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## Lesson Study in Teacher Education: Learning to Differentiate Instruction for English Language Learners

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Preservice teachers in a teacher education program at a university in California, USA, participate in lesson study sessions prior to their full time student teaching experience in elementary schools. However, preservice teachers consistently report they learn very little about teaching English language learners (ELLs) even though the lesson study experiences take place in classrooms with students whose first language is other than English (author, 2015). Classroom teachers planned the model lessons in isolation; so preservice teachers were missing an important aspect of lesson study, that is, the collaborative planning of lessons. The objective of this study was to address these issues. The lesson study program was redesigned to include collaborative planning sessions of model lessons that focus on best practices in teaching ELLs. During university seminars, classroom teachers, professors, and preservice teachers (student teachers in their last semester of teacher preparation) collaboratively designed lessons to teach and reach all elementary students. Specific teaching strategies were discussed to address the instructional needs of the ELLs in the elementary classrooms. Then, student teachers led lesson studies sessions for their peers.

A mixed method design was used to collect data for this study. Post-collaboration lesson planning session surveys and post-lesson study surveys were administered to student teachers. In addition, post-lesson study reflective essays were analyzed to answer the following research question: What are the effects of a lesson study program on student teachers' ability to differentiate instruction for teaching English language learners? Results indicate that the lesson study program has a powerful impact on student teachers' ability to differentiate instruction to teach and reach ELLs. In addition, student teachers report that due to the lesson study sessions they are more confident in their competencies of lesson planning and collaboration. The lesson study program is fostering collaborative reflection and improving instructional practice, particularly in the essential skill of teaching ELLs. Through collaborative planning sessions and participation in model lessons in diverse classrooms, student teachers are learning the knowledge and pedagogical skills needed to become successful, reflective educators of diverse student populations.

## The Difference between the Perspectives of Expert Teachers and Students of Teaching Colleges toward Technology Lessons

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This study aims to clarify the difference between the perspectives of expert teachers and students of teaching colleges toward technology lessons. In the research method, first, the expert teacher and the students attached wearable cameras when the students performed micro-teaching in college classes. Second, the students recorded a video of the teachers' viewpoint, and the expert teacher recorded a video of a lesson that the students watched in the classroom. Further, the expert teacher and the students discussed what they were thinking during the lesson while watching the video. The researcher segmented these protocol data on the basis of the teachers' and students' propositions and classified the contents of their propositions into five categories '[impression], [intention], [alternative], [implication], and [inference]' with reference to Sato et al (1991). In addition, the objects of the propositions were classified into ten categories: [explanation], [question], [dialog], [problem presentation], [beadwork], [activity], [teaching tool], [development], [time], and [summary]. As a result, the expert teacher had significantly more propositions for the lesson than the students of teaching. Moreover, the expert were found to have more content categories and object categories than the students of teaching while watching the lessons. In particular, for the content of the propositions, the students of teaching only watched the lessons from the perspective of a teacher, and the expert teacher often watched the lessons while inferencing learners' emotions and thoughts. For the object of the propositions, the students watched the lessons with about five categories, while the expert watched the lessons with about ten categories. Furthermore, the expert teacher had more [dialog], [activity], [question], and [summary] than the students of teaching. Therefore, the researcher considered that the students focused only on specific subjects of the lessons and tended to watch the lessons only from the perspective of a teacher. On the contrary, the expert teacher were considered to associate with multiple objects of the lessons and view the lessons in a way compatible between a teacher and a learner. In the future, the researcher aims to study the method of micro-teaching, in which students' perspectives for the lesson are expected to be multifaceted and deep.

## Investigating Teacher Learning in Lesson Study Related to Promoting Peer Talk. An Intervention Study in Lower Secondary School in Norway

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This paper will address teachers' learning in LS, related to an intervention in the context of lower secondary school in Norway. The aim of the paper is to contribute to knowledge about teachers' learning in Lesson Study cycles. Through analysis of teachers' planning and reflection discussion, this paper attempts to answer the following research question: What do teachers notice about students' talk in the classroom, and to what extent are teachers relating these observations to students' learning and to evaluating and planning of teaching? The focus of the intervention is a cross-curricular theme, promoting students' peer talk. Peer talk is understood as children listening to each other, building on each other's ideas, asking questions, opening up for other's perspective, arguing and justifying views (Howe, 2017). This is inspired by the term 'exploratory talk' (Mercer & Littleton, 2007), and ground rules for promoting exploratory talk are integrated in the intervention, which is a cooperation project between a school and a university.

The first part of the research project was completed in the spring of 2017 in two 10th grade classes (15-16 years old). The LS team included a PhD student, five teachers and an assistant principal who facilitated the LS discussions. As a part of the LS process, teachers planned, conducted and reflected on two research lessons where students were involved in peer talk in small groups. The preliminary findings from the analysis of the first part suggest that teachers at lower secondary school might have a twofold understanding of talk in the classroom. On the one hand, they are aware of the importance of making space in school for giving the students an opportunity to talk, to think and learn together. On the other hand, the teachers are concerned about students' grades in oral skills and students' passing their exams. The pressure on pupils' individual oral presentations towards an audience in the classroom have increased in secondary school. This may decrease the teachers' attention on peer talk for learning together. The two issues most frequently discussed among the teachers in the LS discussions were observations of students' motivation and participation in peer talk and whole class discussions. In the RL planning and reflection sessions, the teachers evaluated their teaching related to this. Analyses of teachers' meetings in the first part showed that the teachers changed some elements in teaching from RL1 to RL2. In order to promote participation and engagement in discussions, they decided to model the peer discussion and alter the design of tasks. However, the teachers drew little attention to the matter of the students' individual learning. Moreover, the students were not given the opportunity to respond in depth on the subject of their own learning or the teaching of the lessons. The design of the second part of the research, which is going to be conducted in the autumn of 2017, is based on these results. To provide insight into students' learning and to increase awareness about 'pupil voice' observing and interviewing case students is included. Investigations of whether these changes in design can affect the focus of teachers' reflections may contribute to the further discussion about teachers' learning in Lesson Study cycles.

### References

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