanish that she could possibly be. She's made huge progress this term and that interview in that lesson was a big turning point.

Translation Pedagogy also showed itself to be relevant as the findings of the project were analysed and reported on. Teacher H reported that one of her students had remembered the principle of effective translations reading as though they were originals. On examining that pupil's work it became clear that care had been taken to improve successive drafts of the work and to make those read as naturally as possible in English. H believed that this came as the result of presenting some of the principles of the invisible translator, outlined in Venuti's work before students began to translate (Venuti, 2007). On a similar theme Teacher E commented positively on teacher B intervening to help students by asking them to consider whether their text could be understood by non-Spanish speaking readers of English, linking with the principles described by Donald Kiraly discussed in earlier department meetings (1995).

5.8 Further Analysis

Mapping both the LS procedures developed in this study and the existing school lesson observation protocols as CHAT systems proved to be revealing and helped add clarity to the findings.

LS project mapped as a CHAT system:

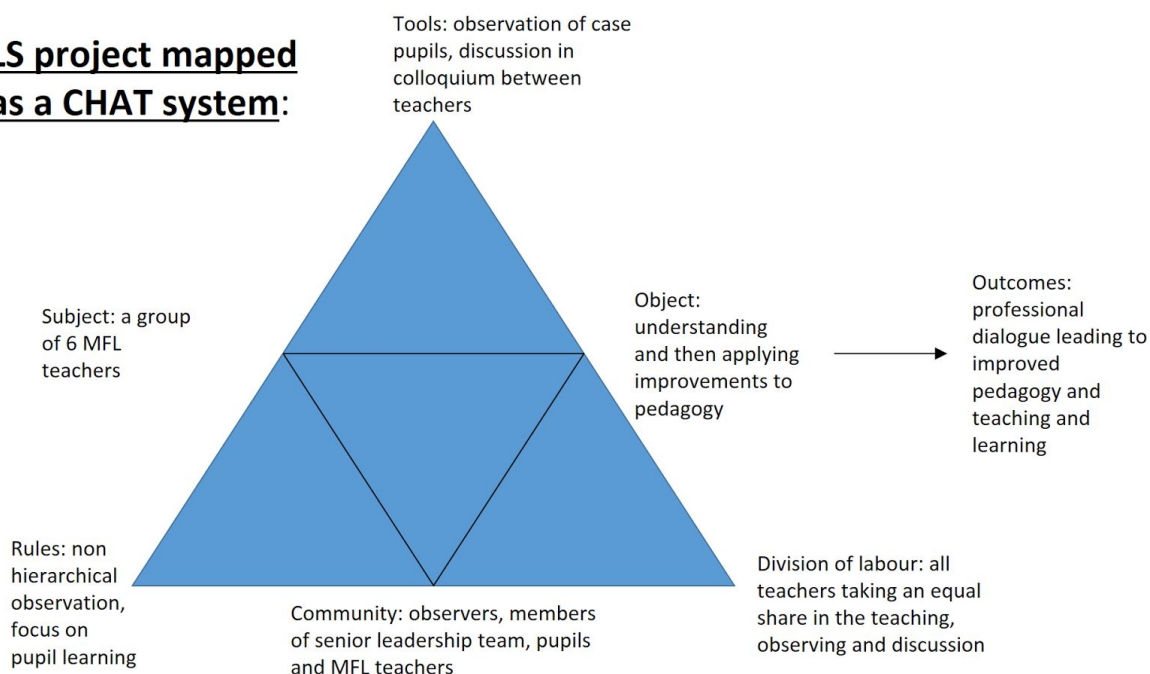


Figure N.

The role of each of the key aspects at the points of every triangle (above) can be seen to play their parts and the interplay between, for instance, the subject (group of teachers) and desired change in the tools to promote better learning and more meaningful collaboration are all the more obvious when plotted as a CHAT system like this. Each of the individual constituent parts feed into promoting the desired outcome, namely improved teaching and learning.

The changes in ways of working with colleagues which LS brought to the team of MFL teachers, evidenced by both interview responses and the types of interaction in departmental meetings, are similar to the changes experienced by the teams of postal workers Engström describes (Engström, 2008). That is to say that whilst collaboration between colleagues in this MFL department did exist before the LS project began, the very clear structure and method of operating provided lead to faster improvement and the development of clear pedagogy for teaching translation. The frequency with which

teachers observed one another was increased with LS and this must also be a factor. As part of the current school protocols, teachers are observed twice a year, normally by a senior colleague. Whereas during this LS project all colleagues were observed teaching and participated in giving feedback at least twice during a 12 week period.

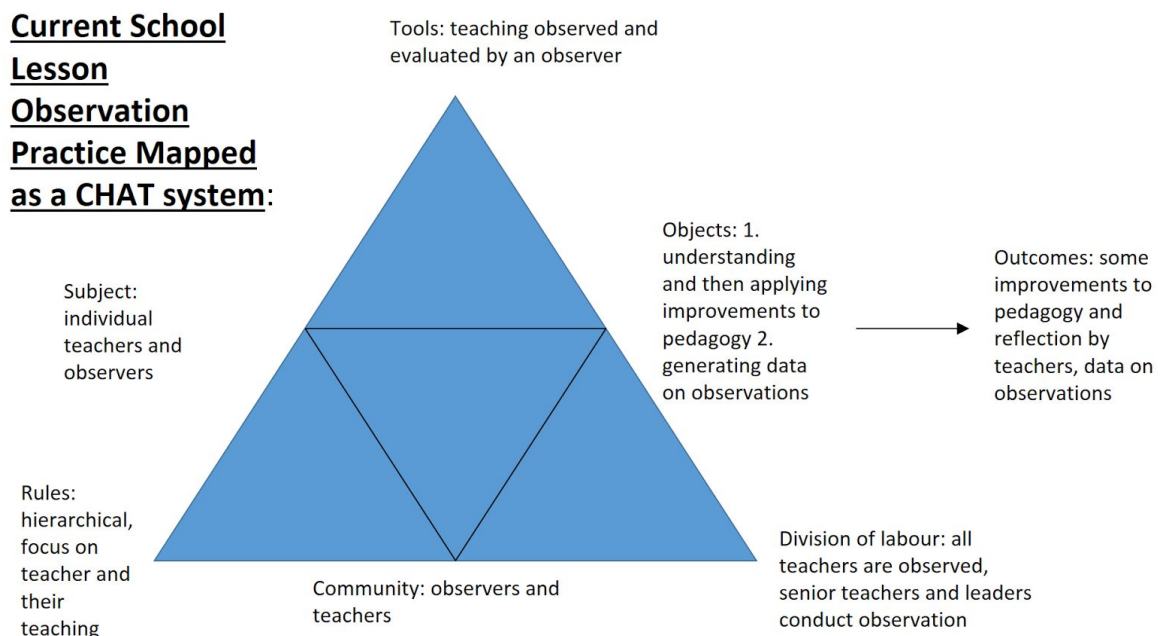


Figure. O

The outcomes of the LS project contrast somewhat with those of the current lesson observation protocols in the same school. Different members of staff interviewed as part of the study consider the observation protocols to have different purposes and desired outcomes. This in turn seems to limit their effectiveness in terms of observation of this kind having a positive impact on teaching and learning. For instance the two senior leaders interviewed (teachers E and G) believe that the primary function of lesson observation is to develop pedagogy, whereas all other participants think the opposite.

All interviewees considered LS to have more of a positive impact on teaching and learning than the kinds of observations normally carried out in the same school. When these protocols are plotted as a CHAT system (Fig. O) it is noticeable that the dual aims of generating data on teaching and learning at the same time as improving pedagogy, make things more complex than in the first diagram for LS. In trying to serve two masters it

seems that the whole school protocols limit what can be achieved by teachers and observers, something that other similar studies have concluded (Dudley, 2013).

5.9 Some Limitations of this Study

In two of the cycles (1 and 3) it was not possible to arrange for each of the three teachers to observe one lesson and then to teach one based on what they had observed. This was due to cover being requested to enable a teacher to observe, but not being granted. This seems to be a problem encountered by other UK LS projects and is mentioned by Dudley: “Many school leaders are put off using LS by the disruption they perceive will be created to the school timetable, staff cover system and supply teacher budget” (Dudley, 2013: 120). Similarly one teacher was unable to observe a study lesson as planned due to having a job interview arranged at short notice. This lead teacher B to observe his own case pupils during study lesson 2 of cycle 3 and provides evidence of the worth of having another observer present as B was really unable to make very many accurate, or useful notes on the 3 case pupils.

This study took place over the course of 3 to 4 months and although change and improvement in pedagogy was evident right from the very first case lesson being taught, this study is not comparable with more expansive, longer-term projects, such as the three years spent observing teachers’ work in primary schools in Hiroshima (Yoshida, 1999) and the wealth of data they produced. In fact Saito believes that a school needs to commit to an LS project for 4 to 5 years to reap its lasting benefits (Saito et al., 2014). Despite these small changes of plan and time constraints it was still possible to judge the project's merits and to see how it might be used over the course of a number of years.

6. Conclusions

6.1 Answers to Questions Raised at the Beginning of the Study

In this section I aim to respond to my own research questions, but also return to some questions arising from the literature review. In response to the first research question, what is most striking of all about the findings is that LS quickly shows itself to be a way into honing the detail of teachers' subject teaching. Colleagues who are experts in their subject area, know the school context they are working in and even the individual case pupils, are enabled to meet and fine tune resources for teaching and pedagogy.

In the interviews with teachers and case pupil participants, reference is made to the specifics of language learning almost like a refrain. Differences in the pupil work scrutinised in the 3rd and 4th LS cycles in particular show marked improvements in approach to translation on the part of the pupils, which was prompted by teachers' interventions. Pupil reflections of the kind exemplified in Figure M evidence the impact of improved pedagogy on individual learners.

A great deal of adaptation was necessary to enable the development of processes for LS, in this context, to develop. The process of LS itself is one that can and must evolve if it is to meet the needs of the teachers and learners. Not only was it important to adapt methods commonly used in schools in Asia, but also some already tried and tested in UK schools, such as Dudley's recommendations for the use of pupil voice (Dudley, 2014). The model of LS used in cycle 4 is by no means perfect and throughout the process, reviewing and adaptation played a big part in the continuous development of methods for teacher collaboration.

Viewing this project through the lens of CHAT is useful, in that by developing the different factors playing into LS, improved learning takes place. The very definite outcome of wanting to improve teachers sharpens the focus of LS, whereas some other methods of teacher observation run the risk of trying to meet two objectives simultaneously and not successfully achieving either.

It could even be argued based on the findings of this project, that the dual aims of providing evidence for school inspectors to measure the effectiveness of teaching and

improving pedagogy are both met better by LS than the kinds of observation carried out by Ofsted inspectors described earlier. LS provides a wealth and variety of data about teaching and learning as well as being seen in this study to develop pedagogy and improve outcomes for the learners.

When responding to the fourth research question, drawing together of the sources of data created by LS took time. But what becomes clear is that the triangulation of information such as observation notes, pupil work, teacher interviews, great depth and detailed insights into the learning of individuals can be built up relatively quickly. This enables teachers to do their work more effectively both in terms of developing pedagogy, which enables their students to learn better and also to learn from the findings that relate to case pupils and thereby cater for their needs as individuals better. Different sources of data proved themselves to be useful in refining different aspects of pedagogy. For instance, the work scrutiny where teachers blind marked case pupils' translations, led to a common approach to giving feedback on this kind of exercise being developed.

This group of relatively experienced teachers did not feel called to abandon their previous pedagogy or make sweeping radical changes to their practice, but through many smaller changes, approaches to teaching translation were greatly improved. LS facilitated this by creating the possibility for frequent "teacher learning points", which when added together are significant (Dudley, 2014: 19). The teacher participants here do not show any of the signs of being jaded after many years of service as teachers (Bocala, 2015), instead their participation and interview answers suggest great positivity towards LS and recognition of its benefits.

Despite there only being a relatively small group of teachers involved in the study, there are at least enough more than the single participants in some similar literature examined earlier (Pinho and Andrade, 2014) and enough points of view taken account of to ascertain some significant degree of consensus. No evidence was found of the teacher participants confusing one another, or in nobody having enough pedagogical knowledge to drive improvement from one study lesson to the next and therefore nothing to back the warnings of potential flaws in LS given in *What makes great teaching?* (Coe et al., 2014).

The focus on student learning rather than judgement on individual teachers changed teachers' disposition to learn in many instances and marked a move away from having to

defend or justify what a teacher had done. Most of all the frequent opportunities for teachers to meet and talk, both formally and informally, facilitate learning through talk, which is something considered as the greatest learning tool of all by Vygotsky and was certainly in evidence here throughout the process (Vygotsky, 1986).

6.2 Further Research and Future Scope of this Study

This study is perhaps the first of its kind at least within the UK context where MFL lessons have been used as the subject of the investigation. But a great many of the findings of other existing research have been found to be true here also. The most important of these is probably in providing more evidence to back Dudley's claims that LS's greatest strength is that it enables subject experts to collaborate within the context of their usual jobs (Dudley, 2014).

There is, however, still much scope for further investigation in many directions, at the conclusion of this study. During the final days of the project I presented some of my findings at a staff meeting and was approached at the end by the Heads of Department of PE, Business Studies and Science, who wanted to know more about my findings and to discuss how LS might be used within their departments. The planning for a fifth cycle of LS within the MFL department by teacher A is clear evidence of the desire to continue this way of working as a means of improving pedagogy and as a model for collaboration.

Translation of texts, by groups of similar ability and age has been investigated here and relevant pedagogy developed, but what about other skills and types of tasks which are key to language learning? The group of teachers who worked on this project were all relatively experienced and had been working together for at least 6 years at start of the research; would younger less experienced teachers have arrived at the same findings? These are only a few of the questions which this study provokes, or has begun to find answers to. Further weight could be added to the arguments and findings presented here by conducting similar research over a period of 4 to 5 years for instance in a large sample of schools.

Word Count: 19,624

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APPENDICES:

APPENDIX A:

TEACHING EVALUATION FORM

Teacher:

Observer:

Date:

Period:

Subject:

Year group/Class:

Ability Level:

Lesson Topic:

--

Teacher target from self evaluation and “takeaway” menu

--

Lesson Outcomes:

--

Strengths evident in the lesson: please comment on all these aspects

Inclusive teaching:

--

Students acting on formative feedback:

Students developing and practising subject skills and knowledge:

Review of target:

Targets for further development (please refer to the evidence grid and self evaluation form):

Necessary

To improve
further

Inclusive teaching:

Formative feedback:

Subject expertise:

Achievement (attach any progress evidence here):

Evidence	Comments
All pupils progressing rapidly /better than expected / as well as expected?	
PPG students?	
LPA students?	
Are particular students progressing rapidly due to interventions by the teacher?	

Feedback:

Evidence	Comments
Are students acting on feedback?	
Is progression shown in their work?	
Can pupils talk about what they are learning and how they are progressing? Is there a dialogue between teacher and	

pupil?	
--------	--

Professional Development:

How has the teacher developed his/her own practice to promote progress within the group?
--

When evaluation is that teaching requires improvement or is inadequate this section should be completed:

Feedback given, that teaching requires improvement / inadequate	Signed: Observer	Signed: Teacher	Date:

Please forward a copy of this form to the relevant curriculum leader.

APPENDIX B

Teacher Questionnaire on Lesson Study (April 2016)

PART 1

Please indicate the extent to which you agree with the following points of view on Lesson Study:

Lesson Study.....	strongly disagree	disagree	neutral	agree	strongly agree
was a productive use of my time					
raised ideas that will influence my own classroom teaching					
increased my understanding of student learning processes					
contributed to my own knowledge about teaching French/ Spanish					
contributed to my own knowledge of French/ Spanish					
increased collegiality within the MFL department					
has made it easier for colleagues to visit one another's classrooms					
has made me less afraid to open my classroom to colleagues					
has increased the frequency with which teachers discuss examples of pupils' work					
generated resources for my own teaching					
increased the frequency with which teachers met to discuss pedagogy					
offered the opportunity to learn from colleagues					

made me more open to trying new teaching ideas					
--	--	--	--	--	--

PART 2

Please indicate how useful you feel each of the following components of LS were?

(Some of these may not be directly relevant to you).

1. Participating in planning meetings: useful/ neutral/ not useful
2. Sharing of resources: useful/ neutral/ not useful
3. Observing whilst another teacher delivers the lesson: useful/ neutral/ not useful
4. Teaching an LS lesson: useful/ neutral/ not useful
5. Reading of observation notes following a study lesson: useful/ neutral/ not useful
6. Post lesson discussions: useful/ neutral/ not useful
7. Analysis or marking of pupil work following the study lessons: useful/ neutral/ not useful

PART 3

Please rank these teacher training activities in order of usefulness? Or simply note What the benefits of the following were to you personally?

(There are 7 of them, but not all might be relevant to you).

- a) Going through a course of study at teacher training college PGCE or similar.
- b) Attending training run by an external provider.
- c) Whole school teacher training.
- d) Participation in a Lesson Study group.
- e) Interaction with senior teachers in your school.
- f) Interaction with other teachers in your school of a similar experience level to yourself.
- g) The experience of working at different schools throughout your career.

APPENDIX C:

Advice on marking translations from TL to English for teachers

To be used in cycle 3 of the LS study and as general guidance when marking this kind of task in future.

These are all based on good practice demonstrated by teachers in our department, in the first two cycles of the LS project.

1. Allow pupils to give peers a score for their peers based on the mark scheme. Do check and amend this where necessary.
2. Do comment on the quality of English used and how natural this sounds.
3. Do correct spelling and punctuation in English.
4. Do draw attention to any words of the original text which are omitted.
5. Do set targets for further improvement, giving concrete details of what pupils should do.
6. Do give praise where it is deserved.
7. Do challenge pupils who seem to have achieved very little in the time made available.
8. Encourage students to read the TL text in its entirety rather than taking it one line at a time in isolation.
9. Avoid using sarcasm in your comments on pupil work.

APPENDIX D:

Research lesson pro forma taken from: Dudley, P. (ed.) (2014) *Lesson Study: Professional learning for our time*. 1st edn. London and New York: Routledge.

Research lesson planning, observation and discussion sheet Learning Focus	Subject, Teacher/observer
Precisely what is this research lesson aiming to teach? (it may be a section of a longer teaching sequence) <i>By the end of this lesson pupils will be able to</i> _____ <i>and we will know this when</i> _____ What learning or teaching technique is the research lesson aiming to develop? <i>We are hoping to improve</i> _____	

Current attainment and success criteria Describe what you are looking for from them by end of lesson in the identified aspect	Case pupil A Success criterion for this focus		Case pupil B Success criterion for this focus		Case pupil C Success criterion for this focus		
Stage of lesson sequence	How you predict case pupil(s) A will respond	<i>How they are observed to respond</i>	How you predict case pupil(s) B will respond	<i>How they are observed to respond</i>	How you predict case pupil(s) C will respond	<i>How they are observed to respond</i>	Patterns / issues
Stage ... (approximate time)							
Stage ...							

(approximate time)							
Final stage ... (approximate time)							
What were they able to do? (What progress have they made and how do you know?)							
Initial thoughts							

APPENDIX E:

Lesson Study Planning, Observation and Discussion Sheet (version 2)

Subject

Date

Teacher

Observer

Precisely what is this research lesson aiming to teach?

What learning or teaching technique are we aiming to improve?

Case Pupil A

Current attainment and predicted outcomes for this pupil:

Observations of pupil during lesson

Discussion with pupil after lesson in response to these questions:

What did you enjoy about the lesson?

What did you learn? What can you now do better or what did you not know at the start of the lesson?

What aspect of the lesson/ learning worked best for you?

*If the same lesson were to be taught again to another group what would you change?
Why would you change that aspect?*

Commentary on pupil work:

Case Pupil B

Current attainment and predicted outcomes for this pupil:

Observations of pupil during lesson

Discussion with pupil after lesson in response to these questions:

What did you enjoy about the lesson?

What did you learn? What can you now do better or what did you not know at the start of the lesson?

What aspect of the lesson/ learning worked best for you?

*If the same lesson were to be taught again to another group what would you change?
Why would you change that aspect?*

Commentary on pupil work:

Case Pupil C

Current attainment and predicted outcomes for this pupil:

Observations of pupil during lesson

Discussion with pupil after lesson in response to these questions:

What did you enjoy about the lesson?

What did you learn? What can you now do better or what did you not know at the start of the lesson?

What aspect of the lesson/ learning worked best for you?

If the same lesson were to be taught again to another group what would you change?

Why would you change that aspect?

Commentary on pupil work:

--

APPENDIX F:

Lesson Study Planning, Observation and Discussion Sheet (Version 3 – 29th Feb 2016)

Subject

Date

Teacher

Observer

Precisely what is this research lesson aiming to teach?

What learning or teaching technique are we aiming to improve?

Case Pupil A

Current attainment and predicted outcomes for this pupil:

Observations of pupil during lesson

Discussion with pupil after lesson in response to the work they have done:

(Use any of these questions to try to gain insights into their work and difficulties they might have had or mistakes they might have made)

1. Can you describe to me how you came up with this answer? (in reference to the case pupil's work, where a mistake has been made)
2. Why did you choose to rely on using the dictionary for your work and translating lots of the words in this text?
3. Why did you choose not to work with any of the people on your table?
4. Why did you choose to work with some of the people on your table but not others?

5. Did you make guesses at the meanings of any of the words, which you didn't know here, using others you did know? (deductive vocabulary)
6. Did you at any time in the lesson read the whole text, or did you take it one line or one piece at a time?
7. When you had finished your translation did you reread or check the English version you had written for spelling, accuracy and to be sure it reads well?
8. If you re-read X section does it make sense to you in English?
9. Did you think about using the title or any other clues (pictures) to help with context?
10. Did you use your exercise book to look up vocabulary?

Commentary on pupil work:

Case Pupil B

Current attainment and predicted outcomes for this pupil:

Observations of pupil during lesson
Discussion with pupil after lesson in response to the work they have done: (Use any of these questions to try to gain insights into their work and difficulties they might have had or mistakes they might have made – questions as for pupil 1)
Commentary on pupil work:

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Case Pupil C

Current attainment and predicted outcomes for this pupil:

Observations of pupil during lesson

Discussion with pupil after lesson in response to the work they have done:
(Use any of these questions to try to gain insights into their work and difficulties they might have had or mistakes they might have made)
Commentary on pupil work:

APPENDIX G:

Example of task set for students in LS cycle 4 including mark scheme:

Traducir

Translate each sentence into Spanish.

For the first ten minutes, you will not be allowed a dictionary, but for the final five minutes you will.

Part way through the task, your will teacher will ask you to swap papers with another group and you then have the chance to suggest improvements or give help to your peers.

1. When I go on holiday I always like to visit interesting places (5)
2. I had an amazing time in Denmark last summer. (3)
3. I am going to go to Spain next year because you can see Flamenco shows (6)
4. Although it will be interesting to visit the museum I would like to spend more time in the shopping centres (8)
5. When we went to Germany two years ago we went cycling in the woods, which was really fantastic. (10)
6. Two years ago I went to London where I visited Harrods but nowadays you can't go in - How annoying! (8)

Total marks = /40

Mark scheme

1. Cuando voy / de vacaciones / siempre / me gusta visitar / lugares (or sitios) interesantes. (5)
2. Lo pasé increíble / en Dinamarca / el verano pasado. (3)
3. Voy a ir / a España / el año próximo (or el año que viene) / porque / se pueden ver / espectáculos de Flamenco. (6)
4. Aunque / será (or va a ser) / interesante visitar / el museo / me gustaría / pasar / más tiempo / en los centros comerciales. (8)
5. Cuando / fuimos / a Alemania / hace dos años / hicimos el ciclismo (or montamos en bici) / en los bosques / que / fue / verdaderamente (or muy) / fantástico. (10)
6. Hace dos años / fui a Londres / donde / visité Harrods pero / hoy en día / no se puede / entrar / ¡qué irritante! (or molestia). (8)

Total marks = /40

APPENDIX H

Questions asked to teachers in semi-structured interviews:

1. Do you think LS is a good way of spending some of the department devolved CPD time?
2. Can you list the benefits of lesson observation?
3. Can you list the benefits of LS please?
4. Did you learn anything about the students you teach? b) Did you learn anything about teaching methodology or gain any new resources?
5. What do you consider the aims of the current lesson obs/ teaching evaluation to be?
6. Did you learn anything from doing LS? Can you apply that to your everyday teaching at all?
7. Did you learn anything about the pupils you teach?
8. Do you think it teaches you how to observe students?

APPENDIX I

Table to Show the Results of Categorising of Interview Transcripts Into Emergent Themes and Number of Mentions of a Particular Theme:

Emergent Theme	Number of Mentions as Coded by Researcher 1 in Blue and by Researcher 2 in Red
Time is often wasted by whole school CPD	5/ 4
Superficiality of lesson observation judgements	4/ 4
Benefits of getting to know pupils from LS observations	3/ 3

Whole school CPD interesting but hard to apply to daily practice	4/ 3
Anxiety/stress induced on the part of the teacher by lesson observation	5/ 5
LS is a good use of teacher time	6/ 6
LS being time consuming	4/ 5
The need for subject specialist observers for LS and lesson observation	3/ 2
Teachers initiating their own research during this study	3/ 3
Teachers preparing overly for lesson observations and this giving the observer an artificial impression as opposed to seeing normal practice.	4/ 5
Pupil behaviour not changing much for LS	3/ 3
Problems relating to there being a hierarchy of observers within schools	4/ 4
Not being able to remember advice from the most recent lesson observation or targets set	3/ 2
Having one's thinking as a teacher challenged by both LS or lesson observation.	4/ 4
The need for/ importance of triangulation of data when analysing or judging teaching	3/ 2

Grading individual lessons being recognised as something which is frequently inaccurate or unfair	4/ 4
Use of a dictionary for translation by pupils being a blessing and a curse.	4/ 4
Some case pupils becoming sensitive to being observed/ questioned by the observer	3/ 2

APPENDIX J

Overview of the steps taken in the process of coding interview transcripts:

