



MONASH University

Building Professional Learning:
Lesson Study as a model of collaborative reflective
practice in English as a Foreign Language Teaching
in Indonesia

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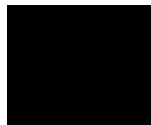
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Dedication

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Table of Contents

Copyright Notice.....	ii
Declaration	iii
Acknowledgements	iv
Dedication	v
Table of Contents	vi
List of Figures	xi
List of Tables	xii
List of Appendices.....	xiii
List of Abbreviations	xiv
Abstract	xv
Chapter 1 Introduction.....	1
Purpose of the study	4
Significance of the study	5
Identify and critique current EFL teaching in Indonesian tertiary contexts and professional learning programs to frame reform agendas.....	5
Explore the collaborative forms of reflective practice within LS as a model of effective professional learning in EFL teaching in Indonesia	7
Contribute to the development of alternative forms of professional learning for EFL teachers in tertiary contexts in Indonesia	9
Context of this study: A brief history of Gama Language Training Centre.....	11
Methodology	13
Organisation of the thesis	17
Chapter summary.....	20
Chapter 2 Lesson Study: A collaborative reflective practice form of Professional Learning.....	21
Introduction.....	21
Professional Learning	22
Professional Learning in Higher Education.....	24
Professional Learning in Indonesian Higher Education	27
Professional Learning in Indonesia: The current situations	29
Lesson Study	30

The history of Lesson Study.....	31
The philosophical principles of Lesson Study.....	33
Lesson study builds a scholarship of teaching and learning around collaborative work	33
Lesson study builds a scholarship of teaching and learning through reflective practice	35
Lesson Study as effective Professional Learning.....	38
Reflective practice	40
Reflective practice as problem setting and problem solving.....	43
Reflective practice as process of thinking and learning.....	44
Reflective practice as experience of learning new knowledge.....	45
Reflective practice as a way of learning teaching strategies	46
The principles of collaborative reflective practice	47
Lesson Study as a collaborative reflective practice.....	51
Chapter summary.....	53
 Chapter 3 Methodology	54
Introduction.....	54
Research design: A naturalistic, interpretivist approach	54
Naturalistic inquiry.....	56
Participants.....	57
Sampling of participants.....	57
Purposive sampling	57
Opportunistic sampling.....	59
Overview of participants	60
Description of group 1: Secondary school teacher group	60
Description of group 2: University group	62
Description of group 3: LS specialist group.....	63
Data collection.....	63
Focus group interviews.....	64
Individual in-depth interviews	66
Data analysis.....	68
First cycle of analysis.....	70
Second cycle of analyses.....	72
Tools for comparing and contrasting the findings.....	72
Translating/ interpreting issues.....	73
Data presentation.....	74
Trustworthiness.....	77
Gaining research access	79

Being insider and outsider.....	79
Chapter summary.....	80
 Chapter 4 The participants’ beliefs about Lesson Study: A means of understanding	
Professional Learning.....	82
Introduction.....	82
The participants’ beliefs about lesson study: What it means for understanding teacher’s professional learning.....	83
Lesson study as problem settings and problem solving	86
Lesson study as a process of thinking and learning.....	91
Lesson study as an experience of learning EFL subject knowledge.....	95
Lesson study as PL: a way of learning effective EFL pedagogies	96
Lesson study as collaborative work	100
Problems and challenges in implementing Lesson Study	101
Teacher’s attitude and commitment	102
Teacher’s workloads	105
School commitment.....	107
Chapter summary.....	108
 Chapter 5 EFL lecturer’s beliefs about Professional Learning	109
Introduction.....	109
The participants’ beliefs about Professional Learning	110
EFL lecturers’ various understandings of Professional Learning	110
Shifting from professional development to Professional Learning	111
The participants’ learning opportunities.....	116
Professional learning as problem setting and problem solving.....	117
Professional learning as a process of thinking and learning.....	120
Professional learning as an intuition or tact	121
Professional learning as an experience of learning English knowledge	122
Professional learning as a way of learning effective EFL pedagogies	124
Professional learning as collaborative work to enhance lecturers’ capacity.....	125
Characteristics of the participants’ learning	128
The EFL lecturers’ interests.....	129
Students’ focussed	130
Open lessons	130
Reflective process	133
Collaboration	134
Problems and challenges of the participants’ PL	135
Human resources	136
Scheduling.....	137

Lecturers' personal concern	137
Financial concern	138
Chapter summary	139
 Chapter 6 Comparing and contrasting participants' beliefs about their Professional Learning	140
Introduction.....	140
Tools for comparing and contrasting the participants' beliefs about PL	141
Frame of reference	141
Grounds for comparison	141
Organizational scheme	141
The participants' beliefs about Professional Learning	142
Professional Learning at secondary schools	142
Professional Learning at tertiary level	149
Comparing and contrasting: Opportunities to use LS as a means of PL.....	155
Chapter summary	158
 Chapter 7 Discussion	160
Introduction.....	160
Summary of the major findings.....	160
Participants' understanding and beliefs about:	161
Lesson Study as a model of EFL teachers' PL in secondary schools.....	161
Professional Learning in tertiary contexts	163
Comparisons of the beliefs about PL at secondary schools and tertiary schools.....	165
Challenges in implementing PL at secondary schools and tertiary schools	166
Potential of LS as a model for EFL lecturers' PL in the GLTC	167
What are the participants' beliefs about LS as a model of PL?	168
Professional Learning in Indonesian educational systems.....	181
Teachers' attitude and commitment	183
Time constraints and teacher's workloads	187
School commitment and financial concerns.....	188
Chapter summary	189
 Chapter 8 Conclusions and Recommendations	191
Introduction.....	191
Overview of the research	191
Summary of the findings	195
Implication of the study	198

Limitation of the study	200
Recommendations	202
Recommendations for LS specialists.....	202
Recommendations for policy makers in education	203
Recommendations for LS practitioners	203
Recommendations for future research	204
Chapter summary.....	205
References	206
Appendices	223
Appendix 1. Permission letter from secondary school teachers.....	223
Appendix 2. Permission letter from tertiary lecturers	224
Appendix 3. Research Participant Recruitment	225
Appendix 4. Interview Questions for Secondary Teacher Participants.....	226
Appendix 5. Interview Questions for Tertiary Participants	228
Appendix 6. Interview Questions for Lesson Study Specialists	230
Appendix 7. Ethic Approval from Monash University	232

List of Figures

<i>Figure 1. Seidel's Model of Qualitative Data Analyses</i>	<i>15</i>
Figure 2. Reflective process in LS	37
Figure 3. The relationship between LS and teachers competencies.....	39
Figure 4. Kolb's Reflective model of learning.....	47
Figure 5. Qualitative Data Analyses model	69
Figure 6. A streamline code-to-theory model for qualitative inquiry	72
Figure 7. How does LS improve teacher instruction?	170

List of Tables

Table 1. Profiles of purposive sampling participants	59
Table 2. Participant Overview	60
Table 3. Example of initial coding of Binalong senior high school teacher’s beliefs about LS	71
<i>Table 4. Translation analytic processes.....</i>	<i>74</i>
Table 5. Participant Overview in Secondary contexts.....	82
Table 6. Participant Overview of Tertiary Context.....	110

List of Appendices

Appendix 1. Permission letter from secondary school teachers.....	223
Appendix 2. Permission letter from tertiary lecturers	224
Appendix 3. Research Participant Recruitment	225
Appendix 4. Interview Questions for Secondary Teacher Participants.....	226
Appendix 5. Interview Questions for Tertiary Participants.....	228
Appendix 6. Interview Questions for Lesson Study Specialists	230
Appendix 7. Ethic Approval from Monash University	232

List of Abbreviations

LS	Lesson Study
PL	Professional Learning
EFL	English as a Foreign Language
GLTC	Gama Language Training Centre
JICA	Japan International Cooperation Agency
MKO	More Knowledgeable Other
IMSTEP	Indonesian Mathematics and Science Teacher Education Project
SISTTEMS	Strengthening In-service Teacher Training in Education of Mathematics and Science
LPTK	<i>Lembaga Pendidikan Tinggi Keguruan</i> (Teacher Education Institution)
MGMP	<i>Musyawarah Guru Mata Pelajaran</i> (Subject Teacher Forum for Secondary Schools)
KKG	<i>Kelompok Kerja Guru</i> (Teachers Forum for Primary Schools)
LSBS	<i>Lesson Study Berbasis Sekolah</i> (School Based Lesson Study)
LSMGMP	<i>Lesson Study MGMP</i> (MGMP Based Lesson Study)
LSC	Lesson Study Club
PLC	Professional Learning Community
MoEC	Ministry of Education and Culture (of Indonesia)
MoNE	Ministry of National Education (of Indonesia)
DGHE	<i>DIKTI</i> (Directorate General of Higher Education)
PELITA	<i>Peningkatan Kualitas SMP/MTs</i> (Quality Improvement for Lower Secondary Schools)
UPI	<i>Universitas Pendidikan Indonesia</i> (Indonesia University of Education)
UNY	<i>Universitas Negeri Yogyakarta</i> (State University of Yogyakarta)
UNM	<i>Universitas Negeri Malang</i> (State University of Malang)
KKN	<i>Kuliah Kerja Nyata</i> (Student's community service)

Abstract

This study investigated potential applications of Lesson Study (LS) as a collaborative form of reflective practice and as a model of effective Professional Learning (PL) in English as a Foreign Language (EFL) teaching in Indonesian tertiary contexts. Three research issues were addressed: the EFL secondary school teachers' and LS specialists' beliefs about LS as a form of PL, the EFL tertiary lecturers' beliefs about PL, and the potential applications of LS as a model of PL in tertiary contexts. LS is presented as a model of PL that offers EFL teachers in Indonesia a way to shift current transmissive teacher-centered approaches to EFL teaching to more student-centered learning. It is argued that in Indonesian tertiary educational settings, secondary school teachers PL should similarly become the centre of their own learning. Drawing on theories of reflective practices in teaching and learning and the principles of LS, the study sought to demonstrate the applicability of LS as a model of EFL lecturers' PL in tertiary contexts.

Informed by interpretivist approach and naturalistic inquiry, the study involved twelve EFL teachers from secondary schools, three LS specialists, and seven EFL lecturers from the Gama Language Training Centre (GLTC) in Indonesia. Using qualitative methods, focus group interviews and in-depth interviews were utilized to gather the data. Focus group interviews were conducted with the EFL secondary school teachers and the EFL lecturers in the GLTC, while individual in-depth interviews were carried out with the LS specialists. These three lenses on the phenomenon under enquiry provided rich data for exploration. The data were triangulated for trustworthiness and credibility. The data were analysed thematically using increasingly rigorous levels of coding. The findings are illustrated by verbatim quotations to give voice to the participants.

The findings indicate that many of the participants in the secondary school contexts considered LS an efficacious approach to teacher reflective practice and PL. The collaborative work and reflective practice embedded in the phases of LS provided many learning opportunities for enhancing EFL content knowledge and creating effective pedagogies that contributed positively to their sense of self as professional educators. Another finding reveals that after having focus group interviews, the EFL lecturers in the

GLTC shifted their beliefs from a paradigm of professional development to one of PL. LS with its phases of PLAN, DO, SEE offers a potential framework of PL to achieving this. When comparing and contrasting the school teachers' beliefs about LS as a collaborative and reflective practice form of PL with those beliefs held about PL at the tertiary level, it was found that both groups of participants believed their PL activity was an opportunity for them to become better practitioners. The findings too revealed that the characteristics of LS as the form of the EFL secondary school teachers PL have embedded in the EFL lecturers' PL in the GLTC. This provides opportunities for LS to be adopted as a collaborative model of reflective practice so that the transmissive mode of EFL teaching in Indonesia can be shifted to one more focused on student learning.

LS proved to be effective model of PL and it is currently undertaken by secondary school teachers; therefore, it will be particularly useful for EFL teaching in Indonesian tertiary contexts. The implication of this study of LS as collaborative and reflective PL in Indonesian tertiary institutions is that PL is essential in improving teacher professionalism and supporting a shift from a transmissive teaching practice to one that is learner centred.

Chapter 1

Introduction

The teaching of English as a Foreign Language (EFL) in higher education institutions across Indonesia aims to equip students with language skills to become better communicators of oral and written English (Lie, 2007). However, the teaching and learning of EFL in many tertiary classrooms across Indonesia is falling short of meeting these basic expectations. Despite a national framework by the Ministry of National Education (MoNE) in Indonesia which clearly states that teaching and learning processes in both secondary schools and tertiary settings should be 'interactive, inspiring, joyful, challenging and motivate students to be active and creative citizens' (Hendayana, Imansyah, & Supriatna, 2013), many EFL teachers still adopt a transmissive mode of teaching; that is teachers deliver the lessons and students are expected to learn them. Consequently, there is little interaction between the teacher and the students and between students and students, resulting in 'lower standards of English language learning' (Vickers, 2009) and this is becoming 'one of the biggest challenges for Indonesia to compete in global markets' (Lie, 2007). Reasons contributing to this current state of teaching in Indonesian universities are varied, but commonly cited in the literature on teaching in Indonesian higher education, is inadequate levels of teaching competency on subject matter among the educators as well as a lack of systematic in-service training for professional learning and development (Chang et al., 2013).

In a desperate effort to reform the current state of teaching across Indonesian universities, including that of EFL teaching, the Indonesian government introduced the 'Teacher and Lecturer Law' No. 14/2005 in an attempt to regulate the responsibilities and roles of educators. The main feature of this new legislation is the need for educators to develop strategies to improve their quality of teaching competencies in four main areas; pedagogy, personal, social, and professional competency. The dominance of teacher-centred approaches to teaching were also targeted. Professional Learning (PL), which encourages a shift in these transmissive modes of teaching, were desired. In an attempt to shift from a transmissive, teacher-centred approach in EFL teaching to one

that involves more collaborative work and reflective practice in higher education, this study aims to investigate the potential of LS in achieving this.

In the literature, reflective practice has been described as an effective process for improving teachers' and students' learning (Suratno & Iskandar, 2010) as well as an important tool in facilitating teacher PL (Catherine, 2013). Recognizing its value in creating shifts in teaching pedagogies and classroom practices (Larrivee, 2000), reflective practices are firmly embedded in the daily repertoire of many secondary school teachers in Indonesia. As teachers develop and enhance aspects of their practice, student learning achievements are improving, suggesting that there is a direct correlation between the two (Hill, Rowan, & Ball, 2005). Although reflection is regarded in the literature as a means to improve teacher's PL, attention to its practice in the EFL teaching in Indonesian university contexts has been scant (Suratno & Iskandar, 2010). This study aims to close this gap by proposing LS as a means of creating the conditions necessary for EFL university lecturers to engage in collaborative forms of reflective practices to develop their PL. It is the contention of this study that LS, as collaborative reflective practice, will enable the EFL lecturers in tertiary contexts to maintain their PL and develop a body of knowledge and pedagogical repertoire to better teach EFL.

As an established practice of PL in many Indonesian schools, LS is beginning to gain more recognition and prominence in Indonesian tertiary settings. Originating from Japan, LS is a type of Japanese teacher professional development designed to improve instruction and to build and share knowledge of teaching and learning (Lewis, Perry, & Friedkin, 2009). LS is directly translated from Japanese words *jugyou* (instruction, lessons, or lesson) and *kenkyu* (research, study) (Lewis, Perry, & Murata, 2006). LS usually involves a group of teachers (three to eight) who collaboratively plan, teach, observe and debrief a lesson in an actual and live classroom called 'research lessons'. In these research lessons, a teacher delivers a lesson which is designed by a group of teachers while other peer teachers observe the students' learning (Lewis & Tsuchida, 1998). The teacher delivering the lesson is regarded as the 'model teacher'. After the class, a debriefing on the teaching and learning activities is conducted by the member of the LS group in which

the model teacher and all the observers in the research lesson are involved. It is common for the team of the teachers to invite other colleagues to observe these research lessons.

Having theories underpinned by the theoretical principles of reflective practice, LS is an approach designed to improve teaching instruction by improving the quality of reflective practices (Lewis et al., 2009) in education settings. As a collaborative reflective practice, LS creates a partnership among the teachers and centres reflective practices in their day-to-day work. The collaborative approach to reflecting and improving teaching quality, is regarded by many scholars as central to assisting teachers improve their instructional practices. As Farrell (2007) states:

When teachers come together in order to reflect on their work, they can complement individual members' strengths, and compensate for each member's limitations, all for the common good of the group and the institutions in which they work' (p.120).

In Indonesia, LS was initially introduced to strengthen education in Mathematics and Science subjects across secondary schools. LS was introduced in Indonesia during the launch of the IMSTEP -Indonesian Mathematics and Science Teacher Education Project in 1998, and conducted by three teacher education institutions in Bandung, Yogyakarta, and Malang provinces in collaboration with Japan International Cooperation Agency (JICA). The IMSTEP project and LS was instrumental in improving Mathematics and Science Education (Hendayana, 2014), and the impact of LS soon found its way into many Indonesian school curriculum reform projects. After more than a decade of its application in these two subjects, LS is now highly regarded effective in improving teachers' self-efficacy, knowledge and pedagogy, and students' learning (Hendayana, 2014; Marsigit, 2007; Sukirman, 2015; Supriatna, 2011). Recognizing the effectiveness of LS in improving both teachers' and students' learning, the Indonesian government, through its Minister of National Education, suggested the practice of LS into other subjects including EFL and across university contexts in order to maintain the EFL lecturer's PL so that the four teaching competencies as mandated by The Teacher and Lecturer Law No. 14/2005 can be achieved.

With documented success of LS in Mathematics and Science subjects, LS used in EFL subject aims to become equally successful in improving teachers' four competencies. However, current research on LS in Indonesia is mainly focused on its effectiveness in improving teacher and student learning at a secondary school level, (Hendayana, 2014; Marsigit, 2007; Sukirman, 2015; Supriatna, 2011). Various articles on LS suggest there is a paucity of research on the effectiveness of LS in tertiary contexts, especially in EFL teaching. Hence, this study will not only address this gap in the literature, but also investigate the potential for LS as a vehicle for PL in EFL subject across tertiary contexts in Indonesia.

This chapter states the purposes and significance of this research and details the research questions that frame this study. This is followed by a brief overview of the research methodology, the process of data collection, analysis and presentation, and context of the study. This chapter concludes with an overview of the remaining chapters.

Purpose of the study

The purpose of this study is to investigate potential applications of collaborative forms of reflective practices in tertiary contexts in Indonesia. More specifically, the study seeks to investigate LS as a collaborative form of reflective practice, as a suitable model of PL in the teaching of EFL in tertiary contexts. It is the contention of this study that LS, as a collaborative reflective practice, can serve as a model for PL which will enable EFL lecturers to develop a body of knowledge and pedagogical repertoire necessary to improve the teaching in their subject area. In order to investigate whether the collaborative forms of reflective practice within LS serves as a model for PL in EFL teaching in tertiary contexts in Indonesia, this study compares and contrast the beliefs and experiences about PL of English secondary school teachers (already engaging in LS) and LS specialists with those of EFL tertiary lecturers. This exploration has framed the development of the following research questions:

1. What are the EFL secondary school teachers' and LS specialists' beliefs about LS as a form of PL?
2. What are the EFL university lecturers' beliefs about PL?

3. How do these beliefs in the secondary and tertiary settings compare and contrast?
4. In what ways might the EFL secondary school teachers' and LS specialists' beliefs about LS as a collaborative form of reflective practice, be able to assist in the implementation of PL in university EFL settings?

Significance of the study

A review of the literature shows that there are clear links between LS and reflective practice (Chassels & Melville, 2009; Stigler & Hiebert, 1999; Suratno & Iskandar, 2010). With a focus on teacher's interests, student's learning, open lessons, reflection and collaborative work (Murata, 2011), LS is also a vehicle for teachers to engage in PL and improve their teaching competencies. It is within these areas of teachers' work that this research is located. In exploring the potential of LS as a model of PL, this study will identify and critique current models of PL in tertiary contexts in Indonesia. The study will also explore the extent to which the collaborative forms of reflective practice within LS are an effective means of PL as well as a way to contribute to the development of alternative forms of PL for EFL lecturers in tertiary contexts in Indonesia. The significance of each will now be outlined.

Identify and critique current EFL teaching in Indonesian tertiary contexts and professional learning programs to frame reform agendas

The teaching of EFL at tertiary level primarily aims to enable students to read English texts in their college years. The majority of scientific and technical textbooks and reference materials used at tertiary level are available in English language (Nur, 2004), so developing good reading and comprehension skills and theoretical knowledge becomes necessary (Dardjowidjojo, 2000). Despite the rigorous programs in which university students usually are required to take EFL subjects in two semesters for two to three hours a week, current EFL teaching in many tertiary classrooms across Indonesia are falling short in developing students' oral and written English (Lie, 2007). Consequently, proficiency in this foreign language among university graduates is generally low (Lie, 2007; Mistar, 2005; Nurkamto, 2003).

Whilst some analysts of Indonesia higher education attribute the lack of English proficiency to politics and the frequent changes made by education ministers causing disequilibrium in policies (Yuwono, 2005), other studies have noted more specific problem areas, linked back to the teaching and learning process of EFL subject in many tertiary classrooms in Indonesia (Musthafa, 2002; Nurkamto, 2003). In his study about “The problems and challenges in English language teaching in Indonesia”, Nurkamto (2003) summarized the problems in EFL teaching caused by seven factors: 1) the function and role of English language in Indonesia, 2) the geographical position of Indonesia, 3) indigenous culture, 4) lack of EFL teacher’s academic and professional competence, 5) big class sizes, 6) insufficient classroom facilities, and 7) inadequate evaluation systems on teaching methodology. Among these problems, EFL teachers’ lack of professional competence contributes as one of the factors which influences students’ low performance of English. In addition, other reasons for the failure of EFL teaching include 1) limited time allocated for EFL teaching, 2) limited time of students’ practising of oral English, 3) the absence of good and authentic learning materials, and 4) the absence of the social uses of English outside the classroom (Musthafa, 2002). Among these critical conditions of EFL teaching in Indonesia, there is consensus among all the authors and studies; that English curriculum and associated pedagogical approaches are identified as significant contributors to the failure of English language teaching in Indonesia (Musthafa, 2002; Nurkamto, 2003).

Another issue identified in the literature is the type and way PL is delivered by EFL lecturers. It is argued that a ‘bottom up’ approach in which the teacher tailors the curriculum and learning to the students’ needs is the most effective way to disseminate PL among teachers and lecturers since it would encourage reflection, foster conditions for collaborative teaching and ensure ownership of curriculum implementation (McCarthy, 2009). However, a ‘top down’ approach arranged by administrators or consultants (rather than the teachers) is the current approach. The reliance on a ‘top down’ approach to PL has resulted in teachers not having the power and the autonomy to modify or to negotiate curriculum with the policy makers or create solutions to their own classroom problems (Diaz-Maggioli, 2004). Curriculum development requires the expertise of many people who have a stake in school policies and curriculum planning in

education. However, despite these stakeholders important contribution, there is no shortage of literature that the involvement of teachers involved in the grass roots of curriculum planning is imperative to achieve more engagement in collaboration and participation in learning among these teachers and their students. Teachers have more immediate practical knowledge of their work with students, and teachers are able to give more consideration to the needs of learners, and decisions made about curriculum development encouraged teacher professional growth (McCarthy, 2009). Furthermore, teachers also grow professionally from engaging in their own curriculum planning because they understand what they have to do and how they can achieve their goals in teaching. This study seeks to investigate LS as a potential model of more collaborative and reflective form of PL among EFL lecturers in tertiary contexts to explore this phenomenon.

In 2006, the Indonesian Minister of Education launched a new curriculum for EFL teaching called the competency-based curriculum emphasizing performance-based outcomes for students in the EFL subject. In this new curriculum, EFL teaching demands flexible and independent learning and effective teaching strategies so that objectives can be achieved. To date, PL activities in which the EFL teachers are able to engage in a collaborate form of reflective practice have to be conducted by EFL lecturers so that they can always update their knowledge and maintain their on-going PL. This study is then significant as it will evaluate LS as a model of PL which can embody these features so that a more student-centred, collaborative and reflective teaching approach can be achieved.

Explore the collaborative forms of reflective practice within LS as a model of effective professional learning in EFL teaching in Indonesia

The new articulations concerning the application of LS as a collaborative form of reflective practice used to maintain PL in EFL teaching in Indonesian tertiary contexts offered in this study is a significant contribution to the literature on LS. As a current model of established practice of PL in many Indonesian schools, LS begins to gain more recognition and prominence in tertiary settings. However, literature on the application of LS as a model of tertiary level PL across Indonesia is scarce (Saito, Hawe, Hadiprawiroc,

& Empedhe, 2008; Suratno, 2009). This study seeks the potential application of LS as collaborative, reflective practice form of PL in EFL teaching at tertiary level.

Reflective practice is well recognized in the literature as a way to improve the quality of teachers' instruction and students learning. There is no shortage of literature suggesting the process of reflecting on one's teaching and learning as being meaningful in developing better understandings about teaching (Chien, 2013), broaden understandings of student learning (Cavanagh & Prescott, 2010), improve teaching effectiveness (Ferraro, 2000) and maintain teacher PL and development (Pitsoe & Maila, 2013). Literature on the value of collaborative work among teachers emphasizes the value of direct interaction between at least two co-equal parties voluntarily engaged in shared decision making as they work toward a common goal (Friend & Cook, 1996). LS is also recognized as being underpinned by many of the principles of reflective practice and collaborative work and is widely used as a means of PL.

Central to LS is the process of collaborative reflective practice among the teachers (K.-E. Lee, Lo Mun Ling, Takahashi, Lewis, & Perry, 2013; Lewis, 2000, 2009; Lewis, Perry, & Murata, 2006; Lewis & Tsuchida, 1998) because the practice of reflection and collaborative work is embedded and well facilitated in the 'PLAN, DO and SEE' phases of LS. In the "PLAN" phase, teachers work together in designing lessons presented by a model teacher in authentic classroom situations. This is followed by the "DO" phase in which, teachers work together in examining the students' learning. The final phase "SEE" is conducted at the end of the class in which both the model teachers and the observers gather and evaluate their teaching practices, and make lessons learnt from their activities in the LS phases. During these activities, teachers are always required to conduct collaborative reflections in each phase so that they can achieve the maximum target of their LS.

Similar to LS, PL is viewed as having the potential to change teachers' practices in their classrooms as well as their beliefs about teaching (Olfos, Estrella, & Morales, 2014) because LS characterizes many qualities needed for EFL lecturers to develop their professionalism. LS is thus effective in improving teaching practice for several reasons. First, LS allows teachers to engage in a collaborative work, investigating, sharing and

discussing their students' learning (Burghes & Robinson, 2010). Second, the practice of LS in Indonesia has been reported to contribute to teacher effectiveness in classrooms (Hendayana, 2014). And finally, studies on the performance of LS in Indonesian schools also suggest that LS is more effective than the implementation of a 'top-down' curriculum package or a specific training approach (Fernandez & Yoshida, 2004).

This study will provide new data about how innovation in EFL teaching is promoted in LS and how the iterative cycle of LS will maintain the EFL lecturers' PL. These findings will contribute to the literatures and studies by strengthening the descriptive knowledge base of LS implementation (Lewis, Perry, & Murata, 2006), especially in EFL teaching in Indonesia.

Contribute to the development of alternative forms of professional learning for EFL teachers in tertiary contexts in Indonesia

National education quality must be improved so that Indonesian people are able to cope with the rapid changes of global technology and the development of knowledge. High quality national education can also prepare Indonesian people to face massive and free competition in the global job market. Universities function as the medium for producing human resources and are also expected to improve their quality simultaneously. One way to improve the quality of a university is by improving its lecturers' professionalism (Nur'aeni, 2011).

As one of the agents of 'nation-builders' and 'community leaders' (Suratno, 2014, p. 3), Indonesian lecturers are responsible for human resources quality so that they must always improve and refresh their knowledge and teaching skills to anticipate the fast development of science and technology. Regarded as professional educators who have the main tasks of transforming, developing, as well as disseminating science, technology, and art through educating, researching, and conducting community service, lecturers thus play multiple roles as agents of learning, developers of science, technology, and art, as well as public servants who work to improve national education quality. In completing such various tasks, the lecturers need to be professional.

The Government of Indonesia has stipulated the Teacher and Lecturer Law No. 14/2005 in an attempt to reform the teacher management and development system to 're-professionalize' the role of teachers and lecturers through both formal certification and doubling or tripling of teacher incomes by granting a professional allowance upon certification (Chang et al., 2013, p.16). The Teacher and Lecturer Law No. 14/2005 provides opportunities for teachers to undertake PL in secondary school contexts encompassing pre-service education, in-service education, induction, certification, performance appraisal, and career development (Suratno, 2014). These EFL teachers are expected to take systematic programs of continuing professional development. LS policy has been issued by the head of the district office of education by which EFL secondary school teachers are required to attend a LS day every week. Even though such policy for the EFL lecturers has not been issued by the Directorate General of Higher Degree, EFL lecturers are expected to undertake continuous PL and this has to be established and well managed.

In addition, to meet their professionalism, lecturers in a university are obligated to conduct *Tri Dharma Perguruan Tinggi* or University Three Obligations which are entitled to three main responsibilities; educating students, conducting researches, and conducting community services (The National Education Law No. 20/2003). These obligations require that PL is on-going and conducted daily and is collaborative, reflective, and engenders change in lecturers' teaching practices so that 'changes in the thinking, knowledge, skills, and approaches to instruction that form practicing teachers' or administrators' repertoire' (Knapp, 2003, p.112-113) can be achieved. These PL activities can result in improvements in teachers' knowledge and instructional practice, as well as improve student learning outcomes. Exploring alternative forms of PL for EFL lecturers in tertiary contexts in Indonesia is particularly important to shift from conventional modes of PL to a more innovative and effective practice. This shift to a more collaborative and reflective form of PL will also have the potential to achieve continual improvement amongst EFL lecturers.

LS with its principles of collegiality, mutual learning, and continuous improvement using local material, hands on activity, and daily life is promising to become an alternative

model of EFL lecturer's PL. Although LS has been disseminated in tertiary levels, its practice at this level is still limited to the Teacher Education Institution (Hendayana et al., 2013; Saito et al., 2008; Suratno, 2009). It is the contention of this study that LS can also be used as a means to strengthen EFL lecturers' professionalism in the GLTC as well as in other universities. Investigating LS as the alternative model of PL in Indonesian tertiary contexts is thus particularly significant because it can inform educators about the effectiveness LS as model of their PL.

This study seeks to develop a better understanding of whether EFL secondary school teachers' PL is enhanced by their participation in LS in order to understand its contribution and values in EFL teaching in tertiary contexts, especially in the GLTC. Thus, this study will contribute to the development of LS as model of a collaborative and reflective practice form of PL among EFL lecturers in Indonesian tertiary contexts. This current study is also expected to provide EFL lecturers' pedagogical ideas on how to apply LS in EFL teaching, especially in university in general. Therefore, this study will use these viewpoints of pedagogical approaches to broaden the opportunity of LS to be applied in EFL teaching in tertiary contexts. With various evidence in the literature reporting the effectiveness of LS in supporting student's learning in secondary school contexts, it is also expected that the study will help strengthening the EFL lecturers' teaching capacity in delivering EFL subject using LS.

Context of this study: A brief history of Gama Language Training Centre

The Gama Language Training Centre (GLTC) (pseudonym) is the site in which this study was undertaken. Established in Yarrowalla province (pseudonym), the GLTC is one of the many student support systems at Unima University (pseudonym) offering EFL as a compulsory subject for students from all faculties within the university. The identity of the Gama Language Training Centre, the University and the province has been masked to maintain confidentiality; however, the institutional arrangements described are common to many higher education institutions in Indonesia. The topic of EFL subject varies in the number of credit per course to different English levels, depending on the faculty demands of the EFL subject. Now serving approximately 9000 students from seven faculties in the university, the GLTC is led by a director and assisted by an

academic manager, fourteen permanent EFL lecturers and fifty seven non-permanent EFL lecturers, and ten non-academic supporting staff.

The EFL lecturers in the GLTC are selected based on a tough competition such as achieving the minimum score of TOEFL test at least 550; passing a micro teaching test; passing Qur'an recitation test and passing an interview which questions their commitment to the teaching profession. With such high expectations and challenging tests, it is expected that the EFL lecturers have high qualifications in English knowledge as well as in Islamic/Sharia personality to become professional EFL lecturers.

The EFL lecturers in the GLTC are responsible for teaching students of the Unima University with English skills such as listening, speaking, reading, and writing. These English skills are necessary for the students in order to be able to cope with the information and knowledge of the subjects which are often presented in English as well as to compete with other university graduates in getting prestigious jobs upon the completion of their study. In response to that demand, the EFL lecturers are expected to give their best performance in delivering their knowledge in front of the students. Therefore, the EFL lecturers of the GLTC undertake routine PL in various ways including pursuing higher degrees, attending annual workshops or seminars, participating in mentoring programs as well as collaborating with others on improving the syllabus. Furthermore, some of the English lecturers have a habit of reflecting on their teaching using their own teaching journals used to improve their teaching practices in the future. The ideas of sharing and collaborating as well as doing reflection carried out continuously among the EFL lecturers strongly exist in the GLTC, and become the basic foundation of LS implementation.

I used to work as an EFL lecturer at the GLTC for more than ten years. Having taught EFL subject to students from various faculties, I met a lot of students with different English abilities and skills, which presented many challenges for the EFL lecturers in the GLTC, including myself. Fortunately, the GLTC has a strong learning environment in which many of its lecturers share ideas, and engage in many mentoring activities, which made choosing this as my study site easy. This collegial learning environment provided the EFL lecturers many opportunities to handle the multi-level skill sets of students, especially

those with low level English skills. Although the EFL lecturers in the GLTC are involved in the PL activities as mentioned earlier, these forms of PL were conducted sporadically and often individually. A more sustainable and systematic model of PL is needed. LS as a form of PL has not been undertaken at the GLTC of Unima University. Therefore, this study aims to investigate this by using LS as a model of collaborative reflective practice which builds PL to enhance EFL teaching at the GLTC.

Methodology

As will be discussed in more detail in Chapter 3 of this thesis, the methodology of this study is informed by an interpretivist approach (Bryman, 2012; Schwandt, Lincoln, & Guba, 2007; Walsham, 2006) and naturalistic inquiry (Lincoln & Guba, 1985). An interpretivist approach (Bryman, 2012; Schwandt et al., 2007; Walsham, 2006) was employed to investigate the beliefs of the EFL secondary school teachers and LS specialists about LS as a form of teacher PL. In addition, the interpretivist approach was used because it enabled for the development of greater understanding about the participants' interpretations about LS and how they make meanings to these interpretations which was imperative to meet the research focus.

Developing understandings about how EFL teachers in Indonesian secondary schools and LS specialists make sense of LS implementation requires subjective interpretations, and thus the social reality of the participants also becomes a point of focus (Gephart, 2004). Interpretivism in this study aims to grasp the meaning(s) of LS in context. Hence, this study is best described as an interpretivist study within a naturalistic inquiry.

Naturalistic inquiry is applied in this study in order to understand people's construction of meaning about LS in their natural surroundings. According to Lincoln and Guba (1985) naturalistic inquiry is built under five axioms; axiom 1: ontologically, realities are multiple, constructed, and holistic; axiom 2: epistemologically, the researched and researcher are interactive and inseparable; axiom 3: generalization is possible as long as a working hypotheses exists; axiom 4: the possibility of causal linkage is inevitable, so that it is impossible to distinguish causes from effects, and axiom 5: inquiry is value-bound (axiology).

A qualitative method approach to data collection was applied to this naturalistic inquiry to explore the participants' beliefs about LS implementation in secondary schools in a substantial and meaningful way. While interpretivist studies commonly use informant interviewing, participants and non-participants observations and analyses of documents, this study uses interviews to provide the major source of data collection. Two types of interviews were used in this study; focus group interviews and in-depth interviews. Focus group interviews were used as an exploratory approach to pilot new ideas and to explicate and better understand constructs, while in-depth interviews were chosen as they allowed me to "to enter other person's perspectives' so the key informant's knowledge and thought could be better understood" (Patton, 2002, p. 354).

Two different focus group interviews were conducted in the research field. First, focus group interviews with EFL secondary school teachers were conducted at the beginning of the research in order to find salient themes which is necessary to generate interview questions for the EFL lecturer group. Second, focus group interviews were also conducted with the EFL lecturers at the GLTC in order to know their beliefs about their PL. In addition to the focus group interviews, individual in-depth interviews were conducted with three LS specialists with approximately 60 minutes duration.

The data collected in this study is used to develop a theory about how LS is perceived as a PL experience among the EFL teachers. Therefore, theory is emergent and based on the data findings emerging in the research (L Cohen & Manion, 1985). The data analysis in this study uses the approach of the Qualitative Data Analyses (QDA) model proposed by Seidel (1998). In this model, the process of 'Noticing, Collecting, and Thinking of interesting things' (Seidel, 1998, p. 1) is taken into consideration in order to analyse the data (see Figure 1). Figure 1 describes the Seidel (1998)'s model of QDA.

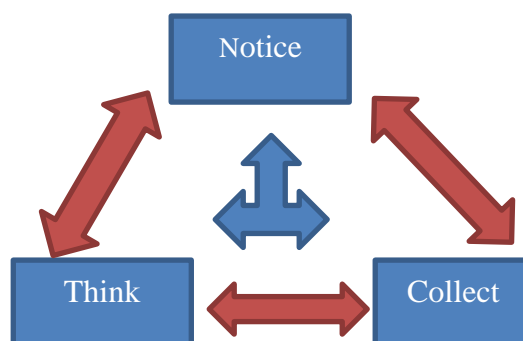


Figure 1. Seidel's Model of Qualitative Data Analyses

The figure shows the process of data analyses in which I began *noticing new things* which appeared in my data, and then followed by *collecting* and *thinking* about these new things. This process of noticing which is iterative and progressive results in an infinite spiral of data analysis (Seidel, 1998). In addition, Seidel (1998) mentioned that the process of analysis also becomes 'recursive' because one part of the data analysis process can call the researcher back to the previous part. I found myself going 'back and forth' during my data analysis while *noticing new things* emerging from my data. The process of Qualitative Data Analyses (QDA) model proposed by Seidel (1998) needs to be done carefully.

When applying initial coding (or open coding as it is sometimes called) to my data, I brought a closer examination of the data and this involved an activity of coding and arranging data in a systematic order. Saldaña (2013) explains that to codify means "to arrange things in a systematic order, to make something part of a system or classification, to categorize" (p.9). At this stage, I separated the data into small parts to make interpreting the data easier. Initial coding was conducted line-by-line, and sometimes words by words, in order to obtain a thorough analysis and understanding of the data. Coding for actions were sometimes used, resulting in the use of gerunds to help define the phenomena (Charmaz, 2008).

By coding the data and then organizing similar coded data categories, the beginning of a pattern emerged which was then used for further analysis. Emerging categories obtained from the coded data were identified and marked with appropriate labels, and

these various labels were used for further analyses (Khandkar, 2009). The categories were then classified based on similar information using more abstract labels. Analysing the data by comparing data from one interview group with data from another interview group (Lichtman, 2013) became manageable, and moving back and forth to uncover a similarity or comparison, served as “the basis for the theory development” (Hays & Singh, 2012). Furthermore, “memo-writing” (Khandkar, 2009) was also applied. This activity helped me stay involved in the analysis and increased the level of idea abstraction.

The process of ‘thinking’ in the QDA model is about finding the relationship among coded data to cluster them into similar categories. At this stage of data analysis, I departed from the categories to try to create higher abstracts from the data which resulted in themes or concepts. I started to think about categories as outcomes of the coded data. Some categories might contain a group of coded data that needed ‘further refinement into sub categories’ (Saldaña, 2013, p. 12) and others might contain more substantial information in which understandings and theories could be derived. Abstracting theory from the data involves thinking about the data in a more thematic, conceptual and theoretical way.

The major themes emerging from the participants in both contexts, the secondary schools and the tertiary levels are then compared and contrasted. In comparing and contrasting the findings about PL in secondary context and the one in tertiary level, three considerations comprising frame of reference, grounds for comparison, and organizational scheme were applied (Walk, 2015).

Data presentation in this study is conducted using narrative analyses because it is regarded suitable for this interpretive study so that the richness of the various natural settings and participants stories to the topics of the study can be explored thoroughly. In so doing, the data collected in the focus group and individual interviews during the study were written in narratives form. In analysing the participants’ stories, both explicit and implicit meaning are taken seriously because the participants’ meaning can be understood from not only what was uttered but also from what remained unspoken.

Organisation of the thesis

The thesis consists of the introduction and seven subsequent chapters which are briefly outlined below.

Chapter Two: Lesson Study: A collaborative reflective practice form of Professional Learning

This chapter presents an analysis of LS as a collaborative form of reflective practice and its potential to be used as a model of PL for EFL lecturers in tertiary contexts. Literature presented demonstrates that the current EFL teaching in Indonesian tertiary level has been reported to be unsuccessful and the need for PL which enhances the teaching improvement of EFL lecturers. Literature on LS as a systematic inquiry into teaching practice is subject for analysis on its effectiveness as an alternative model of PL for EFL lecturers. Literature on reflective practice is also presented in this chapter and more specifically how it can build teachers' capacity for professional learning and improvement in their own practice. Literature on the extent to which, LS contributes to its role as an effective vehicle of PL in secondary school contexts and its success is potential to be transferred as an alternative model of lecturers' PL in EFL teaching in tertiary contexts is also discussed.

Chapter Three: Methodology

Interpretivist and naturalistic inquiry as the research paradigm underpinning this study is discussed in this chapter. An interpretivist approach (Bryman, 2012; Schwandt et al., 2007; Walsham, 2006) was used in order to enable for the development of a greater understanding about the participants' interpretations about LS and how they make meaning to these interpretations, while naturalistic inquiry is applied in order to understand people's construction of meaning about LS in their natural surroundings. In exploring the participants' beliefs in a substantial and meaningful way, a qualitative method approach to data collection was applied. Two types of interviews were used; focus group interviews with EFL teachers and EFL lecturer participants and individual in-depth interviews with LS specialists. Sample and description of how the data were coded, categorized and then analysed, including the methods of data analysis and issues of

trustworthiness, are discussed in this chapter. Other issues such as translating and interpreting, gaining access to the study, being an insider to the study, and presenting the narrative analyses are also discussed in this chapter.

Chapter Four: Participants' beliefs about Lesson Study

An application of reflective practice theories (Dewey, 1910; Loughran, 2002; Schön, 1983, 1987; Van Manen, 1991, 1995) is used in this chapter to situate LS in its wider contexts. Obtained from two different groups of interviews, the EFL teachers' participants and the LS specialists' voices, this chapter presents the beliefs and experience about LS as a model of PL for EFL teachers' in secondary school contexts. Regarded as effective PL, LS in this chapter is perceived by many of the participants as problem settings and problem solutions, a process of thinking and learning, an experience of learning a new knowledge, as a way of learning teaching strategies, and as a collaborative work. In addition, teachers' attitudes and commitment towards LS, teachers' workloads, and school commitment which appear to be the problems and challenges which affect the implementation of LS are also discussed. The voices of all the participants generated from the qualitative methods approach to data collection, display the increasingly evidence of LS as an effective vehicle to teachers' learning and supporting their professionalism so that it may become an alternative model of EFL lecturers in Indonesian tertiary contexts.

Chapter Five: EFL lecturer's beliefs about Professional Learning

This chapter looks at the conversations among the EFL lecturers focusing on their PL activities in the GLTC. It brings attention to how these EFL lecturers perceive their PL as a result of their critical thinking of their teaching practices. Conversations generated from the focus group interviews suggest that these EFL lecturers have varying beliefs and experience about their PL. Having perceived as problem settings and problem solutions, as a process of thinking and learning, as an experience of learning a new knowledge, as a way of learning teaching strategies, and as a collaborative work, the PL conducted by these participants aim to improve their professionalism as EFL lecturers in the GLTC. In addition, these participants too have beliefs that PL as required by the

Teacher and Lecturer Law No. 14/2005 enables them to shift their conventional teaching to a more collaborative and reflective teaching so that students' learning and students' achievement can be improved. However, as these EFL lecturer participants attempted to improve their professionalism, they engaged with problems and challenges to their PL which include lecturer's attitude and commitment, time constraints and tight teaching schedule, lecturer's personal concerns, and financial concerns. Detail explanation on these findings is discussed in the chapter.

Chapter Six: Comparing and contrasting participants' beliefs about their PL

In this chapter the participants' beliefs about LS as a vehicle of their PL in secondary schools is compared and contrasted with those of the EFL lecturers' PL in tertiary context to seek the feasibility of LS application in the GLTC as a form of the EFL lecturers' PL. How the beliefs of these different contexts of PL is compared and contrasted will be further explained in the chapter. Using the findings from the EFL secondary school teachers' and the LS specialists' beliefs about the key characteristics of teachers' PL (which is conducted using LS) as the lens of comparison, it was revealed that four characteristics have embodied in the lecturers PL in the GLTC. These four characteristics of PL include 1) PL should engage teachers' learning interests, 2) PL should develop teachers' understanding of student's learning, 3) PL should provide space for teachers to reflect on their teaching practices, and 4) PL should promote collaborative practices among teachers' work. The other characteristic of PL, the idea that PL should involve peer observation and critical evaluation of classroom teaching, has not existed as a regular and systematic activity in the GLTC. However, the idea of observing live classroom is greatly welcome by most of the participants in the GLTC.

Chapter Seven: Discussion

This chapter presents discussions on the findings revealed from the participants. The main findings emerging in the data collection are discussed and linked to the theories of reflective practice as a wider context of LS. Problems and challenges enabling to inhibit the practice of LS in secondary schools are too discussed and linked to relevant theories and the current policy of PL in Indonesia. On the other hand, the problems and

challenges emerging in the EFL lecturer's PL in the GLTC are discussed in order to find solutions so that similar problems which may appear when implementing LS in the institution can be anticipated. The result of this comparison will give insights whether LS can be adopted and transferred as a model of EFL lecturers' PL in the future.

Chapter Eight: Conclusion and Recommendation

The final chapter unfolds how this research has opened spaces for feasibility of transferring LS as an alternative model of EFL lecturers' PL from secondary school contexts to tertiary levels. Furthermore, these conversations draw from the current situation of EFL teaching in Indonesia which is dominated by a transmissive mode of teaching and exacerbated by the unsystematic way of PL in tertiary levels. These situation thus encourage the Government of Indonesia to bettering education by establishing the Teacher and Lecturer Law No. 14/2005, which demands teachers and lecturers in Indonesia improve their professionalism by engaging in a more collaborative and reflective form of PL. The call for further study on LS as an alternative model of PL in tertiary levels concludes this thesis.

Chapter summary

The chapter discussed about the purpose of the study which aimed to find out the potential application of LS as a collaborative reflective practice in tertiary contexts. The significance of the study which included identifying and critiquing current EFL teaching in Indonesian tertiary contexts and professional learning programs to frame reform agendas, exploring the collaborative forms of reflective practice within LS as a model of effective professional learning in Indonesian EFL teaching, and contributing to the development of alternative forms of professional learning for EFL teachers in tertiary contexts was elucidated. In addition, a brief overview of the context of the study and the methodology of the research were discussed. In order to give an overview of the study, this chapter was concluded by a brief summary of the remaining chapters.

Chapter 2

Lesson Study:

A collaborative reflective practice form of Professional Learning

Introduction

The study aims to investigate potential applications of Lesson Study (LS) as a collaborative form of reflective practice to build Professional Learning (PL) among English as a Foreign Language (EFL) lecturers in Indonesian tertiary contexts. In order to investigate this, I sought the beliefs and experiences of EFL secondary school teachers and LS specialists about LS as the teachers' collaborative reflective practice in order to understand its potential application of EFL lecturers' PL in tertiary contexts. In this literature review, I will situate LS in its wider context of reflective practice and collaboration in teacher education, and I will focus on LS as a model for building PL in tertiary contexts. I will review the practice of LS as teacher reflective practice, the practice of LS as collaborative reflective practice, and the practice of LS as lecturers' PL in higher education.

The chapter opens with a discussion of the practice of PL in higher education, specifically the needs of lecturers. The rationales concerning the importance of PL and the current practices of PL in Indonesian higher education are elaborated. I will discuss the origin and the principles of LS as a collaborative reflective practice that can build an effective culture of PL in higher education. In the last section of the chapter, I will focus on reflective practice *per se*. Using LS as a vehicle to conduct collaborative reflective practice PL, I will begin by elaborating the history and key principles of reflective practice in higher education. This is followed by a discussion of reflective practice as problem setting and solving; as a learning and thinking process; and as a pedagogical approach.

Professional Learning

The term PL is distinguished from that of professional development although both terms have been used interchangeably by various authors. Commonly in the literature, these terms are used to mean individuals' activity in improving their work quality. However, current trends in the literature are beginning to differentiate the concept of professional development and PL (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009; Easton, 2008; Knapp, 2003; Mayer & Lloyd, 2011; Saroyan & Trigwell, 2015), and this study is in no exception. The term PL is preferred in the study because while professional development does not necessarily result in PL (Easton, 2008), on the other hand, PL is a result of effective formal professional development. Similar ideas are also stated by Zuber-Skerritt, Fletcher, and Kearney (2015, p. 6) who prefer to use the term 'learning' than 'development' thus 'professional learning' rather than 'professional development' because the word 'development' is associated with 'what should be learnt' and 'how it should be learnt' and this is controlled from outside the learning contexts. This study is about teachers and lecturers learning in EFL teaching contexts using LS as a model of collaborative reflective practice PL, and therefore professional learning fits best.

Unlike professional development which is often seen as someone doing something, or someone developing others (Easton, 2008), PL is teachers' and educators' routine activities while they reflect on their professional practice, working together and sharing ideas to improve student outcomes (DET, 2013). As routine activities, PL should occur daily and it should be on-going. PL is associated with 'changes in the thinking, knowledge, skills, and approaches to instruction that form practicing teachers' or administrators' repertoire' (Knapp, 2003, p.112-113). PL can be characterized as day-to-day activities which are reflective, collaborative, on-going, and lead teachers to change their teaching practices. PL has the potential to shift teachers' knowledge (i.e., changes in professionally relevant thinking, knowledge, skills, and habits of mind) and teachers' pedagogy (enacting new knowledge and skills in teacher's daily work) (Mayer & Lloyd, 2011). The improvement of teacher's knowledge and pedagogy can be used to identify the effectiveness of PL because as asserted by Darling-Hammond et al. (2009), high quality or effective PL results in improvements of teachers' knowledge and instructional practice as well as improvements of student learning outcomes.

This study investigates the potential application of LS as an affective model of collaborative form of reflective practice in tertiary contexts, understanding its effectiveness in supporting the EFL lecturers' PL is essential. A wide range of literature has concerned various features of effective PL. Most centre on the contents of and contexts for PL, as well as approaches to designing learning experiences (Darling-Hammond et al., 2009). Easton (2008) argues that the most powerful learning opportunities are active learning opportunities embedded in teachers' work, which begins with teachers' assessments of what their students need and, subsequently, what teachers identify as areas for their own learning. Hawley and Valli (1999) characterized the conduct of effective PL as based on the principles that PL:

1. focuses on what students are to learn and how to address the different problems students may have in learning the material;
2. is based on analyses of the differences between actual student performance and goals and standards for student learning;
3. involves teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved;
4. is primarily school-based and built into the day-to-day work of teaching;
5. is organised around collaborative problem-solving;
6. is continuous and ongoing, involving follow-up and support for further learning—including support from sources external to the school that can provide necessary resources and new perspectives;
7. incorporates evaluation of multiple sources of information on learning outcomes for students and the instruction and other processes that are involved in implementing the lessons learned through professional development;
8. provides opportunities to gain an understanding of the theory underlying the knowledge and skills being learned;
9. is connected to a comprehensive change process focused on improving student learning. (Hawley & Valli, 1999, pp. 137-143).

In summary, effective PL is student focused, teacher interest and learning focused, iterative, on-site (school context), collaborative, on-going, and reflective. Compare to other types of PL such as workshop, seminars, study group, coaching, mentoring, personal portfolio, journal writing, and action research, these features align more with one example of PL; Lesson Study. LS can meet the criteria for effective PL (Murata, 2011) in schools and potentially in tertiary contexts. As Stigler posits in an interview with Willis (2002):

A good example [of high-quality professional learning] is a lesson-study program, in which teachers [and support staff] get together to plan instruction, to observe what happens when it's implemented, to analyse what went wrong, to come up with ideas for improving it, and to try doing it again in their classrooms (Willis, 2002, p. 8).

Professional Learning in Higher Education

Higher education is acknowledged as important in the modern world. For more than three decades, much literature has reported on the roles of universities which are usually tailored to meet the needs of the society. In the past, the role of higher education was restricted to teaching and research (Kuhnen, 2010; UNESCO, 1991). However, the roles of higher education in the global and modern world at present include more complex areas. Higher education is understood to be a main actor in scientific and technological change, a trainer of a labour force adequate to the new conditions of production and management, a critical source of equalisation of chances and democratisation of society, a source of cultural renewal and cultural innovation, and an effective partners of global development and the facilitators for students' success (Brennan, King, & Lebeau, 2004; Castells, 2009; Crow, 2014). In order to maintain such important roles, higher educations need to be supported by high qualified lecturers who always maintain their professionalism by conducting lifelong learning through PL. Understanding the roles of PL among EFL lecturers is essential for the study as it attempts to apply the idea of LS as a model for EFL lecturers' PL in tertiary contexts.

Research has shown that tertiary educators must maintain their PL to keep abreast with the vast development of new knowledge and information in this modern world.

Improving PL for educators is a crucial step in transforming schools and improving academic achievement (Darling-Hammond et al., 2009). In addition, since students are expected to learn more complex analytical skills in preparation for future education and work, educators in tertiary contexts must learn to teach in ways that develop higher-order thinking and performance.

The inclusion of PL to improve teaching quality in higher education is not a new idea. PL has been implemented for decades and its history is divided into four periods: 1) the Pre-Professional Age, 2) the Age of the Autonomous Professional, 3) the Age of Collegial Professional, and 4) the Post-Professional or Postmodern (Hargreaves, 2000; Hargreaves & Fullan, 2000). Prior to the 1960s, the Pre-Professional Age was identified by a factory-like system of mass education in which teaching was conducted in a simple way. Teachers were regarded as good educators as long as they mastered their subject content knowledge, transferred it to their students, and controlled their students in the classroom. In achieving these goals, teachers in this professional age came into teaching profession through practice apprenticeship and improved their teaching capacity by 'trial and error'. There was little training to support their ongoing PL; mentoring was barely practised, and teaching improvement was conducted in their own classroom (Hargreaves & Fullan, 2000).

From the 1960s onwards, the Age of the Autonomous Professional was recognized by the improvement in the status and standing of teachers in many countries, resulting in salary raises for teachers, such as in Canada, England and Wales. Consequently teachers became more 'professional' and 'autonomous' which affected their teaching practices. Commonly teachers taught students in isolation in the classroom, separated from their colleagues. Collaborative teaching through teacher induction and mentoring occurred in small ways and with a small number of colleagues (Hargreaves & Fullan, 2000). In the mid to late 1980s the Age of the Collegial Professional was marked by a pressure to create collaborative cultures among educators as a response to more difficult and complex challenges in education such as the knowledge explosion, the widening of curriculum demands, the increasing range of special education students in ordinary classes, and the accelerating pace of change. In this age, teachers types of development

which used to be individualized, episodic, and weakly connected to the priorities were replaced by on-going PL in which teachers were supposed to learn to teach in new ways and work collaboratively with and from their colleagues (Hargreaves & Fullan, 2000).

The beginning of the 21st century heralded the age of Post-Professional or Postmodern characterized by vast changes in social, economic, political, and cultural transformations replaced the previous age, and as the result there was no more significant boundaries in the social geographies in the world, including the social geographies of PL. Having more access to the networks of PL, the content of PL needs to become wider and deeper. Dramatic global changes have resulted in uncertainty among teachers concerning what knowledge is, what kind of knowledge is valuable to pass from one generation to the next (Sari, 2012). The teaching profession need to redefine itself and this could best be achieved by effective PL.

Teachers are now expected to be post-professional teachers and these skills could be gained by conducting deeper and wider PL. However, a lot of literature reports that teachers' mindsets, especially in Indonesian tertiary contexts, are still in the previous periods that focussed on transmissive teacher-centred mode of teaching in which teachers conducted their PL individually and sporadically (Thair & Treagust, 2003). Further it is recognised that in-service professional development is unsuccessful when teachers are unable to enact new ideas in their schools (Firman & Tola, 2008). In Indonesia the enactment of The Teacher and Lecturer Law No 14/2005 has shifted the model of teacher PL into that of The Age of Collegial Professional in which teachers are becoming more open-minded and willing to work more collaboratively to maintain their professionalism by improving four competencies (pedagogical, personal, social, and professional). With identified concerns with teacher quantity and quality (Firman & Tola, 2008) the Indonesian government strives to improve education by conducting PL among university lecturers. Why the Government of Indonesia promotes PL in tertiary contexts and what current situation of PL exists in Indonesian universities are investigated in the next section.

Professional Learning in Indonesian Higher Education

The Government Regulation No 60/ 1999 on Higher Education mandated higher education in Indonesia to prepare Indonesian people to be community members who have academic and professional capabilities so that they can apply and develop science and technology, and disseminate their knowledge. To achieve this improvement of teacher education should be ongoing. However, the Research and Development of the Department of National Education reported a low level of lecturer academic qualification throughout Indonesian public and private universities (Suharto, 2011). More than half of the total number of lecturers in Indonesia do not meet the minimum requirement of academic qualification as university lecturers (a postgraduate degree) and consequently are not eligible to teach university students. Criticisms are addressed to Indonesian lecturers, generally related to their academic quality, such as: 1) lack of teaching qualification, 2) low interests in conducting research and authoring books, 3) lack of work ethics and teaching commitment, 4) focusing more on transferring knowledge than educating students, and 5) lack of updated knowledge on their subject (Sujarwo, 2015). More specifically, some criticisms are too addressed to English lecturers, such as 1) transmissive model of teaching (Hendayana et al., 2013), resulting in teacher-centred teaching, 2) insufficiency of English teacher competency (Dardjowidjojo, 2000; Pitsoe & Maila, 2013; Yuwono & Harbon, 2010), and 3) lack of systematic in-service training for English lecturers (Yuwono & Harbon, 2010). These problems, especially in EFL teaching, are now elaborated.

The teaching of English as a Foreign Language (EFL) in higher education institutions across Indonesia aims to equip students with language skills to become better communicators of oral and written English (Lie, 2007). However, the teaching and learning of EFL in many tertiary classrooms across Indonesia are falling short of meeting basic expectations. Hendayana et al. (2013) reported that the teaching and learning process in many classrooms were still commonly dominated by ‘teachers’ speech’, (or lectures) disengaging students from the learning process and contributing to poor educational outcomes (Tjalla, 2008). Despite a national framework for the National Education in Indonesia which clearly states that teaching and learning processes should be ‘interactive, inspiring, joyful, challenging and motivate students to be active and

creative citizens' (Hendayana et al., 2013), many of the teachers of EFL still adopt a transmissive mode of teaching.

Consequently there is little interaction between teacher and students and between students and students, resulting in 'lower standards of English language learning' (Vickers, 2009) and this is becoming 'one of the biggest challenges for Indonesia to compete in global markets' (Lie, 2007). Reasons contributing to this current state of teaching in Indonesian universities are varied, but commonly cited in the literature on teaching in Indonesian higher education, is the inadequate levels of teaching competency on subject matter among the educators as well as a lack of systematic in-service training for professional learning and development (Chang et al., 2013). In a response to reform the current state of teaching across Indonesian universities, including that of EFL teaching, the Indonesian government introduced the 'Teacher and Lecturer Law' (No 14/2005) in an attempt to regulate the roles and responsibilities of teachers and lecturers.

According to The Law No.14/2005 on Teachers and Lecturers, lecturers are regarded as professional educators and scientists who have the main task of transforming, developing, and disseminating science, technology, and art by conducting education, researches, and community services. The Teachers and Lecturers' Law No.14/2005 also requires lecturers in Indonesia to hold appropriate academic qualification, and embody the four competencies; pedagogic, personal, social and professional. In addition, lecturers too have main duties which are defined as *Tri Dharma Perguruan Tinggi*, in which they are assigned to teach lessons minimally twelve credits and maximally sixteen credits every semester based on their academic qualification. As mentioned in chapter one, *Tri Dharma Perguruan Tinggi* means 'Three Obligations of University' which brings an implication that every lecturer in university has three main responsibilities of their profession; educating students, conducting research, and doing community service. The main feature of the Teachers and Lecturers Law No.14/2005 is the expectation that educators in Indonesia will develop strategies to improve the quality of their teaching competencies. PL which will foster a shift in the long-established transmissive mode of

teaching is desired to calls to a more collaborative and reflective mode, LS as an example of a collaborative, reflective and iterative form of PL is proposed as a potential model.

Professional Learning in Indonesia: The current situations

In Indonesia and as mandated by Teachers and Lecturers Law No 14/2005, lecturers are required to maintain their professionalism through various forms of PL that address their academic qualifications and performance competencies. Implicit is the need to maintain and develop their professionalism and focus on students' needs (Suib, 2012). In order to achieve the desired goals PL should be conducted effectively (Darling-Hammond et al., 2009) and include the features of effective PL (Hawley & Valli, 1999). However, not all types of PL are considered effective. In the Indonesian context, Sari (2012) reported that the ineffectiveness of PL for lecturers is caused by various factors:

1. a lack of supports and evaluation mechanisms;
2. the short and occasional nature of events, such as workshops, seminars, or training;
3. a lack of follow-up with little opportunity to disseminate new knowledge and skills;
4. geographic location of PL causes a loss of time, money, and energy;
5. lecturers may be unable to attend all sessions;
6. not enough opportunities and PL offerings;

In addition, the current model of PL is still dominated by teacher-centred approach, resulting in non-reflective and non-collaborative practice of PL. The conventional model of PL such as workshops, seminars, or training does not give ample opportunities for lecturers to reflect on their professional practice and collaborate with other peer colleagues. A shift from teacher-centred to a more collaborative and reflective learning process should occur. Finally, most lecturers are motivated to offer PL courses for others because of their expectation of remuneration. Thus, their motivation is incentives-driven. Without incentives, the sustainability of their PL is vulnerable. Continuity in PL should be maintained in order to get effective results, and failing to do so will result in achieving nothing in their quality improvement.

PL in Indonesian tertiary education must become more systematic and more effective in order to enhance lecturers' and their students' learning. PL in Indonesia should be based on the effective principles characterized by being student focussed, address teachers' interests, occur in authentic classrooms, and be collaborative and reflective. At present, the types of PL commonly offered to lecturers in university level are journal writing, lesson report, classroom action research, personal portfolio, mentoring and coaching program, internship, seminar, workshop and training, and lesson study. Among these types of PL, LS is regarded potential way to engage EFL lecturers in Indonesian tertiary contexts to be involved in a more collaborative reflective practice.

Lesson Study

LS is defined as a systematic inquiry into teaching practice by examining lessons (Fernandez, 2002). This collaborative, reflective and iterative teacher development process (Chassels & Melville, 2009) has gained global attention in schools across the world since its first research publication by Yoshida (1999). In an attempt to understand about LS, the origin of LS, the principles underpinning LS, and LS as an effective means of PL will be discussed. It is thought that LS is rooted in Japanese teacher cultures; yet, the literature revealed LS as the result of the western scholars' ideas and western philosophical thinking. This issue is now elaborated.

As an established practice of PL in many Indonesian schools, LS is beginning to gain more recognition and prominence in Indonesian tertiary settings. Originating from Japan, LS is a type of Japanese teacher professional development designed to improve instruction and to build and share knowledge of teaching and learning (Lewis et al., 2009). With its theories underpinned by the theoretical principles of reflective practice and collaborative work, LS is an approach which is designed to improve teaching instruction by engaging teachers in a process of continuously collaborating and improving the quality of teaching by reflecting teaching practices (Lewis et al., 2009). LS also creates collegiality among the teachers due to its nature of collaborative reflective practice. This collegial work is important to assist teachers in developing their teaching practices.

Current research on LS in Indonesia is mostly focused on its effectiveness in improving teacher and student learning at a secondary school level (Hendayana, 2014; Marsigit, 2007; Sukirman, 2015; Supriatna, 2011). The effectiveness of LS as a form of collaborative reflective practice, is not fully explored, particularly across tertiary institutions in Indonesia. This is proven by a scarcity of studies about LS effectiveness in EFL teaching in higher education. This study seeks to investigate LS as a collaborative form of reflective practice in EFL teaching in tertiary contexts in Indonesia by comparing and contrasting the beliefs and experiences of English secondary school teachers (already engaging in LS) and LS specialists with those of EFL tertiary lecturers.

The history of Lesson Study

The practice of LS in Japan has a long history (Yoshida, 1999) and has a connection with the improvement of teaching and learning in the classroom. According to Makinae (2010), the practice of LS has been started by Japanese teachers many years ago when the Meiji government applied a new school system called "*Gaku-sei*" or new school system to universities, secondary and primary schools in 1872. To support the new school system, a teacher training program called 'Tokyo Normal School' was established in Tokyo. In that school, the pre-service teachers were trained using new teaching methods by some experts from America (Makinae, 2010). The Japanese education system was also influenced by French by adopting its centralised system, Germany by adopting to build a few elite national universities, and England by adopting strong national moral principles of school model (OECD, 2011). The influence of the education systems from these countries led to new teaching method in Japan which eventually resulted in LS as a new approach of Japanese teacher professional development.

The new teaching method emphasized two main foci, object lesson and criticism lesson. The concept of object lesson was derived from Johann Heinrich Pestalozzi's theory (1746-1827), while criticism lesson was developed by Edward Austin Sheldon (1823-1897) an enthusiastic adopter of Pestalozzi's approaches. The object lesson suggested that learning should start from real or concrete objects to raise students' human knowledge, or from concrete to concept (Ito, 2008) while the criticism lesson required live classroom observation in which pre-service teachers taught a lesson in front of a

class while other peer colleagues observed and discussed the lesson focussing on the matter, method, model teacher, and students (Makinae, 2010). The object lesson and criticism lesson that made an object of the lesson itself that was then observed and critiqued were popular in America and then adopted and accepted as teaching methods in Japanese schools, and became the foundation of '*jugyo kenyu*' (Makinae, 2010). The term '*jugyo kenkyu*' was then later called 'Lesson Study' (Yoshida, 1999). The term LS was introduced by Yoshida (1999) when doing his doctoral program at the University of Chicago. In his research, Yoshida provided a thorough explanation on LS activities in Japanese school contexts. What Yoshida did in LS is regarded as a masterpiece of LS research (Fernandez & Yoshida, 2004) and according to Lewis, Perry, and Murata (2006) is regarded to have a contribution to LS proof of existence. However, lacking in the study are theories or philosophical principles which underpin LS practices and its impact in teaching and learning process.

Almost a century later since the first implementation of LS in Japanese schools, an author from America investigated teaching practices in around fifty elementary schools in 1993 and found a problem solving approach to Science teaching in Japanese schools (Lewis, 2000). The way Science was taught enabled her to notice science in everyday life. When she interviewed the teachers, they said they learnt the approach during '*kenyu jugyo*' or 'open lessons' (Yoshida, 1999) in which a teacher teaches a lesson in a live classroom while being observed by his/her peer colleagues. This activity is actually a part of '*jugyo kenkyu*' (reversal words of *kenyu jugyo*) or LS. After more than a century of use, LS has become the teaching habit in Japan and Japanese teachers experience and implement LS in their teaching internship prior to their teaching profession. Having primary responsibility for the improvement of classroom practice, student teachers in Japan have to be engaged in *kounaikenshu* or continuous school-based professional development using LS. Many school teachers in Japan admit that LS is one of the most important professional development approaches that helps them grow as professionals throughout their career (Yoshida, 1999). Understanding how LS is practiced in Japan and then later adopted in other Asian and Western countries is important to this study.

The philosophical principles of Lesson Study

Sheldon's child centred educational principles and practices of observation of lessons and teacher discussion were implemented in the mid-19th century in Oswego, USA. His approach is also referred to as the Oswego Movement or the Oswego Plan. Sheldon adopted the child centred approach to teaching propounded by Pestalozzi. After training an initial group of American teachers in this method, he then began taking subsequent groups of students to observe the lessons of good teachers and then allowed them to discuss both between themselves and with the teacher models the lesson that they had observed. The adoption of this approach in Japan was little changed from its American origins. LS is built on collaborative practices which suggests that a core philosophy of LS is revisiting the scholarship of teaching and learning so that it embraces more a collaborative work and collegiality. LS as a form of PL is based on the principle of on-going improvement in the reflective practice of teaching and learning (As' ari, 2014).

Lesson study builds a scholarship of teaching and learning around collaborative work

LS is a long term teacher-led-collaborative approach to PL that aims to improve both teachers' and students' learning. Collaboration as a practice involving teachers' knowledge and new insights in teaching is essential when engaging teachers in making pedagogical changes to their teaching practices (Cajkler, Wood, Norton, Pedder, & Xu, 2015; Hendayana, 2014; Pascal, 2009). Teachers are the driving force behind dramatic changes in their practices and they have to synergize their teaching experience and their subject knowledge with their peer colleagues in a learning community such as a school. Studies show that when teachers are committed to working collaboratively and engaged in effective and authentic PL which is closely attached to the curriculum and the classroom, teacher practices change and student achievement increases (A. T. Lee, 2012). In such situations teachers are accountable to others, take ownership in improving their practices, and take responsibility for improving student outcomes.

Collaboration becomes an inseparable part of LS because the basic tenet of LS is based on teachers' working together and sharing their knowledge and pedagogical thinking in order to develop student learning (K.-E. Lee et al., 2013; Lewis, 2000, 2009; Lewis, Perry,

& Murata, 2006; Lewis & Tsuchida, 1998). Roback, Chance, Legler, and Moore (2006) mention that LS provides effective learning opportunity for teachers as a result of their academic interactions during LS phases. Research in the Indonesian school contexts also suggests that LS can significantly improve the quality of teaching practices that are collaborative, affordable, massive, collegial, sharing and offer mutual learning support in the development and implementation of effective teaching and learning in the classroom (Hendayana, Saito, Imansyah, & Kubok, 2007; Lewis, 2000; Lewis & Tsuchida, 1998). The collaborative work by teachers begins with designing collaborative lesson plans, lesson presentation by one of the teachers while observed by other peer teachers, and followed by an evaluative process where all of the team contribute their ideas to deconstruct and understand what has been experienced and examined during the teaching session. The collaborative work occurring during these activities aims to understand student thinking in order to develop lessons that enhance student learning (Wang-Iverson, 2002). The nature of collaboration is crucial as teachers as “isolation is the enemy of improvement” (C. Lewis, 2002, p. 11). LS is powerful PL which establishes of authentic learning communities and provides persistent and extended learning opportunity for teachers.

Embedded in LS is a collaborative examination of an authentic and live classroom called a research lesson or an open lesson. In a research lesson, a model teacher presents a lesson observed by other peer-teachers focusing on student learning process (Lewis, 2000). By observing research lessons, teachers observe and make sense of what they have experienced. Lewis (2000) compiled five common characteristics usually present in research lesson which are:

1. observed by other teachers;
2. planned for a long time, usually collaboratively;
3. designed to bring to life in a lesson a particular goal or vision of education;
4. recorded;
5. discussed.

Research lessons afford teachers lesson ownership, shared experiences in innovation; and develop content and pedagogical knowledge (Hollingsworth & Oliver, 2005) and improvement in lesson (Hendayana, 2014; Lewis, 2009; Suratno, 2010).

In research lessons, teachers observe the development of interactions between teacher and student including varied pedagogical approaches, management strategies and the relationship between teaching and learning. Given the complexity of classrooms, a knowledgeable person or resource person is often invited and add insight (Murata, 2011). This resource person may be experienced in LS and/or have subject expertise and be able to notice detailed aspects of the lesson. When evaluating the lesson, the resource person shares their reflections with the other observers. It is important within the philosophy of LS that the evaluation focuses on the learning of the students rather than the teaching of the lecturer and hence all members of the group, including the teacher should be equal participants in the discussion. Thus teachers have opportunities to explore new ideas in teaching pedagogy which is an aim of effective PL.

Lesson study builds a scholarship of teaching and learning through reflective practice

The second philosophical principle of lesson study is the inclusion of reflective practice to build teachers' knowledge, improve teachers' and students' learning (Suratno, 2010), and facilitate teacher professional development (Caterine, 2013). LS invites individual teachers to apply new knowledge and experiences to their practice while being coached by expert professionals (Fernandez, 2005). Reflective practice is commonly introduced to many school contexts to support teacher professional development. Better teaching fosters better learning (Hill et al., 2005).

LS as a collaborative, reflective and iterative teacher learning process (Chassels & Melville, 2009) provides plenty of time and opportunities for teachers to improve their content and pedagogical knowledge. However, as Loughran (2002) asserted, experience alone does not lead to learning, so reflecting to the experience is more important. Reflection is essential and Stigler and Hiebert (1999) mention that LS is characterized by a series activities in which teachers have to prepare effective lessons in order to achieve

students' learning based on their critical thinking on their previous experience of teaching practices. Thus, teachers start to conduct reflection when they:

1. define problems prior to lesson planning;
2. plan the lesson;
3. teach the lesson;
4. evaluate the lesson and reflect on its effect;
5. revise the lesson;
6. teach the revised lesson;
7. evaluate and reflect again;
8. share the results.

Documentation of this process allows for critical reflection and development in the next iteration (Chassels & Melville, 2009) thus making PL meaningful and effective.

Grounded in the notion of continuous improvement in practice (a feature of good PL), LS encourages teachers to always evaluate their teaching practice to improve their teaching capacity and efficacy. LS begins with identifying a problem which requires critical thinking by teachers about student learning. Teachers then formulate the LS goals. Next, teachers plan their lesson which is shared with another member of the LS group for feedback. Based on the feedback received, a revision on the lesson plan is produced and is ready for implementation. The lesson is then taught in a research lesson. After which teachers debrief and reflect focussing on student learning. This shifts the focus from personal evaluation to self-improvement activity (Stigler & Hiebert, 1999). Based on the reflections, the lesson plan is revised and then delivered to a different class with a different model teacher, and another cycle of LS begins. Reflection provides teachers an opportunity to self-evaluate their teaching and practices, and when teachers think about their teaching and what improvements need to be made, they grow professionally (Rayford, 2010). Figure 2 shows the reflective process in LS.

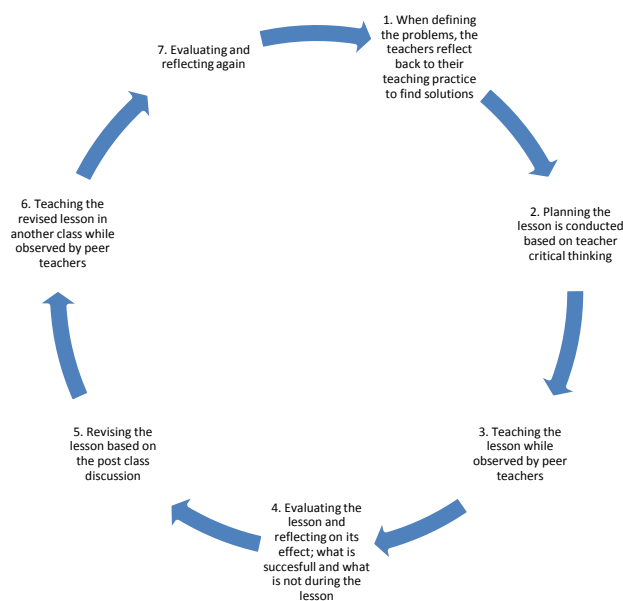


Figure 2. Reflective process in LS

Teachers are able to improve their instruction because they conduct systematic practice of reflection in all phases of LS (Suratno & Iskandar, 2010). The process of LS as illustrated above shows systematic reflection in its process. Inspired by reflection models proposed by Hatton and Smith (1995) such as 1) descriptive writing, 2) descriptive reflection, 3) dialogic reflection, and 4) critical reflection, Suratno and Iskandar (2010) proposed three types of reflection in LS, including 1) anticipatory reflection, 2) trajectory reflection, and 3) retrospective reflection. Having anticipatory reflection during planning the lesson, trajectory reflection during delivering and observing the lesson, and retrospective reflection during the debriefing lesson, it is expected the LS is able to give maximum benefit to teachers' learning and eventually build a scholarship of teaching and learning of EFL lecturers. LS as a means of teacher PL helps teachers develop while focusing on student learning (Anak Andrew, 2011; Lasut, 2013; Lenski, Caskey, & Anfara Jr, 2009). While teachers and their teaching practices have become the central activity and interests in the traditional professional development such as workshop, LS that centres on teacher learning communities and focuses on student learning is more likely to be accepted by teachers and implemented in the classroom (Lenski et al., 2009).

Lesson Study as effective Professional Learning

The premise behind LS is simple: if teachers want to improve teaching, the most effective way to do so is in the context of classroom lessons (Stigler & Hiebert, 1999). When teacher improvement is positioned in the classroom, the teacher's interests are given priority and become the centre of teachers' motivation. Murata (2011) suggested that one of the strengths of LS is because it places teachers' interests in the centre of their learning process. Thus, teachers should determine the goals of the LS that are relevant to their own classroom practice. In conducting LS, teachers are expected to be research-oriented and have curiosity in their mind. Because most of their work is situated in the classroom, LS is also central to teachers' daily activities. Therefore, LS is regarded as the most suitable means for teachers to engage in an effective PL.

LS characterizes many qualities which are essential for teachers to develop their professionalism. LS is systematic, collaborative, reflective, iterative, on-going, collegial, and mutual in teacher teaching and learning (Chassels & Melville, 2009; Fernandez, 2002; Hendayana, 2014). These characteristics can create supporting conditions necessary for the teachers to engage in a collaborative and reflective PL. As a systematic form of inquiry into teaching practice (Fernandez, 2002) LS provides opportunities for teachers to build their knowledge through collaborative observation in a live classroom. LS is effective PL. The relationship between LS and teachers' PL (Hendayana et al., 2006, p. 39) is shown in the figure 3 below.

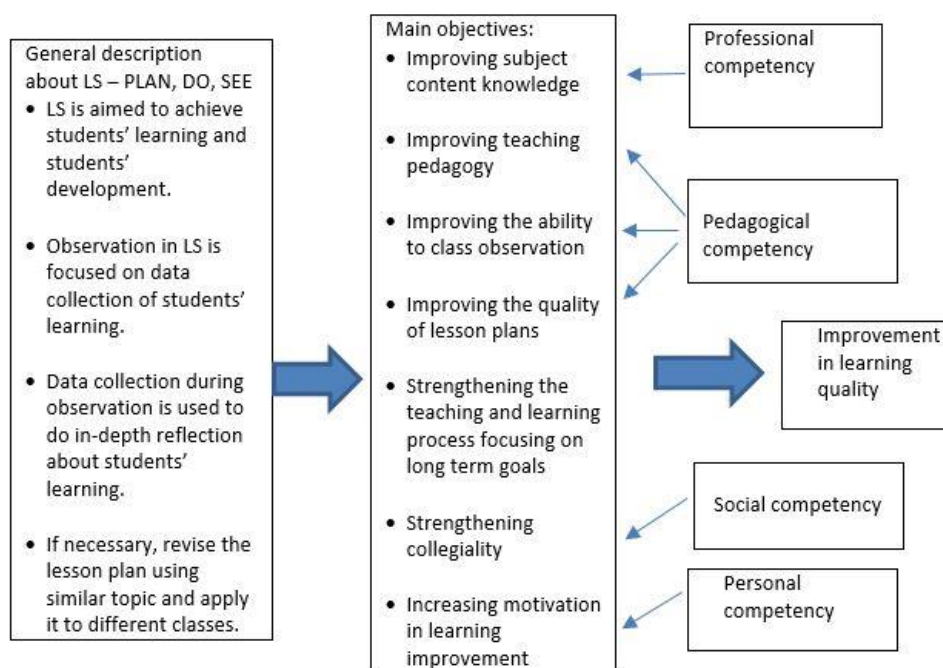


Figure 3. The relationship between LS and teachers competencies

LS as an effective model of PL is important in assisting Indonesian teachers and lecturers to fulfil their obligation as regulated in The Teacher and Lecturer Law No 14/2005 in which all Indonesian teachers and lecturers have to maintain their professional competencies. As shown in figure 3, teachers' activities during PLAN, DO, and SEE of LS result in teaching improvement both in quality and in terms of the mandated competencies which will eventually improve student learning outcomes. Thus, LS proves to be effective in achieving teachers' PL.

Like much PL, there are common challenges in the implementation of LS such as time constraints and scheduling (Fernandez, 2002), school commitment (Saito, Harun, Kuboki, & Tachibana, 2006), internal problems (technical problems) and external problems (teachers' commitment) (Subadi, Khotimah, & Sutarni, 2013), and teacher's attitude and commitment (Sam, White, & Mon, 2005). Murata (2011) added the problems related to the cost of its implementation, sustainability, insufficient teacher content knowledge, and connection to student learning. In responding to these issues, PL and LS in particular should involve educators and school stakeholders to work together to formulate the best adaptation of LS as a collaborative reflective practice PL in Indonesian school contexts.

As an established practice of PL in many Indonesian schools, LS is beginning to gain more recognition and prominence in Indonesian tertiary settings. With its theories underpinned by the theoretical principles of reflective practice and collaborative work, LS is an approach designed to maintain PL effectively by improving teaching instruction. Current research on LS in Indonesia is mostly focused on its effectiveness in improving teacher and student learning at secondary school level, (Hendayana, 2014; Marsigit, 2007; Sukirman, 2015; Supriatna, 2011). The effectiveness of LS as a form of collaborative reflective practice, is not fully explored in many references, particularly in EFL teaching in Indonesian tertiary institutions. This study will investigate LS as a potential collaborative reflective practice PL in EFL teaching in tertiary contexts in Indonesia.

Reflective practice

LS as other types of PL involves reflective practice. The notion of reflection as connected to effective teaching and learning was noted by Dewey (1910). Tracing his definition from earlier educators such as Plato, Aristotle, Confucius, Lao Tzu, Solomon, and Buddha, Dewey is acknowledged as a key originator of the concept of reflection in the twentieth century (Hatton & Smith, 1995). According to Dewey, reflection is defined as "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends" (Dewey, 1910, p. 6). Based on this definition, reflection is seen as a systematic process of thinking. This process of reflection starts with a problem and is followed by the intention to find a solution (Calderhead, 1989). Dewey's notion of reflection inspired Schön (1983) who expressed his idea of reflection into reflective practice, and emphasized doing an action rather than merely a thought in the process of reflection. Schön (1983) ideas of 'reflection-in-action' and 'reflection-on-action' then became central to his idea about being a reflective practitioner. Van Manen (1995) brought the practice of reflection into classroom contexts, and argued that reflection should result from teacher's spontaneous action. There is one key element that always embodies to reflective practice, the notion of a problem (Loughran, 2002). Reflection in this context is used as a way to help practitioners understand the practice of teaching

and therefore the idea of reflective practice is then adopted and become foundation in many teacher education programs including PL.

In their article, Boud, Keogh, and Walker (1987) presented Dewey's ideas who stated that there are two process of experience which potentially led to learning, namely 'trial and error' and 'reflective activity'. Trial and error is not appropriate for PL but reflective activity is as it leads to effective problem-solving activity, and thus improves the effectiveness of learning. Argyris and Schon (1974) developed the concept of a learning loop into single-loop learning and double loop-learning in which single-loop learning is defined as planning, teaching, and testing which remains at the tacit level of learning, while double-loop learning in which the thinking and the practice are realized into an action. Double-loop learning occurs in LS. Experience alone is insufficient for professional growth (Loughran, 2002). Schön (1983) divides reflection into 'reflection-in-action' and 'reflection-on-action' in responding to an experience. Van Manen (1995) suggests more situation and divides reflection into 1) reflection before action, 2) 'reflection-in-action', 3) thoughtful action in pedagogical situations, and 4) 'reflection-on-action'.

'Reflection-in-action' occurs when an action is happening (Schön, 1983) and in order to engage in this type of action, Farrell (2012) argues that teachers must be aware of their knowing-in-action because they cannot respond to every action or reaction while they are teaching. Thus, knowing-in-action is stored at subconscious thoughts of teachers (Schön, 1983). As reflection-in-action happens when doing an action, it results in building new understandings to inform our actions in the situation that is unfolding. On the other hand, 'reflection-on-action' takes places when the process or event is over. This 'reflecting-on-action' enables an individual to spend more time exploring why he/she did an action, what was happening in a group and so on. In education context, Schön (1983) idea on 'reflection-on-action' gives inputs to the next teaching experience and gives valuable information for teaching practices.

Van Manen (1991) developed the process of reflection in more detail. First, 'reflection before action' is defined as something which is done to anticipate teaching and learning process such as making lesson plans. Next, 'reflection in action' is used to describe when

a teacher as a reflective practitioner reflects through constant decision making. In doing this, the teacher is guided by his/her theoretical and practical principles of his/her disciplines. The third, 'thoughtful action' in a pedagogical situation refers to a situation which is neither habitual nor problem solving, neither solely intellectual nor solely corporeal, neither purely reflective nor completely spontaneous. 'Thoughtful action' differs from reflection action in that it is thinking attentive to what it does without reflectively distancing itself from the situation by considering or experimenting with possible alternatives and consequences of the action. So, tactful action is 'thoughtful in the sense of mindful' (Van Manen, 1991, p. 109). Finally, 'Reflection on action' is collective; it always occurs after the situation has passed. Collective reflection may be done through conversation with others as it is often in a conversation with other people that we are best able to reflect on the meaning of a particular situation. Pedagogical reflection on action serves to make subsequent action more mindful and tactful.

Dewey's more detailed analyses of reflection which rests in interpretive interests in 'making sense of the world' is in line with this study which is framed by an interpretivist approach. In this study, I seek to investigate if effective teaching and learning as a result of reflection is experienced by the teacher participants when conducting LS (a form of PL). Reflection implies that something is believed or disbelieved (Rodgers, 2002). To conduct reflective thinking, a teacher must apply their attitudes with open mindedness, responsibility, and wholeheartedness (Dewey, 1910).

The concept of reflective practice centres on the idea of life-long learning. This is important for the study which focuses on on-going learning activity such as PL undertaken to maintain teacher efficacy. Reflective practice supports teachers as professionals who are continuously engaged in the reflection on their teaching practices in their classrooms. In this study, reflective practice refers to the learning process of the EFL teacher participants. Reflection should be centre to their teaching practices. Consequently, they do not only find solutions to their problems but also find meanings and create ways to provide structures for the growth of their students and themselves (Rodgers, 2002).

This study seeks to demonstrate that as a part of the wider context of reflective practice, LS has much in common with reflective practice but also has important differences as well. Understanding key issues of reflection will inform the study on how reflective practice is conducted by the participants during LS. Also, this information will give insights to the study on how the teachers' experience on conducting reflective practice may be transferred and applied to tertiary contexts.

Reflective practice as problem setting and problem solving

Scholars and authors agree that there is a common feature in reflection; the notion of problem (Calderhead, 1989; Dewey, 1910; Loughran, 2002; Schön, 1983, 1987). Without a problem there can be no reflective thinking. But what is meant by 'problem'? Loughran (2002) defined problems as puzzling, curious, or perplexing situation. These are actually the sub process involving in every reflective operation suggested by Dewey (1910). Thus, a) "a state of perplexity, hesitation, doubt; and b) an act of search or investigation directed toward bringing to light further facts" (Dewey, 1910, p. 9) becomes the basic impetus for reflection. Calderhead (1989) stated the process of reflection begins with problems and is followed by an intention to find their solution. In contrast, Schön argued that in doing reflection, professionals should be able to learn and think about the problems they face and test and find solutions by conducting an action such as reflection-in-action and reflection-on-action. By doing so, Schön presents the ability to frame and reframe the problems to become reflective practitioners (1983, 1987).

Interpreting Dewey's ideas on the process of people's thinking, Turnbull (2004) presented Dewey's argument mentioning that the process of how people think is similar to a questioning process involving inquiry. Distinguishing questioning from other forms of thought such as stream of consciousness, daydreams, or beliefs unreflected upon, Dewey argued that questioning is reflective thinking which would help solve public problems through better social planning (Turnbull, 2004). In order to handle a problem appropriately, a person has to identify the problem and find strategies to overcome it.

All problems usually involve two features such as goals and barriers so they must be considered. Goals can be anything that a person wants to do or to achieve, while barriers

are the situation preventing what a person wants to do or to achieve. If a person finds no barriers in completing a task or in fulfilling what he or she wants, then there would be no problems. In assisting people to handle their problems, Dewey proposed five steps of reflective thought related to problem solving which were interpreted as teaching methods by contemporary scholars and educators (Hermanowicz, 1961). Resonating with LS, Dewey's problem solving included the expectation that a person should have a genuine situation of experience in which there is continuous engagement and intrinsic interest, and the person should have the opportunity to test his/her ideas.

Dewey proposed a process of reflection which starts from a problem or puzzling situation that is then followed by systematic problem solving steps. This situation is also found in LS. As mentioned earlier, Stigler and Hiebert (1999) suggest that LS usually follows a series of eight steps. Despite sharing common ideas, reflective thinking and LS are different in that the problems in LS are discussed and used as the guidelines to determine the focus/objective of LS before implemented an action (Fernandez, Yoshida, Chokshi, & Cannon, 2001; Lewis, 2000), the problem in reflective thinking are seen as something that has to be solved (Calderhead, 1989).

Reflective practice as process of thinking and learning

Dewey argued reflective thinking as a thought process that involves "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends" (Dewey, 1910, p. 6). According to Hébert (2015), Dewey's reflection involves focused, careful, and methodological thinking. It is focused in that it centres in on a particular object or situation with the intention to understand an issue at hand; careful, as it accepts one's belief based on the evidence; and it is sequential and methodological, in that the thinking consists of phases of reflective thinking done systematically (Hébert, 2015). Having methodological steps in thinking, Dewey shows the systematic process of reflection as opposing the idea of random stream of consciousness of everyday experience (Calderhead, 1989). Furthermore, Hébert (2015) added that the process in reflective practice begins when an individual experiences a problem, and then proceeds

to tentatively interpreting the situation and all of its possible consequences before examining, exploring and analysing all possible considerations.

As a process of thinking, reflection is not only a description of 'what people have seen' or 'what people have done', but rather it is a process of drawing comparisons with what happened, what people already know, and relating this experience to the theories they have been introduced to, modifying their own ideas and professional practice in light of this reflection (Bain, Ballantyne, Mills, & Lester, 2002). Further, Bain et al. (2002) proposed 4Rs to scaffold the process of reflection which is based on reflection-on-action described earlier by Dewey, Schon and Max van Manen. The process includes:

- 1) Report: at this stage teachers describe, report or re-tell the key elements of what they have learnt, seen or experienced.
- 2) Relate: draw a relationship between their current personal or theoretical understandings and identify aspects of the observation which have personal meaning or connect with their experience.
- 3) Reason: find the relationship between theory and practice and seek a deep understanding of why something has happened.
- 4) Reconstruct: Discuss improvements which could be made or identify something they need or plan to do or change.

Considering there are some steps in doing reflective thinking, reflective practice appears suitable to be called as process of thinking and learning. In Dewey's reflection, systematic way of thinking is applied. This situation aligns with LS.

Reflective practice as experience of learning new knowledge

According to Van Manen (1991), reflection is a form of human experience. Conducting reflection on an experience is useful for individuals in that it can help them understand the meaning of the experience which can guide them to make appropriate action in the future. Teacher knowledge is derived from personal experience, and that knowledge is "the sum total of teacher's experience" (Connelly, Clandinin, & He, 1997, p. 666). Boud et al. (1987) point out that experience alone is not a key to learning. Thus, what turns experience into learning? In an attempt to answer such question, they proposed

reflection as a way of learning (Boud et al., 1987). Effective reflective practice involves both seeing and action to enhance the possibilities of learning through experience.

Some reflection is focussed on 1) future action (anticipatory or pre active reflection), and 2) past experience (collective or retrospective reflection). While anticipatory reflection enables people to think carefully about possible problem solutions and make a decision in a prepared way, retrospective reflection helps people learn from their past experience and become more experienced people. As mentioned earlier, in doing reflection, people often come to a situation where they have to 'stop and think' while doing something. This is the situation where an individual is cultivating their experience.

Inspired by Schön (1983); (1987)'s work who suggested that all practitioners should reflect on their continuous experience and learn from it, Boud (2001) proposed a reflection activity in the form of journal writing in relation to learning. He mentioned that there are two basic assumptions underlying his model of reflection. First, he argued that learning is always grounded in prior experience and any attempt to promote new learning must take account of that experience. Second, the process of learning involves individuals to experience the events directly. Thus, individuals' activity to reflect on their past experience and then relate their past experience to their existing experience results in learning development or new understanding.

Reflective practice as a way of learning teaching strategies

Mann, Gordon, and MacLeod (2009) suggest that reflection may be most useful when viewed as a learning strategy as it can help learners to relate new learning to existing knowledge and skills as well as assist them to explicitly integrate the affective aspects of their learning. Another opinion from Mann et al. (2009) is that reflection enables learners to understand their knowledge capacity and thus determines their learning needs. In so doing, the learners need appropriate guidance and supervision from the experts so that the learning process becomes more effective (Mann et al., 2009). Loughran (1996) proposes some forms of reflection such as anticipatory, retrospective, and contemporaneous reflection which demands different skills and framing abilities and interact with experience in a variety of ways. The ability to frame and reframe is a

most important aspect of developing reflective practice as it influences the subsequent actions in practice.

Another voice asserting reflection as a form of learning is Kolb (1984) who published his learning styles model in 1984 from which he developed his learning style inventory. Kolb (1984) states that learning involves the acquisition of abstract concepts that can be applied flexibly in a range of situations. In Kolb's theory, the impetus for the development of new concepts is provided by new experiences. Kolb's model of experiential learning is then represented in a four stage cycle beginning with concrete experience followed by reflection, followed by abstract conceptualisation, followed by active experimentation. Here is Kolb's model of reflection as a way of learning:

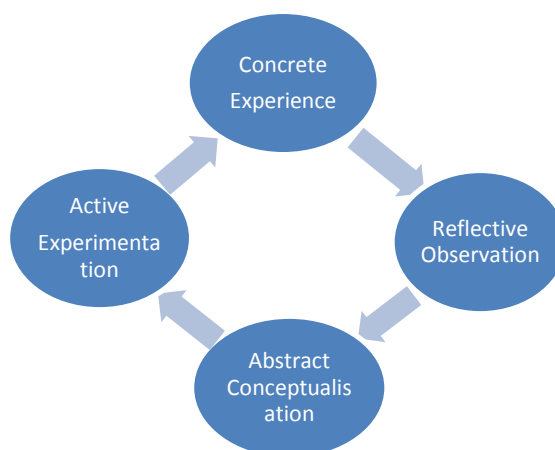


Figure 4. Kolb's Reflective model of learning

The principles of collaborative reflective practice

The word collaboration is etymologically linked to join working between individuals and small groups, and is central to all professional work because no work is regarded professional unless it is conducted collaboratively (James & Jule, 2005). As an important aspect of professional practice, collaboration involves the practice of reflection. The assumption is that:

If individual professional practice can be conceptualised as reflective practice, then joint professional working – collaboration – must also be a reflective practice. If collaboration in education is to be successful the collaborating

partners need to be reflective practitioners who capable of adjusting their collaborative actions to ensure their actions are optimally appropriate and to be able to learn from their experience of collaboration and improve it. (James & Jule, 2005, p. 4)

This statement infers that collaborative and reflective practice is interrelated practice as it is not easy for teachers to reflect on their practice in isolation (Day, 1999). In addition, the practice of collaborative reflective practice encourage teachers' creativity and innovation in teaching as it opens opportunities for accommodating different ideas and opinions about teaching and subject knowledge from other peer teachers. In order to understand the principles of collaborative reflective practice, the concept of collaboration is summarised briefly.

Teachers learn through interaction with their peers or colleagues, and the interaction which occurs among these teachers results in collaboration. Friend and Cook (1996) then define collaboration as "a style of direct interaction between at least two co-equal parties voluntarily engaged in shared decision making as they work toward a common goal"(p.6). Based on their concept, collaboration thus includes equivalence, mutual goals, shared responsibility, resource sharing and mutual accountability for outcomes. Collaboration calls for the development of common goals, ideas, and strategies through a process in which two or more individuals bring their own goals, ideas, and strategies to a common forum. Embedded in LS is a direct interaction among teachers who share similar goals and are engaged in systematic and cyclical learning activities. In LS, collaboration between teachers and their colleagues is compulsory during all the phases (PLAN, DO, SEE). Failure to complete these phases collaboratively is failure to engage in real LS (DuFour, 2004).

The notion of collaboration and collegiality are often believed to be a means to improve teacher learning and teacher knowledge. Hargreaves (1994) argues that collaboration and collegiality are beneficial in fostering teacher development in that it can open opportunities for teachers to learn from each other, share and develop their expertise together. In addition, collaboration and collegiality may also build teachers' confidence to experiment with new learning methods and take risks as a result of collegial sharing. In their research about reflection in teacher education, Hatton and Smith (1995) found

evidence that collaboration conducted through peer sharing promoted greater reflection because engaging with other people allowed discussing, questioning, and confronting in a safe environment. This resulted in encouraging self-revelation and seeing from other points of view. Shah (2012) suggested that collaboration and collegiality are needed to ensure that teacher collaboration and collegiality are needed to ensure that teachers are able to solve complicated educational problems in this modern era in order to address a wider range of demands in their work.

Collaboration and collegiality have also become the keys to educational change (Hargreaves, 1994). Hargreaves (1994) views collaboration and collegiality from a micropolitical perspective; an approach in which one guides and controls the meaning of collaboration and collegiality (p.189). Using this perspective, Hargreaves made a distinction between collaborative culture and contrived collegiality. In collaborative cultures, working relationships between teachers tend to be spontaneous, voluntary, development-oriented, pervasive across time and space, and unpredictable. Collaboration among teachers with these characteristics does not generally lead to meaningful or sustainable change (Datnow, 2011). In a more detailed explanation, Hargreaves (1994) characterizes collaborative culture and contrived collegiality.

Characteristics of collaborative cultures:

1. Spontaneous, in which teachers and their colleagues may be supported and facilitated by helpful scheduling arrangements, but the collaborative working was sustained by the teaching community.
2. Voluntary, in which collaboration do not arise from administrative but from the perceived value among teachers.
3. Development-oriented, in which teachers work together to develop their own initiatives, and establish the tasks and purposes for working together, rather meet to implement the purpose together.
4. Pervasive across time and space, in which working together may be scheduled, but they do not dominate the arrangement for working together.
5. Unpredictable, in which the outcomes of collaboration are often uncertain and not easily predicted. (pp.192-193)

Hargreaves explained that in their most robust form, collaborative cultures extend to joint work, mutual observation, and focused, reflective inquiry. In these cases, teachers interact knowledgeably and assertively with each other, rather than simply being congenial and complacent (Datnow, 2011).

On the other hand, contrived collegiality is administratively regulated, compulsory, implementation-oriented, fixed in time and space, and predictable. In a more detailed explanation, Hargreaves (1994) characterizes contrived collegiality.

Characteristics of contrived collegiality

1. Administratively regulated, in which working together is an administrative imposition and there is no room for teachers' spontaneity.
2. Compulsory, in which teachers are required to work together with other colleagues.
3. Implementation-oriented, in which work together to implement the mandates of others
4. Fixed in time and space, in which contrived collegiality takes place in particular places at particular times.
5. Predictable, in which the outcomes are highly predictable. (pp. 195-196)

Referring to these characteristics, contrived collegiality "replaces spontaneous, unpredictable, and difficult-to-control forms of teacher-generated collaboration with forms of collaboration that are captured, contained, and contrived by administrators instead" (Hargreaves, 1994, p. 196). Recognizing these types of collaboration; collaborative culture and contrived collegiality is essential for the study in order to understand which type of collaboration is more sustainable in maintaining teachers' PL.

The practice of collaboration always involves reflective practice (James & Jule, 2005). Likewise, reflective practice can be conducted more effectively when working together with other colleagues or collaboratively. While Dewey (1910) examined reflection as a result of individual thoughts, Johns (2000) argues that reflection is more effective when learners work with an assigned mentor. Additionally, Johns considered that through

sharing reflections on learning experiences, greater understanding of those experiences could be achieved than by reflection as a lone exercise. The support of a critical friend, a colleague who is trustworthy, knowledgeable and skilled, will be important of considering. In many schools, teachers work closely with teaching assistants in planning, preparing and evaluating lessons (Johns, 2000). Given the title of 'model teacher' a critical friend plays an important role in working closely with the teachers during planning, preparing and evaluating lessons. This type of collaboration in LS not only builds in reflective practices but also promotes reflection as an important way to develop awareness. Model teachers become the teacher's learning partner and work together in "a systematic but non-threatening manner" (Government, 2015, p. 18). It is also possible to conduct reflective practice with learners themselves. In fact, promoting reflective learning is essential if learners are able to develop awareness of how well they are doing, what they need to do to improve and how this can be achieved. So, a student in a tertiary context has the potential to become teacher's learning partner by asking them to evaluate teacher's lessons in the classroom.

The process of collaborative reflective practices in which teachers work together in order to develop student learning becomes an inseparable part of LS (K.-E. Lee et al., 2013; Lewis, 2000, 2009; Lewis, Perry, & Murata, 2006; Lewis & Tsuchida, 1998) and thus warrants further investigation in its application to PL in EFL teaching in Indonesia. LS as a collaborative reflective practice of PL is now further explained below.

Lesson Study as a collaborative reflective practice

Drawing inspiration from Dewey, reflective practice promotes the idea of life-long learning (Bradbury, Frost, Kilminster, & Zukas, 2012) where a practitioner evaluates experiences in order to learn from them. As teachers progress through the phases of 'PLAN, DO & SEE', their engagement in reflective practices and collaborative work enables them to focus on the nature of their teaching, becoming inquirers in the classroom (Leitch & Day, 2000), evaluating and taking the best teaching approach from various resources, developing knowledge of their subject area and of themselves as specialists of that subject and in the process building on their motivation and essentially learning to learn. In developing the habits of lifelong learning, LS becomes an effective

means to develop PL, instilling creativity, initiative and responsiveness in people thereby enabling them to demonstrate their new learning in their teaching.

In the literature, LS is defined as a systematic inquiry into teaching practice by examining lessons (Fernandez, 2002). The collaborative, reflective and iterative teacher development process embedded in LS contributes to its role as an effective model of PL (Chassels & Melville, 2009). Based on the principles of collegiality and mutual-learning, LS is also well recognized for its contribution to developing a learning community among educators (Hendayana, Saito, et al., 2007). According to Murata (2011), reflective practices and collaborative work are a part of the five key features of LS: 1) LS is centred on teacher's interests, 2) LS is student focus and about student's learning, 3) LS involves open lessons, 4) LS is a reflective process, and 5) LS is a collaborative process.

The practice of reflection and collaborative work is embedded and facilitated in all three phases of LS of 'PLAN, DO and SEE'. For instance, in the PLAN phase of LS, teachers work together in designing lessons to be presented in an authentic classroom. In this phase, teachers collaboratively establish lesson objectives, evaluate instructional materials, determine how to assess student understanding, review one's understanding of the subject content, and situate an instructional experience in the curriculum. All these tasks provide opportunity for individual and collective reflection on content and pedagogy and have the potential to deepen a teacher's subject knowledge for teaching and pedagogical content knowledge. The significant presence of model teachers who also function as a More Knowledgeable Others (MKO) (Vygotsky, 1978) strengthens the collaboration happening during this phase.

In the second phase of LS named 'DO', teachers carefully examine a live classroom interaction between the model teacher and the students, and pay particular attention to students' learning in the process. During this observation process, teachers are observers and are encouraged to engage in critical thinking about the situation as it is happening in front of them. In this phase, teachers essentially collaboratively frame and reframe their previous experience so that they are able to make subsequent actions in practice (Loughran, 2002). In the final phase of LS, 'SEE', both the model teachers and the observers gather to collaboratively reflect on their teaching practices, and try to

make meaning of their experience as well as make decisions on what actions to take as the result of their reflections. As teachers work through the phases of LS, they do not only find solutions to their problems but also find new meanings and create ways to provide new learning and teaching structures for the growth of their students and themselves (Rodgers, 2002).

LS as a collaborative form of reflective practice is regarded in the literature as a means to improve teacher's PL; however, its practice in the teaching of EFL in Indonesia university contexts has been scant (Suratno & Iskandar, 2010). This study aims close this gap by investigating LS as a form of PL with the potential to create the conditions necessary for University lecturers to engage in a collaborative form of reflective practice. It is the contention of this study that LS, as a collaborative form of reflective practice, will enable University lecturers to develop a body of knowledge and pedagogical repertoire necessary to better teach EFL.

Chapter summary

The chapter discussed LS in its wider context of reflective practice and collaboration in teacher education, and how LS was potential to become a model for building PL in tertiary contexts. A discussion of the practice of PL in higher education and the needs of PL in higher education opened the chapter. The discussion was followed by the current practices of PL in Indonesian universities, the principles of LS as a collaborative reflective practice that can build an effective culture of PL in higher education, the key principles of reflective practice in higher education, and the principle of collaborative reflective practice. The chapter was concluded by explaining LS as a collaborative reflective practice which is effective in maintaining teacher professionalism.

Chapter 3

Methodology

Introduction

This research investigates the English as a Foreign Language (EFL) teachers' and Lesson Study (LS) specialists' beliefs about LS as the EFL teachers' collaborative and reflective practice form of Professional Learning (PL) in Indonesian secondary school contexts. The study compares and contrasts these participants' beliefs about LS as the EFL teachers' model of collaborative and reflective PL with those of the EFL lecturers' PL in higher education. In order to understand their beliefs, I need to gain an insight into their reasoning, beliefs and intentions about LS. Thus a qualitative, interpretive research paradigm underpinned this study and qualitative research methods were used to collect the data.

The purpose of this chapter is to explain the process by which the research methodology and the research methods were chosen and used in the study. The chapter begins with an explanation of the naturalistic, interpretivist research design. The second section discusses the selection of participants. The third section addresses data collection, and the fourth section describes the process in which the data will be analysed and presented. Section five elucidates translating and interpreting issues, followed by data presentation. Trustworthiness in research is discussed. Finally, this chapter addresses my position of being an insider and outsider in the research process. I occupy both emic and etic positions. I am a colleague and co-worker with the research participants (an insider) and I am the researcher different from the participants (an outsider).

Research design: A naturalistic, interpretivist approach

The present study takes as its focus the EFL secondary school teachers' and LS specialists' beliefs about LS as their form of collaborative and reflective PL in secondary school contexts and how their perceptions compare and contrast with those of EFL lecturers' PL in university level. In the study, I applied an interpretivist approach

(Bryman, 2012; Schwandt et al., 2007; Walsham, 2006) to knowledge to seek these participants' beliefs. The other reason why I used this approach was because it enabled the development of my greater understanding about the participants' interpretations about LS and how they made meanings about these interpretations.

This study was conceptualised within an interpretive paradigm. An interpretive paradigm is based on the knowledge of reality; making sense of the world that is socially constructed by human beings and these meanings are subjective, rather than objective (Walsham, 2006). Thus, interpretivism is a way to understand human behaviour in relation to their actions in their social world (Bryman, 2012). In this case, human beings are understood as 'agents' instead of as 'objects'. While human beings create their meanings in their social worlds, at the same time their interpretations of meanings are influenced by their worlds (Schwartz-Shea & Yanow, 2012, p. 46). In the study, developing understandings about how the EFL teachers in Indonesian secondary schools and LS specialists make sense of LS requires subjective interpretations.

This study also seeks to unravel how these participants' beliefs form the basis of professional studies. An interpretivist approach to this research not only acknowledges that people's meanings are different and subject to their own interpretations, but also encourages the gathering of multiple interpretations of the phenomenon; "I can double, or even triple interpretation to obtain concepts, theories, and literature of a discipline" (Bryman, 2012, p. 31). Using an interpretivist focus allows for 'thick descriptions' (Geertz, 2003, p. 175) of data and does not stipulate formal hypotheses, requiring a cyclical process of researcher sense-making (Schwartz-Shea & Yanow, 2012).

Interpretivism is concerned with subjective meaning (Zúñiga, O'Donoghue, & Clarke, 2015), and therefore in order to understand the subjective meanings of LS in a specific phenomenon or context, the social reality of the participants also becomes a point of focus. Interpretivism in this study thus aims to grasp the meaning(s) of LS in context. This research is best described as an interpretivist study within a naturalistic inquiry. As described in the next section, naturalistic inquiry links understandings and meanings with context and action.

Naturalistic inquiry

Underpinned by interpretivism that views reality as something perceived differently by individuals, resulting in multiple interpretations of meanings (Agostinho, 2005), naturalistic inquiry is employed to understand people's construction of meaning in their natural surroundings as well as the changes in their meanings. Initially introduced as a contrary position to a positivist paradigm (Agostinho, 2005; Lincoln & Guba, 1985; Tuli, 2011), naturalistic inquiry was built under five axioms, or basic beliefs (Agostinho, 2005; Lincoln & Guba, 1985). These axioms were further elaborated by Lincoln and Guba (1985) as the followings;

- axiom 1: Ontologically, realities are multiple, constructed, and holistic;
- axiom 2: Epistemologically, the researched and researcher are interactive and inseparable;
- axiom 3: Generalization is possible as long as a working hypotheses exists;
- axiom 4: The possibility of causal linkage is inevitable, it is impossible to distinguish causes from effects; and
- axiom 5: Inquiry is value-bound (axiology).

The axioms underlying naturalistic inquiry are relevant to this study. Firstly, the study was carried out in the natural setting of the participants where the activity PL were conducted. Secondly, I became the primary data-gathering instrument in which I collected the data and built interactions with key informants. Thirdly, qualitative methods were used in the study because they were more adaptable to dealing with multiple realities. Fourthly, purposive sampling was conducted in order to maximise the data collection, and finally, data analysis was undertaken inductively. However, as I came to the topic with my previous knowledge, deductive process in analysing the data was also conducted in this study.

Participants

Sampling of participants

In this study, purposive sampling was used. Purposive sampling selects 'information-rich cases' (Patton, 2002, p.242) by which I was able to obtain information to answer my research questions. Of the sampling strategies, two types were used in the study, 1) purposive sampling and 2) opportunistic sampling (Patton, 2003). The following section describes further the purposive and opportunistic sampling used during the data collection.

Purposive sampling

The EFL secondary school teachers who were involved in English Subject Teacher Forum (ESTF), and involved in an LS program within their school for at least three years were invited to participate in this study. Participation was voluntary. Prior to the data collection, I contacted the leaders of the ESTF in Binalong and Yarrawalla province so they could inform the EFL teachers about this research project and invite them to be involved. Any EFL teachers who met the research criteria was eligible to join the project, and the opportunity to be involved in the project ended when I had enough teachers for the study. The teachers selected in the study had at least three year teaching experience with LS and were able to provide insights about how LS was implemented in secondary schools, especially in EFL teaching. Also, the teachers should be familiar with LS principles, and experienced in many problems and challenges during the LS implementation as well developed many strategies to solve any problems they encountered. Thus, their views on LS were valuable in this study.

In addition to the first group of participants, the EFL lecturers in a language training centre, the Gama Language Training Centre (GLTC) were also purposively selected to participate in this study. Similar to the EFL teacher participants' recruitment, the inclusion of these EFL lecturers in the study was based on a voluntarily approach. In the beginning of the study, I wrote an email to the head of the GLTC asking for her cooperation to conduct a study in her institution. The head of the GLTC then invited permanent and non-permanent EFL lecturers who met the research criteria to involve

in the project. Seven EFL lecturers who had an EFL education background, a minimum of five years teaching experience in the GLTC, and high interests and involvement in various PL activities were included in the study. These participants were differentiated into two groups; four permanent EFL lecturers and three non-permanent EFL lecturers. These participants were able to provide insights into how PL was conducted in the GLTC, and how the PL they conducted aligned with the principles of LS in secondary schools.

Finally, LS specialists from Binalong and Yarrawalla province who had at least a ten year experience in LS programs and were involved in and assisted many LS practices in Indonesian schools were also specifically chosen to participate. To find appropriate participants, I went to the university where the LS specialists based their work in both provinces, Binalong and Yarrawalla. I met the dean of the faculty of the university and asked help to invite the LS specialists to join the project. These LS specialist participants were expected to provide valuable insights into LS implementation in Indonesia, the prospect of LS in bettering education in Indonesia, the contribution of LS to teaching innovation, and the problems and challenges in implementing LS in Indonesian school contexts. The profiles of the chosen participants are presented in Table 1.

<i>Group</i>	<i>Types of the participation</i>	<i>Setting</i>	<i>Criteria</i>	<i>Contribution to the study</i>
<i>EFL teachers</i>	<i>Voluntarily</i>	<i>Binalong</i>	<ul style="list-style-type: none"> • <i>At least three year teaching experience with LS</i> • <i>Familiar with LS principles</i> • <i>Experienced in many problems and challenges in LS implementation</i> • <i>Have developed many strategies to solve any problems in LS</i> 	<i>Give insights about LS practices in secondary schools</i>
<i>EFL lecturers</i>	<i>Voluntarily</i>	<i>Yarrawalla</i>	<ul style="list-style-type: none"> • <i>Have EFL education background</i> • <i>At least have five years teaching experience in the GLTC</i> • <i>Very interested in PL</i> • <i>Very involved in various PL</i> 	<i>Provide insights into how PL was conducted in the GLTC</i>
<i>LS specialists</i>	<i>Voluntarily</i>	<i>Binalong Yarrawalla</i>	<ul style="list-style-type: none"> • <i>At least ten year experience with LS program</i> • <i>Involved in LS program</i> • <i>Assisted many LS practices</i> 	<i>Provide valuable insights into LS implementation, its contribution to teaching innovation, and the problems and challenges in implementing LS in Indonesian school contexts.</i>

Table 1. Profiles of purposive sampling participants

Opportunistic sampling

In addition to purposive sampling, opportunistic sampling was used in the study. During the process of data collection, I was invited to attend a story telling competition among secondary school students in Bay district, Yarrawalla province. As an EFL lecturer, I was frequently invited and assigned as an adjudicator in various English competitions such as storytelling, debates, and speeches. At this particular event, many EFL teachers who had various teaching experience with the LS programs at secondary school were present. It was this realisation that prompted me to invite these EFL teachers to participate in the current study. After an official invitation, four of the EFL teachers agreed to participate. Having similar criteria of the EFL teacher participants in Binalong province, all of these participants were revealed to have more than four years of experience in teaching and facilitating LS. Each of these teachers received intensive

training on LS programs, and was involved with many LS practices. They became LS facilitators in their LS home base due to their many involvements in the LS training and practices. Thus, their ample experiences with LS would provide information which will help to answer the research questions framing this study.

Overview of participants

Twelve EFL secondary school teachers, seven EFL lecturers and three LS specialists were involved in this study. These participants were from two provinces in Indonesia, Binalong and Yarrawalla. In this study, the participants were grouped into three; Group 1 were EFL secondary school teachers from Binalong and Yarrawalla Province, Group 2 were University EFL lecturers from Yarrawalla Province and Group 3 were LS specialists. Table 2 provides an overview of the participants.

<i>Group</i>	<i>Participants</i>	<i>Age (approx.)</i>	<i>Description of the setting</i>
<i>Secondary school teacher group</i>	<i>8 teachers 4 teachers</i>	<i>30 – 50 30 – 60</i>	<i>Binalong Yarrawalla</i>
<i>University Group</i>	<i>4 permanent EFL lecturers 3 non-permanent EFL lecturers</i>	<i>20 – 40 30 - 50</i>	<i>Yarrawalla Yarrawalla</i>
<i>LS specialist Group</i>	<i>2 LS specialists 1 LS specialists</i>	<i>45 – 60 55</i>	<i>Binalong Yarrawalla</i>

Table 2. Participant Overview

Description of group 1: Secondary school teacher group

The participants in this group were from two provinces, Binalong and Yarrawalla. There were eight EFL teachers from Binalong province and four EFL teachers from Yarrawalla province. Of eight teachers from Binalong province, two were males and the others were females. The EFL secondary school teachers from Yarrawalla province were represented by two male and two female teachers.

The EFL secondary teacher participants' ages ranged from late thirties to sixty years old. The oldest teacher was about 57 years old and he had been teaching EFL for 34 years, while the youngest one was 37 years old, and she had been an EFL teacher for 10 years. One teacher finished an EFL graduate program while others graduated with a bachelor degree in English language education. Most teachers from Binalong province had more than three year experiences of LS. Among these teachers, four teachers experienced School Based LS experience (SBLS), while the other four conducted English Subject Teacher Forum LS (ESTFLS). All teachers from Yarrawalla province had the same experience with English Subject Teacher Forum LS (ESTFLS) for more than four years. Since all of them were structural members of ESTF, they became facilitators of LS in their LS home base, and thus had more involvement in EFL LS than other teachers in Yarrawalla province.

The implementation of LS in Binalong secondary high schools requires a teacher to be involved in the program for at least three years. Therefore, most of the EFL teachers from Binalong had at least three years experiences with LS. Among these EFL teachers, six teachers were from public schools and the other two were from private schools. Four teachers taught year 10 to year 12 students, while the other four taught students in years 7 to 9. The teachers who taught students in years 10 to 12 were experienced with School Based LS (SBLS) while the teachers who taught students in years 7 to 9 were used to do English Subject Teacher Forum LS (STFLS). Both the SBLS and ESTFLS were commonly conducted fortnightly in secondary schools in Binalong province. During three years implementation of LS, these EFL teachers learnt how to design lessons, become observers, become model teachers, and moderators in open classes and reflection sessions. Every teaching and learning process in an open class equipped each teacher with new experiences which eventually would benefit them for their professional development.

The EFL teachers from Yarrawalla secondary schools had approximately more than four year experiences in LS implementation. All of them attended the ESTF in their school community and they held structural positions in this teacher organization. In contrast to LS in Binalong province, LS in Yarrawalla province was initiated by these EFL teachers

who were involved in ESTF. In fact, ESTF was an official EFL teacher organization established to support teachers' professionalism and therefore facilitate teachers' PL using various activities in the forum. During the four years of LS implementation in Yarrawalla province, the EFL teachers had played their roles as lesson designers, observers, model teachers, moderators as well as facilitators. They implemented LS in EFL teaching by imitating the practice of LS in Science and Mathematics subjects as there was no assistance from their university for EFL LS in Yarrawalla province.

Description of group 2: University group

The second group involved seven EFL lecturers from the GLTC in Yarrawalla; four permanent lecturers (female) and three non-permanent lecturers (2 male and 1 female). In the GLTC, the permanent EFL lecturers are hired by the university based on a two year contract and receive a monthly salary, whereas the non-permanent EFL lecturers are employed by the GLTC and are paid on a working basis. The permanent EFL lecturers' age varied between twenty-five and forty years old, and they had mostly graduated from an English education department of English Education Training. Most of these permanent lecturers had been working and teaching English subject in the GLTC for more than five years. Three of them graduated with Master Degrees, and the other one was still working on her graduate thesis. The non-permanent EFL lecturers whose ages ranged from thirty to fifty years old, had been working at the GLTC for approximately ten years. Some of these non-permanent lecturers had other part time jobs in other English language training institution.

In general, these EFL lecturer participants had never heard about or worked with LS practices as a collaborative and reflective form of PL. However, they were heavily involved in PL sessions and learning about various EFL topics ranging from teaching skills to curriculum and syllabus designing. The PL sessions undertaken by these EFL lecturers aimed to develop their classroom practices and pedagogy in EFL teaching, curriculum and syllabus development. In addition, the academic atmosphere existing in the GLTC supported these lecturers to conduct their PL based on on-going activity and collegiality which was very similar to LS principles. In fact, these EFL lecturers in the GLTC had implemented some key principles of LS, but they just did not realize it. This group's

participation in the study was significant because they provided insight about how PL was conducted in the GLTC, and how the PL they did aligned the principles of LS conducted in secondary schools.

Description of group 3: LS specialist group

In the third group, the participants were LS specialists. Two specialists were from Binalong province and the other was from Yarrawalla province. All of these LS specialists were males. There was no intention of selecting the LS specialists from a certain gender; rather, all of the LS specialist participants were males because they were willing to be volunteers for the project while no female LS specialists proposed themselves. These participants were LS specialists who had contributed to the establishment of LS in Indonesia. They initiated LS programs in Indonesia and they had received direct training on LS from LS specialists in Japan through the Japan International Cooperation Agency (JICA), and therefore, they were involved in many LS practices both in secondary school contexts and in teacher training institutions, especially in their own classrooms. These three LS specialists aged from forty-seven to sixty. They had a strong commitment to LS and they were very enthusiastic about sharing their ideas. They all had experience with LS for more than ten years, and they had assisted the initiation, training and implementation of LS in many schools in Indonesia. After more than ten years involvement in LS, they were recognised by the educational community as the specialists in LS, as authors, researchers, observers, as well as practitioners.

Data collection

Under the umbrella of interpretivism is a number of paradigms, approaches to data, and methods of data analysis. Qualitative methods are central to interpretive research and acknowledge the relationship between the inquirer and the object of inquiry, and how they influence each other (Thorne, Kirkham, & O'Flynn-Magee, 2004). Qualitative methods foster the collection of subjective information which is important in this study because it allowed me to investigate people's interpretations resulting from their interactions with their world and their experiences (Merriam, 2009). As this study aimed to understand the EFL secondary school teachers' and LS specialists' beliefs about LS as a model of a collaborative and reflective practice form of PL and how these beliefs

compare and contrast with those of EFL lecturers' PL at university level, qualitative methods enabled me to explore the participants' beliefs about the topic in a substantial and meaningful way.

Commonly used methods in interpretivist studies are informant interviewing, both participants and non-participants observations and analysis of documents. In this study, interviews provided the major source of data collection. Focus group interviews and semi-structure interview were used. These are now explained.

Focus group interviews

Focus group interviews refer to a discussion which is planned and designed thoroughly in order to obtain perceptions or views on a specific topic in a 'permissive, nonthreatening environment' (Krueger & Casey, 2014, p. 2). Focus group interviews usually comprise of six to ten people and allow the participants to hear each other's responses and to make additional comments beyond their original responses as they hear what other people have to say (Patton, 2002). As well as seeking individual, subjective perceptions of LS, this study also sought to create intersections with various viewpoints to uncover layers of understandings of LS and its purpose and function in EFL teaching. The conversational interactions promoted within focus group interviews allowed this to happen.

In addition, focus group interviews are structured "to foster talk among the participants about particular issues" (Bogdan & Biklen, 2003, p. 101). Being informal and more relaxed (Sobreperez, 2008) and having a "loosening effect" (Vaughn, Schumm, & Sinagub, 1996, p. 19), the focus group interviews were particularly important at this phase of data collection because these situations ensured that everyone was comfortable in discussing their beliefs about LS. The focus group interviews were expected to make participants' contributions more open, spontaneous, and revealing (Sobreperez, 2008).

Conducted in a quiet and relaxed setting at the participants' workplace, the focus group interviews were used as an exploratory approach to pilot new ideas and to explicate and better understand constructs. The emphasis in the focus group was on the direct and

face-to-face interactions within the group, thus providing access to data and insight that would not necessarily be obtained through individual interviews. Vaughn et al. (1996, p. 14) list five advantages of the focus group over the individual interview:

1. *synergism*– when a wider bank of data emerges through the group interaction;
2. *snowballing*– when the statements of one respondent initiate a chain reaction of additional comments;
3. *stimulation*– when the group discussion generates excitement about a topic;
4. *security*– when the group provides comfort and encourages candid responses;
5. *spontaneity*– because participants are not required to answer every question, their responses are more spontaneous and genuine.

As this study was intended to understand EFL secondary school teachers' and LS specialists' beliefs regarding their experiences in implementing PL using the model of LS, and how their perceptions about LS in secondary schools might help the implementation of LS at tertiary level, two different focus group interviews were conducted. First, focus group interviews with secondary EFL teachers were conducted at the beginning of the research in order to find salient themes emerging from teachers' discussions on LS. The themes obtained from the focus group interviews among these EFL secondary teachers were then generated to become interview questions for the EFL lecturer group. The focus group interviews conducted among the EFL secondary school teachers aimed to understand their beliefs about LS as a result of their involvement in LS program, especially LS in EFL teaching.

The data obtained from these EFL teachers helped me understand the issues about LS implementation in secondary schools contexts, and suggested appropriate action regarding the application of LS as a suitable form of collaborative and reflective PL for EFL lecturers in the GLTC tertiary levels. To garner appropriate data, questions such as 'what is your opinion about LS in EFL teaching?', 'how does LS affect your teaching performance?', 'how does LS support your PL?', and 'how do collaboration, mentoring,

and peer coaching suit your learning environment?’ were addressed to the secondary school EFL teachers.

Second, focus group interviews were also conducted with the EFL lecturers at the GLTC. Two focus group interviews were conducted with the permanent EFL lecturers and a separate one with the non-permanent EFL lecturers. The division between the permanent and non-permanent lecturers was meant to find out more comprehensive information from both groups, and to make the interviews more manageable. Questions such as ‘do you think PL is important for tertiary teachers?’, ‘what do you think is the most effective form of PL?’, and ‘who should be responsible for the PL program at university level?’ were posed to them.

All of the focus group interviews with both the EFL teachers and EFL lecturers were audio-taped. Once a focus group interview was completed, the contents of the interview were directly transcribed in order to maintain its originality. The sooner the transcription was done, the more original the result of the interviews. This is understandable as I still remembered the situation, the gesture of the participants’ body language, and their facial expressions during the interviews.

Individual in-depth interviews

In line with the naturalistic inquiry, in-depth interviews were chosen as they allowed me to ‘to enter other person’s perspectives’ (Patton, 2002, p. 354) so that the key informant’s knowledge and thoughts could be better understood. Using open-ended questions made exploration of ‘the participants’ experiences and understanding’ (Mears, 2012, p. 170). The conversational, open-ended style of in-depth interviews was able to create proximity between the LS specialists and myself as the researcher which was important in facilitating greater voice from these key informants and generating a richer picture of the researched topic (Hays & Singh, 2012). The choice to include individual interviews in the study rather than other qualitative methods such as observations, document archiving, or reflective journals is because of its flexibility, simplicity and time economy.

Individual in-depth interviews were conducted with three LS specialists. As the aim of the interviews was to seek deeper insights about the implementation of LS in many Indonesian schools, a model of responsive interviewing proposed by Rubin and Rubin (2011) was applied. In this model, the key informants chosen were those who had expertise in LS. I listened carefully to what they said during the interviews, and clarified their explanations with additional questions until I really understood them (Rubin & Rubin, 2011). Assisted by the JICA, these LS specialists initiated and introduced the concept of LS among secondary school teachers and principals in three provinces in Indonesia. With ample familiarity and experience with LS practices they have become the experts of LS in Indonesia.

When deciding on the interview questions, their relevance to the research design and ability to answer the research questions framing this study were considered. Kvale (1996) refers to this as the ‘thematic dimension’ of the interview, and contends that “thematically, the questions should relate to the research topic, to the theoretical conceptions at the root of an investigation and to the subsequent analysis” (p.129). Since responsive interviewing was used in the study, I ‘responded to and asked further questions about what was heard from the interviewees rather than relied on predetermined questions’ (Rubin & Rubin, 2011, p. xv). Thus, the questions were asked in a sequence from ‘main questions, probes, and follow-up questions’ (Rubin & Rubin, 2011, p. xv).

The questions for this study began with the open ended question such as ‘what is the contribution of LS in teaching practices?’ Following this, very general questions about this study were asked, in order to determine the most salient issues on the minds of the participants (for example, ‘how is the implementation of LS in Indonesia?’, and ‘how does LS in Indonesia differ from that in Japan and other countries?’), proceeding to more specific questions about this study, for example, ‘how does the Indonesian government support LS program?’, ‘are there any challenges in implementing LS in Indonesia, both in secondary schools and tertiary context?’. This style of questioning “permits flexibility in participant responses” (Bogdan & Biklen, 2003, p. 96), yielding responses rich in data.

Three individual in-depth interviews of approximately sixty-minutes duration were conducted with the three LS specialists participating. The interviews took place between February 11 and April 30, 2013 with participants nominating a convenient time and place. During the interviews with the specialist, I tried to maintain my emotional maturity and strong interpersonal skills in which I had to become a good listener so that I was able to collect the data by understanding the participants' story and use their story to describe phenomena (Collins & Cooper, 2014). Thus, the individual in-depth interviews conducted in the study allowed the participants to move freely between their views on LS, and how they transform their experience of LS as the model teachers' PL to realize the application of LS at university level. Seidman (2013) argued that the interaction between the researcher and the informant in this type of interview is regarded as subject-object, in which the person interviewed becomes the subject. The term 'subject' also implies that the interviewing relationship is hierarchical and that the person being interviewed is 'subjugated'/inferior (Seidman, 2013, p. 13). In this study, the relationship between the interviewer and the interviewee is interpreted as being on a similar level as these interviewees are regarded as important people who contribute valuable information to this research. Thus, they function more as the key informants rather than being the subject of the study. Through personal narratives and candid opinions the participants offered important insights into the extent to which LS was applied in tertiary context, especially in EFL teaching and learning process

Similar to focus group interview sessions, all individual in-depth interviews with the LS specialists were audio-taped. In addition, every time I completed one interview with the LS specialist, I immediately transcribed the interview for analysis. In this process the interpretivism paradigm underpinning the study was taken into consideration.

Data analysis

In accord with an interpretivist approach, the data collected was not used to prove a hypothesis but rather collected to develop a theory about how LS was understood as a collaborative and reflective form of PL experience among the EFL secondary school teachers. Thus, theory is developed and grounded on the data that emerges during the research (Louis Cohen, Manion, & Morrison, 2013). Also, interpretivists use different

criteria to judge the results of their studies. While positivists rely on the concepts of reliability and validity in assessing their research findings, interpretivists evaluate their research in terms of trustworthiness, which includes credibility, transferability, dependability and confirmability (Lincoln & Guba, 1985; Schwandt et al., 2007). This is discussed further later.

The approach taken to data analysis in this study employed the Qualitative Data Analyses (QDA) model proposed by Seidel (1998). In this model, the process of ‘Noticing, Collecting, and Thinking of interesting things’ (Seidel, 1998, p. 1) became the distinctive processes used to analyse the data (see Figure 4).

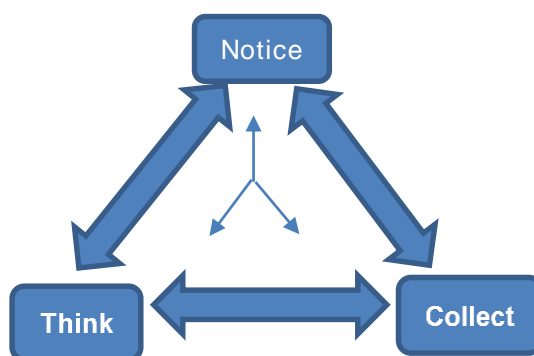


Figure 5. Qualitative Data Analyses model

As shown in figure 4, the QDA process is not linear. When doing this process, I did not just simply ‘Notice, Collect, and then Think’ about things, and then write about them. Seidel (1998) suggests that the QDA process follows some steps:

- Iterative and Progressive: A cycle that keeps repeating.
- Recursive: One part can recall a previous part.
- Holographic: Each step in the process contains the entire process. (p.2)

Referring to these processes, when analysing my data, I was continuously *thinking* about things and in doing so, I began *noticing new things* emerging in the data which prompted me to continue to *collect* and *think* about these new things. As shown in figure 1, this

process of noticing is iterative, progressive and creates an infinite spiral of data analysis. The process of analysis also becomes recursive because one part of the data analysis process can call me back to the previous part. Many times during my data analysis, I found myself going 'back and forth' and trying to simultaneously notice insights derived from the data whilst also *noticing new things*. The process of 'Noticing, Collecting, and Thinking of interesting things' (Seidel, 1998, p. 1) drew a very careful eye to my data analysis.

The data collected from both the focus group interviews and individual in-depth interviews were analysed within the process of noticing, collecting, and thinking of interesting things in data. When noticing and collecting emerging themes from my data, I was in the process of initial coding and categorising. The Qualitative Data Analyses (QDA) model provided an entire process of *noticing* things, and mentally *collecting and thinking* about things, which enabled a more systematic approach to analysing the data and involved initial coding procedures where the raw data were split into 'individually coded segments' (Saldaña, 2013, p. 51). This enabled me to better handle and manage large amounts of data.

First cycle of analysis

Applying initial coding (or open coding as it is sometimes called) to my data involved coding and arranging data in a systematic order. Saldaña (2013) explains the process as making data part of a system, classifying or categorizing. At this stage, I separated the data into small parts to make the data interpretation easier and more manageable. Initial coding was conducted line-by-line, and sometimes word by word to obtain a thorough analysis and understanding of the data. Coding for actions were sometimes used, resulting in the use of gerunds to help define the phenomena (Charmaz, 2008).

Coding the data and then organizing similar coded data categories, the beginning of a pattern emerged and these were marked with appropriate labels, and these various labels were used for further analyses (Khandkar, 2009). The categories were then classified based on similar information using more abstract labels. Analysing the data by comparing data from one interview group with data from another (Lichtman, 2013) was

manageable, and moving back and forth to uncover a similarity or comparison, served as the basis for the theory development (Hays & Singh, 2012). Memo-writing (Khandkar, 2009) applied in the process of data analyses to helped me stay involved in the analysis and increased the level of abstraction idea. Table 3 shows the example of initial coding.

<i>EP: Apa pendapat bapak/ibu mengenai LS?</i>	Teachers' beliefs on LS
<p>Yan: LS itu sebenarnya kontroversi krn kegiatan itu melibatkan semua guru, ada kesan di anak2 bahwa kalo ada LS pasti kegiatan sekolah libur. Kesan itulah yang berbekas ke anak2. Kalau setiap hari kamis mereka menayakan pak ada open lesson gak? Untuk guru2 sendiri ada sedikit pro dan contra. Ada yg blg bermanfaat ada yg bilang tdk, emang tergantung dr sisi mana kita melihat. Kalo dr org2 yg mungkin fokusnya lbh mengajar ke siswa kmd tdk mau lg melihat perkembangan di luar, ya udah yang penting mengajar, krn katanya kegiatan itu wasting time aja, kata mereka lebih baik mengajar focus di kelas drpd kita ngisi wkt di open lesson tp cuma jd observer aja, dan kmd ngisi checklist, mana yg bgs mana yg tdk, kmd blaming mistakes for their partner about their performance in LS. Tp ada yg yang berfikir ada hal2 yg bisa diterapkan dr hasil melihat org lain mengajar di kelas spt how to handle the conflict problem.</p>	<p><i>Involving all teachers</i></p> <p><i>Giving false image to students</i></p> <p><i>Giving pro and contra to teachers</i></p> <p><i>Doing useful vs useless activity</i></p> <p><i>Feeling reluctant to improve</i></p> <p><i>Wasting time</i></p> <p><i>Doing useless activity</i></p> <p><i>Being negative to observation</i></p> <p><i>Blaming mistakes to peer teachers</i></p> <p>Pedagogical concerns:</p> <p><i>Handling class management</i></p> <p><i>Complaining on LS</i></p>
<p>Nah, dr hasl diskusi di setiap open lesson, itu selalu muncul terus, their opinion....nanya dari upi nya, gmn nih, kalo begini terus kita jd terbingkalai, gmn...kmd org2 yg sama juga, yang ngomong gitu, yg kontra basanya org2 yang sama juga, yg justru tipikal yg spt ini, krn org2 yg ngomong begitu biasanya yg usianya sdh lanjut, they don't want to get something new, resistensinya tinggi, jd mau diberikan apa jg sdh resisten, mereka bilang udah nggak mau lagi, dan memang ada juga sih kalo ktk dibuka, guru modelnya tuh ya memang mengakali...dg tanda kutip mengakalinya spy keliatan wah bagus di dpn org lain, dia mengakalinya dg membuat scenario, muridnya diajari dulu, bagaimana spy aktif, kmd jd kita tdk natural, dan itu terungkap ketika melihat anaknya kok keliatan tdk ada kekakuan dlm menjwb, dan segala macam, padahal banyak org saat itu ...dan ketika ditanyakan itu memang scenario...dan kemudian juga ketika ditelisik materi itu pernah diajarkan, bukan materi yang baru dan mgk jg krn persepsi guru2 jg bhw kita tdk mau dinilai org lain jelak, maksimalnya juga kalo mau jujur sih yah nggak papa ...nah, maksimalnya ini sdh diskenario, sdh diplot. Dan memang ada sekali diindikasikan guru bhw itu mmg sdh diplotting, ya sdh diatur dan mmg sdh diajarkan sebelumnya, dan jd bagus mmg..tp sayangnya sandiwara...</p>	<p><i>Gaining negatives opinions from senior teachers;</i></p> <p><i>Feeling resistant to innovation</i></p> <p><i>Counterfeiting open lesson</i></p> <p><i>Making efforts to get good impressions</i></p> <p><i>Rehearsing open lesson</i></p> <p><i>Making scenario for open lesson</i></p> <p><i>Changing students' habit in class</i></p> <p><i>Reteaching similar teaching material</i></p> <p><i>Imaging teaching performance</i></p> <p><i>Plotting open lesson</i></p>
<p>Irenei: jadi kendalanya nggak ada ya? (kendala dlm melaksanakan open lesson di dpn observer)</p>	<p><i>Finding no barriers in open lesson</i></p>

Table 3. Example of initial coding of Binalong senior high school teacher's beliefs about LS

Second cycle of analyses

The process of 'Thinking' in the Qualitative Data Analyses model is about finding the relationship among coded data in order to cluster them into similar categories. At this stage of data analysis, I departed from the categories to try to create higher abstractions from the data which resulted in themes or concepts. I started to think about categories as outcomes of the coded data. Some categories might contain a group of coded data that needed 'further refinement into sub categories' (Saldaña, 2013, p. 12) and others might contain more substantial information in which understandings and theories could be derived. The process of abstracting theory from the data involved thinking about the data in a more thematic, conceptual and theoretical way. Figure 6 illustrates the process.

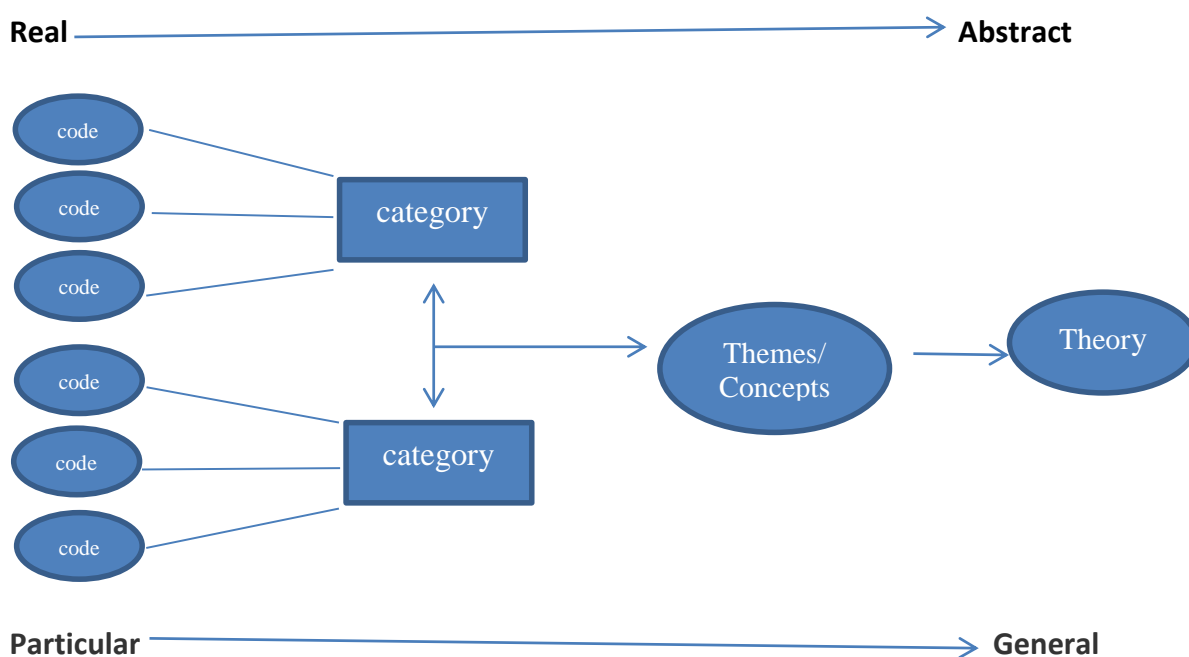


Figure 6. A streamline code-to-theory model for qualitative inquiry

Tools for comparing and contrasting the findings

After the themes of the findings emerged, the comparison of these findings between the participants in secondary contexts and the ones in tertiary level was conducted. In comparing and contrasting these two findings, the considerations such as frame of reference, grounds for comparison, and organizational scheme were applied (Walk,

2015). In this context, the characteristics of PL existing in the secondary schools are used as the frame of reference, while the participants who have experienced in conducting their PL using LS in secondary school level and the participants who have implemented PL in tertiary context serve as the grounds for comparison in the study. Finally, text-by-text style in which all of the first findings was discussed and then followed by discussing all of the second findings was carried out in the study.

Translating/ interpreting issues

In this qualitative study, words rather than statistical numbers were the main interest, starting from data collection to data analyses and report writing. Data were collected in Indonesian. How languages other than English were transcribed into English is considered. In this study, the participants used their national language, Indonesian, during the interviews. Although many of the participants were EFL teachers and EFL lecturers, they were non-native English speakers who barely spoke in English, even in the teaching and learning process in the classroom. Thus, discussing their PL activities using English language as the medium of communication might inhibit the flow of the discussion in the focus group interviews. As speaking in their Indonesian native language was a common practice for them, allowing them to speak Indonesian during the interviews created a more comfortable setting for them. Achieving a more comfortable interview situation, the participants could elicit more emphasis and provide more information in the conversations. As an Indonesian native speaker, I found the data collection process less complicated.

Fluent in both Indonesian and English, I interpreted and translated the interview transcripts from Indonesian language into English. Because the work of translation is an interpretive act (Van Nes, Abma, Jonsson, & Deeg, 2010), there was a possibility that the meaning of the language might be misinterpreted in the process of translation. To avoid any misunderstandings on the meanings that perhaps happened in the process of translation, I viewed the process of translation as a data; 'a non-neutral tool'. The following table shows the process of interpreting and translating the data of the study.

TRANSLATION PROCESS
Reading (the source text)
(Semiotic) analysis of the source text
Interpretation
Elaboration in the target text
Writing in the target text

Table 4. Translation analytic processes

As shown in the table, translating the data obtained from the participants began with a reading of the interview transcriptions, followed by understanding the meanings of the transcriptions. The next step was making data interpretations by considering cultural and linguistic systems, and then elaborating the meaning in the target language. Using this approach ensured minimal misinterpretation between me and the participants keeping the trustworthiness of data intact. To reduce the loss of meaning and enhance the research trustworthiness, I focussed on the thinking and reflection process, and in an attempt to avoid potential limitations in the analyses, the original language was maintained as long as possible (Van Nes et al., 2010). Translating some of the participants' specific quotes was at times difficult because these quotes were closely related to cultural understandings. This case often happened in Binalong province in which the participants sometimes spoke in Sundanese language, and I did not quite understand the meaning. In this case, I directly asked for clarification from them and ask them to explain the meaning in Indonesian language. A similar case also occurred in Yarrawalla province in which the participants sometimes uttered their opinions in Javanese language. In this instance, I had no significant problems in understanding and interpreting the meaning because Javanese language is my mother tongue. However, the process of interpreting and translating these local languages was done at the end of data analyses so that the original meaning was maintained.

Data presentation

When making decisions about how to report the results of the study, my aim is to find not only ways to present similar and contrasting views about LS as teachers' collaborative and reflective form of PL, but also to create spaces for individual viewpoints. To achieve this the presentation of data needed to involve more than a

mere record or interpretation of the various human experiences unfolding in this research. I wanted the writing process to take account of the full richness of the various natural settings in which the interviews took place as well as leave ample spaces for the voices of teachers and those in positions of authority and influence. With all of this thinking in mind, I found the fundamental components of narrative including 'perspective' and 'voice' supported the respective positions of the participants, researcher and readers alike.

The use of narrative analyses has attracted many scholars of public administration and public policy (Feldman, Sköldberg, Brown, & Horner, 2004). This approach was used in this study for a number of reasons. First, data collected from the participants were represented in narratives form as a result of extensive communication between the participants and me. Through the communication, the key informants 'not only illustrates his or her version of the action but also provides an interpretation or evaluative commentary on the subject' (Feldman et al., 2004, p. 148). In this case, the data collected as the interaction between the EFL secondary school teachers and me as the researcher, between the EFL university lecturer and me, and between the LS specialists and me, provided me with a space to interpret their views on LS as well as on PL, which eventually led me to a deeper understanding of the topic.

Second, as interpretive paradigm underpinned the study, people's interpretation became important and narrative analyses used in the study aimed to uncover participants' stories. The interpretation of their stories was done both explicitly and implicitly, meaning that I needed to understand not only what was spoken but also the meaning behind their words, or what remained unspoken.

In conducting narrative analyses, two approaches proposed by Feldman et al. (2004) were applied in the study, comprising opposition and enthymeme. Opposition was understood that one way of creating meaning in discourse was by giving attention to the opposite meaning embedded in the discourse (Feldman et al., 2004). This idea was to suggest that the interpretation of the participants' story began with what was implicitly spoken rather than the explicit words. Thus, when the participants explained a situation, to understand the meaning meant to look at the opposite site. In addition,

enthymeme or incomplete logical inferences (Feldman et al., 2004) was also used in the study in order to allow a syllogism as a way to interpret the participants' story. Syllogism was understood as logical arguments that help the participants express their ideas in the story. The following is an example of data presentation using narrative analyses.

Example #1. "Teachers' beliefs about LS"

LS itu sebenarnya kontroversi krn kegiatan itu melibatkan semua guru, ada kesan di anak2 bahwa kalo ada LS pasti kegiatan sekolah libur. Kesan itulah yang berbekas ke anak2. Kalau setiap hari Kamis mereka menayakan pak ada open lesson gak? Untuk guru2 sendiri ada sedikit pro dan contra. Ada yg blg bermanfaat ada yg bilang tdk, emang tergantung dr sisi mana kita melihat. Kalo dr org2 yg mungkin fokusnya lbh mengajar ke siswa kmd tdk mau lg melihat perkembangan di luar, ya udah yang penting mengajar, krn katanya kegiatan itu wasting time aja, kata mereka lebih baik mengajar focus di kelas drpd kita ngisi wkt di open lesson tp cuma jd observer aja, dan kmd ngisi checklist, mana yg bgs mana yg tdk, kmd blaming mistakes for their partner about their performance in LS. Tp ada jg yang berfikir ada hal2 yg bisa diterapkan dr hasil melihat org lain mengajar di kelas spt how to handle the conflict problem.

Nah, dr hasl diskusi di setiap open lesson, itu selalu muncul terus, their opinion...nanya dari upi nya ,gmn nih, kalo begini terus kita jd terbengkalai..gmn..kmd org2 yg sama juga, yang ngomong gitu, yg kontra biasanya org2 yang sama juga, yg justru tipikal yg spt ini, krn org2 yg ngomong begitu biasanya yg usianya sdh lanjut, they don't want to get something new, resistensinya tinggi, jd mau diberikan apa jg sdh resisten, mereka bilang udah nggak mau lagi, dan memang ada juga sih kalo ktk dibuka, guru modelnya tuh ya memang mengakali...dg tanda kutip mengakalinya spy keliatan wah bagus di dpn org lain, dia mengakalinya dg membuat scenario, muridnya diajari dulu, bagaimana spy aktif, kmd jd kita tdk natural, dan itu terungkap ketika melihat anaknya kok keliatan tdk ada kekakuan dlm menjwb, dan segala macam, padahal banyak org saat itu ...dan ketika ditanyakan itu memang scenario...dan kemudian juga ketika ditelisik materi itu pernah diajarkan, bukan materi yang baru dan mgk jg krn persepsi guru2 jg bhw kita tdk mau dinilai org lain jelak, maksimalnya juga kalo mau jujur sih yah nggak papanah, maksimalnya ini sdh diskenario, sdh diplot. Dan memang ada sekali diindikasikan guru bhw itu mmg sdh diplotting, ya sdh diatur dan mmg sdh diajarkan sebelumnya, dan jd bagus mmg..tp sayangna sandiwara.

TRANSLATION:

LS is actually controversial because that activity involves all teachers. There is an assumption from the students that if LS is conducted in their school, they are free from learning activity [because all teachers will be busy]. That impression was traced by the students. Every Thursday they ask their teacher whether there is an open lesson. Also, LS causes controversy among the teachers. Some say LS is useful, while some others say useless. So, it depends on how they look at LS. Teachers who focus their work merely on teaching do not want to follow new knowledge development outside, and they just think that teaching is the most priority. They think [LS] is a waste of time. They prefer focussing on teaching their class rather than attending LS and observing students in the class. But,

other teachers think that they get benefit by observing other teacher teaching in the classroom such as how to handle the conflict problem.

Based on the discussion on every open lesson, the teachers give their opinions...they don't want their class neglected when LS is conducted, they don't want to waste their time, etc. Usually, the teachers who have such opinions are the senior [old] teachers, they don't want to get something new, they are resistance [to LS], so whatever comes to those teachers will be rejected. Also, there is a scenario in an open lesson. [This scenario] is from the model teacher in order that the teaching and learning process looks good. Thus, the class is previously prepared by teaching the material before it is presented again in the open lesson so that the students are familiar with the materials and they look good and smart when observed by many teachers. However, when the observers sit in the open lesson, they know that the class doesn't look natural, and when they ask the model teacher, it turns out that it has been previously taught. So it's not a real class activity.

Trustworthiness

Establishing trustworthiness was chosen and conducted in the study as it was regarded as important for both the researcher and the readers. From my point of view, trustworthiness was able to help increase the designs of assessing the rigor of their qualitative studies, whereas from the readers' perspective, it might be helpful to measure the value of the findings of their research (Krefting, 1991). Rigor of data in this study was enhanced by triangulation. Defined as the employment of multiple methods in studying the same phenomenon to increase credibility (Hussein, 2015; Tuckett, 2005), triangulation involves the "incorporation of multiple data sources and theoretical perspectives" (Glesne & Peshkin, 1992, p. 24). Triangulation involves the combination of two or more data sources, methodological approaches, theoretical perspectives, investigators and analysis methods (Hussein, 2015). As the issues under study were complex and required elucidation, triangulation helped me to identify different perspectives from the participants (Flick, 2011). The participants' viewpoints and data collected from all interviews were triangulated to provide more perspectives. Triangulation also enabled the data from one source to be checked against each other from another source, which could "reduce the risk of systematic biases or limitations of a specific method" (Maxwell, 2013, p. 128).

All quantitative research must maintain its quality through validity and reliability. This present study must also define its quality in terms of trustworthiness and rigor (Merriam, 2009). Trustworthiness was focussed on the credibility of the research results

(Lincoln & Guba, 1985), while reliability or dependability, the ability to generate similar results if the study were to be reiterated (Morse, 2015; Shenton, 2004), was not applied in the study as each human situation is unique and therefore maintaining high reliability which is based on 'scientific' research is unlikely (Shipman, 2014, p. viii). In other words, it is regarded unlikely possible to repeat similar research settings in this interpretive study. To maintain credibility of the data obtained, four strategies were applied; 1) using translation principles to avoid meaning loss, 2) establishing good rapport and good communication with the research site and participants, 3) triangulating data, and 4) conducting library research on prior research findings. Each of these is now discussed.

Using translation principles carefully in order to avoid meaning loss of the findings was applied in this study. As data collection in this study was conducted using participants' national language and sometimes even using the participants' local language, and the report of the research was presented in English, the translation process in this study became inevitable. To maintain truthfulness the data, translation strategies were applied such as staying in the original transcript as much as possible, using direct assistance from participants during interviews, and using my ability as someone who shared mother tongue language with one group of participants to understand participants' cultural references.

Establishing good rapport and good communication with the institutions where the participants work was carried out prior to the first data collection, and it was fundamental to establishing trustworthiness of the study. I willingly made arrangements with the key persons of the institution and visited them before the interview sessions took place. The nature of the in-depth interviews also allowed me to establish more opportunities to build good rapport with each of the LS specialist participants. Triangulating data was conducted by involving different methods of data collection such as focus group interviews and individual in-depth interviews. Collecting evidence from different sources allowed for different themes or perspectives to emerge contributing to richer data, whilst also increasing the credibility of this research. Finally, library research on prior research findings was undertaken to know whether this research results accorded with prior studies. Silverman (2006) considered the main criterion

when evaluating the results of qualitative research was when researchers were able to relate their findings to existing research, theoretical debates or the most recent knowledge. It may be that my findings may strengthen existing understanding, generate new theory, or contrast with existing theory.

Gaining research access

In this section, the process of gaining research access is explained in order to present a better understanding on my emic and etic positioning in this research. In this study, I had easy access to the EFL lecturer participants in Yarrowalla province because I used to be an academic staff member in the GLTC for more than ten years so I was familiar with the institution and I had a good relationship with almost all of the EFL lecturers. Similarly, I used to study at the same university with some of the EFL secondary school teachers in Yarrowalla province and my relationship with these teachers had been well maintained. These acquaintances gave me the opportunity to observe various practices of LS in the secondary school, observing their LS phases conducted in ESTF.

The access to the EFL teacher participants in Binalong province was a result of my involvement in a conference of LS conducted by Indonesian University of Education (IUE), in Binalong. In that conference, I met some IUE lecturers who pioneered the establishment of LS in Indonesia. Supported by the Indonesian University of Education and Wets Java District Education Office, these lecturers built a school-university partnership scheme in order to implement LS in secondary schools. Two of these lecturers became the LS specialist participants in this research. These LS specialists provided me with a lot of access to observing LS practices in Binalong, attending a training for LS facilitators in one of their LS training sessions, and accessing unlimited information about LS in their resources collection. In addition, these LS specialists introduced me to EFL secondary school teachers in Binalong who were also participants of this study. This is how I gained access to the research participants in Binalong.

Being insider and outsider

The nature of the qualitative methods employed in the study enabled me to form a direct and close relationship with the participants as I collected and analysed the data,

giving me a membership status in relation to the participants (Dwyer & Buckle, 2009). My insider and outsider positions in the study is considered. As an insider I have similarities with the research participants in terms of identity, language, and experiences, whereas outsider positioning is the opposite (Dwyer & Buckle, 2009).

In this study, I took both positions as an insider and an outsider to maintain research objectivity. As an insider, I enjoyed some insider status and easy access to the participants of the GLTC and the EFL secondary school teachers. Having worked in the GLTC for more than ten years and having established a relationship with the EFL lecturers enabled me to share several common things such as similar experiences of teaching, similar language, similar education background, and similar identity. In addition, being an insider, I understood the problems faced by most teachers in Indonesia such as minimum remuneration, heavy work load, and tight time schedules. However, being an insider in that community did not mean that I automatically understood the participants' lives (See Bhattacharya, 2009).

I was also an outsider in the study because I had been living in Australia and was undertaking a PhD program which was commonly regarded as very high status education in my country. Furthermore, having the current status of a PhD candidate from overseas resulted in an assumption from the EFL teachers that I was more sophisticated and much smarter than them, and this condition at times caused these EFL educators to distance themselves from me. Therefore, I had to find ways to gain the balance between my insider and outsider positioning in the study.

Chapter summary

The chapter describes the research methodology and the research methods used in the study. A naturalistic, interpretivist approach used as the research design in the study has been presented in the chapter. Using qualitative methods, three groups of participants comprising EFL secondary school teachers, EFL lecturers, and LS specialists were involved in focus group and in-depth interviews. The data collected from those participants were then transcribed, and analysed using Qualitative Data Analyses model. As the data collection was conducted in the participants' national and local language,

the issue on translating and interpreting is also elucidated. To maintain objectivity of the research, trustworthiness is also discussed, and then continued by explaining how I gained the research access. Finally, this chapter addresses the issue of my position of being an insider/outsider in this research process.

Chapter 4

The participants' beliefs about Lesson Study: A means of understanding Professional Learning

Introduction

In this chapter, I present English as a Foreign Language (EFL) teachers' and the Lesson Study (LS) specialists' beliefs and experiences about LS as a means to understand professional Learning (PL) in secondary schools. This chapter also aims to answer the first research question "what are the EFL secondary school teachers' and LS specialists' beliefs about LS as a form of PL?" Understanding the beliefs and experiences of LS from these educators is important because these participants have implemented and experienced LS as their PL in secondary schools. Their beliefs and experiences will contribute to better understanding the potential application of LS as a collaborative reflective practice of PL in tertiary contexts. A more detailed analysis of these findings is presented in Chapter Seven. In this chapter, the findings presented are from both focus group interviews with EFL secondary school teachers and in-depth interviews with individual LS specialists (See Table 5).

<i>Group</i>	<i>Participants</i>	<i>Age (approx.)</i>	<i>Description of the setting</i>
<i>Secondary school teacher group</i>	<i>8 English teachers</i>	<i>30 – 50</i>	<i>Binalong province</i>
	<i>4 English teachers</i>	<i>30 – 60</i>	<i>Yarrawalla province</i>
<i>LS Specialists Group</i>	<i>2 LS specialists</i>	<i>45 – 60</i>	<i>Binalong province</i>
	<i>1 LS specialist</i>	<i>55</i>	<i>Yarrawalla province</i>

Table 5. Participant Overview in Secondary contexts

The participants' beliefs about LS are reflections and critical thinking about the practice of their PL in secondary school contexts. Participants' conversations about LS reveal various conceptions about LS as the model of their PL which include 1) LS as problem settings and solving, 2) LS as a process of thinking and learning, 3) LS as an experience of learning EFL knowledge, 4) LS as a way of learning effective EFL pedagogy, and 5) LS as collaborative work. The participants also identify some problems and challenges associated with LS when conducting their PL. Each of these themes will now be discussed in turn.

The participants' beliefs about lesson study: What it means for understanding teacher's professional learning

The Teacher and Lecturer Law No 14/2005 requires all teachers in Indonesia to regularly be involved in PL. LS conducted by the EFL teachers in Indonesian secondary schools is their way of engaging in PL. As described throughout this thesis, LS is a collaborative form of reflective practice and can build teaching competencies.

As a new model of teacher PL in Indonesian school contexts, LS is viewed differently among teachers. Interview responses to my opening question about their beliefs about LS were consequently quite diverse. In their responses, many of the EFL teachers had a relatively good understanding about LS although they could not clearly articulate its specific aims or purposes. One teacher thought that LS was a "kind of research" while another teacher believed it was a "new approach" or a "new method" to improve teaching. Some teachers described LS as a "collaborative" and "sharing" activity while others mentioned LS was "a time for change". Nancy, an EFL teacher in Binalong province stated: "I thought it's like research. Someone is teaching and then observed." In contrast, Rose, another teacher thought LS was merely teachers gathering for a teaching demonstration: "I just felt confused because it's not teaching approach, and it's also not teaching technique. So, what's that? And then I thought it was only teacher gathering."

These various understandings and perceptions about LS among the EFL teacher participants are significantly influenced by LS policy in Indonesia where LS was originally

intended to improve the quality of Mathematics and Science subjects. Using a school - university partnership scheme, the school was responsible for assigning a teacher to join LS, and only a few schools and few teachers were involved at first. After several years of implementation, LS was introduced to other subjects such as EFL. So for EFL teachers LS is comparatively new and their understandings varies depending on what information they obtained from Mathematics and Science teachers who implemented LS in their class. Although LS specialists from university level have introduced best practices and training about LS to secondary school teachers, as Simon stated, “the training is often restricted to the LS facilitators, the head of Subject Teacher Forum, and the school principals”. As a consequence, not every teacher has a chance to get direct information about LS and this can lead to insufficient knowledge and expertise.

In their separate in-depth interviews, the LS specialists also provided a variety of responses to what they believe LS to be. Common among the responses was the perception that LS was a form of “professional development”, “teaching methodology”, “teaching technique” and “teacher gathering”. In his dissemination of LS to secondary school teachers, Simon shares how many of the teachers he works with confused lesson study with “regular” activities they currently undertake:

... when I was introducing LS to schools in Smithtown⁵ regency, suddenly, a teacher raised his hand and said, ‘Sir, we used to have this kind of activity. I was observed and commented on [by other teachers]. And when the project was finished, it’s gone. No more activity.

For many LS specialists, familiarity with LS was achieved after participating in LS or attending functions or seminars for more than ten years. As LS specialist Alan asserted, “We can be familiar with LS only after we do it minimally fifty times”. Alan also believed that LS contributed to teachers’ learning about their work. He described the process of LS as a form of “teacher training” that was “attached to the school, cheap and collaborative”. Similarly, the EFL teachers expressed that their understanding of LS was better established when they had the chance to engage in it and use it as a part of their routine teaching activity, eventually becoming a teaching habit (Stigler & Hiebert, 1998). Recognising the value of LS in developing new forms of learning and teaching, many of

the EFL teachers repeatedly emphasized in their interviews that LS needs to be an “on-going activity” in order they “improve teachers’ learning”.

Many EFL teachers agreed that LS creates many opportunities for them to engage in a more collaborative reflective practices of PL which can improve their teaching competencies in EFL teaching pedagogy in the classroom. Many associated these competency improvements with the three LS phases; PLAN, DO and SEE. Some of these EFL teachers spoke about how the PLAN phase provided opportunities for them to work together with other colleagues to design effective lesson plans and discuss future programs about the subject. The teaching demonstrated by the model teacher during the DO phase was welcomed as a free lesson in effective models of teaching EFL and new understandings about their work thus emerged from the interaction between the model teacher and the students as well as from the interactions among the students. As Hans stated:

[...during observation] I can observe another teacher presenting lessons [EFL subject]; I can also learn various strategies [of teaching] from subjects other than EFL such as from a sport teacher and how that teacher teaches about discipline [in sports].

In the final phase of lesson study, ‘SEE’, the teachers are also able to sharpen their critical thinking skills by discussing their impressions of the teaching and learning process witnessed with other peer teachers. The situation where the model teacher, the observers, and the More Knowledgeable Others (MKO) share ideas on the teaching and learning process opens opportunities for the teachers to improve their knowledge of EFL subject. As Anna explained, her participation in LS enabled her to better work towards an improvement process in her teaching, providing new ideas and inspiration to redirect her teaching: “Sometimes I don’t know how to explain a certain material to students, but after seeing a model teacher in open class, then I got an idea that can be adopted in my class”.

LS provides many opportunities for teachers to enhance their teaching competencies through its phases and it is then regarded as an effective vehicle to develop and maintain

teachers' PL. LS is based on the principles of collegiality and mutual learning and has the potential to build a learning community among teachers in school contexts.

Lesson study as problem settings and problem solving

Both English secondary school teachers and LS specialists revealed that they experienced many problems and challenges during their work. The problems they faced were mainly related to their subject knowledge and finding better ways to teach this to their students. Many expressed their desire for more assistance from senior school administrators and from external parties. While additional support is welcomed, many also wanted to develop their own individual capacity to address their own problems. This comes as no surprise considering that maintaining the status as an authoritative, knowledgeable figure in the classroom is to be expected in Indonesia (Sanaky, 2005). With a desire to address their own teaching problems, many began to also view LS as the vehicle to not only identify potential problems (problem setting) but also a space to solve these problems (problem solve). As one participant described it, LS with a model teacher is an opportunity to reflect on her teaching and contemplate better ways to do things:

So, [good samples of model class] can't always be adopted in our own class. From our experience in class observation, we can understand what is good and what is not. [...], at least when we see something inappropriate in the classroom we can reflect to our own class and make sure that we want to teach better to avoid similar inappropriateness. That's it. So, the negative things in the 'delivery' session are also considered as our learning, not only the positive ones. We take the positive things, and leave the negative ones...or adjust the negative ones [in our class] or change them into better ones. (Rose)

The interview excerpt above demonstrates Rose engaging with critical thinking while observing the live classroom. When she observed good methods of teaching, she proceeded to think and made mental assessments about whether the effective teaching demonstrated by the model teacher was appropriate to be applied in her own classroom. She understood that good models of teaching could be transferred to different classroom settings. This type of "reflective conversation", which can occur individually or in a group situation (Smyth, 1992) should be placed at the very core of

any teacher PL process; it has the potential to challenge and disturb educational values and goals teachers perceive to be important as well as to reaffirm values and goals they perceive as important in defining the kind of teacher they aspire to be. If teachers are familiar with factors which can serve either to improve or constrain their practice, Smyth (1992, p. 295) claims, they will need to engage with some fundamental reflective questioning which can include:

Describe – What do I do?

Inform – What does this mean?

Confront - How did I come to be like this?

Reconstruct – How might I do things differently?

As Rose engaged in mental “reflective conversations” (Smyth, 1992) and assessment of the lesson before her, she also noticed less effective teaching pedagogy being used by the model teacher and identified this as a “problem”. As she pondered and assessed the situation, she was also thinking about a possible solution if something similar should present in her own classroom. The ability to engage in a thinking process in which she devised solutions to the perceived ‘problems’ she was witnessing in the classroom, positions LS as a vehicle to engage in reflection which involves patterns of thinking (Cowan, 1998). For example, the question Rose asked herself, ‘What can I do in my classroom?’ is a “reflective process-analysis of the approach, formative in nature and aims to develop abilities” (Cowan, 1998, p. 16). The question Rose asked was also contemplating, ‘How might I do things differently?’ is a “reflective self-evaluation of a particular type of performance using criteria against which judgements can be made” (Cowan, 1998, p. 16). This is summative in nature and aims to develop goals and standards individuals set for themselves. In a single opportunity, Rose’s observation to a model teacher during the DO phase, has enabled her to engage in both analytical reflection and evaluative reflection. From her positive attitude during the interview conversation, it was obvious that she engaged with both types of reflection as she interrogated why the model teacher did what she did and learnt something new from that experience. It was also obvious that Rose managed to state the problems during DO

phase and find problem solving as a result of her both analytical reflection and evaluative reflection.

In this excerpt from another participant, Connie also commented on how she engaged in “reflection conversations” while observing model teachers and learnt something important from what she observed from the model teacher: “I did reflection when observing other teachers and I learnt how to teach well by observing other teachers’ weaknesses in teaching. For example, the model teacher didn’t pay attention to all students, or didn’t pay attention to low students.”

Loughran (2002) suggests that a problem in the classroom can be identified as one that is puzzling, curious, or perplexing. In Connie’s interview, she found the teacher’s lack of attention to the ‘low [achieving] students’ puzzling, and identified the model teacher’s failure to pay attention to all her students as problematic. She regarded this situation as a problem because she believed a teacher was expected to distribute her attention fairly to all students in the classroom (Hallinan, 2008). A teaching experience is situational and context specific; the context that shapes the experience also shapes the kind of learning from experience (Miller & Boud, 1996). In the case of Connie, she believed from her teaching experience that the model teacher’s insufficient attention to all students, was deemed a problem. Similar to Rose, as Connie examined the model teacher in the open lesson, she reflected about her own teaching, thought what she could do to handle similar problems if it should present itself in her own classroom, and devised alternative approaches. In responding to this situation, Connie found some solutions to the problem by suggesting some ideas to the model teacher in the debriefing session after class. Connie added her statement:

So, [we] not only provide the facts emerging from the teaching and learning process, but also give the solutions such as offering ideas if the problems happen in my own class. Thus, [we] explain the problems as well as the solutions.

A common understanding presented in these interview conversations so far is that the process of reflection usually begins with a problem followed by intentions to find the solution to the problem. The use of problem solving skills has been particularly influential within the context of learning how to teach by reflecting on practice. Dewey

(1910) has identified reflection as one of the modes of thought during problems. He associates reflection with the kind of thinking that involves turning a subject over in the mind to give it serious consideration and thought and identifies five phases or states of thinking – problem, suggestions, reasoning, hypothesis and testing. Dewey's proposal on such methods of reflection brings an implication that all learning evolves from the method of problem solving (p.303). Thus, the problem appearing in LS is not seen as solely problem, rather it is seen as an opportunity for teachers' learning by which they are challenged to find the problem's solution. With a desire to address their own teaching problems, Connie began to view LS as the vehicle to not only identify potential problems (problem setting) but also a space to solve these problems (problem solve).

As mentioned in earlier chapters of this thesis, LS was initially introduced in Indonesia schools to improve the teaching and learning process in Mathematics and Science subjects. LS applied in the teaching of English across secondary schools in Indonesia commenced less than five years by the time the study was undertaken. While LS in the Binalong city is fully supported by the Indonesia University of Education by providing training on LS to the English teachers, in the Yarrawalla province, LS is a self-funded activity; the English teachers have to find their own way to support the program. It was no surprise that the participants from Yarrawalla province often expressed in their interviews, the lack of support from their schools, incentive or financial contribution as a major problem. As a consequence, many identified their limited understanding of LS as a problem. Based on the focus group interviews with the English teachers of Yarrawalla, they have insufficient knowledge and experience with LS, and thus implement LS based on their own perceptions. As this participant said: "We are never sure what we have done is on the right track because we never have assistance from university level" (Syam).

Like Syam, another participant Romie from the Yarrawalla province attributed his uncertainty with LS to the lack of presence of the 'More Knowledgeable Others' (MKO) or LS specialists. The presence of someone who is more knowledgeable, often referred to as the MKO can also be senior English lecturers, the principal, or the head of English Subject Teacher Forum. The MKO can be "anyone who has a better understanding or a

higher ability level than the learner, with respect to a particular task, process, or concept” (Vygotsky, 1978). When engaging in LS, Romie was unsure if he was conducting LS correctly:

We can handle LS cooperatively with other teachers [from other schools], but the problem is that we don't have qualified assistance from the knowledgeable others. So far, we always use our friends and ourselves as references so that sometimes the problems [subject content] are not fully solved.

When asked further about the value of inviting knowledgeable others from a university level, or creating a partnership between the schools and university, he answered: “Assistance from university is very important, but we are afraid we cannot afford to pay the specialists ... We pay our own expenses and the budget we have is only enough for snacks and copy some materials and media”.

Another solution to the lack of resources provided by the participants was to group the LS home bases and monitor the practice of LS among these home bases. This activity was undertaken Romie who held the position as English subject supervisor at the education office of Bay regency. In his role as the English subject supervisor, he was fully aware that his presence in every LS was to motivate the English teachers to attend and gain new knowledge. Romie stated:

I think it is important to have something new in LS and try to make its implementation more varied. Therefore, I try to invite LS groups from home base 4, 5, 6 into one venue in which I come and share new information on teaching. By inviting three LS group into the same place, I can do my job more efficiently.

Romie tries to make LS more interesting by introducing various teaching strategies to the English teachers. Another participant commented that the lack of teaching variety in LS may contribute to teachers feeling less enthusiastic towards LS than hoped for. Syam said:

Perhaps we've [our LS] less variation. We just make ordinary lesson plans, and our teaching methodology is just ordinary – nothing new. Thus, the teachers think they get nothing in LS. As one of LS facilitators, I always say that they'll get something new, but when they do not find a variety of LS they think LS contributes nothing [to their knowledge], and they'll get easily bored.

The presence of an MKO is thought to make an important contribution. Many interviewed believed that such influential figures will promote more positive attitudes towards LS by sharing new ideas and perspectives of EFL teaching.

As reflected in these statements, teachers in the Yarrawalla province can identify the obstacles they face with conducting LS. In spite of the obstacles, they too sought alternative solutions and many felt compelled to take it upon themselves to solve their own problems. Thus, as the participants reflect on their problems they also attempted to turn the problems into learning opportunities. Many viewed the different processes of engaging in LS as an opportunity to address some of their problems. This situation corroborates Schön's idea that in doing reflection, professionals should be able to learn and think about the problems they face and test and find solutions by conducting an action such as reflection-in-action and reflection-on-action. In this case, the participants conducted reflection-on-action and their ability to frame and reframe the problems enabled them to become reflective practitioners (Schön, 1983, 1987).

Lesson study as a process of thinking and learning

Central to reflective practice is the assumption that the quality of our actions is not independent of the thinking we are able to do before and in the process of the action. LS as an effective means of reflective practice requires the process of reflective thinking that involves "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends" (Dewey, 1910, p. 6). Hébert (2015) suggests that reflection when focused on a specific object or situation, involves a carefully and involved sequential processes of thinking. As many participants engaged in reflective thinking, they too were engaging in different processes of thinking. Irene's critical thinking process during her observation of a model teacher encouraged her motivation and intention to improve her teaching. Irene explained: "I have been motivated by teachers whom I think good enough. If she/he can do that, I encourage myself that I have to be able to do that too".

Teachers' reflective thinking about their teaching practices has made them able and willing to accept constructive criticisms from their peer-teachers. In the process of

thinking and learning, LS has helped these teachers become more open minded and accepting of constructive criticism. This attitude shift fosters broader knowledge about teaching pedagogy because they have recognised their weaknesses in teaching and therefore they are willing to improve their teaching skills by accepting inputs and suggestions related to teaching strategies from peer-teachers and the MKO. For these teachers, the process of thinking and learning new knowledge was created as they reflected on their teaching practices during LS phases. Yan's statement encapsulates the process and benefits of LS as a form of PL: "We become more reflective than before. We are more ready to accept constructive critics, and we are more ready to be assessed by other parties such as the principal, supervisors, etc."

A reflective attitude toward teaching such as Yan's requires the dual qualities of open-mindedness and responsibility enacted by an "active desire to listen to more sides than one; to give heed to the facts from whatever source they come; to give full attention to alternative possibilities; and to recognize the possibility of error even in the beliefs that are dearest to us" (Smyth, 1992, p. 134) and the "desire to synthesize diverse ideas, to make sense of nonsense, and to apply information in aspired direction." (Smyth, 1992, p. 135). Using a reflective attitude, Yan utilized LS as an opportunity to think and learn about his teaching practices which is effective PL.

During the LS phases of 'PLAN, DO, SEE', teachers have sufficient opportunities to think about their teaching. Many participants encountered new ideas about teaching, classroom management and curriculum design when observing a model teacher's lesson that were the subject of reflection during debriefing. Alice stated:

In my opinion, it's true ...really true... It [LS] gives a lot of positive impacts to me, especially during reflection sessions. The notes I wrote during the observation were discussed in the reflection. Usually, there were interesting findings from teachers' observation notes, and in that forum the teachers tried to find solutions and suggestions to the problems found during the teaching and learning process. This activity improved my understanding in teaching... then, finally the knowledgeable person highlighted important findings during open lessons.

The presence of the model teacher in particular, provided Alice with invaluable experience of thinking and learning through interaction and collaboration. In this

collaborative and reflective practice form of PL, Alice collected evidence by taking observational notes that supported her decision making.

Participants engaged in not only observation and reflection, but also a process of comparing what has happened, what they already know, and then relating this experience to theoretical understandings (Bain et al., 2002). This process of thinking is systematic (Lewis, 2009) which is in line with Dewey's idea that the process of reflection should occur in a systematic manner (Calderhead, 1989). Participant teachers believe they are finally able to improve their teaching skills. As Syam admitted, his progress in teaching is now full of variety; a simple acknowledgment but with a very personal significance: "My teaching style becomes more various".

By engaging with LS, teachers developed more enthusiasm for attending PL seminars or undertaking classroom research that is attached to their work place, manageable, affordable, and accessible (Stigler & Hiebert, 1999; Yoshida, 1999). LS also built confidence for the participants. Through LS participants could present and share ideas in a small group that was less intimidating. Alan said, LS became an inspiration: "we asked the teachers to make a kind of portfolio [of LS] to document all activities they have done...we want them to create a masterpiece and new innovations when conducting LS. That is our target".

Viewed as a collaborative form of PL reflective practice, LS has built confident teachers able to share ideas with other teachers. The participants developed into LS specialists ready to help introduce and disseminate LS into larger areas in Indonesia thus modelling the implementation of widespread PL. Involvement in the collaborative PL reflective process of LS saw many of EFL teachers receiving constructive criticisms about their work an important part of which is to find ways to foster student engagement. One way to do this is to attend to students' needs and to ensure that all students are equally engaged in learning as without exception they have the right to learn and the right to be exposed to different types of learning. This was a profound learning experience for many, particularly Alice recognised the importance of the equitable distribution of attention among students:

I just realize that being a teacher we must be fair to our students. Sometimes, I forget to pay attention to all students in our class. Having observers in an open lesson, they can see the unfairness of the [model] teacher.

Alice commented on how the lack of attention to some of her students had discouraged her from developing a better understanding of her students' needs and their learning. Van Manen (1991) states that teachers should look after their students in the same way they take care of their children at home which is always full of care and affection because teaching students is akin to parenting and tact. Therefore, "teaching is not only governed by principles of effectiveness, but also by special normative, ethical, or affective considerations" (Van Manen, 1995, p. 1). After reflecting on this misjudgement on her part, Alice made a personal promise to be more tactful in teaching "in order to be a more effective teacher". Alice aspired to be a teacher who was tactful with sensitive ability to interpret inner thoughts, understanding, feelings, and desires of her students from direct and indirect clues such as gestures, demeanour, expression, and body language (Van Manen, 2008).

The EFL teachers expressed the desire to exercise more pedagogical tact that involves the ability to interpret psychological and social features of the life of their students (Van Manen, 1995) was also mentioned by the LS specialists. As these LS specialists interacted with many secondary school teachers during LS practices, they witnessed many teachers becoming more patient, friendly, caring and sensitive towards their students. Similar case also emerged when these LS specialists applied LS to their own classes; shifting their teaching approach to a more student centred and patient approach. As Simon expressed: "I become more patient when I teach my students. I have targets to my students to make them pass in my subject. I will be happy if they can achieve the best score (A) from me".

It is fair to conclude that LS as a form of collaborative reflective practice, can make an influential contribution to changing teacher's attitude to becoming more attentive to students, more patient and more caring, or in other words, a way to become more tactful teachers (Van Manen, 1991). This shift in the EFL teachers' attitude is essential as it can lead to their social competency improvement which enhances their PL.

Teachers in Indonesia are expected to interact and communicate well with their colleagues and their students.

Lesson study as an experience of learning EFL subject knowledge

Through LS experience participants have improved their EFL subject knowledge as they engage in collaborative form of reflective practice. This should become a routine activity. The improvement of subject knowledge is often the subject of PL programs. Echoing Dewey, Loughran (2002) asserts that having experience only is not enough for their learning improvement, but reflection on their teaching experience is more important. Both the EFL participants and the LS specialists recognised improvement in EFL subject knowledge such as English grammar/structure, teaching media, teaching approach, and classroom management. The new knowledge in EFL subject usually arises when working together to plan and observe lessons. Irin confirmed: “LS improves [my English knowledge] ... This [LS] gives opportunity for teachers to always learn something new from each other”.

Irin indicates that she appreciates the importance of her learning experiences resulting from her LS involvement that has resulted from her critical thinking. Boud and Walker (1998) suggest that it is important to frame reflective activities within the learning context in which they are taking place, thus turning experience in reflection into learning (Boud et al., 1987). Irin’s learning experience occurred as she reframed the teaching and learning process presented by the model teacher into new EFL subject knowledge. Specifically, her EFL subject knowledge in English grammar resulted from direct interaction between her and her peer teachers during collaborative lesson planning. She added: “During the discussion sometimes we do not know about something. But, we can always ask to our peer teachers. This gives us opportunity to always learn something new from each other”. Romie agreed: “My English knowledge improved without I realize it, for example when I make lesson plan and I found wrong grammar then I will correct it. I think it improved teachers’ knowledge”.

Johns (2000) argues that sharing reflections on learning experiences leads to greater understanding compared to when it is conducted individually. What Irin and Romie

stated demonstrates that the collaborative reflective process of LS has enabled them to not only develop a set of abilities and skills, but also take a critical stance, an orientation to problem solve, learn and teach. In essence, these teachers developed a readiness to constantly evaluate and review their practice in the light of new learning (Moon, 1999). Moreover, as discussed in Chapter Two, the new experience these teachers obtained during LS has also contributed to their development of new concepts in teaching in line with Kolb's four stage cycle of experiential learning which begins with concrete experience followed by reflection, then abstract conceptualisation, and finally by active experimentation (Kolb, 1984). Through engaging in LS these teachers were able to evaluate their strengths and weaknesses in teaching practices and thus improve their professional competency which is effective PL.

Lesson study as PL: a way of learning effective EFL pedagogies

Lesson study as a collaborative form of reflective practice among the EFL teachers in Indonesian secondary schools is effective PL which results in better teaching and learning. Collaborative work and reflective practice are interrelated (James & Jule, 2005) and it is not easy for teachers to reflect on their practice in isolation (Day, 1999). Johns (2000) argues that reflection is more effective when teachers work collaboratively; thus, a collaborative form of reflective practice such as LS in Indonesian secondary school contexts becomes a potential model for EFL teachers' PL. This connects to improvements in the teachers' four competencies; professional, pedagogical, social, and personal competency required by the Teacher and Lecturer Law No 14/ 2005. Several examples of how this works are now discussed.

Improving the quality of lesson planning

Designing lesson plans that are tailored to the students' specific learning needs was frequently mentioned by the participants as a challenge. They linked this to not having many opportunities in their current teaching practices to know their students better; a transmissive mode of teaching that still overwhelmingly dominates the teaching practices in secondary and tertiary contexts. This mode of teaching was entrenched in how some participants thought. Josh explained: "Teaching content including those

found in textbooks and as instructed by the broader Indonesian curriculum authorities is more valuable than tailoring individual learning specific to their students”.

The heavy concentration on the transmissive model of teaching is exacerbated by school administrators who demand that every student in grade 9 and grade 12 pass the National Examination (in-depth interview with Simon, 2013). Consequently, Indonesian teachers are pressured to teach in modes which deliver all the curriculum content with little attention given to student learning or interaction during the learning.

Despite the dominant transmissive mode of teaching, many seek better ways to frame aims and objectives for their students learning, create interactive learning activities and create more balance between teacher and student led activities. Realising this issue, many of the participants viewed the PLAN in LS as an alternative way to develop teachers’ lesson planning skills. The collaborative nature of sharing and discussing learning and teaching topics and ideas among these teachers during this phase was identified as necessary to move away from the current approach of copying existing lesson plans. As Alice explains:

In the past, I used to copy lesson plans, but after joining LS I was motivated to make my own lesson plans and I enjoyed it more now. A lesson plan I made was discussed by my colleagues and I had to present it using the LCD projector. If I just copied it, I wouldn’t understand it at all, and if my peer colleagues asked about it, I wouldn’t probably give appropriate answers. Now, I am motivated to make my own lesson plans and I feel more confident doing this.

Alice’s involvement in the discussions generated during the PLAN has enabled her to seek insights about her teaching approach from her colleagues, ultimately engaging her to improve the quality of her teaching. Also, Alice’s involvement in the process has given her more confidence in her teaching and she now engages with interesting teaching media which previously she found irrelevant and intimidating. As “a style of direct interaction between at least two co-equal parties voluntarily engaged in shared decision making as they work toward a common goal”(Friend & Cook, 1996, p.6), the collaboration between Alice and her peer colleagues is formed as they make direct interaction during lesson designing in order to achieve mutual goals; producing effective

lesson plans. Thus, the academic interaction during PLAN becomes an effective way for Alice and her peer colleagues to develop common goals, ideas, and strategies in which they bring their own goals, ideas, and strategies to the discussion (Monroe-Baillargeon, 1998).

Improving the ability to conduct class observation

Many of the participating secondary EFL teachers attested to developing their qualities as professionals gradually due to their various experiences in observing open lessons in the DO phase. In the first years of LS, most teachers were unfamiliar with open lessons where a model teacher delivers a lesson while observed by other peer teachers. After attending many open lessons, these teachers agreed that observation was beneficial and they agreed to open their classes to their colleagues. Alan commented:

The minimum target [of LS] is to make teachers become open-minded and they don't mind if other teachers observe their class, or vice versa. They are willing to attend other teachers' class to improve their teaching. So, the benefits are that teachers become not only open-minded but also get inspirations from other people teaching. Due to those inspirations, teachers intend to have better teaching practices, and better teaching leads to innovations.

The teachers' attitude changed from resistance to being open-minded. Their observational skills became focused on students' learning. Alan noted that the teachers had "become more sensitive when observing learning process so that they know what to focus there". This had not always been the case as initially teachers had focused on the model teachers. Rose confirmed that:

It's very common that if we become an observer in a classroom, we always focus on the teacher; so the teacher always becomes the object of observation. But it's different in LS...the focus of observation is the students, not the teacher.

Initially teachers were given observational strategies such as looking at a particular group of students and watch for the 'a-ha' moments that indicated learning. Romie described:

In my home base, a teacher observes a different [group of] students. As it is impossible for a teacher to observe all students in the classroom, the teacher is

focusing on a group of students. Therefore, the observation sheet is set up to report [observation] a group of students. If there are many observers, two teachers are then assigned to observe a group of students.

Improving teaching pedagogy

It is still common rhetoric that the teachers' main job in the classroom is transferring knowledge to students (Sumaryatun, 2009). There needs to be a shift from delivering instruction to producing learning (Barr & Tagg, 1995). After implementing LS for more than two years and after examining live classrooms frequently, the EFL teachers began to demonstrate a shift in their understandings about their teaching role. By appreciating the learning process teachers could improve their teaching performance. Yan explained:

I observed teaching methodology from subjects other than English, and I often got something new from this observation. If I just observe English teaching, I probably have been familiar with their teaching strategy. I remember when a teacher from social science subject taught a lesson using his teaching methodology. Then, I tried to apply his teaching methodology in my own class.

Similarly Rose learnt from model teachers who taught other subjects: "I personally like to imitate a teacher who I think good enough and I will take positive aspects from that teacher". Rose would adapt observed best practices to her own classroom but she was selective. Rose explained:

In the reflection [SEE] session, sometimes the model teacher was found to make mistakes, for example the model teacher forgot about the lesson plan. It happened when the model teacher found a student who was confused [about the lesson] and silent when asked to do a task. Probably the teacher didn't give clear instruction, or didn't explain the materials clearly.

Demonstrably Rose was engaging with critical thinking while involving in a discussion with her peer colleagues. Rose's learning interaction with her peers led to higher levels of thought than would have occurred in individual learning (Millard, 2007). By sharing with others, Rose's ideas and insights of better teaching would trigger learning mechanisms or learning activities (Dillenbourg, 1999, as cited in Li, 2014) among the teachers. This enabled better planning for future teaching which is effective PL.

Many of the participants admitted to experiencing new teaching strategies. This helped Romie develop and redevelop his teaching repertoire or 'habit': "LS affects my teaching habit. So, whether or not I am doing LS, I will always remember other teachers' ideas when teaching". Through active ongoing involvement in open lessons Romie has witnessed and now applies new pedagogical approaches in his own teaching. Stigler and Hiebert (1999) suggest that teaching is an experience and becomes a cultural activity; teaching is learnt through informal participation over long periods of time, in a culture rather than by formal study. Immersion and experience in the collaborative nature of LS enabled the participants to understand and appreciate the value of "intensive verbal exchange" (Granott, 1993, p.188, as cited in Li, 2014) and hence make it part of their teaching repertoire.

Lesson study as collaborative work

Developing collaborative practices amongst teachers is an essential element in effective PL. Models of collaborative teaching enable the teachers to have "a philosophy of interaction and personal lifestyle where individuals are responsible for their actions, including learning and respect for the abilities and contributions of their peers" (Millard, 2007, p. 35). Having an opportunity to become a model teacher has made Syam more responsible and better prepare: "LS affects my teaching ... I don't always prepare my class maximally; only when there is an open lesson". As a model teacher, not only did Syam exchange ideas with colleagues, but also he built his teaching confidence. Syam added that when his lesson plans were designed collaboratively by a group of teachers, the result was often much better than when it was written on his own because it involved more ideas. By the same token, an inappropriate or ineffective lesson plan can be minimized when designed collaboratively because it will be rechecked and proofread by the members of the LS group. Clearly Syam had developed a strong motivation to perform new and innovative teaching practices due to the collaborative observation in open lesson activities. The presence of many observers made Syam more conscientious and innovative as the model teacher. Although the observers focus their attention on students' learning, Syam realizes that the model teacher also contributes to the success of students' learning because teaching and learning are interrelated. Ideally for Syam this will become a habit in his daily teaching.

Opportunities to learn many new things about subject content knowledge and pedagogy from peer teachers in a collaborative teaching situation was considered beneficial and effective PL. Alan posits:

If I asked the teachers what they obtained from LS, they said ‘I am happy because I meet many people, and I can always share my teaching experience, my problems in teaching, and sharing solution with them’. [...] And when I asked further, they said they were motivated to improve their teaching.

Alan describes the common view of teachers who became interested in LS because they can work and share teaching experience with other teachers and thus become better teachers who can enhance both their own learning and that of their students. The teachers also feel motivated to think about and plan innovative teaching using sophisticated media when participating in LS. The collaborative reflective process of LS is accepted by the teachers who feel comfortable in sharing knowledge and teaching approach among their colleagues.

The situation when these teachers develop their knowledge because of their involvement and their collaboration with other people in LS appears to be promising for bettering education in Indonesia and provides an effective model for PL in which teachers can invest time and energy.

Problems and challenges in implementing Lesson Study

LS as a vehicle to maintain teachers' PL has been implemented in Indonesian secondary schools for more than a decade. More particularly, it has also been applied in EFL subject to enhance teachers' competency so that the four teaching competencies; pedagogy, professional, social, and personal competency stipulated in the Teacher and Lecturer Law No 14/2005 can be achieved. Despite its growing popularity among school teachers as a form of professional learning, and adaptations to better suit its local contexts (Chokshi & Fernandez, 2004), there are some problems and challenges found in its implementation which may inhibit its sustainability. Understanding some of these problems and challenges in implementing LS in secondary contexts and why these problems and challenges emerged is valuable in developing a better understanding of its applicability in other contexts such as in tertiary level teaching contexts. Based on

the participants' interviews, some problems and challenges were identified as occurring during LS implementation in secondary school contexts, such as 1) lack of teachers' positive attitude and commitment to LS, 2) teacher's workloads inhibited LS application, and 3) school commitment hindered the value of LS. Further explanation on these problems and challenges are presented below.

Teacher's attitude and commitment

The success or failure of the LS process is greatly influenced by the attitude and commitment of the participating teachers (Dadang & Izumi, 2011). Teachers resisting LS or those identifying LS as boring or insignificant to their work, are some examples of teacher attitudes towards LS that hinder its implementation in secondary schools across Indonesia. Those teachers who resisted LS also had minimal knowledge of its application and significance. As Yan explains, these teachers often viewed LS as a waste of time-time they could be teaching:

There are pros and cons [about LS]. Some said it is useful, and some others said no, it depends on how people look at it. The teachers who only focus [their profession] on teaching think that LS is a waste of time, and thus they prefer teaching rather than attending open lessons. But, other teachers think that they benefit by observing other teachers teaching in the classroom such as how to handle problems.

Yan's description about teachers' opinions about the challenges and advantages of LS occurred as a result of school-based LS. School-based LS requires all teachers in the school, regardless the subject they teach, to attend an open lesson conducted by a group of teachers from the same subject. During this school-based LS, all teachers leave their students and their teaching responsibility. Some teachers prefer to teach their own students rather than attending the open lesson because they think LS as a waste of time rather than an activity that is an investment of time that could enhance their teaching. It may be that some teachers resented the imposition of a new model of teacher development PL which interrupted their established routines and practices. Often people can be resistant to new ideas and practices because they are outside their comfort zone. Accepting new ideas such as LS requires teachers to start learning from the beginning. This is a challenge for the LS specialists. Simon made a note of this: "Not

everyone welcome LS, so it's not easy to convince people, and we should not feel bored because of that".

In addition, the teachers' opinions about LS as wasting their time is perhaps a result of insufficient knowledge and information that LS is a systematic inquiry into teaching practice by examining lessons (Fernandez, 2002). If these teachers became aware that the basic philosophical principles and the practices of LS, they would recognise that LS builds their scholarship of teaching and learning by conducting collaborative reflective practice. In many cases, it is difficult to change the mindset of some senior teachers whose ways of teaching are so entrenched, especially when the teachers are already senior and have been teaching for decades (Meng & Sam, 2011). As Hans said: "usually [those who have such opinions] are typically from senior [old] teachers, they don't want to get something new. They have high resistance, so whatever comes to them, they said they don't want to".

Another LS specialist, Josh, revealed how an attitude of resistance towards LS was a challenge for himself and other teachers: "There are some teachers and some principals who are still resistance [to LS], and they don't want to change. Even, sometimes in the university, senior lecturers underestimate their junior lecturers".

Hans's interview statement indicates that teachers' resistance to LS can also come from senior teachers, while Josh suggests that their resistance to LS occurs because these senior lecturers do not want to change. It could be argued that this may be because these senior teachers are close to their career retirement and usually they have reached the highest position as a teacher. Based on the Teacher and Lecturer Law No 14/2005, teachers are retired from their employment when they are sixty-year old. Thus, attending LS as a part of their PL will not affect their career anymore. This affirms the opinions of Yuwono and Harbon (2010) who state that the reasons of EFL teachers involve in PL is caused by teaching rewards and teachers' career progression.

Another challenge facing the EFL teachers and principals advocating for LS is the lack of commitment from these teachers because of perception that LS is boring. Some EFL teachers who participated in LS for more than three years, admitted that they felt bored

with LS. This was a concern to Syam: “In my home base, we are approaching boredom feeling [to LS], and that’s very dangerous”. Syam explained that boredom was often the result of limited knowledge about LS and because sometimes the application of LS became routine and stagnant:

probably because [our LS] is not creative enough. We just make lesson plans based on the normal procedures, ... we don’t apply new methodology in our planning, ... we don’t try to make interesting lesson plans ... this is what I found in my home base. Thus, many teachers in our home base think they get nothing from LS even though I [as LS facilitator] always told them they would get something, but still when LS lacking variation and is regarded as giving no contribution to them, they will get bored.

Teachers’ boredom in LS is found in Yarrawalla province where LS is initiated by the EFL teachers themselves as their PL program within the English Subject Teacher Forum (ESTF). In this case, LS is the teachers’ own initiative thus they should have ownership of LS and have an internal locus of control to the program (Hargreaves, 1994). Thus, the fact that some EFL teachers in Yarrawalla province felt bored with LS then becomes interesting as they conduct LS voluntarily. The question is if these EFL teachers are willing to conduct LS voluntarily, thus they are expected to enjoy the activities in LS, then what makes these EFL teachers bored with LS? Syam’s excerpt above shows that the lack of assistances from the knowledgeable resources in LS practices is indicated as the reason for teachers’ boredom in LS. As they barely meet the required level of English expertise, they do not get inputs and insights during PLAN or during SEE phases which finally results in the teachers’ assumption that with or without LS their teaching practices in EFL subject will be similar as there is no new inspiration in EFL knowledge nor teaching innovation obtained from LS.

Another reason why teachers express finding LS boring is linked to the policy from the university in a partnership program with the school. This case happened in Binalong province where the EFL LS was fully supported by a partnership policy between the schools and Indonesia University of Education. Based on the partnership scheme, the EFL teachers involved in LS had to commit to the program for three years, and during these times they could not be replaced by other teachers. Rose said:

The teachers involved in LS must be fully consistent and attend LS for three years [period]. This means that the teachers cannot be replaced by other teachers in order to get maximum result of LS. However, sometimes the teachers feel bored and feel forced to stick in their LS group while at the same time there may be other teachers who are eager to join LS but they have to wait until the three year plan of LS is over.

Rose's statement implies two things; 1) the EFL teachers' involvement in LS is assigned, and thus it is not voluntarily based activity, 2) the EFL teachers have no locus of control to LS, and thus they have no control of their LS involvement. In Binalong province, LS is imposed from the higher policy makers such as the school principals and university lecturers, and as a consequence teachers have no power to deal with LS. They just do LS as instructed by the higher structures. Unlike LS in Yarrawalla province, LS in Binalong province is built based on contrived collegiality which often has the features of administratively regulated, compulsory, implementation-oriented, fixed in time and space, and predictable (Hargreaves, 1994). Although contrived collegiality does not always give poor result; in some cases it proves to be effective way to improve teachers' educational reform movements (Datnow, 2011). LS should be based on a collaborative culture in which teachers take the ownership and have the autonomy of LS. In handling the EFL teachers' boredom towards LS, it is necessary for all related parties to work together and discuss more seriously about how to create more interesting practice of LS because LS involves a systemic approach without which the practice of LS will be less effective.

Teacher's workloads

LS requires teachers to work together with other peer teachers and spend more time on attending LS phases starting from designing lesson plans, delivering and observing lessons, and reflecting on the lessons. The activities in LS phases take a lot of time and energy from the teachers, and the activities are often conducted throughout a whole day. To anticipate the problems with teaching schedules, LS is organized within ESTF in which all EFL teachers are free from doing teaching tasks on a certain day in a week, called "LS day", for example the ESTF in Yarrawalla province has "LS day" every Tuesday, while the English ESTF in Binalong province has "LS day" every Friday. The "LS day" in

this context has an implication that all EFL teachers without exception have no responsibility to teach EFL during the day. However, some teachers from private schools were not able to fully join LS due to their tight schedules at school, and some other teachers even did not attend the “LS day” at all. Romie said: “The problems actually come from external factors. Reflection sessions are always conducted in the afternoon, and therefore the teachers are reluctant to join it because they need to go back to school [to teach]”.

Part of the problem is that the process of LS is incomplete. For example, when a teacher cannot attend debriefing session because they have to go back to their school to teach another class they are unable to gain the full benefit from the collaborate PL offered by LS. This is particularly the case for private school teachers who are paid by the number of classes they teach so that attending a whole day of LS is out of the question. These teachers would benefit considerably from PL as because they are poorly paid, they often work as EFL mentors for extracurricular classes at their school (Yuwono & Harbon, 2010) in order to get more income. As a consequence, these private teachers focus their attention more on getting jobs rather than on developing their professionalism through LS. Therefore, they cannot be fully committed to LS.

Additionally, teachers in Indonesian schools have a minimum requirement of their teaching hours, and failing to meet this minimum requirement will result in no professional remuneration for these teachers (Zakso, Saari, & Wahyudi, 2013). Alan said: “the minimum teaching workload of teacher is 24 hours a week, so it’s difficult for them to attend and implement LS. So, there should be good scheduling curriculum affairs in district education department”. The Minister of Education and Culture Regulation No 4/2005 states that teachers have to meet a 24 hour/week teaching workload resulting in teachers being more focused on their teaching tasks rather than investing their time to attend LS. Teachers’ absence during SEE phase is to their disadvantage as they will miss an important discussion reflecting on the open lessons in which they obtain a lot of information about teaching pedagogy and they can develop their new knowledge of EFL subject.

Another problem emerging from LS practice is dealing with teachers' workload by which a teacher may teach EFL subject up to eight hours a day. This may happen as the school is a shortage of EFL teachers so that a teacher has to teach EFL subject more than 24 hours a week. Ideally, the teacher should apply various ways to make his or her class interesting. However, it is not likely to be possible to perform the best teaching performance if the teacher has to teach many classes every day because preparing good teaching requires a lot of time and energy. Yan stated:

In reality we have so many classes to teach every day; sometimes six hours a day, and sometimes even we have to teach eight hours a day, and we only have one break at lunch time. Of course our energy is not enough to teach all the classes continuously using varied and attractive teaching methodology. So, usually in the last hours of our teaching we run out of our energy.

Yan's information about teachers' tasks and responsibility in teaching illustrates that it is demanding to be a teacher. Teachers are required to teaching well, have a lot of time and energy to handle many classes every day, and they must be strategic enough in their teaching so that they can save energy when they have to teach eight hours a day. In this case, it seems like LS is a challenge for the EFL teachers considering their tight teaching schedule. It could be argued that such teachers need PL but do not appear to have the opportunity to take full advantage of what is available.

School commitment

LS needs to be supported by all elements at schools; not only teachers but also the school principal must support the sustainability of LS because as mentioned earlier, LS is built based on collegiality and mutual learning (Hendayana, 2014). While some principals do not allocate classes to EFL teachers on LS day, others are reluctant to let teachers attend LS on the "LS day" possibly because the school has a shortage in EFL teachers. Romie confirmed: "In my opinion, there is a problem with teachers' schedules because some school principals do not allow their teachers join LS in their home base". Myra expressed a similar opinion: "In my home base, teachers from private schools rarely attend LS because they have to teach until late afternoon in several schools". This circumstance occurred in Yarrawalla province in which LS is conducted based on the EFL

teachers' own initiatives. Although such a program which is initiated from the bottom-up is good because it will be fully supported by the teachers; however, sometimes it is not enough as the program should also be supported by the school principal. Thus, this LS program sometimes collides with the interests of the school principal. As a consequence, an EFL teacher may not be able to attend LS because there is a shortage of EFL teachers in the school or because there is not enough budget from the school to support him or her to be part of LS. Teachers in Indonesia usually obey their school principals. Teachers consider themselves subordinate, and therefore they will do as instructed by the principal. The role of the principal is important in the successful implementation of LS (Hariyati, 2010; Hendayana, Sukirman, & Karim, 2007; Tedjawati, 2011).

Chapter summary

This chapter discussed the findings pertaining research question one. The questions posed to the participants were related to their beliefs and experiences about EFL teachers' PL done with LS. The participants' responses addressed their beliefs about LS and their underlying perceptions of PL. The EFL teachers' perceptions encompassed LS as problem settings and problem solving, LS as a process of thinking and learning, LS as an experience of learning EFL subject knowledge, LS as a way of learning effective EFL pedagogies, and LS as collaborative work. Following the presentation of these understandings there has been a discussion of the problems and challenges in LS implementation which are impacted by teachers' attitudes and workloads, all of which are framed by the attitudes of their principals.

Chapter 5

EFL lecturer's beliefs about Professional Learning

Introduction

In this chapter, I present and discuss the findings of the second research question about the English as a Foreign Language (EFL) lecturers' beliefs and experience about their Professional Learning (PL) in tertiary contexts. Particularly, the chapter aims to seek answers on the question "what are the EFL university lecturers' beliefs about PL?" The findings presented here are from focus group interviews with the EFL lecturers of Gama Language Training Centre (GLTC), Unima Yogyakarta. Conversations generated from the focus group interviews with the participants suggest that these lecturers hold varying beliefs about and experience with their PL and they viewed collaborative reflective practice as an important component of the EFL lecturers' professionalism. PL was also viewed as an opportunity to improve teaching quality via reflecting on teaching practices and working collaboratively among colleagues. These findings are discussed in detail Chapter Eight. A careful analysis reveals four main emergent themes about the participants' beliefs and experience about their PL: 1) various understanding about PL, 2) learning opportunities, 3) characteristics of learning, and 4) problems and challenges in conducting PL. How these participants reflect on their PL reveals whether the participants in the tertiary context construct similar or different meanings to those of EFL secondary school teachers' experience of PL conducted using LS. The problems and challenges experienced by the participants such as human resources shortage, scheduling, lecturers' personal concerns, and financial concerns reveal insights about how to handle the issues so that LS as a model of PL can be adopted by EFL lecturers in tertiary contexts.

Seven EFL lecturers of the GLTC took part in focus group interviews. Of these, four participants were permanent EFL lecturers and three others were non-permanent (See Table 3). All of the focus group interviews were conducted in Yarrowalla province.

<i>Group</i>	<i>Participants</i>	<i>Age (approx.)</i>	<i>Description of the setting</i>
1. <i>Permanent EFL lecturer group</i>	<i>4 lecturers</i>	<i>30 – 40</i>	<i>Yarrawalla province</i>
2. <i>Non-permanent EFL lecturer group</i>	<i>3 lecturers</i>	<i>30 – 50</i>	<i>Yarrawalla province</i>

Table 6. Participant Overview of Tertiary Context

The participants' beliefs about Professional Learning

EFL lecturers' various understandings of Professional Learning

In order to understand the EFL lecturers' beliefs and experience about PL, I started my inquiry by probing their understanding of the notion of PL and how it was similar to or different from that of professional development. Based on my assumption and also my experience during my involvement as one of the EFL lecturers in that institution, the question was quite crucial as these EFL lecturers appeared to be only familiar with the term professional development. Furthermore, referring to Chapter Two, various scholars and authors have different ideas about the concept of professional development and PL in which some participants consider these terms to have similar meaning, while others differentiate them. Thus, my objective in asking about their conception of PL was twofold; first, whether the EFL lecturers were familiar with the notion of professional development and PL and second, if the EFL lecturers changed their mind from professional development to PL after the focus group interviews. As revealed in the following conversations, the term professional development meant different things to different people.

Shifting from professional development to Professional Learning

When questioned about the meaning of the terms professional development and PL means, some of the participants considered the terms as synonymous:

In my opinion, professional development is similar to professional learning as professional development happens when the individuals within that program learn. So, learning is the heart of professional development. If you want to develop professionally, you have to learn, and if you don't want to learn, you don't develop. (Edna)

According to Edna, professional development was similar to PL. She thought that in order to develop knowledge, people had to learn and this implied that some type of learning activity was taking place. Nora shared a similar idea: “I think professional development and professional learning are almost similar”. She commented that the only difference was that PL was driven by internal motivation, while professional development was on the contrary; driven by external motivation. Nora explained further: “Professional development and professional learning are interrelated to each other. One cannot be separated from others”.

It is interesting to note that these EFL lecturers believe the concept of professional development is similar to that of PL, concurring with the thoughts of Darling-Hammond (1998). As mentioned in Chapter Two, the notion of professional development and PL is used interchangeably by some authors (Mayer & Lloyd, 2011). However, some other authors distinguish these concepts and argue that professional development is what an individual does to others in order to increase their knowledge (Easton, 2008), while PL means “changes in the thinking, knowledge, skills, and approaches to instruction that form practicing teachers' or administrators' repertoire” (Knapp, 2003, pp. 112-113). While professional development is referring to teachers' activity delivered by external factors, PL involves more changes as a result of teachers' PL activities. To develop, one must learn (Easton, 2008), so PL conducted by the EFL lecturers is a way to support professional development. The situation where these participants emphasize lecturers' learning probably occurs because Edna and Nora were the permanent EFL lecturers in the GLTC in which they are required to be role models for the non-permanent EFL

lecturers. Thus, they seem to be motivated to join any form of professional development and apply what they have learnt in their daily teaching. Indeed, the institution where the participants work, is very conducive in supporting the EFL lecturers' learning.

While these EFL lecturers discussed professional development and PL as interchangeable terms, other EFL lecturers gave different viewpoints. One lecturer, Jaz stated that professional development referred to the willingness to learn and improve knowledge and teaching skills: "Well, it is teachers' willingness to always upgrade their teaching skills and subject content knowledge". In his interview, Jaz infers three important points; teachers' initiatives, teaching skills' upgrade, and teachers' upgrade to knowledge.

Professional development is thus perceived by the EFL lecturers in the GLTC as active initiatives to enhance pedagogical skills and knowledge skills in EFL teaching. Similarly, Darling-Hammond and McLaughlin (1995) conceive professional development as a condition by which teachers or lecturers acquire and develop new knowledge and skills. In order to build effective professional development, they argue that teachers or lecturers need to integrate theory with their classroom practice.

Edna confirmed that in her opinion, "professional development is a mindset to always learn and develop or improve. So, all action is for development". This she believed eventually leads to lecturers' habit to learn. When discussing further what she meant about 'mindset', she added that professional development should become the lecturers' usual attitude so that it becomes their habit. In order to habituate learning through professional development, the lecturers must be involved actively in various professional development activities. Indeed, teacher learning means "a process of increasing participation in the practice of teaching, and through this participation, a process of becoming knowledgeable in and about teaching" (Adler, 2000, p.7). This means that learning becomes an everyday activity for the lecturers, so that learning can be maintained regularly. Thus, professional development brings an implication that the lecturers can find learning opportunities in all aspects of their activities at school, either formally and informally. Therefore, learning in the GLTC may happen prior to teaching in the classroom when the EFL lecturers discusses the lesson topic they are going to

present, or learning may also happen after the class when they reflect about their students or their lessons with their colleagues. These opportunities for lecturers' learning must be sought regularly in order to establish effective learning environment. As Borko (2004) argues, learning in school contexts, especially for teachers may occur in various aspects of practice, such as in their classrooms, their school communities, and professional development courses or workshops. It can also happen in a brief hallway conversation with a colleague, or after school when counselling a troubled child.

In addition to the previous finding, another participant said that professional development was related to a course or training which was needed for teaching. The data from the participants showed that the EFL lecturers conducted professional development because they needed it. One participant, Ingrid mentioned that professional development:

is incidental and based on our needs. For example, I joined a seminar on Information Technology for EFL because I needed it [the information] in the seminar and I had to apply it for my teaching. So, professional development is a short term course which is needed in a certain situation.

Ingrid admitted that her intention to join the various seminars emerged after she reflected on her teaching practice and recognised the need to equip herself with new knowledge. Simply she took the seminar on the Information Technology for EFL because she needed it. This aligns with Darling-Hammond and McLaughlin (1995)'s suggestion that professional development should respond to teachers' needs. Furthermore, they mention that effective professional development provides an opportunity for lecturers to function as both learners and lecturers which give them chances to face challenges as a consequence of their role. In order to conduct professional development effectively there are many factors included such as engaging teachers in concrete tasks of teaching.

Finally, the EFL lecturers also mentioned how professional development is able to promote the self-motivation needed to overcome teaching problems. As Uma explains, this is when we find problems and we find solution to those problems". Uma suggests that problem solving during teaching is regarded as a part of the teaching process and makes a significant contribution towards innovation in her teaching. When asked

further, she mentioned that she often finds solutions to her teaching problems by sharing ideas with peer lecturers in the GLTC and also by searching information from online media such as the virtual learning network (VLN). Uma admitted she greatly developed her teaching by joining such a learning community. For the participants, all activities involving upgrading knowledge and skills in teaching, developing particular mindsets about ways of improving knowledge, taking suitable courses to improve teaching, and giving self-motivation to solve their problems are considered professional development activity.

Following the discussion of professional development conceptions, the respondents' beliefs on PL were then elaborated. Despite their lack of experience with the term 'PL', both groups of the EFL lecturers tried to give their best opinions on what they know about it. Participant Andy said: "Well, from the term (professional learning) itself, it already indicates that learning is a must for everyone. Learning is more than necessary". The statement shows that he emphasized learning as the compulsory activity for the EFL lecturers because of their responsibilities embodied in their role as lecturer. Thus, learning should come from their internal motivation. Angel simply commented that: "Unlike professional development, professional learning comes from internal [motivation]. Uma add: "I am not exposed to much with professional learning, but based on what I notice and observe, it is a willingness to learn, so it emphasizes autonomy".

As discussed in Chapter Two, unlike professional development which is often viewed as someone doing something to others (Easton, 2008), PL implies an internal process in which individuals create professional knowledge through interaction and this engenders new meanings (Timperley, 2011). Aligning with Timperley (2011), Angel's thought that PL came from internal motivation was in line with Uma who agreed that PL implied a willingness to learn, suggesting a more autonomous function. She added that when teachers became autonomous learners, then their self-empowerment emerged. Also, PL required the research participants to be seriously engaged in their learning. If PL was the process for solving basic educational problems for low-level student populations, then it should be taken seriously.

The EFL lecturers have similar opinions on both professional development and PL, viewing both as 'learning activities'. They agreed that both are driven by internal and external motivation. I prefer to use the term PL rather than professional development because learning is integral and ongoing in all phases of LS. Even when a cycle of LS is completed, there are always possibilities to improve the lesson through another cycle. Furthermore, the emphasis of the PL is on 'teacher change' (Easton, 2008; Knapp, 2003; Webster-Wright, 2009). According to Knapp (2003), the target of professional development is professional learning, meaning that there should be changes in thinking, knowledge, skills, and approaches to instructions that form the repertoire of practicing teachers. Similarly, Webster-Wright (2009) differentiates professional development from PL and suggest a reframing of these two concepts into; 1) shifting from a focus on "development" to "learning" because learning activities are more emphasized than development and 2) from an "atomistic" perspective to a "holistic" approach because PL should become a holistic experience rather than a combination of interrelated "factors" such as the learner, the context, and what is learned. Therefore, the distinction between professional development and PL is applied in the study.

I applied the concept of PL proposed by Knapp (2003) who suggests PL as any form of teacher's or lecturer's continuous learning which involves changes in their teaching practices and in this case comprising their EFL knowledge and their teaching pedagogy. Mouza (2006) argues that professional development is linked to changes in teacher knowledge, practices, and beliefs. This situation exists in the GLTC where the EFL lecturers improve their knowledge and change their teaching practices as a result of their activity in professional development. In this case, the EFL lecturers have gone beyond professional development, and they have practiced what is called PL.

After there was a discussion on the notion of professional development and PL during the focus group interviews, the EFL lecturers thought that PL was regarded as more appropriate to be applied in the GLTC because it can describe the characteristics of the learning activity of these EFL lecturers. This consensus demonstrates a shift in their ideas from professional development to PL. They also admitted that PL should be conducted by every lecturer and that PL should be a compulsory activity in the institution. As one

of the EFL lecturers said: “I agree, I totally agree. I think all lecturers [in GLTC] should have target to join learning activities, whatever form it takes” (Ingrid). Nora expressed her view in a more developed way:

In my opinion, because we teach university students who always update their knowledge with the new trends of technology, lecturers should be smart because if they are not smart they'll find difficulties in delivering teaching materials... So, we must know what we teach, and professional learning is a way for us to know more.

Most of the lecturers in the GLTC display an open-minded attitude. They are willing to accept new information and new knowledge which is useful for their profession, and they are also eager to share what they know, and even they are willing to ask for information about what they do not know. Their comparatively easy going attitude enables them to shift their paradigm from professional development to PL. Thus, despite their various beliefs and experience about professional development and PL, they are almost in agreement that both should be maintained regularly during their career.

The participants' learning opportunities

One of the main findings emerging from the focus group discussion with the EFL lecturers was the beliefs that PL creates opportunities for them to learn about their students' learning. This belief is prompted by the changing view of learning among university students. The lecturers in the GTLC often suggest that the university students they work with are adult learners who study independently and autonomously. With the massive development of information technology such as the internet, university students can browse information related to their study. Furthermore, university students can access information from their peers from both direct access such as learning or study group, or from indirect access such as social media like Facebook or Twitter as well as their smart phones through broadcast messages. Learning in university is multifaceted occurring in different contexts with different people.

This growing awareness of university students changing learning demands and expectations allows the EFL lecturers in the GLTC to also develop a renewed eagerness to learn more about their students and their learning. This involves realising that they

have to improve their EFL knowledge and teaching skills continuously as well as view and work with their student as learning partners rather than positioning them as subordinates. The PL in the GLTC becomes a way to improve their professionalism.

Based on the focus group interviews among four permanent and three non-permanent EFL lecturers, it was revealed that there were six sub- themes emerging from this finding, which included PL as 1) problem setting and problem solutions, 2) a process of thinking and learning, 3) an intuition or tact, 4) an experience of learning English knowledge, 5) a way of learning effective EFL pedagogies, and 6) collaborative work to enhance lecturer's capacity. These features of learning resulted from their critical thinking and/or reflection during implementing their PL. Therefore, seminal theories on reflective practice from various scholars such as Dewey (1910), Schön (1983, 1987), Van Manen (1991, 1995, 2008), and Loughran (1996, 2002, 2010) will be applied to explore the participants' knowledge construction of their experience in PL. How the EFL lecturers' PL in the GLTC is aligned with reflective practice is now described.

Professional learning as problem setting and problem solving

The EFL lecturers have the responsibility to teach EFL subject to all students in all faculties in the GLTC of Unima University. Most of the topics taught to the students in the GLTC are related to English skills such reading, writing, listening, and speaking. The EFL lecturers often find problems such as limited knowledge of EFL, lack of teaching strategies and innovation, as well as classroom management, especially when they have to teach students from International classes who often have more advanced English skills. The lecturers who teach these classes are usually selected from the best lecturers in order to balance the abilities of these students. Assigning less competent lecturers to these classes can result in serious problems and students' protests. Edna, a participant who also has the role as the academic manager in the GLTC described a case that occurred in an International class when the students asked for a lecturer's substitution: "[The] students' eagerness to learn English was very strong. I told the students to be patient with the lecturer, but I also told the lecturer that the students were not really happy with her teaching style". Edna statement was in line with Angel's experience with her students: "Students nowadays tend to ask for a lecturers' replacement if they think

that their lecturer is regarded not competent. If a lecturer got such a complaint, she/he can be shocked or traumatised. The students can complain about any lecturer”.

Problems can also be caused by the students who may demonstrate a low level of EFL skills in the classroom. While high level students usually have high expectations of the teaching performance of the lecturers and thus expect the EFL lecturers to perform their best teaching in the classroom, the low level students often find it difficult to understand the EFL lessons and thus require the EFL lecturers to use various approach and strategies to teach. These situations often present problems and challenges for the EFL lecturers. It is fortunate for the participants that the lecturers change classes each semester, so that they do not need to see and teach similar students in the following semester. This condition can minimize one of their problems in teaching. Angel said:

In this GLTC, every lecturer has different classes every semester; meaning that the lecturer does not teach the same students so that she/he will have experience with various classes. Therefore, she has to prepare her teaching seriously when she teaches higher level of classes because the students in this institution demand a lot.

Angel’s statement demonstrates the EFL lecturers feel pressure to be well prepared and apply more sophisticated teaching, especially to advanced English skill students because they have to find ways that encourage students’ attention in the classroom such as using interesting media, using more communicative approaches in teaching, and using various teaching methods in order to make the lesson more interesting. These efforts are applied in their teaching so that the students are engaged with the teaching and learning process, and failing to do so can lead to students’ boredom in the classroom. However, such efforts need a lot of time and energy.

The situation where the participants have to prepare better is indicated as a problem that needs to be attended to. This problem was identified as lecturers’ reflection on their teaching. As Dewey recognised, a reflective thinking was started from ‘a state of perplexity, hesitation, and doubt (Dewey, 1910, p. 9). The situation faced by the participants described their difficulty in teaching and can be seen as a problem. To handle such problem, the EFL lecturers proceeded to take an action. In this case, rather

than frame the situation as a problem, the participants refocussed and redefined this situation as an encouragement for them to perform better teaching. This is in line with the idea of Calderhead (1989) who mentions that the process of reflection begins with problems and is followed by an intention to find the solution of the problems. As Edna said: “The good news is that the problem becomes a trigger to develop better teaching”.

Based on that statement, it is understandable that the EFL lecturers in the GLTC believe that they have to perform well in front of the students, otherwise they can be regarded as incompetent and the students can report this case to the academic manager in the institution. The situation when the students wanted to have a replacement of a lecturer was explained by Edna who represented the academic manager. She said:

If the case happens, the [current] lecturer is usually invited to see me and asked to discuss why the situation happens, and give reasons why she needs to be replaced by another lecturer. There was a lecturer who felt scared with this case, but I told her that this is a good opportunity for her to learn and improve more, especially her teaching knowledge and teaching skills.

Edna tried to turn the problem into something more positive in order not to discourage the lecturer while at the same time she attempted to give alternative solutions to her so that she can improve her teaching quality in the future. Usually, responding to such situation, in most cases, the students’ objection to that lecturer will be granted, and another lecturer will replace the previous one. One of the participants who also represented as the director of the GLTC confessed: “We granted the students’ demand to replace the previous lecturer to give customer satisfaction”. (Nora)

Based on the findings above, one type of learning the EFL lecturers obtained during implementing their PL was a process of identifying problems and then finding alternative ways to handle the problem. This implies that learning takes place as a result of ‘the problems setting and the problem solution’. The EFL lecturers in the GLTC are aware of the challenges and problems they face during teaching. Sometimes the changes in curriculum also bring complicated changes in the subjects they teach, and the various levels of students’ competency adds to the problems within their teaching. Furthermore, with different gaps of students in this modern era, the EFL lecturers in the

GLTC are faced with a higher demand of quality of teaching from the students. When the EFL lecturers in the GLTC meet their students, they immediately begin to identify their problems and the challenges. As the EFL lecturers develop responses to their current problems, they are simultaneously developing their knowledge and applying solutions to the problem. Their ability to frame and reframe the problems eventually lead them to become reflective practitioners. This is what is called PL by one of the participants. She said: “development is when we find problems and then we find solutions to those problems” (Nora).

Professional learning as a process of thinking and learning

Most of the EFL lecturers in the GLTC are eager to improve their knowledge and their skills. They usually welcome any type of PL offered by the institution. In addition, they are also ready and willing to engage in independent PL by pursuing higher degree of study at their own expense. This self-funded PL is conducted by the EFL lecturers as part of their responsibility to fulfil the government requirement that all lecturers have a graduate teaching certificate. The EFL lecturers recognise that undertaking PL to upgrade their knowledge is necessary. Jaz made this clear by stating that: “With the government Act in 2014, the lecturers here became aware about the rule and finally pursued their study into higher degrees”. The lecturers’ decisions to undertake higher degree research is tempered by their goals and plans for the future. These processes of reflective thinking accords with Dewey’s assertion that reflective thinking involves “active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends” (1910, p.6). The participants have a belief that pursuing a higher degree will enable them to perform better in teaching. In addition, despite their former belief, the EFL lecturers also agree to the idea that they have to attend and join various types of PL to sharpen their knowledge on EFL subject and pedagogical knowledge. Thus, a participant in the study mentioned that in addition to pursuing higher study, she was always ready to learn new knowledge by attending seminars or conferences conducted by EFL teacher associations. She mentioned: “I use to attend workshops conducted by Oxford University Press, as well as seminars by JETA (Jogjakarta EFL Teacher Association)

and TEFLIN (The Association of Teachers of English as Foreign Language in Indonesia)". (Ingrid)

The involvement of the participant above in professional activities which are able to support her ability in teaching will in the long run affect her qualities as an EFL lecturer. This was confirmed by the participant who was the director of the GLTC. She implicitly mentioned that the GLTC EFL lecturers needed to follow a series process of learning in order to survive there. She said:

In this GLTC, all lecturers have to survive their teaching because they have to be really familiar with the [EFL] curriculum, the [EFL] syllabi in this institution, the teaching materials, the [EFL] pedagogy, as well as the system in the GLTC. (Nora)

Professional learning as intuition or tact

The EFL lecturers in the GLTC are expected to maintain their PL to support their professionalism, and one way to do it is by reflecting on how they build interactions with the students in the classroom. Thus, delivering lessons in front of the students which is followed by reflection can be regarded as a learning activity. Most of the EFL lecturers in the GLTC have close relationships with their students. Realizing their roles as one of the educators in the university, teaching activity is not limited to merely transferring their knowledge, but also educating the students using moral and Islamic values. Thus, teaching EFL in the GLTC is focused on cognitive, affective, and spiritual factors of knowledge. In addition, some EFL lecturers, especially female lecturers, often have close proximity with the students which is akin to a relationship between parents and children. Thus, in doing their job as EFL lecturers, they often use both their 'head' and 'heart', especially when facing the students both inside and outside the classroom. One of the participants confessed that the 'heart' has an important role in supporting the success of teaching. In her interview Angel said:

Professional learning should be sincere or using heart because when our heart is touched it will be easier to control [our mood]. Also, usually reflection touches our heart because it is done sincerely. Therefore, when I feel I know something new, I'll feel happier.

The participant above emphasized the involvement of the 'heart' in conducting PL because according to her when the heart is already touched, it will be easier for the EFL lecturers to maintain their PL. Furthermore, when the 'heart' is involved in the lecturers' PL, the result will be more positive. This aligns with the idea of Van Manen (1991) who suggested that teaching should involve the 'head' and the 'heart', or in other words, focussing on the whole child rather than look at the child partially. In addition, Van Manen (1991) proposed an approach in teaching by using a tactful mindset so that teachers are able to 'intuitively know what to do and act accordingly' (p. 387) when dealing with students. PL should also be conducted in this way. The following excerpt from a participant describes a positive situation:

Actually, when we share new knowledge with people and they become happy with our sharing, it becomes a 'reward' and a 'bonus' for us. Frankly speaking, I feel more comfortable if there are no specific rewards and punishments in doing professional learning because there is no profit intention and thus we don't feel burdened. Thus, if I have new things I can share with others, but if not, then it's OK not to share. (Uma)

The statement above shows positive feelings experienced by Uma when she was able to share her knowledge with her colleagues. Instead of expecting rewards or bonus as the result of her sharing, she felt more than happy to know the fact that she was able to share what she knew to the others and that her sharing was probably useful for other peer colleagues. For her, understanding that she was able to share something to other colleagues has become its own reward, and therefore she will always be willing to share more whenever he has new things to share.

Professional learning as an experience of learning English knowledge

Having graduated from various universities and having taught EFL subject in several places, the EFL lecturers in the GLTC have established resources and rich experiences which can be applied to their teaching and thus support their development of new knowledge and skills. To build on their experiences, these EFL lecturers also immerse themselves in various learning activities. The most common way these lecturers improve on their professional learning is by sharing ideas or teaching practices among their colleagues. Thus, in the GLTC PL can be conducted both informally and formally.

The EFL lecturers usually share activities in the lecturers' room during their break time, either before or after class. What they share is mostly related to teaching a particular topic or interacting with students. The lecturers believe that such sharing of experiences can give benefit to their teaching and provide learning resources. Occasionally they encounter problems about how to deliver certain material to certain students. By asking other peer colleagues about their experiences with these problems, they can reflect on what happened and anticipated what may occur in the future in their class. In this way learning happens because the EFL lecturers learn from other colleagues' experience. One of the lecturers said: "In my opinion, when we share, we will understand other things. It is just simple" (Uma). Uma described learning through sharing with others and through which they will understand new things. Usually sharing occurs after reflection activity conducted by each lecturer. In this sharing with peer colleagues after reflection a lecturer may find ideas or solutions to a problem. Another lecturer identified the benefit of reflecting on experience as the best way to improve their learning by saying:

I think the most suitable form of professional learning in this place is sharing experience because what happens in the GLTC may be different from other place. For example, I couldn't find the solution when I discuss teaching problems with my sister who is a senior high school teacher. So, I think sharing experiences in this institution is appropriate for me. (Angel)

Sharing experiences happens not only among peer colleagues, but also between the lecturer and students. While most EFL lecturers mentioned that they had to be smarter and more resourceful than their students, another participant had a different opinion. She admitted that the lecturer and students might be equal and had similar position in knowledge. It is not impossible for a lecturer to be the students' partner in learning, or even learn something from the students, and this was acceptable. She said:

Lecturers in university are not the 'god' or 'the master'. They become the students' learning partner, so they must be open minded. Students may come to them with different ideas about something, or even students may know something that the lecturers don't. In this case, the lecturers must be humble and ready to accept students' ideas so that they can sit together in the same table. So, it's not top down anymore. (Edna)

Indeed, the more mature an individual, the more experienced they are, and this is so for the EFL GLTC lecturers (Alkadhi; Merriam, 2001). They are able to connect their present learning with their past experience. Thus, past experiences become a valuable resource for learning in the classroom context. Merriam, Caffarella, and Baumgartner (2012) mentioned that, "an adult accumulates a growing reservoir of experience, which is a rich resource for learning" (p. 84). This idea was actually taken from the ideas of Knowles (1980) on his four basic assumptions about adult learning. Further, adult learners develop their knowledge by relating new information to past events and experience (Cercone, 2008). The EFL lecturers past experience forms the foundation for current learning; however, experience itself is not sufficient. Reflection on experience is essential (Loughran, 2002). Experience and reflection make it possible for the EFL lecturers in the GLTC to conduct effective reflective practice which involves both seeing and action to enhance the possibilities of learning through experience.

Professional learning as a way of learning effective EFL pedagogies

The GLTC provides compulsory EFL subjects for students from all faculties in the university. In an effort to give the best service to the students, the GLTC requires all the EFL lecturers to have both good EFL knowledge and good teaching skills. As the consequence, a lecturer in the GLTC is required to have a minimum TOEFL score of 550 out of 613 which should be maintained every year. Also, the EFL lecturers are aware that they teach tertiary students who are very up to date with current knowledge development. The lecturers must always keep learning in order to cope with their students. PL becomes a way of learning for every lecturer. They have to always keep learning because they realize that it is important to support their career, or otherwise they will be out of date and left behind. One of the lecturers mentioned that it is important to learn because, "when a student asks a simple question such as an idiom, and if I don't know the meaning, I'll feel embarrassed...this is unacceptable. When students are smarter than the lecturer...this is a problem". (Jaz)

Jaz's statement indicates that he is eager to learn because he believes that as a lecturer he should be a source of knowledge. A lecturer has to be ready whenever the students ask something, and so is he. In Indonesian context, it is regarded as unacceptable if a

teacher cannot answer students' questions. A lecturer in Indonesian language is literally translated as 'guru' who etymologically means 'digugu' and 'ditiru'. The word 'guru' comes from a Javanese philosophy which means someone who should be trusted and imitated. In school contexts, the teachers or the lecturers are trusted because they are expected to transfer their knowledge and academic and personal skills which are necessary for their students. Teachers or lecturers are expected to behave well according to their religion and local customs (Chodidjah, 2014). Jaz realizes that learning be a compulsory part of maintaining his professionalism. Uma explained that a lecturer would encounter problems if he/she did not have ample preparation in teaching:

In my opinion, most university students are smart nowadays because they always catch up with the massive information in the world. Therefore, we have to be smarter than them and we have to be more prepared and skilful when transferring knowledge otherwise our teaching will become less effective if we do not prepare our teaching well. (Uma)

Uma stated that she had to learn a lot of things in order to be competent because her role as a lecturer requires her to have more skills and knowledge than the students. As explained earlier, a lecturer is regarded as the most resourceful person whom students and people in the society may ask for information and general knowledge. Both of the quoted EFL lecturers in the GLTC realize their responsibility as educators and independently undertake learning activities to support their profession. Their learning activity involves experiencing PL and reflecting on what is learnt. Boud et al. (1987) defined reflection as "an important human activity in which people recapture their experience, think about it, mull it over and evaluate it" (p.19). In addition, they also agree that experience alone is not a key to learning, and therefore they argue reflection or critical thinking as a way of learning. Having awareness about their important status as agents of change in human resources, the participants of the study conduct PL consciously and gained new knowledge from their PL activity.

Professional learning as collaborative work to enhance lecturers' capacity

The academic atmosphere in the GLTC is very supportive and has encouraged various learning activities among the participants of the study. As observed, there is an

overwhelming level of care and support for each other which creates a very collaborative and collegial learning atmosphere in the institution. It was observed that the lecturers were proximate to each other, and they tend to have similar objectives of learning and take and give constructive criticism from their peer colleagues. The following excerpt from Angel best describes the situation:

I used to work in a very prestigious high school, but I could only stay for one semester. I prefer working in this institution even though I am only a non-permanent lecturer and have less remuneration. I chose this place because it gave me the opportunity to gain self-esteem, and I could improve myself here. When I was in that prestigious and well established school, I was not challenged because almost all the students were already smart. My colleagues in that school were not enthusiastic to learn more or to discuss our teaching practices. I was not challenged to improve my knowledge. I like this place because everyone is eager to learn, even only for small things. For example, one day I found a fact that 'brambang' is not translated as 'onion', but 'shallot'. I didn't know that, and neither did my friends. When I shared this with my colleagues in the lecturers' room, everyone felt excited. That's very simple, but my friends appreciated it, and this resulted in my higher self-esteem.

The statement above showed that Angel felt comfortable working in the GLTC because she found a learning atmosphere in which people were excited to accept new knowledge, and the respectful attitude of the lecturers led to her self-esteem. This situation results in collaborative work among the EFL lecturers and strong collegiality among the stakeholders in the institution such as the director of the GLTC, the academic staff, the non-academic staff, the heads of faculties, and the rector of the university. The participants learn through interaction among their peer lecturers or colleagues, and this interaction results in collaboration. Collaborative work as a result of social interaction also may happen between the EFL lecturers and people who have more knowledge or as Vygotsky termed as the More Knowledgeable Other (MKO). The MKO can be guest lecturers, EFL native speakers, the technical assistance staff, the professionals or friends who can assist them in learning or anyone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept (Vygotsky, 1978). Indeed, when a lecturer's willingness to learn is supported by other

lecturers, the learning impact becomes more powerful. A lack of learning support from the peer colleagues will result in learning discouragement. Edna described this situation:

This is something new for me. What I believe is that I have to learn more, and thus I need a good environment to realise my ideas. If I have a supportive and conducive environment, I can survive. But if not, I can't survive either, and my ambition to learn will be gone. A good example for this situation is like candle light. When a candle is lit, and this candle is joined by other candles, there will be enough light to illuminate a room. Then, a learning community is formed.

The statement above implicitly describes the power of collaboration and collegiality among the participants of the study. The culture of collaboration and collegiality existing in the GLTC has resulted in learning opportunities for the EFL lecturers there. Learning activity happens every day, and it becomes inevitable in the institution. A lecturer can learn something from other colleagues because he/she intends to learn. However, a lecturer can also learn something even though if he/she has no intention to learn. That is because she/he is bounded in a good learning community. Uma explained that:

Because there is a strong culture of collaboration here, we can learn something not only when we ask something, but also when we don't ask anything. Let's say, when we are doing our own work on our table, suddenly one of our colleagues asks something to other colleague. We can hear that question, and we also hear when the colleague answers and explains that question. Without doing anything, we can gain new knowledge at the same time because we are in a conducive learning environment. So, learning something new can be obtained from any resources in a good learning community. (Uma)

Uma's statement shows how a strong culture of collaboration can positively impact on knowledge development. The positive impacts will be strengthened if supported by a good learning environment, and that is what happened in the GLTC. Such collaboration and collegiality can then become the keys to educational change (Hargreaves, 1994). As discussed in Chapter Two, collaboration and collegiality can be viewed from a micropolitical perspective (Hargreaves, 1994). From this perspective there is a distinction between collaborative culture and contrived collegiality. The former focuses more on teachers' initiatives as the basis of collaboration, i.e. a 'bottom-up' approach while the latter is regulated by 'top-down' characteristics. The collaborative work at the

GLTC is based on a 'bottom-up' approach in which the EFL lecturers initiate sharing activity because they think they need to do it, not because they have to or because their academic manager asks them to. This situation brings positive results that maintain the sustainability of collaborative work.

Characteristics of the participants' learning

The participants of the study have been exposed to PL since becoming EFL lecturers in the GLTC. As part of the lecturers' learning, PL has been officially conducted annually. An expert in TESOL or TEFL is invited to share his/her knowledge in seminars or workshops. The participants also conduct routine PL every semester during semester break in which they have to review and revise the syllabi and the teaching materials for the next semester based on the experience they had in the previous semester. Finally, the participants also habitually carry out informal learning by chatting and discussing their teaching practices during teaching breaks. At these times they can share and ask for suggestions about their teaching strategies. These PL activities are welcomed by all participants and fully supported by the director and non-academic staff in the GLTC.

The study I conducted sought the feasibility of LS as collaborative form of reflective practice to be applied as a model of the EFL lecturer's PL in the GLTC. Most of the participants in the study were not familiar with LS although they have implemented the collaborative model and reflective practice in their PL. Therefore, in the interviews I probed about the participants' perceptions of the characteristics of collaborative reflective practice such as LS.

Different characteristics of LS are noted (C. Lewis, 2002; Lewis, Perry, & Murata, 2006; Murata, 2011; Stigler & Hiebert, 1999). Some characteristics are consistently present such as open lesson, collaboration, and reflection. In an attempt to seek the characteristics of the EFL lecturers' PL, I adopted the key features of the LS model of PL proposed by Murata (2011) who advised that to prevent too much modification, the key features of LS should exist and be conducted carefully. Others suggest making innovations in LS, depending on context (See further C. Lewis, 2002; Lewis, Perry, Hurd, & O Connell, 2006; Lewis, Perry, & Murata, 2006).

The interviews revealed that the EFL lecturers' PL aligned with almost all of Murata's key features of LS, except the feature of 'open lesson'. Most of the participants agree with the idea of open lessons in which lecturers collaboratively design a lesson plan, examine live classrooms and subsequently debrief the lesson. Even though this practice has not been implemented at the GLTC, all the EFL lecturers welcome the idea of open lessons and agree to implement it as part of their PL.

During the focus group interview, the five key features of collaborative reflective practice of LS (Murata, 2011) involving 1) lecturer's interests, 2) students' focussed, 3) open lessons, 4) reflective process, and 5) collaboration were explored to the participants. The participants' responses were analysed to see whether they are aligned with the five characteristics of LS. The findings of the study indicated that only open lessons (3) were missing. The lecturers' attitude toward this was positive and they supported implementing this in their PL. Detailed discussions on the five characteristics of collaborative reflective practice of LS are now discussed in depth.

The EFL lecturers' interests

As discussed in Chapter One, the EFL lecturers have to teach different types of EFL subject to students from various faculties in the university. Most of the EFL subject delivered to the students are related to Basic English language skills such as reading, writing, listening, and speaking. But there are also students studying TOEFL preparation skills, TOEIC preparation skills, Paper presentation, Job interviews, and Public speaking. The EFL lecturers must be able to master not only various topics of EFL knowledge, but also effective EFL pedagogy. Fortunately, the EFL lecturers have freedom to improve their knowledge and teaching skills by attending various forms of PL to support their teaching. The lecturers may leave the class if the PL they take collides with their class, but they have to make up their class at another time. In terms of budget, the lecturers often get either a full or half subsidy from the institution which can be used to attend a seminar, training, or workshop. The PL taken by the lecturers is mostly based on their interests. One of the lecturers (Ingrid) stated: "I joined a seminar on IT for EFL subject because I needed it to apply in my class". Ingrid took a seminar on IT because she needed it helped her improve her teaching. Another lecturer (Edna) described the lecturers'

interest on attending PL: “when a lecturer thinks that he/she needs to achieve a certain target, he/she has to know how to make it happen, such as attending training, seminars, or workshops. Thus, I demonstrate a willingness to learn.”

The PL in the GLTC is conducted according to the lecturers' interests that may vary from one to another. Usually, the lecturers select PL which supports their teaching. Murata (2011) confirmed that PL conducted by teachers or lecturers should be based on their interests. If the lecturers are interested on the PL, they will do it seriously resulting in improved professionalism. LS as a type of PL should align with the EFL lecturers' interest.

Student focussed

Most of the EFL lecturers in the GLTC are aged between thirty and fifty years old. Of this, about ninety per cent are aged thirty to forty. It is easier for younger lecturers to build relationships with their students. This provides advantages in their classroom teaching and learning processes because there is less gap between the lecturer and the students. This supports the application of effective teaching methodology. Lecturer Ingrid said: “if students like the way we teach, we probably want to keep our teaching methods”. Another way to maintain a focus on students is by having an equal relationship mindset between lecturer and students. Instead of having superior and inferior position, the lecturers try to respect students more by regarding them as their learning partner. Participant Edna explained that being a lecturer “doesn't mean outperforming the students, rather becoming a partner in students' discussion who are more compatible and more resourceful”. Another characteristic of the participants' PL that involves seriously focussing on their students' learning to provide the best learning experience. Teaching is not only focused on the materials, but also on their presentation. Thus, they are able to create close relationships with their students which are essential in maintaining students' learning engagement (Klem & Connell, 2004). Focusing on students' learning supports the establishment of LS (Murata, 2011).

Open lessons

All of the respondents admitted that open lessons (Lewis & Tsuchida, 1998) were never conducted in the GLTC. Yet, they have already gained experience with similar programs

called induction by which new lecturers attended senior lecturers' classes to observe their students' learning process. During induction, the new lecturers sat in the back of the class and observed the class, and when it was finished, they could ask questions about what they had observed but there was no follow up activity after the class. When I probed the idea on teaching collaboration involving lesson plan designing, conducting classroom observation, and debriefing lessons, most of the lecturers were interested and agreed that those ideas were good. The following paragraph describes more about the findings related to the ideas of collaborative planning, observation, and debriefing.

Lesson Plan (Plan)

Most of the EFL lecturers admitted that they barely made lesson plans prior to teaching. They argued that the lesson plans were already 'stored' in their brain since they taught similar materials every year. Participant Ingrid confirmed that her lesson plans were "only in my head. I never write it down". Another lecturer (Jaz) said: "Basically we teach almost the same thing every year, i.e. teaching EFL skills such as listening, speaking, reading and writing, so we are familiar with them". All of the participants agreed that lesson plans were necessary to support the success of the teaching and learning process. Both groups of the lecturers were enthusiastic about collaborative lesson plans. They thought the idea of making lesson plans prior to teaching was good, and it was even better if the lesson plans were done collaboratively among the lecturers. They believed that conducting the activity in the GLTC was manageable. Lecturers Ingrid said: "collaborative lesson planning is feasible ... we have vertical levels and in this we have already come to that way although it's still informal". Since 2012 the lecturers have had an EFL curriculum called 'Vertical Levelling' by which four lecturers are gathered into one group and each group is responsible for a certain level of the EFL class. The lecturers involved in similar groups regularly conduct sharing ideas on teaching materials and problems related to vertical levelling prior to and after teaching the class. The EFL lecturers felt optimistic and enthusiastic that collaborative lesson plan would benefit and guarantee their better teaching performance. Lecturer Uma stated: "The lesson plan will be better in terms of its content as well as its methodology. If it is applied in teaching, the teaching quality can be monitored and controlled". Participant Edna added that lesson plans written collaboratively were more powerful because more lecturers

contributed their ideas to the lesson content. The lecturers became more prepared in delivering lessons in front of the students because they had already discussed the lesson plans while designing their lesson plan. Edna noted that: “When we make lesson plans, it makes us more prepared. Also, it can help other lecturers with knowledge because the ideas come from many lecturers, the lesson plan will improve more in the future”. Finally, collaborative lesson planning was necessary to improve teaching performance because they were designed carefully and potential mistakes could be minimized. Participant Angel simply said: “The level of mistakes can be minimized because other lecturers can see our mistakes that we can’t see”.

Observation (Do)

Most of the EFL lecturers appeared frightened of and panicked by the idea of class observation. One of them spontaneously said ‘trembling’, while another lecturer uttered ‘scared’. The participants admitted the idea of observing other lecturer’s class was acceptable if the objectives of the observation and debriefing was focussed on students’ learning. Although he agreed that observation is good, Andy suggested some conditions:

The lecturers should be asked whether they are ready to be observed or not. Sometimes if the lecturers are not ready, the observation can disturb and make the lecturers feel nervous. Also, the students need to be informed about the purpose of the observation so that they feel more comfortable.

The statement indicates that observation is acceptable if both the lecturer and the students are well informed prior to the class. The students are notified about the purpose of the classroom observers to minimize their anxiety and curiosity. The students’ comfort during the learning process has to be maintained so that the naturalness of students’ learning activity is not disrupted. Edna stated: “It might not be natural, because of the feeling of being observed or judged”. Angel added that: “observing scares the lecturers”. While these participants had no objections to having observers in their class, they cared about delivering lessons in a natural way.

Reflection (See)

The EFL lecturers' views and opinions about reflection on class accomplishment were positive. They agreed that such activity was theoretically good. The reason why the EFL lecturers in the GLTC have not conducted teaching reflection can be explained by the following quotation: "It's difficult for the lecturers to find their spare time together and conduct teaching reflections because almost all of their time is spent teaching classes" (Jaz). These findings are related to one of the key features of LS. As Murata (2011) said, open lessons give an opportunity for teachers or lecturers to learn from live teaching presented by a model teacher because open lessons are actual classroom events in which a model teacher delivers a lesson, while other peer teachers observe and attend to students' learning (Lewis & Tsuchida, 1998). All participants welcome the idea of open lesson activity in the GLTC. They believe that collaborative lesson designing is feasible in the GLTC as they already work together designing curriculum and syllabi. They are optimistic that collaborative lesson designing can be more powerful as it contains many ideas from many lecturers. Lesson planning makes them prepare better for their teaching so that they can minimize their mistakes. Although a new idea, the EFL lecturers are optimistic about debriefing after class is over.

Reflective process

As mentioned, the participants had never implemented open lessons which included the stages of 'PLAN', 'DO', and 'SEE'. However, they did try to conduct their reflection to improve their teaching. This indicates that these lecturers care about students' learning, and they want to give their best teaching to their students. Their reflection became a tool for assessing their teaching quality. One form of reflection carried out by one of the lecturers is described below:

Once I swapped my class with another lecturer just to know his students' reaction to my teaching. That's my improvisation. I also sometimes ask my students about my teaching and ask them to give me input on my teaching weaknesses. (Andy)

Andy seemed curious to know the students' perception about his teaching performance and so he swapped his class with others to get information about his performance. The GLTC already had a system to evaluate the lecturers' teaching performance from their

students every semester so that the lecturers were able to reflect their teaching performance by looking at their evaluation sheets. These sheets scored several aspects of the lecturers' performance such as their knowledge, pedagogy, attitude, and morality. The score ranged from one (poor) to five (excellent),. Some lecturers, especially new ones took the evaluation seriously, as Angel described: "I notice the trends that when new lecturers got score 2 or 3 [out of 5] in their evaluation they became depressed. They thought they were not good lecturers, and they felt very bad". On the other hand, some other EFL lecturers thought that the evaluation provided by the institution was not sufficient to reflect their teaching performance. Therefore, they made their own more comprehensive reflection format. Angel stated: "I did my reflection because the evaluation from the institution does not really reflect our teaching, and students are sometimes afraid when giving bad scores to lecturers". Edna also conducted reflection because she wanted to improve her teaching: "From my reflection, I became motivated to maintain what has been good, and improve my weaknesses".

Reflection has become part of these participants' learning because they receive students' assessment on their performance at the end of each semester. The student evaluation gives these EFL lecturers awareness of the importance of reflection in their teaching and continual improvement of professionalism. In addition to students' assessment, some EFL lecturers in the GLTC conduct their reflection by writing a journal. They try to reflect what they think is successful and what they think is unsuccessful. Their reflection is then used to improve their performance in teaching. Reflection in-action and reflection on-action is conducted in almost all phases of LS (Juandi & Nishitani, 2011). Murata (2011) agrees that LS gives opportunities for teachers and lecturers to look back at their teaching and student learning, and their reflection should be shared among peer colleagues in order to create learning among them.

Collaboration

The idea of having collaboration in the GLTC was very much welcomed by all of the participants. They all agreed that collaboration among lecturers was important because they shared teaching ideas and problems. Participant Ingrid said: "sharing is very helpful, sometimes senior lecturers learn from novice lecturers in terms of both the practice and

the theory". Working together has become a habit among the participants in the GLTC. One way to have collaboration is by sharing their teaching experience. In addition, the lecturers used to have a mentoring system in which senior lecturers mentored small groups of new lecturers. The mentors had responsibility to assist and train the new lecturers. Ingrid mentioned: "We used to have mentoring, but we don't do it anymore ... I prefer mentoring because we can discuss our teaching".

Collaboration (as a form of PL) fits one of the key features of LS (Murata, 2011). Collaboration gives space for teachers or lecturers to talk about issues related to their routine activities as well as issues that are rarely discussed (Puchner & Taylor, 2006). The findings showed that collaboration among lecturers was necessary because it helped them work more efficiently. Ingrid asserted:

Because we are very busy, collaboration helps us a lot. Also, it's easier for us to interpret students' respond when we discuss it with other colleagues. Having two or three colleagues to discuss about students' learning, we can understand more on students' learning and make assessment on it.

Collaboration, a key characteristic of LS, is embodied in the participants' PL.

Problems and challenges of the participants' PL

The EFL lecturers of the GLTC are voluntarily willing to undertake PL in order to improve their quality as lecturers. Despite their enthusiasm, there are some challenges and problems found in the implementation of their PL. Limited human resources, lecturer's tight schedule, lecturer's personal concerns, and financial concerns are amongst the problems. These problems are managed and overcome carefully to maintain the sustainability of the PL. It is not unusual that the teachers or the lecturers found problems and challenges when conducting their PL programs. Indeed, some research reported the difficulties usually found in PL such as human resources, learner's needs, and unsustainable program (Wilson, 2013), time constraints and scheduling (Fernandez, 2002), school commitment (Saito et al., 2006), internal (technical problems) and external (teachers' commitment) problems (Subadi et al., 2013), time constraints, teacher's attitude and commitment (Sam et al., 2005) as the factors influencing LS implementation at secondary schools. Interestingly, while the participants admitted the

problems and difficulties they found in doing their PL, they also offered some solutions to these problems.

Human resources

Having approximately sixty EFL lecturers in the GLTC, twenty-five percent are permanent lecturers while the rest were non-permanent lecturers. The policy of recruiting fewer permanent lecturers was based on the status of the GLTC which functions merely as a supporting unit within the university. The permanent lecturers were recruited based on university policy level, while the non-permanent ones were based on the institution. Having more non-permanent EFL lecturers than permanent ones, the GLTC often has a shortage of teachers because the non-permanent lecturers often give their teaching priority to other institutions. This situation happens because the GLTC can only afford to give less remuneration compared to other institutions. Consequently, it is not easy for the lecturers to meet together and discuss teaching practices. The shortage of the EFL lecturers can threaten the sustainability of PL activity in the GLTC. A lecturer (Jaz) said: “It’s difficult for the lecturers to spend their time to meet together. Even it’s difficult to find available EFL lecturers this semester. We lack of the EFL lecturers here”. Another lecturer (Andy) added similar ideas concerning the shortage of the EFL lecturers in the GLTC, and he tried to give solutions to the problem.

There are more non-permanent EFL lecturers than permanent lecturers in this GLTC. So, it’s difficult for the lecturers to meet each other formally such as in a seminar or workshop. Therefore, it’s easier and flexible for the lecturers to have informal meetings in a small group.

Having a limited number of permanent EFL lecturers in the GLTC, most of the EFL lecturers were always busy and occupied with so many classes that they did not have much time to conduct their PL. Jaz offered a solution to that problem when he suggested that the PL of the EFL lecturers were better conducted in small groups containing four or five people to make it easier to manage the time.

Scheduling

There are six days in a week and five shifts of EFL classes every day in the GLTC. In each shift there are approximately twenty-five EFL classes in parallel. Thus there are 125 classes running in the GLTC every day and 750 classes every week. Having around 125 EFL classes every day, the EFL lecturers have to teach many classes and have tight schedule every day. Sometimes, a lecturer has to teach from 7.00 am to 17.00 pm. When the lecturers are busy, they have less time to do their PL. Moreover, they feel tired after teaching for the whole day. The tight schedule of the EFL lecturers becomes a threat for their PL. Ingrid stated: “Sometimes there is a problem with scheduling”. In responding to this problem, a non-permanent EFL lecturer gave solution such as the following:

In my opinion, if this concept [open lesson] is offered in the beginning of the semester, it is still manageable. The schedule of the open lessons can be synchronized with the teaching schedule of the lecturers. I think it's only a technical problem. (Ingrid)

Ingrid narrated that tight schedule was caused by the shortage of EFL lecturers. In this case, the academic manager of the GLTC was responsible to arrange appropriate time in the beginning of each semester so that all lecturers were able to join PL activities because the academic manager had the authority to assign classes for the EFL lecturers.

Lecturers' personal concern

PL will be more powerful if the intention to do it comes from the participants' internal motivation. Having internal motivation, they know the best most suitable PL for them. Also, usually they can maintain the sustainability of their PL because their passion is focused on it. However, internal motivation itself is not enough. There is another thing which is quite important in order to keep the PL sustainable such as sincerity as it is related directly to the lecturers' mood. Angel stated:

It's sometimes difficult to manage our moods. We need to be sincere in our teaching because sometimes it's difficult for me to teach when bad moods come. I must have my strong self-motivation and I always need new challenges. I like

teaching students with high level of EFL to make me keep learning. Though it's not easy, I feel happy.

Angel admitted that she sometimes lacked motivation to teach because she lost her mood in teaching. She said that a lecturer had to teach sincerely using his/her heart so that he/she should always be motivated. Realizing that she sometimes loses her motivation to teach, she finally decided to find greater challenges by teaching higher level students with higher EFL abilities because it enabled her to keep learning and finding innovation in teaching.

Financial concern

The problems dealing with human resources, scheduling, and financial concerns in the GLTC were interrelated. Most of the EFL lecturers in the GLTC have tight schedules and have to teach many EFL classes every day. Also, the EFL lecturers have many classes because they receive only a small amount of remuneration, so teaching as many class as possible becomes one of the alternative solution to survive and get more take-home payment. As the consequence, it is not easy to maintain the sustainability of their PL because they tend to spend most of their time teaching. Had they had more take-home payment, they probably would choose to teach fewer classes so that they could spend more time undertaking PL. This situation is described by one of the lecturers (Andy):

The EFL lecturers have to teach many classes because they are not paid much for teaching. If they were paid enough, they wouldn't need to teach so many classes and they would still have time to do professional learning.

The GLTC can only offer a small amount of payment to its lecturers; however, these lecturers are expected to have high qualifications of EFL knowledge and teaching skills. In order to earn more money, the EFL lecturers in the GLTC have to teach many classes resulting in less time for PL. There should be a good policy from the institution which can maintain the EFL lecturers' PL while promising a reasonable remuneration to all.

Chapter summary

This chapter presented the findings about the EFL lecturers' beliefs in relation to their PL activities in the GLTC. The chapter revealed four main themes emerging from their beliefs about their PL: 1) The EFL lecturers' various understanding about PL, 2) Their learning opportunities, 3) The characteristics of the EFL lecturers' learning, and 4) The problems and challenges of the EFL lecturers' PL. In terms of the participants' beliefs and experience about the concepts of professional development and learning, there are various views and opinions from the participants. In addition, the participants' learning opportunities provided PL which is defined as problem setting and problem solution, as a process of thinking and learning, as an intuition or tact, as an experience of learning English knowledge, as a way of learning effective EFL pedagogy, and as collaborative work to enhance teacher's capacity. Besides, the EFL lecturers' PL in the GLTC is characterized as lecturers' interests, students' focussed, reflective process, and collaboration. Some problems and challenges in implementing their PL such as human resources shortage, scheduling, lecturers' personal concerns, and financial concerns are also explained.

Chapter 6

Comparing and contrasting participants' beliefs about their Professional Learning

Introduction

The chapter compares and contrasts the findings of the English as a Foreign Language (EFL) teachers' and Lesson Study (LS) specialists' beliefs about their Professional Learning (PL) in the form of LS in secondary schools and the beliefs about PL practiced by the EFL lecturers in the Gama Language Training Centre (GLTC) in tertiary context. This chapter serves as a response to the third research question of the study questioning "how the beliefs about PL in the secondary and tertiary settings compare and contrast?" As LS has been used as a vehicle for PL for EFL teachers in Indonesian secondary schools, the comparisons between these two findings aims to find out the potential of LS as an effective means of PL for EFL lecturers.

In order to compare and contrast the two findings, I used the EFL secondary school teachers' and the LS specialists' beliefs about their PL as the lens of the comparison and I used the EFL lecturers' beliefs about their PL as the focal text (Walk, 2015). In comparing the participants' beliefs about their PL, the characteristics of PL existing in the secondary schools are used as the frame of reference because these PL characteristics emerged as the EFL teachers conducted LS as their model of PL. These characteristics then become relevant to support the potential of LS application as the form of EFL lecturers' PL, particularly in the GLTC, or in tertiary contexts. In addition, using the secondary school PL characteristics as the frame of reference, the discussion can be focussed on one idea, and therefore, I can identify whether this frame of reference corroborates with the current PL conducted by the EFL lecturers in the GLTC. To ensure an effective comparison between these two findings, three tools are taken into account; 1) frame of reference, 2) grounds for comparisons, and 3) organizational scheme (Walk, 2015). The following sections discusses these tools of comparison.

Tools for comparing and contrasting the participants' beliefs about PL

Frame of reference

Frame of reference is the context within which I put the two findings I plan to compare and contrast. So, it is the umbrella under which I have grouped them. The frame of reference I used in this chapter is derived from the secondary school teachers' and the LS specialists' beliefs about collaborative and reflective form of PL using LS in secondary schools. Their beliefs about LS implementation revealed five characteristics of PL. These characteristics of PL are then used as a lens to find out whether the PL conducted by the EFL lecturers in the GLTC incorporates any of these characteristics. The result of the comparison between PL in secondary schools and the one in tertiary level will be used to identify whether LS is potential to be an effective form of the EFL lecturers' PL or, whether LS can be applied in the university level, especially in the GLTC.

Grounds for comparison

I chose to interview the participants who have experienced in conducting their PL using LS in secondary school level and the participants who have implemented PL in tertiary context as the grounds for comparison in the study. The beliefs about PL from the secondary level participants can be used as the indicators whether they are aligned with those of PL of the EFL lecturers in tertiary context. Thus, the objectives of comparing and contrasting these two groups of participants can be obtained.

Organizational scheme

There are two commonly basic ways in comparing and contrasting the two findings, namely text-by-text and point-by-point explanation (Walk, 2015). Text-by-text explanation can be done by initially discussing all of the first findings and then followed by discussing all of the second findings, while point-by-point explanation is done by alternating points about the first findings with comparable points about the second findings. In this chapter, I prefer to use text-by-text style because I use the findings from the secondary school participants' beliefs about PL as the lens of comparison of the findings from the tertiary level; therefore, text-by-text style will appropriately suit the

discussion. The findings on secondary level and tertiary context in relation to the five key characteristics of PL are described in the following sections.

The participants' beliefs about Professional Learning

Professional Learning at secondary schools

Five major findings about the participants' understanding about the purpose and role of PL in secondary schools emerged during interview conversation with the EFL teachers and LS specialists. These findings described how PL should be implemented and what features should be embedded in teachers' PL. Interviews conducted with the EFL teachers' and LS specialist revealed five characteristics of PL occurring in the secondary school through engagement with LS, involving; 1) PL should engage teachers' learning interests, 2) PL should develop teachers' understanding of student's learning, 3) PL should involve peer observation and critical evaluation of classroom teaching, 4) PL should provide space for teachers to reflect on their teaching practices, and 5) PL should promote collaborative practices among teachers' work. In an attempt to give the lens of the comparison, the beliefs about PL characteristics are presented in the following section, and then compared and contrasted with those of the PL characteristics of the EFL lecturers' in the GLTC.

PL should engage teachers' learning interests

The interview with the participants in secondary contexts revealed that most of the teachers and the LS specialists stated that PL should be able to engage teachers' interests to improve their learning in both EFL knowledge and teaching pedagogy. For more than three years, these EFL teachers have implemented LS as their PL activity; therefore, LS has attracted their interests as a means to learn something new at school. As Hans, one of the participants in Binalong province suggested:

When I heard the word LS from Mrs. Yayat [a colleague], I was enthusiastic. I thought it was cool, and I also thought it was a time to change my teaching by observing other colleagues' teaching. It was time to change my narrow mindedness.

The statement above shows Hans's interests towards LS. Hans believed that LS is a way to change his teaching by observing other teachers in the classroom. LS is then regarded as a way to realize his PL. Further into the interview conversation, Hans describes how he believes that LS is a time to change his narrow mindedness about teaching practices into the broader one. Similar opinion was also given by the participant from the same group. Nancy said:

Previously I was curious why LS was only for teaching science. I was also anxious when I had a chance to practice LS. I wanted to conduct LS because I wanted to learn something new. Finally, after waiting for a while, an opportunity to conduct LS was offered to me when my school was appointed to become a pilot project school for science subject LS, and following that, LS in the EFL subject was also implemented in my school. I was eager to become a model teacher because I wanted to improve my teaching by being observed by my colleagues, the school principal, the superintendent and also the experts. I took the early opportunity to become a model teacher because I knew everyone would be enthusiastic with this new PL.

Nancy's excerpts showing her curiosity towards LS as well as her anxiety to be involved in LS activity can be interpreted as her learning interests in conducting PL. Her awareness of the importance of LS and her interests in LS as a form of her PL activity is regarded as a way to support her professionalism as EFL teachers. Thus, while Hans became enthusiastic and had positive thinking about LS that can change his better teaching, Nancy was eager to do LS by becoming the model teacher in an open lesson. She realized that becoming a model teacher would give her a chance to improve her teaching. Indeed, these participants' beliefs about their collaborative and reflective PL are supported by the LS specialists in the interviews. They stated as the followings:

At present, it's difficult to make teachers stop talking in a discussion forum. Everyone seems interested to share their ideas and they are eager to discuss with other teachers from other schools because they rarely have an opportunity to see each other. So, the teachers now want to keep discussing their teaching experience and I find it difficult to stop them talking. (Alan)

Josh, another LS specialist commented: "There is a confession from the teachers that they are now eager to work more collaboratively with other teachers while they used to work more individually in the past."

The statements from LS specialists and the EFL secondary school teachers above show that the EFL secondary school teachers are interested in LS as a form their PL. They accept PL activity positively and therefore they appear enthusiastic every time they engage in PL activities. Furthermore, LS is viewed as necessary for EFL teachers to work more collaboratively with per colleagues, and even they are willingly learning together with the lecturers who were previously regarded as having very high status. In this case, PL has become their learning needs and it has bridged the gap between the EFL secondary school teachers and the university lecturers.

PL should develop teachers' understanding of students' learning

PL is about student learning. Thus, the activities in PL should be focused on students' needs and students' learning. Teachers' shift in transmissive modes of teaching to focussing more on students' needs and their learning is emerging in the interview conversation as a result of the EFL teachers' involvement in PL. In her interview, Alice mentioned that after attending LS as her PL activity for more than three years, she understood when her students felt bored in the class. She said:

I usually teach based on the textbook and follow the teaching target in the book. However, after I am involved in LS, when I notice that students are bored, I try to use different teaching materials. By observing model teachers in open lessons, I can apply their teaching methodology [shown by the model teacher] in my own class.

Further interviews with the EFL teachers informed that these teachers had shifted their interaction with the students to be more humanist by accepting students' strengths and weaknesses. The push for teachers to reward their students' efforts and give them more respect was articulated by Myra, one of the teacher at Yarrawalla province. Myra admitted to being more tolerant towards her students despite their low understanding on the EFL subject because she realized that all students deserved to have similar rights to learn. She said: "We can't judge a student as stupid, we have to help him/her". Myra continued her opinions by saying she intended to focus the learning process more on students and tried to give rewards to them. However, the current practices of EFL teachers suggests a contrary situation, and therefore she further stated her opinion: "Though rewards to students are important, normally [EFL] teachers ignore it".

Another participant, Alice, expressed a change in her attitude towards her students due to the PL she attended. While it is something common in the Indonesian classroom context for teachers to give attention to only smart students and ignore shy or low level students, Alice does not. She said: “I became aware that a teacher must give the best services to all students, must be fair [in general], must be fair to silent students and encourage them to be more active.”

What Myra and Alice stated above actually reflect the changes in their teaching skills and teaching attitude towards students as a result of their PL. After being involved in LS as a form of their PL many times, they are able to focus more on students’ needs and learning. In fact, teachers’ focus more on their students as a result of their LS in PL activity was also experienced by the LS specialists in the study. After these LS specialists made interactions with many teachers in secondary schools, they got evidence that the teachers had shifted their teaching focus to student’s need and student’s learning, and they did too. This is because these LS specialists also applied LS in their own teaching. As a result, they admitted they had shifted the way they looked at their students. This is one of the examples:

It’s true, I can feel the changes...I change. I remember that I didn’t teach properly in the past. I just taught the teaching materials I had and never thought whether the students understood or not. In the end of the semester, I test their understanding on the subject, and give them mark A, B, C or fail. I felt a bit happy if many students couldn’t pass the subject. Now I have changed. (Simon).

Simon’s statement presents some implications about LS as a means of PL; PL activity conducted with LS has shifted teacher’s attitude to become more human, more patient and more careful towards students. Also, it encourages a teacher to become more focussed on students’ needs and their learning as well as their achievement. And finally, LS supports a teacher to become more respectful of his/her students. In short, LS as the EFL teachers’ PL has shifted their attention to focus more on students’ needs and their learning, which affected their proximity with the students. The teachers – students’ relationship at schools is currently based on respect and honour.

PL should involve peer observations and critical evaluation of classroom teaching

Classroom observation in which teachers are encouraged to give critical and constructive evaluation should become the heart of PL. In this classroom peer observation is a live teaching presented by a teacher, called a model teacher, and observed by a group of teachers. Such activity is called open lesson (Lewis, Perry, & Hurd, 2004; C. C. Lewis, 2002; Murata, 2011; Yoshida, 1999). Romie, one of the participants from Yarrawalla province, gave his opinion about this activity: "I think open lessons give something new and useful because every model teacher will always give different and various experiences. So, it will be useful for everyone who is present in the observation phase". Another similar opinion is stated by Yan:

I think open lessons are good. In my mind, teachers should be able to open themselves and be ready to be observed in their class. Sometimes we think that our teaching practice is already the best, but then we realize our weaknesses after being observed by other teachers. So, we are encouraged to open ourselves to have criticism from other teachers. In the past, we always think that we are the best teacher, but now we realize that there are better teachers around us. So, we have to keep learning by observing other teachers and taking what is good from the model teachers in open lessons. When we observe a model teacher who can perform good teaching, we are motivated to perform good teaching too. Also, the government now has new regulation called as PKG (Penilaian Kinerja Guru= Teaching Performance Assessment), by which teachers' teaching practice should be evaluated annually by a district education supervisor. In this case, I think open lesson will be very useful to help teachers prepare their teaching performance evaluation because teachers are used to teaching in front of other colleagues in open lessons.

While Yan views open lessons from the model teacher's point of view, Connie gives her opinions from the observers' point of view. She stated:

According to my opinion, when I was observing the students, I sometimes noticed the students who didn't pay attention to the subject. I then realized that when I am teaching in my own classroom, I have to pay attention to all my students because I often forget to watch all my students...also, I often tend to focus on active students only and ignore shy students or those who don't talk much in the classroom. So, observing open lesson gives me an awareness of my own teaching.

It is not easy to observe students' learning in the authentic classrooms, open lessons. A teacher must pay attention to whether a student learns about the subject, or whether a student does not learn about the subject. Also, the teacher must try to understand why a student perhaps does not learn in the classroom. In order to have these skills, the teachers are equipped with such training by the LS facilitator. Anne said:

In the first observation we are supposed to observe only one student, and in the next meeting we can have more students to observe by looking closely to a group of four or five students. If we have been able to observe one group of students, then we can have more groups in the following open lessons, and finally we can try to observe the whole class of students in the classroom. In the observation we are supposed to watch not only active and smart students, but also the students who seem quiet and uninterested in the subject. We have to find out why the students seem interested or not interested in the subject, and why they have such attitudes.

From these participants' statements, it can be inferred that classroom observation, or open lessons provide opportunities for the participants to become good practitioners by building on their experiences either as the model teacher or as the observer during the class. Being model teachers, they can always get valuable inputs and suggestions from the observers, and become observers, they can always reflect the model teacher's teaching practices to their own teaching. Thus, it can be said that in whatever role and condition, a teacher can always have the opportunity to learn new knowledge in EFL subject.

PL should provide space for teachers to reflect on their teaching practices

PL should provide plenty of time and opportunity for teachers to engage in reflective thinking about their teaching practices and students' learning. Having LS as the model of teachers' PL, the activity of reflective thinking occurs not only in the SEE phase after the class, but also in all phases of LS; starting from planning the lessons, observing a live classroom, and evaluating the teaching and learning process. Irene mentioned:

When I observe other teachers' teaching, I reflect to myself that if the model teacher is able to perform a good teaching, then I have to be able to do that too. So, sometimes I question myself. Can I do that? Can I teach as good as the model teacher? This thinking encourages me to become a more resourceful teacher.

Irene's awareness of being reflective emerges in the observation phases of LS as she has attended LS for more than three years. She confessed that observing teacher's presentation as her PL activities has led her to engage in reflection of her own practice.

The reflective practices in teachers' PL also sometimes result in teachers' being more strategic in teaching. They become more familiar when to perform teaching seriously and when to give different teaching approach, depending on what is going on in the teaching and learning process. Myra gives her opinion regarding this matter:

Sometimes, after we teach for about fifty or sixty minutes, and students look tired and bored. In that case, I often give them a break for three minutes and let them do whatever they want to do. The students will feel happy and fresh again even though they only have three-minute break.

It is interesting to note that the teachers' reflective thinking about their teaching results reflects a new open mindedness as they are no longer afraid of receiving constructive criticism from peers. It is because the evaluation of the classroom observation is focused on students' learning rather than teachers' performance when delivering the lesson in the classroom. Teachers' habit to reflect on their teaching practices in LS phases will support future effective PL.

PL should promote collaborative practices among teachers' work

Collaborative work among teachers should become the heart of teachers' PL. It means that all activities during implementing PL should be based on direct interactions between the teachers and their colleagues. Interview conversation with the participants reveal that collaboration is central to their PL activities as they apply LS as their model of PL because all phases in LS such as PLAN, DO, and SEE are conducted collaboratively. During their involvement in all phases of LS, they may discuss and share their knowledge in order to develop good teaching practice which can enhance students' learning. The efficacy of collaborative practice is noted by Hans:

LS is a system. If it is well planned, results will be good. I can see the collaboration in the beginning [lesson plan making] and in the final phase [reflection] but I don't see collaboration in 'do' [phase] because the observers cannot interfere in the class, and the focus is on the model teacher and the students.

The statement above shows Hans's concern about collaboration which according to him was only dominant in the planning and reflection phase because these phases involved discussions among people in the LS group. On the other hand, he thought that collaboration did not exist in the observation phase because he thought that the observers just kept silent while observing the model teacher, and there was no collaborative activity during the class. Similar opinions on how the participants think that collaboration does not happen in all phase of LS are also stated by Romie: "In my opinion, collaboration contributes more in planning and reflection [phase] than in observing, because planning and reflecting takes all teachers to collaborate while in doing the teachers merely observe students' learning". Participant Myra agreed that "teachers do more collaboration in reflecting [phase]".

While Hans, Romie and Myra mentioned that collaboration was present only in the planning and reflecting phases, Anne said something different: "I think all [phases in LS] give contribution [to collaboration] because in 'plan' [phase] everyone share their knowledge, in 'do' and 'see' I can see everyone [share their knowledge] too, and in reflection [as well]". In fact, the existence of observers when examining a live classroom can be regarded as collaborative work among teachers at school. Thus, even though there is no discussion session between the model teacher and the observers during observing the live teaching and learning process, their presence in the class is important to evaluate the direct interaction occurring in the classroom. The observers took notes on all learning evidence in the classroom in order to be able to give thorough evaluation on students' learning in the next phase of LS, SEE phase.

Professional Learning at tertiary level

Five characteristics of the EFL lecturers' PL emerged from the focus group interviews, which included that PL should incorporate lecturer's teaching needs, PL should promote ways of building student-lecturer relationship to develop their learning, PL should facilitate peer observation of teacher practices, PL should encourage different ways of engaging reflective practices, and PL should encourage ways to build more collaborative practices. In this case, the participants' beliefs about PL in tertiary context are essential for the study in order to find out their alignment with the EFL teachers' PL in secondary

schools so that the potential application of collaborative reflective practice form of PL in tertiary contexts can be sought. Using the EFL teachers' PL characteristics in secondary schools, the findings from the focus group interviews in the GLTC revealed that the PL conducted by the EFL lecturers characterized almost all of the five characteristics of the EFL teachers' PL. Among these PL characteristics, the feature of peer observation of teacher practices, or what Murata (2011) refers to 'open lesson' has not been practiced systematically and regularly by the EFL lecturers in the GLTC. Most participants positively responded to the idea of this activity in which the lecturers were expected to design a lesson plan, deliver and observe the lesson, and debrief the lesson collaboratively. These EFL lecturers welcomed the idea of classroom observations and agreed to apply it as a part of their PL in the GLTC. Detailed discussions on these five characteristics of PL emerging in the finding are now elucidated.

PL should incorporate lecturer's teaching needs

The EFL teachers' PL is based on teachers' engagement in their learning interest, and so is PL in the GLTC. PL should become the main learning interest of the EFL lecturers in the GLTC. The objectives of taking their PL should be something they feel important to investigate and relevant to their own classroom practice. Based on the focus group interviews among the participants, it is revealed that most of the PL taken by the lecturers is based on their learning and teaching interests. The following is the opinion from Ingrid who mentioned that she had jointed an IT seminar relating to her EFL subject so she could apply new knowledge in her teaching. In addition to Ingrid's opinion, Jaz also stated similar ideas:

Usually the topics of those formal PL sessions are related to teaching practices. The opportunity to have research experience in this place is very limited because most of our time was used for teaching. Also, no one will give financial support when we do research. In my opinion, research should be balanced with teaching in university.

The PL taken by these participants was based on their learning needs in order to perform better teaching. Ingrid wanted to take IT courses in order to be able to apply it in her classroom, while Jaz wanted to improve his professionalism by conducting research

training so that he was able to perform research. Thus, their intention to conduct PL is in line with the five characteristics of PL found in teachers' PL in secondary schools.

PL should promote ways of building student-lecturer relationship to develop their learning

PL is about student learning, and PL in the GLTC should be based on effective interaction between the EFL lecturers and their students. Instead of focussing on the completion of teaching material or on lecture sessions, the teaching and learning process should be based on students' needs and their learning. The finding on the interview sessions indicated the situation when the lecturers gave more focus and attention to their students, they became more concerned with students' learning. The following excerpts describe the participants' opinions about this. Uma stated she tried to find the most suitable methods in teaching in making her students "understand how to learn". She mentioned: "In high schools, teachers tend to feed students, but here [in the GLCT] we just need to trigger students, and leave the rest to them". Another lecturer, Edna commented that in order to keep focussed on students, she always regarded her students as having equal relationship. Thus, instead of having superior and inferior position, she tried to respect her students more by regarding them as their learning partner. Therefore, she was able to share information and knowledge with her students in the classroom. She said: "I think a lecturer is a student's learning partner, it is not a top down relationship anymore". Based on these two findings, it is shown that the type of the participants' PL above incorporates the five characteristics of teachers' PL in secondary schools.

PL should facilitate peer observation of teacher practices

The findings about the EFL teachers' PL in secondary contexts suggest peer observation in the live classroom as one of the key characteristics of PL that is regarded effective in maintaining teachers' PL, and thus PL applied in the GLTC should also consist of this physical observation experience among the lecturers. Unfortunately, this classroom observation has not become a routine activity and implemented as a part of their PL. The interviews with these participants informed that this teaching and learning process observation activity is conducted sporadically and unsystematically in the GLTC. They had already got experiences with similar programs called 'induction class' by which new

lecturers came and attended to senior lecturers' classes to observe their students' learning process. During the induction process, the new lecturers sat in the back of the class and observed the class, and when it was finished, they could give or ask questions to the senior lecturers about what happened in the class. Even though such practice is not done continuously and systematically, the findings reveal the EFL lecturers in the GLTC have open minded and welcome other teachers to come and observe their classroom. This can be assumed as their positive and valuable support for the establishment of peer classroom observation in the institution.

The finding also showed that most of the lecturers were interested in and supported all steps related to peer classroom observation such as collaborative pre class lesson design and collaborative post class evaluation. The following sections describe further about their views and opinion about all phases pertaining to peer classroom observation.

Pre class lesson design (Plan)

Most of the EFL lecturers agreed with the idea of making lesson plans prior to teaching, and they became more enthusiastic when they knew that lesson plans were done collaboratively among the lecturers in order to make effective lesson. Although collaborative lesson plans were never applied in their teaching, these EFL lecturers believed that the activity was manageable to apply in the institution. Jaz said: "I think there will be positive impacts from collaborative lesson planning because the more the lecturers are involved, the more experience the lecturers can share. For example, lecturers can share ice breaking activities in teaching".

Furthermore, the participants felt optimistic that collaborative lesson plan would benefit and guarantee their better teaching performance. Andy stated: "It [lesson plan] becomes better, not only for the lecturers but also in the lesson itself". Another participant added more information that lesson plans written collaboratively were potential to be more powerful because more lecturers contributed their ideas to the contents of the lesson plans. Edna commented:

Lesson planning helps other lecturers designing their lessons. This means that when we make lesson plans, we are more prepared. Also, it can help other

lecturers with knowledge, including our own knowledge. In addition, because the ideas come from many lecturers, the lesson plans will improve in the future.

Thus, collaborative lesson plan was necessary to make better teaching performance because it was designed carefully, meaning that its potential mistakes could be minimized. Angel simply said: “The good lesson plan will lead to good teaching, and good teaching will result in better students’ learning”.

On class observation (Do)

Although most of the participants in the study appeared less confident and panicked with the idea of having observers in their classroom, they accepted the idea of being observed by their peer colleagues, or observing peer lecturer’s class. This happened after they were informed that the main objective of the peer observation was on students’ learning; not the lecturer. Jaz said: “I think observation is good because I can get something new, and it enables me to criticize the lecturers [the model teacher] after the class is over”. Similarly, Edna expressed her ideas: “What is the purpose of the observation? I think it’s OK if the reason is for teaching improvement and the focus is on students’ learning. Frankly speaking, I personally feel a bit reluctant, but I think it’s still OK to be observed”. Jaz mentioned that he accepted the idea of classroom observation by peer lecturers as he saw an opportunity to ‘criticize’ his colleagues in teaching performance. Jaz’s idea is indeed inappropriate because the focus of the teaching and learning process evaluation is students’ learning, and therefore he should not give any comments to the lecturers.

Post class evaluation (See)

Similar to the ideas of lesson plan making and observing class, the EFL lecturers’ opinions on reflection activity after the class was also positive. Although such activity had never been conducted in the GLTC, they agreed with the idea of evaluating the teaching and learning process. Uma said: “Basically it [evaluating the lesson] is [a] good [idea]”.

PL should encourage different ways of engaging reflective practices

PL should provide plenty of time and opportunities for teachers to reflect on their teaching practices and student learning, and so does PL in the GLTC. Based on the result

of the focus group interviews, it was revealed that the EFL lecturers in the GLTC responded positively to the idea of conducting reflection on their teaching practices. Jaz described his statement: “Reflection is very important and we need to have reflection on teaching”. Some of the lecturers such as Edna and Angel had engaged in their teaching reflections. Edna admitted she conducted reflection because she wanted to improve her teaching. She said: “When I conducted reflection on my teaching, I am motivated to maintain what I think is already good enough, and improve what has been unsuccessful”.

Information obtained during the interviews revealed that the academic staff of the GLTC had designed an official students’ evaluation on the lecturers’ practices. Some features such as student-lecturer interaction, lecturers’ teaching pedagogy, lecturers’ knowledge, and lecturers’ physical performance are included in this student evaluation sheet. In the end of every semester, a non-academic staff enters each classroom and give this evaluation from to the students. After students complete their evaluation, the evaluation sheets are collected and processed in a computer. This person is responsible to recapitulate the lecturers’ teaching performance, and report the results to the director and academic manager of the GLTC. Having such evaluation, the EFL lecturers in the GLTC try to maintain their teaching performance continuously. However, despite having assessments or evaluations from their students every semester, some of the EFL lecturers in the GLTC such as Angel and Edna have also conducted their reflection on their teaching practices using their own format such as writing a teaching journal or making a teaching note. It means that reflection which is conducted in various ways has become habitual for lecturers in the GLTC.

PL should encourage ways to build more collaborative practices

PL should involve teachers’ collaborative work among their colleagues in order to improve their teaching effectiveness, and so does PL in the GLTC. The idea of working together among peer colleagues in the GLTC had positive responses from all of the participants of the study. All of the EFL lecturers were in agreement that the direct interactions among their peer lecturers such as collaborative work in teaching was important because they were able to share their teaching ideas as well as teaching

problems among their colleagues. In fact, collaborative practices have become a part of the teaching habit among the EFL lecturers in the GLTC. They work collaboratively with each other setting up curriculum, writing syllabi, and designing teaching materials. Angel commented on working collaboratively:

Each individual is unique. When this individual gathers and shares with other teachers in a broader context, they become aware that there are various problems in teaching EFL. They can share their problems, and using their experience in teaching; they can solve the problems.

In addition, the findings emerging during the interviews also showed that collaborative practices among these lecturers were necessary since these could help them work more efficiently and effectively. Having many classes and tight schedules of teaching, these EFL lecturers found their job in teaching a lot easier through collaborative work because they were then bounded in a PL community. It can be concluded that collaborative practices are a key characteristics of PL in secondary schools.

Comparing and contrasting: Opportunities to use LS as a means of PL

The findings from the EFL secondary school teachers' and the LS specialists' beliefs focussing on the key characteristics of PL become the frame of reference for the comparison. Based on the findings presented earlier, it can be concluded that both groups of participants in secondary schools, the EFL secondary school teachers and the LS specialists, have shared similar agreement on all of the key characteristics of PL. These characteristics of PL are then compared and contrasted with those of the EFL lecturers' PL in the GLTC. The result of these comparison is further explained in the following paragraphs.

First, the first finding shows that PL should engage the teachers' learning interests in secondary school level. Their interest to conduct collaborative reflective practice of PL is mostly caused by their intentions to improve their teaching practices which are needed to support their profession as EFL teachers. After implementing their collaborative reflective PL practice as applied in LS activities for more than two years, the participants in the study have positive attitudes to their PL. They have become more enthusiastic, as well as eager to involve more actively in their PL activities such as

becoming the model teacher in an open lesson which is believed to be able to improve their teaching. This is also experienced by the EFL lecturers in the GLTC in which all of the EFL lecturers mention that most of their PL is based on their interests in using advanced and sophisticated approach in teaching. Thus, PL should incorporate their teaching needs. Ingrid mentions that she takes IT courses to perform teach, and Jaz states that he wants to have research skills so that he is able to conduct research to support better teaching. So, the PL in the GLTC are driven mostly by their internal motivation interests and needs. Thus, while LS as a model of teachers' PL has been the EFL teachers' interest in the secondary level, it should also become the EFL lecturers' interests and needs in the GLTC. Since LS is a model of PL in secondary schools, transferring similar model of PL in the GLTC in which its EFL lecturers are keen of doing PL is likely possible.

Second, the findings in the first group of participants discussing PL in secondary schools found that PL should develop teachers' understanding of student's learning and students' needs. In addition, focussing on students' learning and students' needs is carried out not only to their academic affairs, but also to their personal matters. Paying attention to students' needs and their learning, the EFL secondary school teachers shows their attitudes which tend to be more humanist, more careful, more patient, more tolerant, and more respectful towards the students and their learning. Hence, the relationship between the teachers and their students is now built based on respect and honour. Likewise, PL taken by the EFL teachers has shifted their orientation to student's needs and students' learning in the secondary level, and so is the EFL lecturers' PL in the GLTC. These lecturers have given more attention to their students, and therefore they become more concerned with their students' learning as the result of their involvement in PL. While the relationship between the EFL teachers in the secondary schools and their students is built based on respects and honour, the one between the EFL lecturers and the students in the GLTC is built based on equal relationship so that the students are not regarded as having inferior position but rather as learning partners. Thus, LS as a model of PL which focussed on students is likely applicable in the GLTC because the EFL lecturers in the GLTC use to have attitudes to focus on students' learning and students' needs in their PL.

Third, the findings in the first group of the participants show high values of peer observation which involves critical evaluation of classroom teaching. Both the EFL secondary school teachers and the LS specialists hold similar opinions that such peer observation in teaching has the potential to give opportunities for the LS participants to learn new knowledge from each other because this activity provides a live teaching situation presented by a model teacher and observed by a group of teachers and other school parties such as the principal, lecturers, and school superintendent in a real classroom. The observation of live teaching is believed to improve the participants' teaching practices. The findings also show that most of these teachers have strong motivation to prepare their teaching performance in this authentic classroom. Therefore, PL should encompass peer observation in the live classroom. The EFL lecturers in the GLT shows that most of the participants in the study were interested in the idea and gave positive responses about peer observation, including all phases connected to the activity such as pre lesson design and post lesson evaluation. As mentioned earlier, these lecturers stated that peer observation with all related phases could be conducted in the GLTC because they used to have similar programs called induction class. The EFL lecturers in the GLTC are open minded and welcome other teachers to observe their classes which can be regarded as valuable support for peer observation activity in their PL.

Fourth, the EFL teachers' PL in secondary schools provides plenty of time and opportunities for them to reflect on their teaching practices and student learning. The activity of these reflective practices occurs not only in the post lesson evaluation phase after a peer classroom observation is over, but also in all phases of their PL. Having LS as their model of PL, teachers' reflective thinking starts from lesson planning, classroom observation, and lesson evaluation. LS which is conducted as a collaborative reflective practice form of PL in secondary schools has encouraged the EFL teachers to always reflect on their teaching, and this activity has resulted in their open mindedness and their self-confidence in performing their duties as teachers. The same way, the PL conducted by the EFL lecturers in the GLTC should also allow them to have on going reflection on their teaching. The finding from the focus group interviews shows that the participants in the study tried to conduct their reflection to improve their teaching as

well as to improve their professionalism in teaching. Thus, reflection has become part of lecturers' habit in the GLTC.

Finally, collaboration should become the heart of PL and has been implemented by the EFL teacher participants. These teachers have to build collaborative work with other teachers to design effective lesson plan, deliver and observe the lesson in a classroom, and then finally evaluate the lesson after the class. Having LS as their PL, these EFL teachers may discuss and share their EFL knowledge and EFL teaching strategies in order to make a better teaching practice. Similarly, the idea that PL should be based on direct interactions and collaborative work among colleagues is very much welcomed by all of the participants in the GLTC. All of these EFL lecturers agree that collaboration among the peer lecturers is important because they can share teaching ideas as well as teaching problems among their colleagues. In fact, collaborative work has become a part of teaching habit among the EFL lecturers in the GLTC.

Chapter summary

This chapter has compared and contrasted about the findings of the EFL secondary school teachers' and LS specialists' beliefs about PL implementation in secondary level and those of PL conducted by the EFL lecturers in tertiary context, especially in the GLTC. Based on the comparison between the two different setting of participants, in the secondary and tertiary contexts, it was revealed that the findings from the EFL secondary school teachers' and the LS specialists' beliefs about the key characteristics of PL became the lens of the comparison to the EFL lecturers' beliefs about their PL. Using the five key characteristics of PL as the frame of reference, four findings comprising 1) PL should engage teachers' learning interests, 2) PL should develop teachers' understanding of student's learning, 3) PL should provide space for teachers to reflect on their teaching practices, and 4) PL should promote collaborative practices among teachers' work have embodied in the lecturers PL in the GLTC, while the idea that PL should involve peer observation and critical evaluation of classroom teaching has not been implemented systematically and regularly by the EFL lecturers. However, despite the EFL lecturers' lacks of classroom peer observation experience, applying LS as a model and a part of their PL in the GLTC will be likely promising because of the opportunities such as the

lecturers' open mindedness attitudes and their strong internal motivation to always improve their teaching.

Chapter 7

Discussion

Introduction

This chapter reviews and discusses the major findings of the present study that investigates Lesson Study (LS) as a model of collaborative and reflective practice for EFL teachers' Professional Learning (PL) in Indonesia. The chapter is divided into three sections. The first section summarizes and discusses the findings which reveal the participants' understandings and beliefs about their PL practices in secondary school contexts and at tertiary levels, followed by the comparisons of these beliefs, and concluded by presenting the problems and challenges during implementing their PL. The second section provides the discussion on these major findings in relation to whether LS has the potential to become a model for the EFL lecturers' PL in the Gama Language Training Centre (GLTC), Unima Yogyakarta, while the third section presents the discussion of the problems and challenges in LS and seeks in-depth causes related to the current situation of PL in Indonesian context so that similar problems and challenges can be anticipated when transferring LS as a model of PL in tertiary contexts.

Summary of the major findings

The major findings were garnered from focus group and in-depth interviews with three different groups of participants. The groups consisted of the EFL teachers' group in secondary school contexts, the EFL lecturers' group in tertiary levels, and the LS specialists' group. Beliefs about LS and PL among these three groups of participants were framed and formed by their collaborative work and reflective practice activities.

Participants' understanding and beliefs about:

Lesson Study as a model of EFL teachers' PL in secondary schools

Reflective thinking

The beliefs held about LS by the EFL secondary school teachers and the LS specialists resulted from both their reflective practice and their reflective thinking. As a model of teachers' PL, LS has encouraged these EFL teachers to always reflect on their teaching practices. The perceived value of consistent ongoing and focused teacher reflection is one of the "the hallmarks of quality teaching" (Cavanagh & Prescott, 2010).

The EFL teacher's engagement in reflection was engendered by their involvement in LS which is perceived as problem settings and problem solving. This provides opportunities for contemplation about their own instructions and take that of model teachers during open lessons. This contemplative process allows teachers to understand effective and ineffective models of teaching. Teachers' participation in LS helps them to develop an inquiry stance and become more reflective about their practice (Cajkler et al., 2015) through multiple aspects of their teaching, such as lesson planning, task development, lesson implementation, and student learning thus making reflective practice central to their professional growth (Naresh, 2013).

Thinking and learning

The EFL teachers' understanding and beliefs about LS is perceived as a process of thinking and learning about new ideas in teaching as the participants are involved in a systematic reflective practice. As they perceive this process to be beneficial, EFL teachers are willing to attend LS even though some teachers from private schools had to self-finance. Central to the principle of LS is to build and share teachers' knowledge, involving teachers in learning from colleagues as they research, plan, teach, observe, assess and discuss a lesson (Lamb, Aldous, & McGregor, 2016). LS has led the EFL teachers to many learning opportunities. Through thinking and learning during LS teachers have become more broadminded and more willing to accept constructive criticisms and suggestions about their teaching from their colleagues. In this way, they improve their teaching practices and build confidence in presenting their teaching

experience in academic forums and seminars. LS as a school-based teacher learning is not only a places for teachers to teach, but also a place for learning and innovation (Firman & Tola, 2008).

Teachers' centred to students' centred

The finding revealed that LS has shifted EFL teachers' understanding from teacher centred to student centred learning. Instead of merely transferring their knowledge, these teachers now tend to use more personal and tactful approaches when interacting with their students. Teachers now build a more respectful relationship with their students since their awareness of students' rights to learn emerged as they examined a teaching and learning process in an authentic classroom. Other research studies confirm such changes in teaching because LS directs teachers' attention to learners and learning because teachers have many opportunities to examine more closely students' learning (Dudley, 2013; Lenski et al., 2009; Rock & Wilson, 2005). Participation in LS helps teachers to develop more understanding of their students' learning which in turn affects teachers' thinking, planning and practice in explicit ways such as leading to be more learner-responsive teaching (Cajkler et al., 2015).

Building subject knowledge and building effective pedagogy

As these teachers reflect on these LS experiences with PLAN, DO, and SEE phases, they improve their EFL knowledge. Indeed, as mentioned earlier, experience without reflection will not improve teachers' knowledge (Loughran, 2002). A form of PL, LS is a way of learning effective EFL pedagogy specifically improving the quality of lesson planning, their observational abilities and the quality of teaching pedagogy. This confirms prior research (see Hendayana, 2014; Lamb et al., 2016; Lewis, 2000, 2009; Marsigit, 2007; Sukirman, 2015; Supriatna, 2011).

Collaborative work

LS is collaborative PL for teachers that develops subject content knowledge and teaching pedagogy. Collegial interactions between EFL teachers during LS phases enable collaborative inquiry in teaching and learning, a highly effective component of professional development for teachers (Suh & Parker, 2010).

Professional Learning in tertiary contexts

Problem setting and problem solving

The beliefs of EFL lecturers about their PL in the tertiary level at the Gama Language Training Centre. These EFL lecturers engage in problem setting and problem solving as part of their PL through which they are expected to continuously upgrade their EFL knowledge and teaching skills to fulfil the high demands of various levels of English students' skills. As lecturers at the tertiary level, they usually have to confront great challenges each year, including changes in subject content, new instructional methods, advances in technology, and student learning needs. Thus, lecturers who do not experience effective PL do not improve their skills, resulting in students' poor learning (Mizell, 2010). The lecturers' problems in handling their tasks and responsibilities in the GLTC require careful management.

Thinking and learning

PL is a systematic process of thinking and learning that leads to knowledge improvement in these EFL lecturers. Effective PL includes "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends" (Dewey, 1910, p. 6). Interviews with the lecturer participants reveal that they have a strong willingness to pursue higher degrees in education and attend various seminars and workshops to enhance their systemic thinking and learning in PL.

Teachers' centred to students' centred

PL is accepted as encompassing intuition which enables the EFL lecturers to use their 'heart' and 'head' when interacting with their students. This means that teaching in the GLTC is not only limited to transferring the knowledge, but also open to educating the students using moral and Islamic values. As most of the lecturers are young, they are able to create a close proximal relationship with the students who they regard as learning partners. The investigation on the student-lecturer interaction in the GLTC indicates that it occurs at various places including the classroom, the language laboratory, the staff room, and outdoors. Indeed, this student-lecturer interaction is

essential because it will impact positively on students' self-concept, persistence, and satisfaction with non-academic life (Boateng, 2012). This is also important as one of the lecturer's roles is to motivate students (De Hei, Strijbos, Sjoer, & Admiraal, 2015).

Building subject knowledge and building effective pedagogy

Another theme emerging from the EFL lecturer participants' beliefs about PL is that it occurs not only during lesson observations and discussion but also via informal chats or discussion in the GLTC staff room prior to and after teaching. As suggested by Mizell (2010), lecturers' PL taking place before classes begin or after they end can be useful. During such informal conversation lecturers usually share their teaching experiences in order to understand teaching materials or address difficult topics in the textbooks. This sharing of existing knowledge followed by the acceptance of others' knowledge results in new learning. PL is effective learning EFL pedagogy that provides EFL lecturers opportunities to improve their teaching strategies and thus teach students more effectively. Learning happens because of this sharing experience moment. Improvement in EFL knowledge and pedagogy can be used to identify if PL is effective, high quality and results in improvements of teachers' knowledge and instructional practice as well as improvements of student learning outcomes (Darling-Hammond et al., 2009).

Collaborative work

As PL the EFL lecturers found collaborative work made them feel comfortable when working together with their colleagues. Furthermore, these participants think that the learning community they are bounded in and the interaction occurring amongst them can always improve their teaching skills. This is in line with Vygotsky's social cultural theory which suggest that individual knowledge development happens as a result their social interaction (Vygotsky, 1978). Indeed, the academic atmosphere in the GLTC is very supportive for learning and has encouraged various learning activities among these EFL lecturers. Working together, these EFL lecturers in the GLTC establish a collaborative working environment in making syllabuses, developing teaching materials, and reviewing curriculum.

Comparisons of the beliefs about PL at secondary schools and tertiary schools

Comparing and contrasting the two findings of the of EFL teachers' and the EFL lecturers' beliefs about their PL in both secondary and tertiary schools was undertaken using three considerations: 1) frame of reference, 2) grounds for comparisons, and 3) organizational scheme (Walk, 2015). The English secondary school teachers' and the LS specialists' beliefs about LS function as the lens of the comparison and the English lecturers' beliefs about their PL are used as the focal text, while text-by-text analyses was applied in this chapter (Walk, 2015). In this case, the participants' beliefs about LS addressed the applicability of LS as a model of lecturers' collaborative reflective practice PL in the tertiary contexts, especially in the GLTC. In comparing the two beliefs about PL, I concentrate on the findings related to the key characteristics of PL emerging from the participants in secondary schools as the frame of reference so that the discussion can be focussed on one idea, and I can identify whether this frame of reference corroborates with the PL conducted by the EFL lecturers in the GLTC.

In general, comparisons on the major finding between the participants' beliefs about LS as the model of EFL teacher's PL and the EFL lecturers' PL indicated that both these two groups of participants accepted their PL as activities which enabled them to be better practitioners in many ways due to its learning opportunities. Their PL is perceived as problem solving and problem solutions, a process of thinking and learning, a shift to focus on students' learning and needs, a way to build their EFL knowledge and effective pedagogy, and all of which become a vehicle to improve their teaching skills which eventually result in students' learning and students' outcomes.

In addition, LS as a collaborative reflective practice used as a model of PL by these EFL secondary teachers possesses the main characteristics that include 1) PL should engage teachers' learning interests, 2) PL should develop teachers' understanding of student's learning, 3) PL should involve peer observation and critical evaluation of classroom teaching, 4) PL should provide space for teachers to reflect on their teaching practices, and 5) PL should promote collaborative practices among teachers' work. Most of these characteristics of PL are embedded in the PL activities conducted by the EFL lecturers in the GLTC, except the classroom peer observation activity. However, almost all of the EFL

lecturers give positive responses to the idea of classroom peer observation activity as a part of their PL.

Challenges in implementing PL at secondary schools and tertiary schools

LS as a collaborative and reflective practice form of PL among the EFL teachers in secondary school contexts has been reported in the literature as an effective way to improve teachers' learning and support teachers' PL. However, despite its success, there are some problems and challenges emerging in its implementation. The problems which have the potential to inhibit the LS implementation are also found in the study. Both participants in secondary contexts and tertiary levels confronted problems and challenges when conducting their PL. Although their PL were done in different settings, these EFL teachers and EFL lecturers experienced almost similar and typical problems from intrinsic and extrinsic factors. The problems related to intrinsic factors were teachers' attitude and commitment, whereas the ones linked to extrinsic problems included time constraints and teaching schedules, school commitment, and financial concerns. These problems affirm previous research on LS which reported that time constraints and scheduling (Fernandez, 2002), school commitment (Saito et al., 2006), internal problems and external problems (Subadi et al., 2013), and teacher's attitude and commitment (Sam et al., 2005) are commonly cited as problems that can inhibit LS implementation.

Teachers' attitude and commitment

The problems related to teachers' attitude and commitment which are seen as teachers' resistance and disengagement with LS were experienced by the EFL teachers in the study. Teachers' resistance to LS is the result of a lack of sufficient information about LS and senior teachers' entrenchment in their old teaching style, while teacher's disengagement with LS caused a low commitment to PL amongst the EFL teachers. Likewise, while teacher's attitude and teachers' commitment may inhibit the implementation of LS in secondary schools, the EFL lecturer's personal attitude such as having bad attitudes towards PL can also threaten its sustainability. In fact, when investigated more deeply, what becomes the main causes of the EFL teachers' low

attitude and commitment towards PL is linked to the policy on LS and the current situation of PL in Indonesia.

Time constraints and teachers' workload

Time constraints and teacher's workloads are found to be the most common problems in LS implementation in various countries and these are experienced also by the EFL teachers in this study. The problems related to time constraints and teacher's workloads cause the participants to frequently be unable to bring lesson study spirit into their real classroom. This is because they often have to teach many classes every day so that they do not have enough time and energy to prepare their teaching maximally. In the same way, time constraints and teacher's workloads are found as the problems and challenges for the EFL lecturers in the GLTC. These lecturers often have limited time to conduct their PL because they also have many classes to teach. As every lecturer is very busy it is difficult to arrange PL activities to share their knowledge about teaching practices.

School commitment and Financial concerns

The commitment of the school principal and school financial support often become factors that affect the implementation of LS in secondary schools. The findings indicate that many EFL teacher participants are often unable to attend LS day completely due to their responsibility at school or due to their school principals' low commitment to LS. As a consequence, these teachers cannot fully take learning opportunities provided during LS phases. The same problem happens in the GLTC. While the school commitment to LS is often caused by the principals' low commitment to LS, the financial concerns from the GLTC may threaten the sustainability of the EFL lecturer's professional learning.

Potential of LS as a model for EFL lecturers' PL in the GLTC

This study investigated potential applications of LS as a collaborative form of reflective practice to build PL among EFL lecturers in Indonesian tertiary contexts. The four major findings revealed the participants' beliefs about the practice of LS as a collaborative and reflective practice PL in secondary schools, the implementation of PL among EFL lecturers in the GLTC, the comparisons of the beliefs about PL conducted by the EFL practitioners in the secondary schools and tertiary level, and the problems and

challenges emerging during the practice of their PL. In investigating the feasibility of LS to be adopted by the EFL lecturers' PL in the GLTC, the major findings are then synthesized and discussed below.

What are the participants' beliefs about LS as a model of PL?

LS has changed teachers' teaching paradigm shift from teaching to learning

Understanding EFL teachers' and LS specialists' beliefs about LS practices in secondary schools in Indonesia is necessary to explain its effectiveness in improving teachers' professionalism and whether LS can be transferred and applicable to tertiary levels of education as a model of lecturers' PL in EFL teaching, particularly in the GLTC. The participants' beliefs about LS as a collaborative and reflective form of PL in secondary contexts revealed a shift in their teaching paradigm. This shift is related to changes from teaching to learning in which their participation in PL has turned their teaching orientation from merely transferring teaching materials to students to learning how to deliver subject knowledge effectively in order to support students' learning. This shift is needed to change the current condition of common teaching and learning process in many Indonesian classrooms which are mostly dominated by lecturers' speech or teacher centred approaches (Hendayana et al., 2013).

In their study, Hendayana et al. (2013) mention that while according to Act No. 19/2005 Standard of National Education, the teaching and learning process should be "interactive, inspiring, joyful, challenging, and motivate students to be active and creative" (p.51) but the lecture type of teaching still dominates lessons at schools, so that students become bored and do not engage in learning. After frequent opportunities to examine a live classroom, the EFL teachers in this study admit they have come to understand about the learning needs of students. They are now able to feel students' boredom and frustration during the lesson as they become observers in an open lesson, and this raises their awareness that teachers should be able to understand students' needs so that they can be engaged in the learning activities. Teachers' reflection on their experiences in observing students' learning in LS has changed their teaching attitude towards students. The facts that the EFL teachers apply reflective practice in their teaching, develop their thinking and learning process, focus more on students' learning

and needs, build their EFL knowledge and pedagogy, as well as build collaborative work among their colleagues as a result of their PL gives evidence that they have shifted their ordinary way of teaching; from a transmissive mode of teaching to a more student centred teaching approach.

As a collaborative and reflective form of PL, LS provides many learning opportunities for the EFL teachers as they experience the cyclical phases of PLAN, DO, and SEE. When designing a lesson plan collaboratively, these EFL teachers share their knowledge and learn from each other. Irin admits she develops her English knowledge as a result of discussion and sharing sessions in PLAN activities, while Alice gains more confidence in writing her authentic lesson plans whereas she previously used to copy lesson plans from her colleagues. The DO phase of LS results in improvements in teachers' interpersonal relationship; learning occurs due to the relationship amongst teachers at school. For example, observing a model teacher, Rose and Anne take various models of effective teaching which can be applied in their classrooms, while Myra learns a new approach in teaching in which she now gives more appreciation and respects to her students' learning. Hans views SEE phase as a crucial event which can improve his personal qualities as he receives many inputs on his teaching performance from his peer teachers. Hans also considers constructive criticisms from his colleagues to be a means to improve his teaching skills.

Teachers' improvements in their knowledge, personal disposition, and interpersonal relationship resonate with a study conducted by (Lewis, 2009) who divides teachers' learning into three categories: development of knowledge, development of interpersonal relationships, and development of personal qualities and dispositions. According to Lewis (2009) the phases of LS in which teachers are required to work together with their colleagues in planning the LS program, studying the curriculum, conducting open lessons, evaluating the lessons, as well as revising the lessons contribute to improve teachers' knowledge, personal disposition, and interpersonal relation will lead to teachers' instructional improvement. The following figure 6 represents how LS improves teachers' instruction based on Lewis' schema:

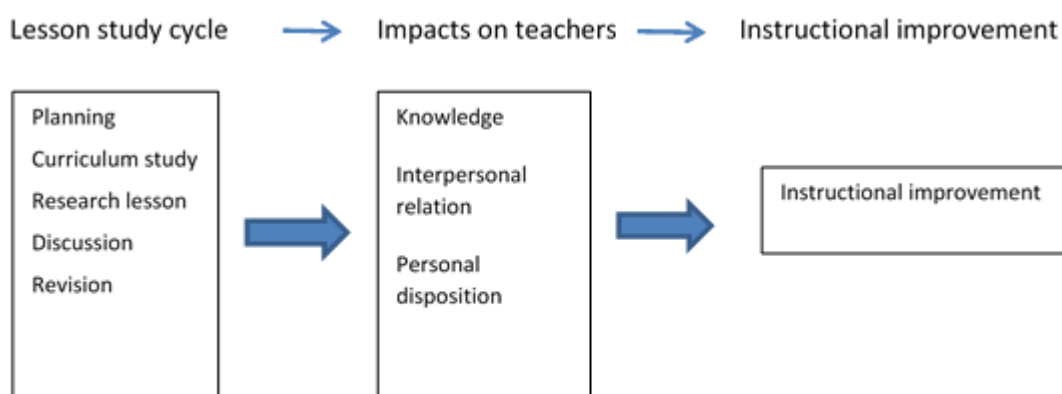


Figure 7. How does LS improve teacher instruction?

As a result of teachers' teaching paradigm shift from teaching to learning, the EFL teachers have framed their involvement in LS as learning moments. Every phase of LS is regarded as an opportunity for them to gain more knowledge which can improve their teaching skills. After engaging with LS for more than three years, the EFL teachers have gradually become familiar with LS phases which contributes to their ability in designing better lesson plans, honing their observation skills in open lessons, and generating better competencies in making critical reflections on a teaching and learning process in a live classroom.

LS phases which involve teachers' direct interaction and reflective thinking activities have also contributed to the development of teachers' four teaching competencies; pedagogy, personal, social, and professional. In their article (Firman & Tola, 2008) further explain about these teachers' competencies. Pedagogic competence relates to teachers' understanding about their students and their effective instructions in the classroom, whereas personality competence is linked to maturity and personality as a teacher. Social competence relates to their ability to communicate and socialize in social life, and professional competence is the mastery of the subject content to be taught. These teachers' improvements imply that the EFL teachers' professional competency as required by the Teacher and Lecturer Law No. 14 /2005 develops as a result of teachers' involvement in LS and finally supports their PL.

Teaching paradigm shift as the result of teachers' reflective practice

Many of the EFL teacher participants confess that the activities during LS phases motivate them to be more reflective towards their teaching practices. Teachers' more reflective teaching is identified by their willingness to evaluate the quality of their teaching while they are engaged in LS phases. Consequently, many participants become more aware of their own strengths and weaknesses, and thus intend to improve their teaching skills. Hans admits he becomes more open minded by accepting constructive criticism from his colleagues, while Myra states she becomes more respectful to her students and use both 'heart' and 'head' when handling with students. In this case, Myra's reflection which change her attitude to be more tactful (Van Manen, 1995).

Van Manen (1995) argues that reflection is central to the life of an educator and thus in the pedagogical relation, teachers reflectively deal with the children. Teaching should include the principles of effective teaching and affective considerations; therefore, teaching must include the 'head' and the 'heart'. Furthermore, having an analogy that teaching is similar to parenting and tact, Van Manen (1995) suggests that teachers should possess a tactful mind in order to 'intuitively know what to do and act accordingly' (p.387) when dealing with their students. This is called a tactful action. Tact is a kind of knowing, an active confidence in that pedagogical action is done immediately and thoughtfully (Van Manen, 1995), and to be tactful means to have a moral concern and spontaneity. The finding showing Myra's attitude to be more tactful to her students indicates that she has moral concern about her students.

The findings reveal that some of the teachers openly confess that they often pay full attention only to "smart" and "active" students in the classroom. However, due to many observations on different students and reflection on their teaching practices, they begin to appreciate how they often fail to give fair and ample attention to all students in their classes. The opportunities to reflect on their own teaching practices during the LS phases are an awakening experience for some of these EFL teachers, an experience which cements in their mind that all students without exception have the right to learn and the right to be exposed to different types of learning. In fact, one of the strengths of the LS model is that it places student learning at the heart of professional development

activity (Naresh, 2013). During PLAN, DO, SEE phases, teachers' orientation is focused on students' learning, which finally helps teachers to develop more understanding about their students' learning and deepens their collective learning about students. As a result, students' learning needs to influence teachers' thinking, planning and practice in increasingly explicit ways, leading to more learner-responsive teaching (Cajkler et al., 2015).

What is particularly interesting about the findings related to teachers' attitude is the immediate shift in thinking that takes place. Mindful that maintaining a particular status as an authoritative teacher is important in Indonesia, these teachers were willing to shift their status quo by creating an equal playing field with the students by way of giving them more attention and respect. This dramatic shift in attitude required a shift in perspective; the way they perceive their roles and the way the students' roles is perceived.

As a result of their teaching reflections, the EFL teachers have turned their teaching attitude to become more open minded, more responsible, and more wholehearted. This finding is interesting because it seems to contradict with Dewey's opinions (1933) who suggests that reflection requires whole-heartedness, directness, open mindedness, and responsibility. While Dewey proposes these attitudes as the conditions in order to conduct reflections, the case in the study is on the way around; the participants have these attitudes as they reflect on their own teaching during LS phases. Thus, teachers' open mindedness, responsibility, and wholeheartedness emerge as the result of their reflection on their teaching practices. As these teachers conduct on-going reflection toward their teaching, they become more critical of their teaching which results in improving their teaching practices. Considering the importance of reflective practice, teachers should frequently have multiple opportunities for reflection so that their teaching capacity will improve (Suh & Parker, 2010).

Teachers' shift in their attitude towards students' learning is essential for teachers' professionalism as it can lead to the improvement of teachers' social competency. Based on the Teacher and Lecturer Law No. 14/2005, Indonesian teachers are required to have social competency in which they are expected to maintain good relations amongst their

colleagues and their students at school. LS activities, thus, have been able to shift teachers' minds and attitudes to become more tactful when dealing with students and colleagues.

Teaching paradigm shift as the result of teachers' collaborative work

The EFL teachers' engagement in PL has shifted teachers' teaching practices, from isolated to more collaborative teaching. Teachers are also willing to open their classes and be observed by other colleagues after being involved in LS phases. During PLAN, DO, and SEE phases of LS, the EFL teachers have a lot of opportunities to learn about how to improve their knowledge and teaching practices from peer teachers, facilitators, knowledgeable resources, school principals, as well as supervisors from the district education department which finally improves their self-confidence. Teachers' direct interactions in their learning community during these LS phases also motivates them to become better teachers by applying EFL current approach and innovative teaching methodology obtained from their experience in LS.

In addition, as a collaborative form of reflective practice, LS strengthens collegiality among the EFL teachers. It means that LS improves their social competency which finally develops their professionalism. In this case, LS enhances teacher's PL because of its PLAN, DO, and SEE phases. Thus, their responsibilities to improve teaching competency in order to maintain their PL as regulated in the Teacher and Lecturer's Law No. 14/2005 has been facilitated by LS. The findings from the EFL teacher participants below give evidence how their teaching practice improves due to collaborative nature in LS.

Syam believes that LS has caused his teaching practice to be more innovative because of the presence of many observers in the open lesson. He becomes more creative and innovative in preparing his teaching especially because he is aware of his role as the model teacher. Although the observers in the classroom focus their attention to students' learning, Syam also realizes that the model teacher contributes to the success of students' learning; teacher and students are interrelated each other. This situation rarely happens when he teaches in a routine class in which no observers come to his classroom.

The fact that Syam prepares his class carefully due to the existence of the observers gives evidence that he wants to present a better teaching performance and therefore prepares everything to his best ability because his success of teaching in front of his colleagues will give him self-efficacy in teaching. Thus, it is assumed that a model teacher will use all his efforts to perform his best teaching in an open lesson. In many cases, the effort to prepare better teaching by making various media or using various teaching techniques, no matter what reasons underline the actions, results in knowledge development to the teacher. Such action also implies that Syam wants to show his peer teachers and other colleagues that he is competent in teaching. Thus, Syam's self-efficacy which results in teaching skills improvement occurs due to the collaborative nature of LS.

On the other hand, Syam mentions doing less teaching preparation if he does not model the open lesson. Though this sounds dramatic, the situation when he prepares his best teaching due to LS appears promising for teacher's professionalism since Stigler stated (1999) that teaching is a culture. It means that if Syam conducts LS continuously, then the good preparation he always performs in LS can become a habit in his daily teaching. Thus, in the future, whether there is or is not LS, he can always perform better teaching in his class.

The findings about teachers' collaboration during LS also show that teachers become interested in LS because they can work collaboratively with other teachers as well as conduct teaching evaluations during the LS phases. These activities are regarded as imperative in improving their capacity as better teachers; creating teachers who can perform better in the classroom and enhancing both their learning and that of their students. The teachers also feel motivated to think about and plan innovative teaching when participating in LS. In fact, the collaborative nature in LS is accepted by the teachers, and therefore they feel comfortable in doing sharing activities in LS because it is in accordance with the participants' culture who suggest that people in Indonesia should live peacefully by applying the concept of '*gotong royong*'. '*Gotong royong*' or 'mutual cooperation' has become the foundation of Indonesian philosophy in which all citizen regardless their ethnicity, religion, race, and inter-group are expected to respect

and help each other in all aspects of life. Thus, doing collaborative work in LS is easily done for these teachers because it has become their way of life.

The nature of collaborative work in LS enables the EFL teachers to design better lessons, examine other colleagues' teaching performance, and share their experience with other teachers. Thus, collaborative learning is much better than individual learning because having more partners in learning means having more inputs and teaching insights. Further, collaboration among the EFL teachers gives a lot of benefit, because:

Collaboration in lesson study enables teachers to share know-how and resources, to bring multiple perspectives to bear on making sense of successful pupil learning and to support the development of strategies to promote this. It also enables teachers to engage in joint decision-making and to develop a heightened sense of joint responsibility for teaching and learning as a key pre-condition for the cultivation of professional learning communities. (Cajkler et al., 2015, p. 194)

The situation when teachers developed their knowledge due to their involvement and their collaboration with other people in LS appears to be promising for bettering education in Indonesia. Having a strong social relationship bonding, teachers in Indonesia probably enjoy working together with their peer colleagues rather than working alone or in isolation. The intention to work with other people is also in line with Javanese people, where the study was conducted, because there is a saying in Javanese people "*mangan ora mangan ngumpul*", meaning that "food or no food, as long as we're together, that's all that matters". This saying shows that Javanese people like to get along with their family, their friends, their relatives and people surrounding them. It does not matter whether they have food because what is more important for them is being together. If they have food, they are even happier because they can share and enjoy the food together with their friends and their family. So, collaborative work appears to be promising in assisting teachers develop their knowledge in Indonesian school context.

LS as a collaborative and reflective form of PL is suitable to change the current model of PL in tertiary level and support the EFL lecturers' professionalism

The EFL teachers' beliefs about the collaborative reflective practice of LS as PL has revealed that LS is effective in changing their teaching paradigm, from delivering teaching material in the classroom to learning activities which can help the teachers find effective way to enhance students' learning. The teachers' teaching paradigm shift has changed a transmissive mode to a more students' centred of teaching. Thus, teaching is not dominated by teachers' speech but rather focussing on students' learning and students' needs. This teaching paradigm shift has led to teachers' improvements in their teaching competencies; pedagogy, personal, professional, and social competency. Such teaching competencies are necessary for these EFL teachers in order to support and maintain their professionalism since according to the Teacher and Lecturer Law No. 14 / 2005 and demonstrate the four teaching competencies. As a collaborative, reflective and iterative teacher development process (Chassels & Melville, 2009), LS has the potential to support teachers' on-going PL so that teachers' professionalism can be sustainable. Thus, it can be concluded that LS is effective as a means of teachers' PL.

Regarding the effectiveness of LS as a model of collaborative and reflective PL among the EFL teachers in secondary school contexts, the study has investigated the applicability of LS to be transferred as a model of EFL lecturers' PL in the GLTC. The idea to adopt LS as the model of lecturers' PL to EFL teaching in tertiary context is intended to change the current EFL teaching in Indonesian higher education. So far, the lecturers' PL in tertiary level has been described by (Sari, 2012) such as the followings:

First, the commonly practiced PL in Indonesia lacks supports and evaluation mechanisms so that most of teachers' PL are held as a short and periodic events, such as workshops, seminars, or training. These types of PL are typically only short term and there is no follow up after the event is over. This situation is exacerbated when the lecturers have little or no support from their institution to disseminate the knowledge and skills they just learnt from the event.

Second, the activities such as workshops, seminars, or training often require lecturers to leave their office and attend events in other areas of their city. In these PL events

lecturers have to attend in person which consequently consumes their time, money, and energy. As the result, not every lecturer is able to attend such events due to a lack of time, financial resources, and lack of energy. These problems hinder lecturers taking advantage of PL opportunities.

Third, the current model of PL is still dominated by a teacher-centred approach, resulting in non-reflective and non-collaborative practice of PL. The conventional model of PL such as workshops, seminars, or training does not give ample opportunities for lecturers to reflect on their professional practice and collaborate with other peer colleagues. A shift from teacher-centred to a more collaborative and reflective learning process should be done.

Fourth, most lecturers are motivated to conduct activities in their PL because of their expectation to get remuneration. Thus, their motivation in taking PL is incentives-driven but if they do not get incentives, they will likely leave their PL and its sustainability is then vulnerable. Continuity in PL should be maintained in order to get effective results and failing to do so can result in achieving nothing in their quality improvement.

Considering that the EFL lecturers in the GLTC share in common their beliefs about their PL with those of the EFL teachers, and considering that the key characteristics of LS such as teachers' interest, students' focused, reflective process, and collaboration (Murata, 2011) are embodied in their PL activities, it is an effective strategy to apply LS as a model of collaborative and reflective PL among these EFL lecturers in the GLTC. Detail reasons why these EFL teachers need LS as a model of their PL and why LS is suitable to be applied in the GLTC will be explained below.

The EFL lecturers' beliefs about their PL in chapter five reveal that most of these lecturers are in similar agreement that they accept their PL as a means to support their professionalism. As educators in higher education, these EFL lecturers realise they have to always update their teaching competency with the most recent knowledge and pedagogy of EFL subject. By doing so, they are able to improve their teaching skills and therefore they can equip their students with sufficient English skills. Students' mastery in English basic skills will enable them to face global competition when they graduate

from their university. In addition, these EFL lecturers are aware of their role as agents of change in education who are responsible for bettering human resources and bettering education in Indonesia, especially in EFL teaching in tertiary contexts. So far, in achieving these goals, these EFL lecturers have conducted informal discussions on their teaching experience during their daily routine activities in the staff room; prior to teaching, after teaching, and during break time. Indeed, this type of discussion can be regarded as a type of PL because according to Mizell (2010), PL may occur:

- During the regular school day;
- At school, but before classes begin or after they end;
- After school on an educator's own time;
- During days a school system sets aside solely for professional development; or
- During the summer and other school breaks.

In addition to informal discussion about teaching practices, the EFL lecturers in the GLTC are engaged in other various types of PL such as pursuing a higher degree in education, attending workshops and seminars, establishing, and revising curriculum and syllabi in the end of academic year. However, the PL they have already taken is sometimes not effective as it is individual, short term, out of campus, and less systematic. Some of these types of PL are still mandated by the director of the GLTC, meaning that they are regarded as top-down PL. This can be less effective as (Firman & Tola, 2008) suggest:

Top-down types of in-service teacher training has traditionally been employed as the main strategy to improve teachers' professional skills. However the assessment of the impacts of in-service teacher training programs showed an increase in the competencies of teachers' professionalism, but failed in changing the quality of the learning process in schools. After coming back from in-service training, teachers are teaching in their conventional ways. The influencing factor is the unavailability to enable conditions in schools that encourage teachers to consistently do innovations in their learning (p.80).

The top-down PL which is often conducted by the EFL lecturers in the GLTC shares similar conditions with the above statements. Upon the accomplishments of workshops or seminars, these lecturers usually have a lot of ideas and plans about new teaching approach that will be implemented in their own classroom. However, these plans usually

remain as plans once they come back to their routine activities because of time constraints, teaching workload, and lack of opportunity. Finally, these PL often end up with these lecturers reverting to their conventional teaching. Better arrangement of PL among these EFL lecturers must be designed to be as effective as possible as according to Wei et al. (2009), effective PL results in improvements of teachers' knowledge and instructional practice as well as improvements of student learning outcomes. In addition, Mizell (2010) stated:

Professional development is most effective when it occurs in the context of educators' daily work. When learning is part of the school day, all educators are engaged in growth rather than learning being limited to those who volunteer to participate on their own. School-based professional development helps educators analyse student achievement data during the school year to immediately identify learning problems, develop solutions, and promptly apply those solutions to address students' needs (p.7).

In this case, LS as a systematic inquiry into teaching practice by examining lessons (Fernandez, 2002) which is based on the principles of collegiality and mutual-learning (Hendayana, Sukirman, et al., 2007) is regarded as suitable to become a model for the EFL lecturers PL. There are some arguments why LS is suitable to be applied in EFL teaching in the GLTC.

First, the findings emerging from the interviews with the EFL lecturers show that most of these participants agree with PL as a means of improving their professionalism. Similar to the EFL teacher participants, these EFL lecturers have an obligation to maintain their professionalism by enhancing their competencies; pedagogy, personal, professional, and social competency. Therefore, they have to engage in an effective and on-going PL. LS as a model of collaborative and reflective PL which has proven to be effective in supporting the EFL teachers in secondary contexts is then worth to be applied as the EFL lecturers' PL. The application of LS as a collaborative and reflective PL will give valuable experience for these EFL lecturers as it will give opportunities to experiment with classroom practice and analyse it in detail which is going to be "a fruitful path to take" in teacher professional development (Doig & Groves, 2011).

Second, the application of LS as a model of the EFL lecturers' PL is also feasible because most of the key characteristics of LS have embodied in the lecturers' PL activities. According to Murata (2011), there are five key features of LS which include 1) teacher's interests, 2) student's focus and about student's learning, 3) an open lesson, 4) reflective process, and 5) collaborative. To ensure effective implementation of LS, Murata (2011) suggests that these LS features should remain integral; yet, teachers are not encouraged to be rigid in its application. Rather teachers are advised to use the key features which are reflective of their own teaching aims and objectives. As teaching is "a highly localized practice" (Murata, 2011, p. 10), there are various adaptations of LS which usually depend on the context where it is implemented. Although these EFL lecturers may have no idea about the concept of LS, they have indeed applied most of the main features of LS. The following paragraph explains the situation how the LS key characteristics are applied in the GLTC.

Many of the EFL lecturers state that most of the PL taken is based on their interests. Irene states that her purpose to take IT courses is in order she can perform better teaching in the classroom, while Jaz says he wants to have research skills so that he is able to conduct research which is necessary in supporting his teaching. So, most of the PL in the GLTC is driven by their internal motivation interests. Also, the findings that the EFL lecturers in the GLTC have given more attention to their students, and they become more concerned with their students' learning is the result of their involvement in PL. Edna mentions that the relationship between the EFL lecturers and the students in the GLTC is built based on equal relationship so that the students are not regarded as having inferior position but as learning partners. Thus, LS which focusses on students is likely applicable in the GLTC because the EFL lecturers in the GLTC use to have similar attitude in their PL. The PL conducted by the lecturers in the GLTC also allows them to reflect on their teaching. The result of the focus group interviews shows that Edna and Angel try to conduct reflection to improve their teaching as well as their professionalism. Thus, reflection has become a part of lecturers' habits. Furthermore, the idea that PL should be based on collaboration is very much welcomed by all of the participants who agree that collaboration among the lecturers is important because they can share teaching ideas as well as teaching problems among their colleagues. In fact, collaboration should

be embodied as a teaching habit amongst the EFL lecturers. Also, while LS includes open lessons, the PL conducted by the EFL lecturers has no such activity, and all of the participants have no experiences yet with open lessons. However, the finding shows that most of these EFL lectures are interested with the idea of open lessons. In fact, they do conduct a similar activity called an induction class. In this activity, new lecturers attend senior lecturers' classes to observe their teaching and learning process. Such activity gives opportunities for the lecturers to open their classes to other peer teachers, and this can be regarded as valuable support for research lesson establishment in the GLTC.

The findings of the comparison of the participants' beliefs about LS and PL and those of characteristics of LS and PL give evidence that LS is suitable to be applied as the model of the EFL lecturers' PL in the tertiary level, particularly in the GLTC. The existence of LS in the contexts of secondary school is thus applicable to be transferred in another context. In the future, the movement of LS will change the school climate and create new traditions in the life of the teacher's community in Indonesia as a learning community. When this climate is well maintained, it may empower the schools to provide quality educational programs (Firman & Tola, 2008).

Professional Learning in Indonesian educational systems

As discussed in chapter two, both teachers and lecturers in Indonesia are required to conduct PL in order to maintain their professionalism (the Teacher and Lecturer Law No 14/ 2005). Furthermore, teachers and lecturers are regarded as professional if they have four teaching competencies of pedagogy, personal, social, and professional. One way to meet these requirements is by applying LS in secondary schools. Since LS has been recognized as improving the EFL teachers' teaching skills and support teachers' collaborative reflective practice PL, there are now efforts to adopt and adapt it at tertiary levels as a model of PL. The study aims to investigating this phenomenon.

The implementation of LS in secondary schools includes many parties and aspects, not only the teachers but also all related parties at school such as the school principal, the staff, the school supervisor, the students, and students' parents. These parties form a learning community. Hendayana (2014) suggested that lesson study is conducted based

on the principles of collegiality and mutual learning to develop learning community among educators. The involvement of the teachers in LS begins with establishing the goals of LS, then designing a lesson, observing the lesson in an authentic classroom, and debriefing the teaching and learning process. It would be hard to conduct LS without the teachers' involvement.

In some cases in secondary schools, the EFL teachers are willing to join LS because they gain benefits from it (LS specialist interview, 2013). One of the benefits is that they are better prepared for the annual performance evaluation of their teaching by their principal and the district supervisors. A similar case also happened in Florida where about one third of the districts (16 districts or 29%) reported that LS was part of teacher evaluation during the 2012-2013 academic year (Akiba, Ramp, & Wilkinson, 2014). Secondary teachers in Indonesia are evaluated based on their teaching performance so that the ability of LS to improve this is valuable. In Florida, teachers were evaluated on their participation in LS, instruction in research lessons, or the lesson plan developed during the LS. Thus, LS serves different purposes in Indonesia and Florida.

In adopting LS as a model of lecturers' collaborative and reflective form of PL at university level, the roles of lecturers are also important. For the EFL lecturers, undertaking PL is compulsory and to accomplish this they have to actively engage themselves in LS. Irene, a lecturer participant even emphasized that, "if the initiative [of the professional learning] is from the [English] lecturers, it will have stronger impact". The implementation of LS should also be supported by external motivation such as a relevant policy from the institution or from the university.

Financial support is also needed to support the implementation of LS. The LS specialists affirmed the importance of financial support and suggested that LS should be conducted based on sharing the budget between the school and university. It is expected that role sharing systems will promote ownership of the program and guarantee its sustainability (Hendayana et al., 2013). Financial support was also needed to run the LS program in secondary schools for such items as teaching materials, refreshment (beverages, snacks, and lunch meals), and duplicating lesson plans. The EFL lecturer participants in the GLTC also mentioned the need for financial supports for PL which may come from the

university. As mentioned earlier, the GLTC always conducts annual PL for its lecturers. Thus there is a budget from the institution to support the lecturer's PL activities, and if LS is recognised as a model of their PL, the budget used to support their routine PL can be allocated to LS. Ideally this would remove the problem with financial support in the implementation of LS.

In summary, teachers' commitment and financial support are of importance in order to transfer LS as the model of collaborative and reflective form of PL from secondary school contexts to university levels. However, the findings reveal some problems and challenges in implementing PL, both in secondary school and in tertiary contexts. These problems and challenges include teachers' attitude and commitment, time constraints and teachers' workloads, school commitment, and financial supports.

Teachers' attitude and commitment

In responding to LS, the EFL teachers reveal their opinions in which some of them agree with LS while some others disagree. Teachers' disagreement with LS results in their resistance to and ignorance about LS. Thinking that LS is a waste of time as students' learning activities are disrupted, some EFL teachers prefer teaching their students instead of attending LS phases. This issue was found in Binalong province. Another case of teachers' resistance comes from senior teachers who reluctantly accept the idea of LS. Commonly cited as the reason for their resistance is their position as senior teachers who consider their knowledge and experience in teaching far more developed than other teachers. In a secondary school context, Hans mentioned that usually senior teachers were highly resistant and thus tended to reject any teaching innovation or new approaches in PL like LS, while in tertiary contexts Josh stated that senior lecturers sometimes underestimated their junior colleagues.

The problems related to teacher's attitude and commitment are also found in teacher's being bored with LS. In a focus group interviews Alice from Binalong province revealed that she was bored with LS because in her province the EFL teachers were assigned to join the LS project by the school principal for a three year period and they could not leave the project and they could not be replaced by another teacher until it was

completed. After participating in the LS project for almost two years, Alice felt bored with LS as she thought LS is just 'a so-so activity' and there was 'nothing spectacular' about it. Similarly in Yarrawalla province Syam explained that some of his colleagues found LS boring because they thought it did not improve their knowledge in the EFL subject and in teaching pedagogy. This was exacerbated by the fact that these EFL teachers remain uncertain whether the LS they conducted was appropriate or not as they had no guidance from LS specialists or the More Knowledgeable Other (MKO). This discouraged these EFL teachers to attend LS. These identified problems need to be managed properly as they can influence the success or failure of LS (Sam et al., 2005). Despite the EFL teachers' statements, the reasons for teachers' resistance and their assertions of boredom with LS are perhaps deeper than those described. More in-depth interpretations of their statements need to be investigated.

Teachers' resistance to LS is likely caused by their lack of understanding about LS due to inadequate information from the school principal or the LS facilitators. As mentioned earlier, LS in the teaching of EFL is relatively new and only a few EFL teachers are selected and involved in LS during its first implementation. This causes a situation in which not every EFL teacher understands about the concept of LS. This is unacceptable because as a systematic approach to teachers' PL (Fernandez, 2002), LS should involve all stakeholders at school such as teachers, the principals, school staff, students, as well as students' parents. All relevant parties at the school should be aware of LS in order to support its implementation. Additionally, teachers' resistance to LS from senior teachers emerged because of their low expectations about the practice.

The senior teachers appear to think that they have a lot of experience in attending various forms of PL, and thus they regard LS as similar to other types of PL. Moreover, these senior teachers have been comfortable with their teaching styles, and accepting LS as a new approach to their PL would require them to start learning again from the beginning. This can be perceived as 'an interruption to their established routines and practices' and exclude them from their comfort zone. LS as a new approach in teacher's PL is also regarded as making little contribution to their teaching and remuneration in their retirement which according to Teacher and Lecturer Law No 14/2005 occurs when

they are sixty-year old. Therefore, LS is not regarded as a promising incentive for these senior teachers. These findings support the study conducted by Yuwono and Harbon (2010) who found evidence of Indonesian EFL teachers' reasons to be involved in PL, specifically the EFL teachers' professionalism is affected by five factors: 1) motives for entering the profession, 2) teaching rewards, 3) wider society views about the teaching profession, 4) career progression, and 5) perceptions of the meaning of professional EFL teachers. Considering that their career has reached the highest position possible and there are no more incentives to be obtained, these senior EFL teachers then ignore LS as their potential PL.

On the other hand, teachers' resistance to and disengagement with LS in Binalong province occurs because LS is conducted using a school-university partnership in which teachers are mandated to be involved in LS for a three-year program by the school principals so taking part is not voluntary. These teachers have no power to stop being involved in LS. If participation in LS became voluntary rather than imposed from above, the participants might be more committed to the program. In a study conducted by Sam, et al. (2005), the participants in a LS project in Malaysian schools did not demonstrate strong commitment because they were recruited based on their principals' instruction. Subadi et al. (2013) found a similar phenomenon when they studied an LS program in the Indonesian school context. In one of the findings, Subadi et al. (2013) mentioned:

Many teachers taking part in learning training were merely due to a duty of the principals. They were unmotivated to develop their competencies. If the teachers did not take any training, it would mean that there was not a great concern for coming into being from the teachers themselves. So, if the government provides some training to teachers, the training will not be meaningful. Concerning some lesson study training, likewise, if the teachers are unmotivated to take part in the training, it will be useless. (p. 107)

Teachers' training or teachers' PL therefore should be based on their own initiatives so that they will have locus of control or ownership of it. Likewise, LS should be based on teachers' interests, so that it becomes central to teachers' activities (Murata, 2011). The study undertaken by Sam et al. (2005) also indicated the importance of teacher's ownership of LS. While the LS in Malaysian school contexts is initiated by a top-down

approach, the one in New South Wales schools was to the contrary. In New South Wales' school contexts, participants recruited voluntarily to an LS program showed good commitment to the program. This model of bottom-up LS was not only highly successful, but also resulted in teachers' strong enthusiasm.

Top-down enforcement of LS in Binalong province cause the participants' resistance, disengagement and low commitment largely the result of a lack of LS specialists with subject expertise in Yarrawalla province. The absence of MKOs has led these teachers to assume that they are getting nothing useful from LS activities. Thus, these teachers decided that LS would not benefit their teaching. In Yarrawalla province, EFL teachers have limited knowledge about the basic philosophical principles of LS. As a consequence, they believed they just have 'a standard LS' when implementing the LS phase that resulted in an unattractive model of LS. In fact, the EFL teachers' internal capacities in applying LS as a model of improving their learning quality is also important (Subadi et al., 2013). The EFL teachers in Yarrawalla province need support from subject experts from the MKO as a way to build their confidence in applying LS. The tertiary institutions in which there are a lot of resources of expertise could meet this expectation from the teachers in secondary levels. The poor level of competence amongst teachers in doing LS supports a study conducted by Saito et al. (2006):

the dominance of interests in teaching models, the lack of attention to detail in the learning processes of students and the lack of questioning the reasons for the mistakes and misconceptions of students. It should first be noted that, during the reflection sessions, the comments made by both the teachers and the university faculty members tended to be with reference only to teaching methodology (p.171).

Teachers' competency in applying appropriate LS then should be enhanced regularly by practising more LS. Teachers are only regarded as capable of doing LS only after they are practising LS more than fifty times. In LS it is argued that practice makes perfect. Japanese teachers are accustomed to LS and have made LS part of daily teaching after implementing LS for the past century. Having a long history of LS implementation, Japanese teachers' skills in applying LS in their own classroom has been highly developed. Likewise, the EFL teachers in Indonesia will develop their skills too in

implementing LS provided they are eager to continuously apply LS as a part of their teaching culture.

Time constraints and teacher's workloads

Time constraints become the most notorious problem in teachers' PL, and teachers' LS as a model of their PL is no exception, too. The EFL teachers need a lot of time and energy in implementing LS as it is a systematic process of teachers' on-going PL. Further, teachers are required to work collaboratively with their colleagues in designing lessons, examining the lessons in a live classroom, and reflecting on the lesson after the class. All of these series of LS phases have to be attended continuously and seriously in order to get maximum benefit of LS. Consequently, it is quite challenging for the EFL teachers to apply LS in their classes since these teachers have to invest more time in addition to their primary tasks as teachers. Furthermore, they sometimes have different schedules of teaching, so that conducting meetings in LS phases are not easy to manage, either. Another problem which may hinder LS implementation is related to teachers' tight schedule in teaching. This case is often experienced by teachers from private schools. These EFL teachers have to teach many classes because of several reasons; 1) there is EFL teachers' shortage at school, 2) they need more income, and 3) they need to meet a minimum target of teaching in a week. Each of the problems will be further discussed.

The problems pertaining time constraints and teachers' workloads are interrelated. Teachers find time constraints in conducting LS because their workloads are overloaded. Both time constraints and teachers workloads are potential to become problems that may hinder the teachers to conduct LS because they have to allocate time to meet and flexible scheduling strategy which enable them to watch each other teaching (Fernandez, 2002). Similar problems was also evident in a study conducted in Malaysia and New South Wales (Sam et al., 2005) in which the findings uncovered that both countries reported time as the major constraints in LS implementation. However, in the Malaysian case, even though both schools allocated two hours a week for the LS session, several sessions were postponed or cancelled because some participants were unable to attend due to various reasons such as attending workshop or staff meeting. As a result, the outcome between Malaysian and New South Wales LS differed due to the

different level of staff commitment (Sam et al., 2005). Without teacher commitment, the best plans, intentions and legislations by those in authority will not be enough to engender effective change. Teacher commitment is reliant on school support and the role of the principal in this is crucial.

School commitment and financial concerns

The findings from the focus group interviews with the EFL teachers reveal school commitment as one of the problems that may disturb LS practices. School commitment is linked to the lack of support for teachers, lack of financial support, and lack of good leadership from the school principal. These problems were usually found in private schools, and resulted in teachers' difficulty in attending LS regularly. Romie mentioned that the problem in implementing LS occurred as the school principals did not allow the teachers to attend LS as they have tight teaching schedules at school. In addition, Myra supported Romie's explanation that teachers did not fully complete their LS phases because they have to teach in the afternoon. Although LS is conducted only during LS day in which all of EFL teachers are free from their tasks to teach students, some participants from private schools have to finish their LS activity earlier due to their teaching schedule. In addition to the above problems, teachers from private school often have to finance the LS from their own pocket money because there is no budget allocation for LS activities from their school. This is quite hard for them considering they are paid only little amount of money based on the number of classes they have.

As LS is built based on collegiality and mutual learning (Hendayana, 2014), it will be unlikely possible to sustain LS if the school principals do not allow the teachers to attend LS. The school principals' role in succeeding LS is essential, then. They are required to not only support the teachers to attend LS, but also to monitor its implementation at school. Indeed, in a case where the school principal and the head of department were supportive and keen about the lesson study, there was a strong commitment among the teachers (Sam et al., 2005). The teachers' attitude towards LS was positively affected by the school principals' leadership. However, the principals and supervisors were found to be low in monitoring LS (Subadi et al., 2013). On the other hand, in the other school,

where the principal was involved in a little time, several of the participating teachers were absent most of the time during discussion and class observation (Sam et al., 2005).

In addition, the lack of financial support may result in lowering the number of schools involving LS. This case happened in Sleman, Yogyakarta province, Indonesia where the limitation budget of LS decreased the number of schools implementing LS, from forty two schools to six schools (Sukirman, 2015). It was reported that LS was conducted among twenty one schools in the first year, then forty two schools in the second year, but then decreased into six schools in the third year due to budget limitation.

The problems and challenges which occurred during LS implementation has to be anticipated and managed carefully. In anticipating such problems, some recommendation were proposed by Sam et al. (2005) in order to make LS become effective in its process:

- The LS program be monitored and supervised by the Senior Teacher of Science and Mathematics, and supported by the school administrator.
- School mathematics teachers be divided into smaller group (3-4 teachers) to allow greater flexibility of time; group according to grade level (such as lower secondary) to reduce the constraint of time, teachers' specialization and logistic.
- A network of mathematics teachers be created within the district to share, learn and collaborate within the context of LS.

Chapter summary

This chapter overviewed and discussed the major findings revealed from the participants of the study. In an attempt to present clear understanding about the discussion, the chapter was divided into three sections. Summarizing and discussing the findings which revealed the participants' understandings and beliefs about their PL practices in secondary school contexts and at tertiary levels opened up the first section of the chapter, followed by the comparisons of these beliefs, and concluded by presenting the problems and challenges during implementing their PL. The discussion on these major findings were presented in the second section, and the discussion of the

problems and challenges in LS and seeks in-depth causes related to the current situation of PL in Indonesian context was addressed in the third section.

Chapter 8

Conclusions and Recommendations

Introduction

This final chapter concludes the journey of the study. In an attempt to keep the sequence of the thesis, this chapter presents the research overview, restates the research questions and summarizes the major findings. In addition, the research implications are discussed, as well as the limitations of the research. To give broader perspectives to the topic of the study, this chapter also provides recommendations for several related parties; LS specialists, policy makers in education, LS practitioners, and directions for future research.

Overview of the research

The study investigated LS as a model of collaborative forms of reflective practices in Indonesian universities. The study was driven by the existence of some problems in EFL teaching in tertiary levels in Indonesia, resulting in students' low standards of English language learning (Vickers, 2009). Among of these problems are the transmissive modes of teaching in most of Indonesian classrooms (Hendayana et al., 2013), low level of EFL teachers' teaching competency (Vickers, 2009), and less systematic teachers' PL. In responding to the current situation of EFL teaching, the Government of Indonesia enacted the 'Teacher and Lecturer Law' No. 14/2005 as an attempt to improve the quality of teaching competencies among educators in four main areas; pedagogy, personal, social, and professional competency. Based on this 'Teacher and Lecturer Law' No. 14/2005, teachers and lecturers are expected to engage in a continuous PL so that their teaching competencies can be maintained.

Teachers in Indonesia are required to build on-going PL to improve their professionalism so that they are able to respond to students' learning needs and to cope with the development of technology and knowledge in the global world. Darling-Hammond et al. (2009) stated that teachers are supposed to understand "students' learning needs, making data-driven decisions regarding content and pedagogy, and assessing students'

learning within a framework of high expectations” (p.3). Based on the Indonesian government’s needs to develop its human resources in the Second Long-term National Development Plan (PJP-II), the teachers in Indonesia are expected to maintain their professionalism by conducting on-going PL which can be done both formally and informally. To have an effective and systemic PL, school leaders and all school stakeholders such as staff members, teachers, and students’ parents, and school supervisors must work together in creating a conducive academic atmosphere to support the implementation of PL at school (Darling-Hammond et al., 2009).

Effective PL is carried out by collaborative learning teams who share responsibility for their students’ success. The learning teams establish students’ needs based on student data. After that, they develop powerful lessons and assessments. Using new classroom strategies lessons are then presented to the students. After lesson presentations learning teams refine new learning into more powerful lessons and assessments, and then reflect on the impact on student learning. Finally the cycle is repeated the cycle with new goals (Darling-Hammond et al., 2009). Such effective PL activities can be simplified into 1) setting the goals, 2) planning lessons, 3) presenting the lessons, 4) debriefing the lessons, and 5) revising the lessons. These steps of PL are actually aligned to those in lesson study and LS can be regarded as effective form of PL.

Teachers in secondary school has been implementing LS as a part of their PL. Even though it was only initially applied in Mathematics and Science subjects, LS is currently practiced in all subjects because of its effectiveness in improving teachers’ professional competencies and students’ learning (Hendayana, 2014; Lewis et al., 2009; Marsigit, 2007; Sukirman, 2015; Supriatna, 2011). The success of LS in enhancing teachers’ PL is stimulated by its collaborative and embedded reflective practice nature which is intended to lead to a shift to better teaching practices. This study investigated the adoption of LS as a collaborative and reflective practice form of lecturers’ PL, can be transferred into EFL teaching in tertiary level. In an attempt to understand whether LS is applicable to become a model of collaborative and reflective form of PL among the EFL lecturers in tertiary contexts, the study compares and contrasts the beliefs about PL

of the EFL teachers and LS specialists with those of the EFL tertiary lecturers. The research questions that guided the study are as follows:

1. What are the EFL secondary school teachers' and LS specialists' beliefs about LS as a form of PL?
2. What are the EFL university lecturers' beliefs about PL?
3. How do these beliefs in the secondary and tertiary settings compare and contrast?
4. In what ways might the EFL secondary school teachers' and LS specialists' beliefs about LS as a collaborative form of reflective practice, be able to assist in the implementation of PL in university EFL settings?

To understand the participants' beliefs about PL in secondary and tertiary levels, LS is situated in its wider context of reflective practice and collaboration. LS as a form of teachers' PL is built based on basic philosophical principles of collaborative and reflective practices. Central to the core philosophy of LS is revisiting the scholarship of teaching and learning so that it embraces more a collaborative work and collegiality. Roback et al. (2006) mentioned that the "strength of lesson study is the atmosphere of collaboration that it fosters" (p.2). Since the very beginning, the teachers who are involved in lesson study group work together to decide learning objectives. The next phases of lesson study such as planning lessons, delivering lessons, observing lessons, and reflecting lessons are also heavily dependent on teachers' direct interactions. Aiming to understand student thinking (Cerbin & Kopp, 2013), the nature of collaboration in LS becomes an effective way to discourage teachers from working in isolation because isolation in teaching is viewed as "the enemy of improvement" (C. Lewis, 2002, p. 20) .

In addition, LS as a form of PL is based on the principle of on-going improvement in the reflective practice of teaching and learning (As' ari, 2014). Reflection is considered to be a special form of problem solving involving active chaining, a careful ordering of ideas linking each with its predecessors (Hatton & Smith, 1995). In addition, reflective thinking commonly addresses practical problems which may have created confusion before reaching solutions. Rooted in the concept of Dewey's reflective thinking (1910) and

Schön's ideas on reflective practitioners (1983, 1987), the notion of reflective practice has been interpreted as thinking about something, as well as a well-defined and crafted practice which brings specific meaning and associated actions (Loughran, 2002). Among these different interpretations, the notion of a problem should always be embodied to reflective practice. What the problem is, the way it is framed and reframed, is an important aspect of understanding the nature of reflection and the value of reflective practice (Loughran, 2002). The concept of reflective practice centres on the idea of life-long learning where a practitioner analyses experiences to learn from them. Reflective practice is used to promote self-directed professionals who are continuously engaged in the reflection of situations they encounter in their professional worlds. The activity of reflection is very well facilitated by LS and it is an effective way to develop teachers' knowledge, improve teachers' and students' learning (Suratno, 2010), and support teacher professional development (Caterine, 2013). Teachers' improvement is essential to maintain teachers' professional competence as mandated by the 'Teacher and Lecturer Law' No. 14/2005.

This qualitative study was illuminated by an interpretivist approach (Bryman, 2012; Schwandt et al., 2007; Walsham, 2006) and naturalistic inquiry (Lincoln & Guba, 1985). To investigate the beliefs of the EFL secondary school teachers and LS specialists about LS as a form of teachers' PL, an interpretivist approach (Bryman, 2012; Schwandt et al., 2007; Walsham, 2006) was used in the study due to its ability in developing greater understanding about the participants' interpretations of LS. Understandings about how the EFL teachers in Indonesian secondary schools and LS specialists make sense of LS implementation requires subjective interpretations (Gephart, 2004), and thus the social reality of the participants also becomes a point of focus. In this case, interpretivism in the study aims to absorb the meaning(s) of LS in context.

Data collection employed qualitative methods in which two types of interviews were used, focus group interviews and individual in-depth interviews. Three focus group interviews were conducted and used to collect the data from EFL secondary school teachers, and two focus group interviews were carried out with the permanent and non-permanent EFL lecturers in the GLTC. In addition, individual in-depth interviews with

three LS specialists were conducted to seek deep knowledge about LS. The focus group interviews with the EFL secondary school teachers were carried out in two different provinces, Yarrawalla and Binalong, while the other focus group interviews with EFL lecturers were conducted in Yarrawalla province. Similarly, the individual in-depth interviews with LS specialists were conducted in both provinces. Data collected from both focus group and individual in-depth interviews were analysed using Qualitative Data Analyses model (Seidel, 1998), involving the processes of 'Noticing, Collecting, and Thinking of interesting things' (Seidel, 1998, p. 1).

Summary of the findings

In this summary I bring together all the findings to consolidate the objectives of the research and examine possible implications. Four major findings were revealed in the study: 1) LS is viewed as the best approach to EFL teachers' collaborative and reflective PL, 2) PL is enhanced through EFL lecturers' reflective practice, 3) the EFL lecturers' PL share in common with the EFL teachers' LS when compared and contrasted, and 4) teachers' attitude and commitment, time constraints and school commitment were identified as the major problems and challenges to applying LS.

The first question sought to find out the EFL secondary school teachers' and the LS specialists' beliefs about lesson study as a form of professional learning. To do this beliefs of the EFL secondary school teachers and LS specialists were gathered and analysed to understand the implementation of LS in secondary school contexts. The findings suggested that the majority of both teacher groups and the LS specialists perceived LS as the best approach to teacher reflective practice compared to other the types of professional learning such as training workshops and seminars. When elaborating on the kind of reflective practice they engaged in, the participants mentioned that LS worked as a vehicle for exploring problems in their teaching and was a means to solve them. One example of the problems identified by a teacher concerned how teachers were able to pay better attention to all their students learning in a large classroom environment. Mentioned by an observer of a model teacher in a live classroom, this was regarded a problem because a teacher was always expected to distribute her attention fairly to all students in the classroom. When brought to the

attention of the model teacher, the model teacher reflected on her own teaching and thought carefully about different pedagogical strategies that could be implemented to address this problem. Such experiences during open lessons provide evidence that LS creates opportunities for teachers to accept constructive criticism from their peers and work together to find solutions. LS is a collaborative and cooperative space for teachers to voice opinions, and re-visit and develop more authentic lesson plans rather than relying on reproducing printed and published lesson plans which has been common practice. Participants regarded LS as a form of learning; many identified a shift in their understandings about their teaching role from participating in LS. Instead of merely transferring knowledge to students, these teachers now began to appreciate that they also had to be involved in learning new knowledge and new teaching methods from peer teachers and various resources.

The second research question ascertained the EFL university lecturers' beliefs about their PL and brought together the perspectives and practices of the EFL lecturers about their PL to maintain their professionalism. Many EFL lecturers identified LS as a vehicle which they can use to 'engage in reflection thinking about their practice'. Many of these EFL lecturer participants viewed PL as the opportunity to present a current problem they may be encountering and then find ways, in a collaboration with their colleagues, to solve the problems. LS as a collaborative and reflective practice form of PL, with its cyclic and iterative phase of PLAN, DO, and SEE, was the perfect opportunity to do this. Some of the problems identified by the participants included the changes in curriculum, the various levels of students' English competency, and different gaps of students in this modern era which demanded higher quality of teaching. As the EFL lecturers developed responses to their current problems, they simultaneously developed their knowledge on how to apply their solutions to these problems.

The third research question compared and contrasted the participants' beliefs about PL activities in the secondary schools and tertiary settings and yielded data indicating concordances between LS as the EFL secondary school teachers' PL and the PL conducted by the EFL lecturers. Using the key characteristics of PL in secondary school as the frame of reference in comparing and contrasting these participants' beliefs, it was

revealed that LS as a model of PL in secondary schools was characterized as the followings: 1) PL should engage teachers' learning interests, 2) PL should develop teachers' understanding of student's learning, 3) PL should involve peer observation and critical evaluation of classroom teaching, 4) PL should provide space for teachers to reflect on their teaching practices, and 5) PL should promote collaborative practices among teachers' work. Many of the EFL teacher participants expressed their enthusiasm for undertaking LS to improve their teaching quality. Similarly, the EFL lecturers also confessed that they undertook PL activities such as taking an IT course, to further support the improvement of their teaching practices. The various activities within LS phases also opened up opportunities for these teachers to work in more collaborative and reflective ways. Engaging in collaborative reflection practice during LS helped many teachers shift their teaching from teacher centred to student focused and this was repeatedly expressed in their interviews. Of the main features of PL, peer observation and critical evaluation of classroom teaching was not practiced yet by the EFL lecturers as a part of their PL. However, they accepted the idea of open lessons because they used to have an induction class program which they thought were similar to such activity.

The fourth research question investigated the ways the EFL teachers and LS specialists' beliefs about LS in secondary settings might be able to assist in the implementation of LS in university settings. In this case, the viewpoints of the EFL teachers in secondary schools currently implementing LS and those of LS specialists contributed to important insights of the study. There was general consensus that LS can realistically be a part of their everyday reflective and collaborative work of these EFL teachers. LS phases of PLAN, DO and SEE were received positively as an effective means to engage these EFL teachers in reflective conversations. Participants positioned these LS phases at the very core of their improvement process with the potential to challenge and disrupt current educational practices as well as redirect values and goals and in the process, define the kind of teacher they aspire to be. In addition, as the previous findings reveal the concordance between the types of PL taken by the EFL lecturers in the GLTC, it is likely to be effective to transfer and apply LS as a form of their continuous PL. In addition, articulating the problems and challenges such as teachers' attitudes and commitment, time constraints and teaching workloads, as well as school commitment during LS

implementation in secondary schools, the participants' comments can be used in anticipating similar problems in tertiary contexts whenever LS is applied.

Implication of the study

The main purpose of this study was to investigate the application of LS as a collaborative and reflective form of PL among the EFL lecturers in university level. The study was undertaken to understand how the quality of EFL lecturers' instructions can be improved by maintaining lecturers' professionalism using LS. The findings in the study gave some evidence that LS taken by the EFL teachers in secondary schools functioned as a model of their effective PL which was able to improve teachers' professionalism in four areas of competencies; professional, pedagogy, personal, and social. These findings bring several implications for the EFL teachers in secondary schools, the EFL lecturers in higher education, the institutions (GLTC), and the LS specialists.

The first implication for the EFL teachers in secondary schools is that LS should become their teaching habit in EFL teaching. Having LS as their habit in their daily teaching, these teachers conduct their teaching and learning process based on the principles of LS; collegiality and continuous improvement, using local, hands on activity, and daily life materials. The EFL teachers regularly and collaboratively evaluate their teaching practices to maintain LS as their PL. This activity leads to collaborative reflective practice. Through this practice the EFL teachers' professionalism is maintained due to LS practice. Indeed, LS is most affordable and flexible PL among other types of teachers' PL.

The second implication for the EFL lecturers suggests that the collaborative form of reflective practice conducted during their PL became their genuine intention so that its sustainability can be continuously maintained. As stated by some participants, and supported by many scholars in the previous chapters, the initiatives of PL are best originated from a bottom up rather than a top down approach. Thus, applying LS in the GLTC should be central to the EFL lecturers' interests (Murata, 2011). Regarding the importance of reflective practice in improving the effectiveness of the lecturers' instruction, and to conduct effective reflective practice during LS implementation in the GLTC, a workshop on LS and assisted training on LS practice, should be given to EFL

lecturers. This is confirmed by the experience of LS implementation in secondary school contexts where teachers often found problems in making reflections in LS (Suratno & Iskandar, 2010). Training on LS can be given by the LS specialists, or More Knowledgeable Others. Having a comprehensive understanding of LS, these EFL lecturers will have the ability to apply LS appropriately. In addition, these EFL lecturers have opportunities to be involved in an effective Professional Learning Community (PLC) among their colleagues in the GLTC.

Clear policy on LS from the director of the GLTC is required to give a fixed and permanent regime for the EFL lecturers to implement LS. This policy on LS will ensure continuous and sustainable maintenance of LS. Even though the best initiatives of LS should come from the internal motivation of the EFL lecturers, the policy which regulates their PL is needed to ensure consistency in conducting LS. Thus, as a systematic inquiry into teaching practice (Fernandez, 2002), LS should be supported by a good system in the GLTC. Further, as a collaborative, reflective and iterative teacher development process (Chassels & Melville, 2009), LS will include on-going involvement of all lecturers and non-academic staff in the GLTC. Lecturer and teacher commitment is vital but this must be framed in institutional and legislative support. Together, these stakeholders in the institution such as the director of the GLTC, the academic and non-academic staff, the head of study programs, the deans, as well as the rector of the university work collaboratively to improve the lecturers' learning and students' achievement in English skills. In addition, the policy on LS will be able to build the development of a Professional Learning Community (PLC) in the GLTC.

In addition to the establishment of LS policy, the GLTC should provide some supporting conditions such as 1) support from the leader in the GLTC, 2) commitment from the EFL lecturers, and 3) financial support. This concurs with C. Lewis (2002) who suggested that several features of the Japanese educational system are necessary in supporting LS. These include a shared, agreed curriculum, established collaboration, a belief that collective effort can improve teaching, self-critical reflection, education policy stability, instructional improvement, and a focus on the whole child.

The next implication of the study is strengthening the Indonesian education policy on PL among the EFL educators in secondary schools and tertiary levels. As the Government of Indonesia has enacted a Teacher and Lecturer Law No 14/2005 to establish a comprehensive reform of teacher management and development through an agenda for teachers; pre-service education, in-service education, induction, certification, career development, and performance appraisal (Suratno, 2014). LS as a model of collaborative and reflective form of PL will become an effective model to support the EFL educators' professionalism. Consequently, LS should be massively implemented in secondary and tertiary education contexts throughout Indonesia.

The final implication for the LS specialists suggests that these LS specialists should introduce and disseminate LS to broader teachers and schools through KKG (*Kelompok Kerja Guru* or Elementary school teacher forum) and MGMP (*Musyawarah Guru Mata Pelajaran* or Subject Teacher Forum for secondary school teachers) throughout Indonesia so that the existence of LS as a means of teacher learning can be well socialized. Facilitators of LS should also be trained in every KKG and MGMP; thus dissemination on LS can be accelerated in all regions of Indonesia. In the future, when the EFL educators have understood and implemented the concept of LS, the role of LS specialists may not exist anymore because all the educators have been familiar with LS. One of the LS experts even said that in the future LS itself may not exist anymore because every teacher or lecturer will have habituated the ideas and principles of LS in their classrooms.

Limitation of the study

The choice of a qualitative approach has provided the study with detailed information about the participants' in-depth experience and beliefs about their PL in secondary schools and at university level. Having various methods of data collection, this qualitative inquiry offers flexibility in selecting the criteria and the number of participants, types of data collection methods suitable for the study as well as model of analysing the participants' data to understand the participants' meaning. However, as any other research, this study also has its limitations in terms of its methodological and researcher aspects.

The first limitation related to the methodological aspect was dealing with the scope of the study and the participants. The study employed twelve EFL secondary school teachers and seven EFL lecturers in university level in an attempt to identify their beliefs about LS and PL implementation. Due to the relatively small number of participants the findings in the study are only applicable in limited contexts and thus cannot be generalized to other contexts. Even though this qualitative study allowed only a few people to become the participants, the smaller number made it possible to carefully explore in some detail participant beliefs and understandings. Further, this qualitative study merely occupied three LS specialists from two provinces in Indonesia, Yarrowalla and Binalong, so that their beliefs about LS implementation in secondary school contexts were restricted to the practice of LS in these provinces. More LS specialists from other parts of Indonesia should also be included so that general information about LS throughout Indonesia can be fully covered. However, while these limitations may be regarded as narrowing the comprehensiveness of the study, in fact, they offered more advantages to the study. The inclusion of both EFL teachers and EFL lecturers contributed to more profound insights about their experience with LS and PL implementation which result in more detailed findings. Similarly, the involvement of three LS specialists enabled the study to offer enlightenments about the initiation, the practice and the prospective of LS more thoroughly and appropriately.

Another limitation related to methodological aspect is the types of data collection methods employed in the study; focus group interviews among the EFL teachers and EFL lecturers and individual in-depth interviews among the LS specialists. These limited types of data collection methods might contain bias because the participants might not act naturally during the interviews due to status differences such as social class, age, ethnicity, and gender. The teachers' status who graduated from bachelor degree perhaps resulted in their lack of confidence when making interactions with the researcher who currently holds a post studying for a postgraduate degree of education in a foreign country, Australia. Therefore, additional methods such as observation, documentation, and reflective teaching journals or lecturers' teaching logs are strongly advisable. The findings therefore are signposts for stimulating further debate and research into LS as a model of collaborative and reflective PL practice in Indonesia. The

study collected further information, both verbal data and non-verbal one such as body languages or gestures, from direct interaction with all the participants which resulted in rich and thick data. The interview sessions which included face to face interactions between the researcher and the participants were able to present data from not only what was spoken but also what was unspoken by the participants.

The third limitation was pertaining to researcher aspects. As the study was carried out to investigate the potential application of LS as a collaborative and reflective practice form of PL in higher education, it would be more comprehensive if the study had a follow up action upon the completion of the interview sessions. It means the participants' beliefs about LS implementation in secondary contexts could have been directly applied and tested in the EFL teaching in the GLTC. In fact, the EFL lecturers did practice the LS in EFL teaching in the GLTC. I had an opportunity present a workshop on LS in front of the EFL lecturers and trained LS to these participants, and followed by conducting a two-cycle of LS try out in the GLTC. However, I did not include this activity in the study due to word limitation in the thesis. Therefore, it could be said that the study lacked this longitudinal research.

Recommendations

Based on the findings and the conclusions drawn in the study, several recommendations are presented below:

Recommendations for LS specialists

Lesson study in Indonesia was initially aimed to strengthen education in Mathematics and Sciences and was focussed merely in secondary schools so that most of LS specialists and LS facilitators were mostly from the Mathematics and Sciences subject backgrounds. Only very few LS specialists have EFL subject as their knowledge background. As LS has been practiced in EFL teaching and learning process, more LS specialists having EFL subject background are needed. The study thus recommends that LS specialists in Indonesia be more progressive in involving EFL educators from tertiary levels to engage more actively in LS trainings, workshops, seminars, and other opportunities of LS

practices so that they are ready to assist LS implementation, especially in EFL teaching, either in secondary contexts or at university levels.

Recommendations for policy makers in education

This result of the study suggests that in Indonesia today, LS is regarded by many educators as an important vehicle to maintain teachers' professionalism, and thus the practice of LS in secondary schools should be disseminated to tertiary contexts. The fact that LS has the potential to be applied as a model of effective PL of the EFL lecturers in tertiary contexts can be used by the policy makers in Indonesia to support the implementation of LS in EFL teaching in university levels by issuing a new Act or a new Law by which the EFL lecturers in Indonesia are required to apply LS in their EFL classrooms. As far as I am concerned, there are no specific policies or laws assigning EFL lecturers to conduct LS as a means to maintain their PL. Although the findings in this study and other studies argue that LS is viewed as more sustainable when conducted based on a bottom-up scheme, its implementation can be better if supported by top-down policy. Therefore, it is advisable for the Indonesian policy makers to plan and enact appropriate policies in relation to EFL lecturers' PL to support their professionalism in Indonesia.

Recommendations for LS practitioners

The findings reveals that LS is perceived as an effective means to shift the EFL secondary school teachers' teaching paradigms that enable them to improve their teaching practices. Referring to the statement of one of the LS specialists mentioning that LS should be practiced as much as possible to habituate teachers' instruction, the study then recommends that LS should be executed as often as possible in the EFL classrooms in secondary schools regardless teachers' time constraints and teaching workloads. In addition, the study also finds that the practice of LS in secondary school contexts can be transmitted and applied as an effective model of the EFL lecturers' PL in tertiary contexts, especially in the research field, GLTC. This is because the principles of LS such as collegiality, sharing, collaborating and reflecting have already existed in the GLTC despite the lecturers' lack of recognition of this. Thus, LS in the GLTC strengthens their PL.

Recommendations for future research

The study was focused more on the participants' beliefs about LS implementation in secondary schools in two provinces in Indonesia. Findings obtained from the participants in the study revealed interesting insights about LS which shifted teachers' teaching paradigms in pedagogical aspects and their teaching attitude. Since LS was initially carried out in three provinces in Indonesia, a further study on the beliefs about LS practices which involves more teachers from the other province would be worthwhile. In addition, since each region has different and unique characteristic of LS, the inclusion of participants having experiences on LS from various regions is necessary to result in more comprehensive and extensive findings. A variety of LS experiences from these various participants will be able to enrich the findings of the study. In addition, since every region has its typical lesson study, involving participants from various regions will make the research more colourful.

Another finding of the study reveals that the EFL teacher participants agreed that LS as an effective PL that can support their professionalism. Thus, it can be implied that LS will also be an effective model of PL for the EFL lecturers in higher education. A further study which is focused on the implementation of LS in EFL teaching in the GLTC is worth conducting. The focus of the study can also be extended to involve the EFL lecturers' activities in LS phases, PLAN, DO, and SEE. Furthermore, a greater variety of research methods such as focus group and individual interviews, observation, and reflective teaching journal, as well as survey can be applied. The study can be started by distributing questionnaires to the EFL lecturer participants asking about their views and opinions about LS as a collaborative and reflective form of PL, and then continued by implementing LS. To make the process of LS more manageable, the teachers can be divided into several groups of LS. Upon the completion of a cyclic LS phases, interview sessions among these participants would be conducted, either in focus group or individual interviews, to find out their beliefs about their engagement in LS activities. Although this type of study needs more time and energy, it would be highly valuable because it can shed the light of the participants' real experience about LS in EFL teaching in university contexts. In an earlier chapter, Lewis's argument mentioned that research on LS should be emphasized on three areas; 1) expansion of the descriptive knowledge

base on lesson study, 2) explication of lesson study's mechanism, and 3) iterative cycles of testing and refinement of lesson study (Lewis, Perry, & Murata, 2006, p. 3). This further study will strengthen broader knowledge about LS implementation, especially in higher education. As Alan mentioned in the earlier chapter, educators should have at least conducted LS fifty times to understand its main concept, a study on the LS implementation among the EFL lecturers in tertiary contexts would provide evidence to confirm this assertion.

Chapter summary

The chapter concluding the study has presented an overview of the research, restated the research questions, and summarised the major findings. As described in this chapter, the major findings corresponding with the first research question reveal the participants' beliefs in the implementation of LS in secondary school contexts as their effective collaborative and reflective practice form of PL which result in teachers' teaching paradigm shifts. The second major findings are related to the second research question which reveals the participants' beliefs in their PL activities in university contexts. The findings connected to research question two show the EFL lecturers' commitment to their PL, and confirm their PL which shares similarities with the key characteristics of LS. The findings related to the third research question showed the comparison of how the participants' beliefs about PL in the form of LS in secondary school contexts corroborate with those of the EFL lecturers' PL in tertiary contexts. Finally, the last research question presents the problems and challenges which might be inhibiting the practice of LS in the secondary schools, and that should be anticipated when applying LS in tertiary contexts. In addition, the chapter has discussed the implications and limitations of the study, and directions for future research.

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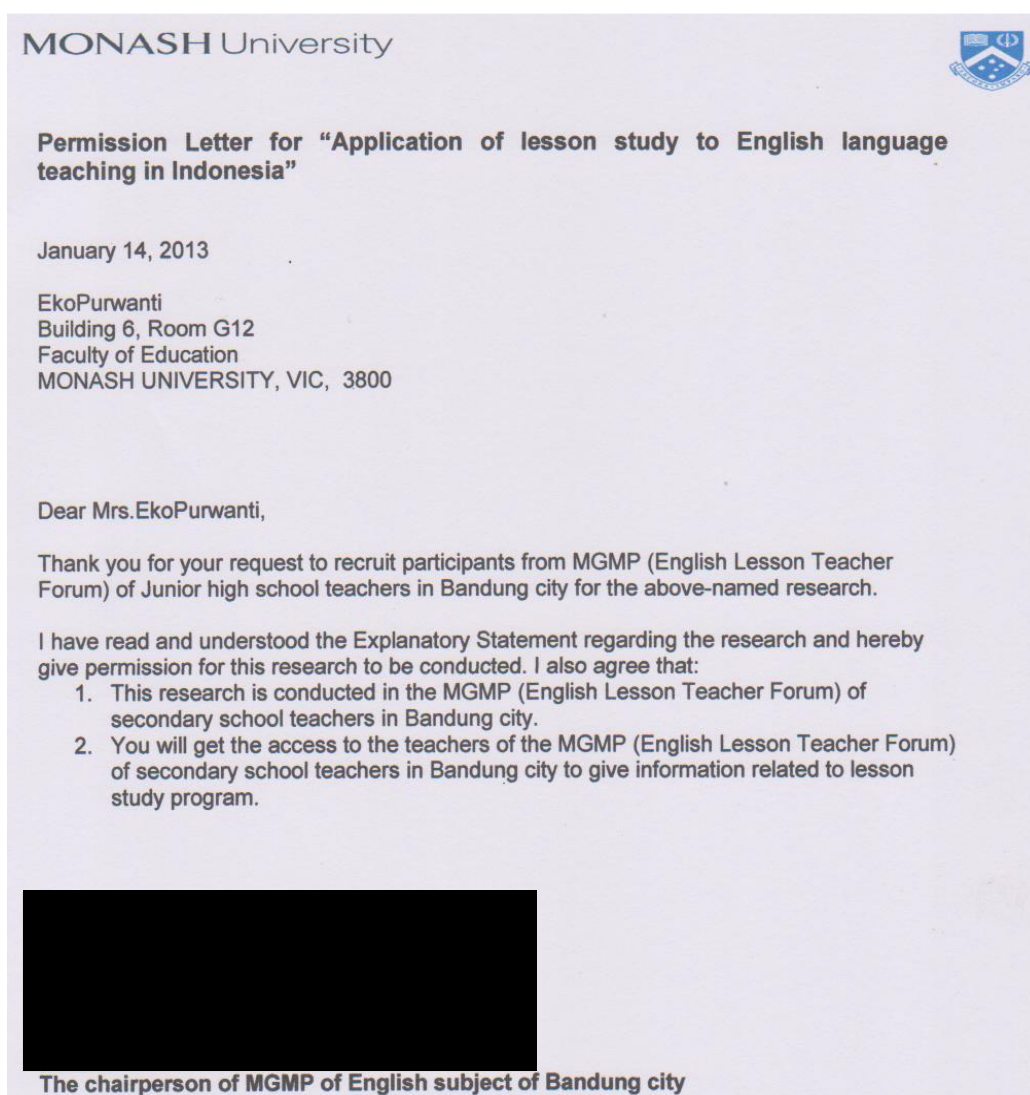
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Appendices

Appendix 1. Permission letter from secondary school teachers



Appendix 2. Permission letter from tertiary lecturers



**PUSAT PELATIHAN BAHASA
UNIVERSITAS MUHAMMADIYAH YOGYAKARTA**

**Permission Letter for "Application of lesson study to English language
teaching in Indonesia"**
No. 005/ C.7-II/PPB-UMY/II/2013

January 14, 2013

Eko Purwanti
Building 6, Room G12
Faculty of Education
MONASH UNIVERSITY, VIC, 3800


Dear Mrs. Eko Purwanti,

Thank you for your request to recruit participants from Language Training Centre of University of Muhammadiyah Yogyakarta for the above-named research.


I have read and understood the Explanatory Statement regarding the research and hereby give permission for this research to be conducted. I also agree that:

1. This research is conducted in the Language Training Centre of University of Muhammadiyah Yogyakarta.
2. You will get the access to the contact details of the instructors who teach English classes in the institution from our database.
3. You will get the access to the teachers of the Language Training Centre of University of Muhammadiyah Yogyakarta to give information related to professional learning.

Yours Sincerely,



Noor Gomaria Agustina, S.Pd., M.Hum
The Head of Language Training Centre UMY



Kampus Terpadu, Jl. Lingkar Barat, Tamantirto, Kasihan, Bantul, Yogyakarta 55183
Telp. [REDACTED] Fax. (0274) 387646
Website : www.umy.ac.id E-mail : [REDACTED]

Appendix 3. Research Participant Recruitment

Dear English Instructors,

Want to share your professional learning?

Participate in a PhD research study and share your opinions on your professional learning!

I would like to invite you to a FGD (Focus Group Discussion) research project carried out as part of my PhD study at Faculty of Education, Monash University.

Summary:

In an effort to improve education the Government of Indonesia has recently encouraged teachers and educators to maintain their professional learning throughout their career. How does professional learning differ from professional development? How does professional learning support professional learning community (PLC)? How does PLC suit the improvement of EFL teaching in tertiary context? Let's talk about all of those issues and share your opinions on them.

You can participate if you:

- Are permanent and non-permanent English instructors in PPB with Bachelor or Master's Degree in English Education
- Have become English instructors in PPB for 5 years at minimum.
- Have a commitment to improve better education in Indonesia, especially in EFL teaching
- Have time for focus group discussions and willingness to share your experience on lesson study

Please note that to protect your identity, you will be assigned with a pseudonym in all tape transcripts, written records and published materials.

To participate, or for further information on all aspects of the research, please contact me at the email address given below.

I look forward to hearing from you soon. Thank you!

Eko Purwanti

Room G12, Building 6, Faculty of Education, Monash University

[Redacted]
[Redacted]

Appendix 4. Interview Questions for Secondary Teacher Participants

Topics: Opinions about lesson study in Indonesia

Interview questions:

1. What is your latest education level?
2. How many years have you been teaching English?
3. How long is your experience with lesson study?
4. What were you thinking the first time you know about lesson study?
5. What are your impressions of lesson study experience in secondary schools?

Topics: Opinions about lesson study in EFL

Interview questions:

1. How do you find teaching EFL before and after implementing lesson study?
2. How does lesson study improve your knowledge of EFL?
3. How does lesson study support your teaching EFL?

Topics: Lesson study and the improvement of pedagogical content knowledge

Interview questions:

1. How does lesson study affect to your teaching performance in the classroom?
2. How does lesson study affect to your teaching habit? (either with lesson study or without lesson study)
3. Have you developed any new instructional strategies as a result of your participation in lesson study? If so, please describe them.

Topics: The contribution of lesson study in teaching practices

Interview questions:

1. Part of the lesson study process is planning stages; How can lesson plan design contribute to the teaching improvement? are there any challenges?
2. Part of the lesson study process is the classroom observation; How can observations contribute to the teaching improvement? are there any challenges?
3. Part of the lesson study process is reflection or debriefing; How can reflection contribute to the teaching improvement? are there any challenges?
4. How does the modelling of the lesson and the feedback of the team's observation impact your instructional quality?

Topics: Lesson study as a form of professional learning

Interview questions:

1. How can lesson study support your professional learning compare to other similar activities such as seminar, workshop and training?
2. How can lesson study help inform the educators about EFL teaching practices in Indonesia?
3. How does lesson study affect EFL curriculum in Indonesia?
4. Are there any challenges of lesson study implementation in Indonesia, especially in secondary EFL teaching, and how can you suggest to those issues?
5. How does lesson study fit secondary teachers' need in maintaining their professional learning?

Topics: Lesson study as a means to improve better education system in Indonesia

Interview questions:

1. What elements of the lesson study cycle increased your motivation to collaborate?
2. How do you believe that peer coaching and collaborative teaching may be able to provide you with the capacity or ability to build professional learning community and how it can sustain professional learning community in Indonesia?
3. Do you think lesson study fits into the existing learning environment in your school? Why not?

Topics: Ideas to cope with challenges or obstacles in lesson study

Interview questions:

1. What are some of the rewards or challenges you think you will encounter while participating in a lesson study group?

Appendix 5. Interview Questions for Tertiary Participants

Topic: Opinions about professional learning in Indonesia

Interview questions:

1. How long have you been teaching English?
2. What is your latest education level?
3. How do you define teachers' professional development?
4. What is your opinion about teachers' professional learning?

Topic: Opinions about professional learning and teaching improvement in EFL

Interview questions:

1. Do you think professional learning is important for tertiary teachers?
2. In your opinion, how can professional learning improve tertiary EFL teaching in Indonesia?
3. According to you, how can professional learning contribute to better education, especially EFL, in Indonesia?

Topic: Various forms of professional learning for EFL teachers

Interview questions:

1. Do you have the experience of taking any professional learning? What kind of professional learning have you taken? How often do you have it in a year?
2. Do you think the professional learning you have done fit into the existing learning atmosphere in your institution? Please explain it.

Topics: The most suitable professional learning in tertiary level

Interview question:

1. What do you think the most effective form of professional learning, e.g., seminar, workshop, training, coaching, mentoring, peer teaching, etc., for tertiary level teachers? Why?

Topic: Professional learning community in the institution

Interview questions:

1. What do you see as the main values for engaging in a certain professional learning for your teaching profession?
2. What do you think of peer coaching and collaborative teaching with other teachers as a part of your professional learning? How do you believe that peer coaching and

collaborative teaching may be able to provide you with the capacity or ability to build professional learning community?

3. What is your opinion of improving teaching practices by designing lesson plan collaboratively among teachers?
4. What is your opinion of improving teaching practices by observing other teachers' classroom?
5. What is your opinion of improving teaching practices by reflecting your class with other colleagues?
6. How can the professional learning you take support professional learning community in your institution?

Topic: Professional learning as a means to improve better education system in Indonesia

Interview questions:

1. Who do you think should be responsible for teachers' professional learning in tertiary context?
2. In your opinion, how can professional learning in EFL teachers be maintained?
3. What kind of institution supports or resources are necessary for EFL teachers for doing professional learning?

Topic: Ideas to cope with challenges or obstacles in conducting professional learning

Interview questions:

1. What are some of the rewards or difficulties you think you will encounter while participating in a professional learning?

Appendix 6. Interview Questions for Lesson Study Specialists

Topic: Opinions about lesson study in Indonesia

Interview questions:

1. How long have you been involved in lesson study program in Indonesia?
2. Why is lesson study implemented in Indonesian schools?
3. After more than ten years, what is your opinion about the implementation of lesson study in Indonesia schools? What changes or innovation have you recognized?
4. What is your opinion about the implementation of lesson study in secondary schools?
5. What is your opinion about the implementation of lesson study in tertiary context? Are there any differences from secondary schools? What possibly makes it different from secondary schools?

Topic: Opinions about lesson study in other subjects than Math and Science

Interview questions:

1. What is your opinion about lesson study in other than math and science subjects?
2. What differences and adaptation do you find in the implementation?

Topic: The contribution of lesson study in teaching practices

Interview questions:

1. How do you think lesson study in secondary schools differ from the one in tertiary context?
2. How do you think lesson study contribute to teachers' instruction?
3. How does LS support teachers' professional learning?

Topic: Typical model of lesson study in Indonesia

Interview questions:

1. How does LS in Indonesia differ from LS in Japan and other countries?
2. How can research in lesson study from other countries help the implementation of lesson study, especially in tertiary context?

Topic: Lesson study and its sustainability in Indonesian schools

Interview question:

1. How to maintain lesson study program in Indonesia? Whose responsibility?

Topic: Government support to lesson study program

Interview questions:

1. How can lesson study program become a tool to create professional learning community?
2. Why and how does the Indonesian government support lesson study program?
3. What kinds of support or resources can the government provide to build teachers' professional learning?

Topic: Lesson study as a means to improve better education system in Indonesia

Interview questions:

1. How do you define lesson study in relation to professional learning community development?
2. What do you think the role of professional learning community in education field?
3. Are there any challenges in implementing lesson study in Indonesia, both in secondary schools and tertiary context?

Topic: Ideas to cope with challenges or obstacles in lesson study, especially in tertiary context

Interview questions:

1. What kind of support does a university need to implement lesson study?
2. What kind of partnership that a university and secondary schools need to implement lesson study in relation to education improvement in Indonesia?
3. What is your vision for the future of lesson study as a vehicle to improve better education system in Indonesia?

Appendix 7. Ethic Approval from Monash University



MONASHUniversity

Monash University Human Research Ethics Committee (MUHREC)
Research Office

Human Ethics Certificate of Approval

Date: 29 January 2013
Project Number: CF13/168 – 2013000061
Project Title: Application of Lesson Study to English Language Teaching in Indonesia
Chief Investigator: Dr Marianne Turner
Approved: From: 29 January 2013 To: 29 January 2018

Terms of approval

1. The Chief investigator is responsible for ensuring that permission letters are obtained, if relevant, and a copy forwarded to MUHREC before any data collection can occur at the specified organisation. Failure to provide permission letters to MUHREC before data collection commences is in breach of the National Statement on Ethical Conduct in Human Research and the Australian Code for the Responsible Conduct of Research.
2. Approval is only valid whilst you hold a position at Monash University.
3. It is the responsibility of the Chief Investigator to ensure that all investigators are aware of the terms of approval and to ensure the project is conducted as approved by MUHREC.
4. You should notify MUHREC immediately of any serious or unexpected adverse effects on participants or unforeseen events affecting the ethical acceptability of the project.
5. The Explanatory Statement must be on Monash University letterhead and the Monash University complaints clause must contain your project number.
6. **Amendments to the approved project (including changes in personnel):** Requires the submission of a Request for Amendment form to MUHREC and must not begin without written approval from MUHREC. Substantial variations may require a new application.
7. **Future correspondence:** Please quote the project number and project title above in any further correspondence.
8. **Annual reports:** Continued approval of this project is dependent on the submission of an Annual Report. This is determined by the date of your letter of approval.
9. **Final report:** A Final Report should be provided at the conclusion of the project. MUHREC should be notified if the project is discontinued before the expected date of completion.
10. **Monitoring:** Projects may be subject to an audit or any other form of monitoring by MUHREC at any time.
11. **Retention and storage of data:** The Chief Investigator is responsible for the storage and retention of original data pertaining to a project for a minimum period of five years.



Professor Ben Canny
Chair, MUHREC

cc: Mrs Eko Purwanti

Postal – Monash University, Vic 3800, Australia
Building 3E, Room 111, Clayton Campus, Wellington Road, Clayton

ABN 12 377 614 012 CRICOS Provider #00008C

