

بسم الله الرحمن الرحيم





شبكة المعلومات الجامعية التوثيق الالكتروني والميكرو فيلم



جامعة عين شمس

التوثيق الإلكتروني والميكرو فيلم

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Ain Shams University
Faculty of Education
Curriculum and Instruction Department

**The Effect of Lesson Study on Enhancing the Performance of MSA
University English Instructors, their Students' Academic Writing
and Satisfaction**

A Dissertation Submitted in Partial Fulfilment of the Requirements for
the Degree of Doctor of Philosophy

By

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2021

Approval of the Dissertation

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The Effect of Lesson Study on Enhancing the Performance of MSA University English Instructors, their Students' Academic Writing and Satisfaction

Doctor of Philosophy

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Year 2020/2021 - Egypt

ABSTRACT

The study aimed at exploring the impact of the Japanese Lesson Study - based training program on improving the teaching performance, students' academic writing performance and their academic satisfaction at MSA University - Egypt employing Jim Knight's Big Four teaching framework that comprises four domains: Classroom Management, Content Knowledge and Planning, Direct Instruction and Formative Assessment. The Participants were 49 Pharmacy Undergraduate students enrolled to ENG201 (Research Writing Skills) for the academic semester (Spring 2018), one collaborating teacher and the Subject Supervisor. The study followed a mixed sequential explanatory research design of two phases i.e. quantitative data collection followed by a qualitative one. Quantitative data were collected through four instruments: A Pre-post Test of Students' Academic writing, Teachers' Self Evaluation, Student's Evaluation of Teaching Effectiveness, and Student's Self Evaluation of Academic Writing Performance. Qualitative data included analyzing data collected from semi-structured Interviews with teachers and students, analyzing Facebook statistics and teachers' verbatim during planning and debriefing sessions. The findings showed that there is statistically significant overall improvement of students' academic writing performance, overall students' satisfaction of the four domains of teaching effectiveness and overall self- satisfaction of students' academic performance and of writing sub skills.

Keywords: The Japanese Lesson Study, Research Lesson, Students' satisfaction in Tertiary education, Academic writing, The Big Four teaching framework, Situated Learning Theory, Community of Practice, Egypt.

Acknowledgements

First and foremost I am extremely grateful to **Allah**, the most gracious, compassionate and merciful for giving me the strength and faith to complete my PhD research.

It is my pleasure to acknowledge the invaluable, continuous support and patience of my esteemed supervisors **Professor Dr. Zeinab El Naggar** and **Dr. Shaimaa Sayed Nasr** whose immense knowledge, treasured support and plentiful experience have stimulated original thinking and initiative and were influential in shaping my experiment methods and critiquing my results. My sincere thanks go to **Professor Dr. Ali Anwar Amer** for his encouragement, motivational support and insightful remarks. My gratitude is also extended to **Professor Dr. Magdy Mahdi Aly**, who used to update me with latest trends in education and for his continuous support and precious time.

My deepest appreciation belongs to **Prof. Dr. Khairi Abdel Hamid** the President of **October University for Modern Science and Arts (MSA)**, and to **Dr. Soha Rafaat**, Dean of the **Faculty of Languages**, for granting me the opportunity to undertake my research studies and access all units concerned and many thanks to the students of the **Faculty of Pharmacy** for their studentship that allowed me to conduct this research.

Special thanks go to my Lesson Study team members and colleagues, **Dr. Rania El Wakeel**, the ENG201 Supervisor and **Mrs. Sarah Mohsen**, the collaborating teacher for their cherished time spent together in planning, teaching, and reflecting on taught lessons and for their enriching participation, insightful comments which contributed many inspirational suggestions that helped shaping this research.

My gratitude is extended to my **dear family** whom without their patience, tremendous understanding and encouragement in the past few years, it would have been impossible to complete this research.

Lastly, I would like to end this acknowledgement in the words of **Sir Winston Churchill** “*Now this is not the end. It is not even the beginning of the end. But it is perhaps, the end of the beginning*”.

Dedication

This dissertation is lovingly dedicated to my mother's soul, ***Dr. Afaf El Ghoneimy***, whose flame of inspiration and boundless compassion helped me grow and continue her legacy

Table of Contents

	P.#
Abstract	iv
Acknowledgements	v
Dedication	vi
Table of Contents	vii-x
List of Appendices	xi-xii
List of Tables	xiii-xv
List of Figures	xvi-xvii
Abbreviations	xviii
The Japanese Glossary	xix
Chapter I Background and Problem	
1.1 Introduction	1
1.2 Context of the Problem	5
1.3 Statement of the problem	11
1.4 Questions	11
1.5 Hypotheses	12
1.6 Significance of the Study	12
1.7 Delimitations	13
1.8 Definition of Terms	14
1.9 Organization of the remainder of the dissertation	16
Chapter II Review of Literature and Related Studies	
2.1 Situated Learning Theory (SLT) and Communities of Practice (CoPs)	18
2.2 Pillars of Communities of Practice (CoPs)	21
2.3 Knight's Concepts of Collaboration and Participatory Partnership	23
2.4 The Big Four Framework (BF) to evaluate Teachers'	26

	Performance and measure Students' Satisfaction	
2.5	Effective Teachers' Professional Development	27
2.6	The Global Rise of LS	30
2.7	Characteristics of Effective Teachers' Training	36
2.8	Types of the Japanese LS	39
2.9	LS Concepts and Philosophies	42
2.10	Structured Problem Solving Approach	47
2.11	Overview of LS Phases	49
2.12	The Impact of LS on Teachers	62
2.13	Building LS Teams and Time Allocation	66
2.14	LS impact on Students	70
2.15	Changing Cultures and Nuances of importing the JLS	74
2.16	Common misconceptions and criticism of LS	80
2.17	LS in Tertiary Education and the Dilemmas of Application	82
2.18	LS and the Role of Management	85
2.19	LS Affordances and Constraints	89
2.20	Academic Writing at University level	93
2.21	Teaching Writing Approaches	95
2.22	The Argumentative Writing Genre	97
2.23	Challenges of Teaching Writing to Undergraduate Arab students	104
2.24	Students' satisfaction and Teaching evaluation	107
2.25	Commentary on Chapter Two	109
2.26	Conclusion	112
Chapter III Method		
3.1	Design	113
3.2	Participants	114

3.3	The Big Four Teaching Framework	119
3.4	English for Research Writing Skills (ENG201) – Course Description and Assessment Criteria	121
3.5	Procedures to conduct a study	124
3.6	Quantitative Data Collection Instruments	127
3.7	Qualitative Data Collection Instruments	139
3.8	The British Validation of the University of Bedfordshire	143
3.9	Aims of LS-based Program	144
3.10	Principles of LS-based Program	144
3.11	Venue and Duration of the Program	146
3.12	Content of the Program	147
3.13	Procedures of the Program	148
3.14	Evaluation of the Program	153
3.15	Sources of Rigor	155
3.16	Data Analysis and Interpretation of Results	157
3.17	Conclusion	157
Chapter III Data Analysis and Discussion of Results		
4.1	Results of the First Hypothesis	158
4.2	Results of the Second Hypothesis	206
4.3	Results of the Third Hypothesis	212
4.4	Results of the Fourth Hypothesis	239
4.5	Conclusion	246
Chapter V Conclusion and Recommendations		
5.1	Summary	247
5.2	Improving Teaching effectiveness in the Big Four domains (BF)	247

5.3	Teachers' collaboration, motivation and professional values	249
5.4	Students' overall improvement and their self-satisfaction of academic writing performance	253
5.5	Limitations	255
5.6	Practical and Pedagogical Implications	255
5.7	Cultural considerations and Challenges	256
5.8	Recommendations	261
5.9	The Study Contribution	272
5.10	Further Research	275
	References	

List of Appendices

Appendix (i)	Request to conduct a study Letter of Informed Consent
Appendix (ii)	The Complete LS Guide: Observation and Discussion Protocol Lesson Study Report Guidelines Sample Teacher's Blog
Appendix (iii)	Term Paper Task Sheet Essay Components Checklist Portfolio Items from 1 to 5
Appendix (iv)	Pre-Post Test Quiz A & B Final Exams
Appendix (v)	Argumentative Writing Rubric Quiz Assessment Rubric Portfolio items assessment rubric
Appendix (vi)	ENG201 Weekly Plan Spring 2018 University Academic Calendar Spring 2018 Teaching Schedules University of Bedfordshire (UoB) Mitigating Circumstances Academic Honesty Form Attendance & Classroom Policy
Appendix (vii)	10 steps to write an argumentative essay 5 steps to quote 7 steps to paraphrase

	7 steps to summarize
	Why are we shrinking (Summarizing Activity)
	Pro argument paragraph activity
	Counter argument paragraph activity
Appendix (viii)	Teacher's Self-Evaluation Form (needs assessment tool)
	Student's Evaluation of Teaching Practice
	Student's Self-Evaluation of Academic Performance
	Interview Questions
Appendix (ix)	Continuous academic support via Facebook
Appendix (x)	Sample Student's Portfolio (S35)
Appendix (xi)	The Study Contribution
Arabic Summary of the Study	