

Lesson Studies for ICC and CLIL

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Teaching intercultural awareness or intercultural communicative competence (ICC) and implementing integrated learning are greatly concerned with educators and teachers in global society. Language learning and teaching, which especially focuses on English language learning and teaching in most countries including Japan, is therefore more important and urgent in primary to tertiary education. Although Japan has a long history of lesson or learning studies called Jugyo Kenkyu which has been gradually well-known to teacher educators (see WALS activities) in the past 10 years, it seems that the government policy of foreign language learning and teaching has not always achieved good results thus far. Teaching math and science in primary education in Japan has been well evaluated internationally as the PISA results show (cf. OECD, 2016), but language education policy and practices do not follow the global trends of plurilingualism and pluriculturalism. This paper thus highlights how to cope with the issues of cultivating ICC and integrated learning of subjects and foreign languages called CLIL (Content and Language Integrated Learning or CBLT (Content-based Language Teaching) through lesson or learning studies. The research started a project to aim to help develop ICC and CLIL pedagogy among teacher trainees through the collaborative online or on-site lesson or learning study network between Bosnia and Herzegovina (BiH) and Japan. In this project, teacher trainees in both countries shared ideas of what to teach in CLIL classrooms and how to teach CLIL in different sociocultural contexts, which are very distinct in terms of language needs and ethnic, cultural and religious backgrounds. The university students of both countries watched classroom practices using online networks and discuss lesson plans, lesson procedures, student activities, and teacher decision-making. The results showed that the project could have good influence on the development of ICC and CLIL pedagogical knowledge and skills. The study suggests that collaborative online and on-site teacher education programs have great potential to help cultivate better understanding of ICC and CLIL pedagogy.

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Identification and Exploration of the Genetic Dilemma in Society through Learning Genetics

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Genetics is a fundamental part of biology that is also relevant to everyday life in society. Many community dilemmas are capable to trigger a controversial debate that needs better comprehension of "genetic literacy" through genetic learning, but how many students essentially understand the dilemma? Therefore, this study can be considered the initial step to describe the genetic dilemmas that extent in society through interviews. The interview questions are based on 5W1H (Who, What, Where, When, Why and How) to explore (1) The theme of genetic materials that relevant to people's lives (2) Decision-making ability of students during the interview from the identification of genetic topics that are relevant to people's lives (3) Public perceptions of genetic dilemmas, and (4) The relationship of genetic concept knowledge with decision-making related to genetic dilemmas that present in the community. The process of collecting data entails sixty students who are taking a genetic course to conduct observations about several cases that exist in the community, and then choose one of the cases that will be the topic to interview the community. The results of the interview in the form of the public perceptions of the case as well as how students' perceptions associated with the genetic concept which designed through a summary of the interview to answer questions 5W1H (Who, What, Where, When, Why and How). Qualitative analysis reveals that (1) the theme of genetic materials which is relevant to the genetic dilemmas in the community are the inheritance of genes on the sex chromosomes, sex influenced genes, and genes are confined to one sex. (2) The ability of the students' decision making in determining interview topics are mostly based on an easier option and generally have been heard in the community, others based on the problems and knowledge that already exists. (3) The public perceptions of a genetic dilemma are generally based on hereditary beliefs (4) students' perceptions of genetic dilemmas in society are mostly influenced by knowledge of the concepts of genetics, but are still influenced by the beliefs of the resources.

Keywords: Genetic Learning, 5W1H interview, genetic dilemma, decision making

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Lesson Study Adaptations in Five Countries

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The study conducted a comparison on adaptation of lesson study (LS) as a model of instructional improvement for teachers. The context of the study was the gathering of practitioners, researchers, and other stakeholders whose interest is on this model during the 2016 International Conference on World's Association of Lesson Study. Criterion sampling was employed. The 2016 WALS conference themes were categorized into four strands. Participants came from those presenting their papers under the strand on Lesson Study in Different Cultural, Subject and Learning Contexts. The researcher attended all the presentations under this strand. The researcher selected presentations that were describing lesson study adaptation. A total of five paper presenters agreed to share their stories. They responded to the researcher-made questionnaire regarding their adaptations and modifications employed for the said model. Patterns of adaptation of lesson study, modifications made and cultural factors affecting the conduct of the lesson study in different contexts were drawn by employing content analysis to the transcribed responses of the participants. The study found that the similarities in the five countries regarding LS were the goal on improving students' understanding of the subject content and were mostly teacher-led. However, there were other countries that still need guidance in this model of professional development. Furthermore, there were no universal modifications regarding LS. Changes made were dependent on the factors existed in each context. Modifications were rooted from individual differences of those who were involved in the process which affected how LS was carried out. The factors affecting the conduct of LS in the context of the five countries were gaps between the originating culture of lesson study and the importing culture, beliefs of users new to the model, and unfamiliarity in the process of lesson study. As a country importing a new model, challenges are on its way. These challenges may have occurred in Japan but the difference is that they have already resolved such issues. LS adaptation may resembles the original LS but it is not an assurance that the essential aspects are absorbed and put into practice by the importing country. Importation requires a great deal of patience and commitment to sustain it and be able to witness the results.