

A Reflective Lesson Study on Peace Education Through a Collaboration between Japanese School Teachers, an ALT and MEXT Teacher Training Students

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I . Introduction

The Ministry of Education, Culture, Sports, Science, and Technology (MEXT) of Japan offers scholarships to teachers overseas who wish to conduct research concerning school education at designated Japanese universities. Upon being accepted, such foreign teachers will be recognized as students of Teacher Education under the Japanese Government (MEXT)'s Scholarship Program. The program's aim is to foster human resources who will become bridges of friendship between the grantees' countries and Japan through study in Japan and who will also contribute to the development of both countries and the wider world (MEXT, 2021a). Grantees whose Japanese language ability is insufficient can take Japanese-language education courses in a Japanese language study course at the accepting university or at a university designated by MEXT. Japanese-language education is generally provided for six months at the beginning of the scholarship period. The Teacher Education Program itself mainly consists of educational administration, educational

methods, specialized subject research, and observational tours and practice. The program lasts 18 months, and is conducted in either English or Japanese according to the *Course Guide of Teacher Training Program* in each university.

The University of Fukui (UF) is one of 50 universities hosting grantees for the Teacher Education Program as of 2021 (MEXT, 2021b). The essentials of the program at UF (2021) include involving the student teachers collaboratively and continuously in school problems, as well as cultivating their professional capacities through reflective practice. This program, designed specifically for school teachers, is conducted by faculty members from the Graduate School of Professional Development of Teachers (GSPDT). It is important for teachers to engage in a practice-based reflection-reconstruction cycle to reframe schools as learning communities. Taking this into consideration, GSPDT adopts a "school-based teacher education model", where teachers work collaboratively with their colleagues to solve real problems at their own schools. Student teachers in the program can experience multi-disciplinary

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research and they are expected to visit actual classrooms at affiliated schools, do research on classroom teaching, and participate in specialized training sessions (ibid.).

In the current year of 2021, three MEXT teacher training students are enrolled in GSPDT as student teachers. The first author of this study coordinated a reflective lesson study project that enabled the three MEXT teacher training students to co-design, co-teach, and co-reflect on the lessons with in-service school teachers and an ALT. The project was conducted as part of the collaborative school-university partnership established in GSPDT. This study narrates the process of how Japanese school teachers, an ALT and the MEXT student teachers collaborated on a whole unit of peace education in a senior high school through reflective lesson practice. In doing so, it hopes to showcase the MEXT Teacher Education Program participants' professional development during the process of the school-based teacher education model.

This report narrates the process of how Japanese school teachers, an ALT and three MEXT teacher training students collaborated on a whole unit of peace education studies in a senior high school through reflective lesson study. Three MEXT teacher training students engaged as guest teachers in this project through the collaborative school-university partnership program at the University of Fukui. As one of the facets of the partnership, the university faculty routinely supports preservice and in-service teachers and their schools by participating in their school-based lesson studies and teacher research meetings. Building on this close collaborative relationship between the university and schools in the prefecture, this study explores the prospect of integrating the teacher training students' program

with school-based lesson studies. In an attempt to co-create and share knowledge, the three teacher training students joined meetings to reflect on each class session they attended as well as write a reflexive postmortem following the project's completion. This study will demonstrate how the project developed as the educators involved reflected in/on their practices. By unfolding the course of this reflective lesson study project through the participants' reflective writings, it is possible to verify the positive impact that the collaborative school-university partnership can have on the MEXT teacher training students' program.

II . The Reflective Lesson Study Project on Peace Education

The project was conducted between October and December of 2021, involving a Japanese English Teacher, an ALT, three MEXT teacher training students and a university professor. The timeline of the case study is illustrated in Table 1. This case study was possible because of the long-established collaborative school-university partnership in GSPDT.

Date	Participants	Activity
October, 21 st	Okubo, Ryan & Wang	- First meeting to design the unit -Proposal for including MEXT student teachers
October, 25 th	Okubo, Ryan, Kona, Santiya & Wang	- Second meeting to design the unit - Including the opinions of the MEXT student teachers
November, 1 st	Okubo, Ryan, Kona & Santiya	- First lesson of the unit -MEXT student teachers participation in the lesson as guest teachers -Mini-reflection session with MEXT student teachers and professor
November, 4 th	Okubo, Ryan, Kona, Bella & Wang	-Third lesson of the unit (open class) - Post-lesson study meeting with English teachers
November,	Okubo, Ryan,	- Last lesson of the unit

18 th	Kona, Santiya, Bella & Wang	-Giving feedback to students' presentations group
December, 2nd	Okubo, Kona, Santiya, Bella & Wang	-Project postmortem reflection meeting

Table 1: Timeline of the Project

1. Background: school-university partnership in GSPDT

In order to cultivate an organizational learning community of teachers and to enhance the professional development of teachers, the school-based teacher education model has been adopted for 13 years in GSPDT. As a national pilot graduate school of the professional development of teachers that aims for practice-based theorization, Fukui's school-based teacher education model has been leading the way in teacher education reform in collaboration with other universities, schools and administrations. Acknowledging the significance of reflection as part of a teacher's professional development, it is believed that teachers learn by reflecting on their teaching practice. Both pre-service and in-service teachers who are enrolled in the M. Ed course in this graduate school carry out long term internships in partner schools that collaborate with the university and prefectural board of education. Pre-service teachers enrolled in the lesson study approach intern three days a week for two years at a partner school where they learn school routines, observe lessons and meetings, assist in and teach lessons at the school's pace; while also having a reflection meeting once a week at the university. When they are scheduled to teach, UF professors go to partner schools as a team to observe their lessons and to have a postmortem lesson study meetings with them afterwards.

Likewise, in-service teachers fulfill their duties

in their affiliated schools while conducting research as school middle leaders or in school reform management roles, which is considered an on-the-job internship. They come to the university once a month to have a reflection meeting with their pre-service teacher peers. University teams visit their schools regularly to attend teacher research meetings and school-wide lesson studies, as well as share ideas on how to motivate and organize teacher-initiated lesson study conferences. In doing so, this graduate school has managed to cultivate learning communities of teachers across age groups, school levels, districts, subjects, and actual roles in the school.

Given the above collaborative school-university partnership in GSPDT, university teachers are often invited as advisors for research lesson studies at schools. The senior high school in this case study is one of GSPDT's partner schools and the first author of this case study was asked to be the advisor for its research lesson held on November 4th.

2. Peace Education Unit

The inspiration for the contents of the unit created during the reflective lesson study project came from Lesson 8: Not So Long Ago from the high school textbook, Crown English Communication I (Sanseido). The chapter for this lesson is based on the photography exhibition, Photographs Tell the Story of the 20th Century: Eyewitnesses held in 1999 that commemorated the 120th anniversary of the Asahi Shimbun newspaper. The 20th century was known as the "century of war". High school students who live in the seemingly peaceful country of Japan and enjoy material civilization in an overflowing information society may think that the wars, terrorism and starvation reported daily are distant

stories. Japan is the only country in the world to have been subjected to atomic bombings, and even now, 76 years later, the reality of the bombings weighs heavily on people. The Japanese English teacher involved in this study, Kiyonori Okubo, wanted to make the students involved pay attention to both the past and the present. The message of this unit was, “How would you feel if these were photos of your own family and friends?” The photo on the last page of this lesson shows that human beings have the strength and kindness to help each other survive any kind of hardship.

3. The First Unit Design Meeting on October 21st

Mr. Okubo talked about his intention and design of the unit. He wanted to have the students think about how they could incorporate their unique world view as Japanese nationals while discussing the importance of peace in English. The reality is that many students have a vague, abstract, or grandiose image of word peace. When he initially mentioned the topic to his students, he found that they tended to only focus on “negative peace”, which refers to a state without violence or war. However, he hoped to make students think about peace as a part of their own daily lives through the lessons in the book, its post reading questions, and teacher talks. In doing so, the students would learn about poverty, hunger, environmental problems, discrimination, marginalization, and exploitation (structural violence) and intolerance, hatred, and indifference toward others (cultural violence).

The unit starts with motivating the students to take interest in the content and giving them an overview of the whole unit. After that, the students were to read each section in the textbook and complete its output activities. Mr. Okubo included a group work element as well so that the students would have more opportunities to learn

collectively and deepen their critical thinking skills through collaboration. In addition, at the end of each lesson, students were to be given a short writing assignment to help them put their thoughts together in writing. It is also worth mentioning that “TT” or “Team Teaching”, the scheduled time during which this unit would be conducted, is a collaborative course taught by the school’s ALT with the help of a Japanese English Teacher, and mainly focuses on improving students’ speaking and writing skills.

In the first period of the unit, Mr. Okubo introduced the argument that, “Dropping the atomic bombs on Japan was an unavoidable measure in preventing an even greater amount of Japanese from being killed” with the intent of prompting the students to think about the situation more critically. However, the students were unable to understand his intention and some students even chose to just agree with the teacher. Then, Mr. Okubo provided materials for students to read the newspaper articles from August 6, 9, and 15 to help them better organize their thoughts.

In the second period utilized for this unit (the open class), students were asked to imagine the boy's feelings in the photo taken by Joe O'Donnell after the atomic bombing of Nagasaki. The boy in the picture is carrying his dead baby brother on his back, staring into the flames of a funeral pyre. Each group was then asked to make a presentation about their opposition (or agreement) to the earlier argument that cast a shadow of doubt on the atomic bombings.

The following is what Mr. Okubo wanted the students to know and think about through this lesson:

- In other countries, the percentage of proponents of the atomic bombings may exceed 50%,

depending on their generation.

- It took only two atomic bombs to snuff out the lives of more than 500,000 people, erase their futures, and even now, 76 years later, people are still suffering from the after effects.

- There are about one million nuclear warheads in the world today that are equivalent in power to that of the warhead dropped on Hiroshima.

- Only 5 out of the 73 students in first year classes 1, 2 and 5 at Usui High School have ever visited the a-bomb dome in Hiroshima.

- The significance of sending out messages from Hiroshima and Nagasaki for the good of world peace.

- There are many paths to peace, but is it worth sacrificing human life in order to achieve them?

The advisor for this reflective lesson study project, Wang, was impressed by Mr. Okubo's unit design and his enthusiasm for stimulating students' deep thinking and critical thinking in regards to peace. The number one priority of this unit was to benefit the students involved. Given the topic, we realized it could be a great chance for them to learn something new about WW2. Specifically, since a number of teachers from Asian countries other than Japan were involved in the project, we thought it would be appropriate to teach the students about what other Asian countries went through during the war and consequently how they generally think about the atomic bombings of Japan. It would also potentially be an opportunity for students to learn how to express their own thoughts about a serious topic in English. Keeping these two reasons in mind, Ms. Wang proposed to invite the MEXT student teachers from Cambodia and Malaysia to participate in this unit alongside Usui High School students, teachers, and their ALT. This would provide the student teachers with

real Japanese school experiences because they would be working with Mr. Okubo during lesson planning, observing and at times actually participating in the lessons themselves, as well as also participating in post-lesson study meetings and collaborative reflection sessions. Mr. Okubo readily agreed and thus the three MEXT Teacher Education Program participants joined in on this study.

4. The Unit Design Meeting With the Student Teachers on October 25th.

On October 25th, the MEXT Teacher Education Program participants joined a unit design meeting with Mr. Okubo and Ms. Wang. The meeting was held over Zoom and lasted for almost an hour, during which Mr. Okubo explained in detail the context of lesson 8 and his tentative plan for how to teach it. The unit would include a total of ten dedicated class periods, three of which the MEXT student teachers would join. During the meeting, the exact dates in which they would join were decided on as the first period of the lesson (November 1st), the third period of the lesson (November 4th) and the last period of the lesson (November 18th).

Two days before the meeting, Ms. Wang shared the plan for the whole unit and the textbook's contents, complete with pictures. Two and half of the pages were dedicated to two pictures explaining the exhibition titled "Looking Back at the Twentieth Century" which exhibited 300 photographs of wars. Before the meeting and after reading the text, the MEXT student teachers collected extra details and readings about wars in 20th century. Santiya was extremely eager to participate in the lesson because she is a history teacher in her home country, Malaysia. She was

interested in finding out how Japanese people view the world wars.

After the dates when the MEXT student teachers would participate were decided, Mr. Okubo introduced the main objective of the lesson and why he wanted the foreign teachers to contribute to the lessons. The main objective of the lesson was for the students involved to become able to convey their image of peace to others and to think about how to bring about peace to the world together. By inviting non-Japanese teachers to give their opinions on Japan and peace, the students would be able to learn how Japan is viewed by other countries, especially by countries that are linked to the war Japan was involved in a long time ago. Mr. Okubo said that it's easy to invite ALTs to the classroom, who mostly are from western countries, but by inviting teachers from Asia, the students would be able to learn more about the actual history of WW2 and become able to view the war from a different perspective. By communicating with foreign teachers, the students would be able to brush up their English-speaking skills, and such interactions would also serve as motivation to them to use English more often in their daily communication.

When discussing the topic, Mr. Okubo said that both pictures (the picture of the boy carrying his dead baby brother in Nagasaki and a picture of Kim Phuc in Vietnam War) left a big impression on him. They touched him deeply and made him want his students to learn about the impacts of WW2 and how it effects people even to this day. Also, by inviting teachers from abroad, all of the participants would be able to share and think together on how to create a peaceful world by giving suggestions on what Japanese people need to do now to make the world a more peaceful place.

We had a brief discussion on how the first lesson on November 1st would run. Mr. Okubo said he was going to introduce his Canadian friend's opinion, which is that the atomic bombings of Hiroshima and Nagasaki were a positive act because they put an end to the war. His friend's opinion was to serve as a good discussion prompt among the students while they discussed the topic in groups to come up with their own points of view. On the day of class, the MEXT student teachers would be given time to introduce themselves and talk for 10 minutes about what they learned about the atomic bombing of Japan in their school days, and their own ideas about peace. On November 4th, Mr. Okubo's students were to decide if they agreed with or opposed the Canadian friend's opinion as well as read about Barrack Obama's speech at Hiroshima in English. The MEXT student teachers were scheduled to be guest listeners to the students' presentations, giving their own opinions at the end of each presentation.

After the meeting, Santiya wrote her notes on what she thinks about the war and what she was taught about the war in her home country. She thought this research lesson would be a good opportunity for Japanese students to learn about what happened in her country during WW2. She believed that by learning about what other countries went through during the war, the students involved would become more concerned about creating a peaceful world together. Teaching about the war in Malaysia is different from teaching about it in Japan as it is a sensitive topic to begin with. She did her best to include what is important for the students to learn from the past and what can we do now to usher in peace.

5. Participation in the First Lesson

During the planning meeting on October 25th, it

was originally decided that the MEXT student teachers would have only 10 minutes to talk to the class. However, a day before the lesson, they received contact from the ALT, saying that they would be permitted to talk for as long as they wanted instead. The lesson plan was changed so that the MEXT student teachers could share more information with the students. When they met Mr. Okubo right before the lesson on the day of, he said it would be a good opportunity for the students to learn more about WW2 and how Japan is viewed by other Asian countries.

The lesson started with Mr. Okubo and the ALT, Ryan, greeting the students and introducing the guest teachers. As per the lesson plan changes, the students would now be able to ask the guest teachers any questions regarding the topic of the day. After doing self-introductions, Mr. Okubo once again explained the topic to the students. After that, he handed out a worksheet to each student, which contained two tables. The first one was for writing their questions and the answers in shorthand. The second for writing their reflections about the lesson once it had ended. During the lesson, Mr. Okubo asked the MEXT student teachers various questions about what they learned in school about the bombing of Hiroshima and Nagasaki and also for their opinions. The questions were as follows:

1. *What did you learn about the bombings while you were in school?*
2. *What do you think about the statement “the bombings were a good thing because they put a stop to World War 2 sooner”?*
3. *What is your impression of Japan now?*
4. *What do you think Japan needs to do now*

to make the world a more peaceful place?

Santiya and Kona were invited to sit in the front of the class and took turns answering each question. While they were speaking, Mr. Okubo and Ryan paraphrased what they were saying using more simple English and in some cases translating into Japanese so the students could understand better. Not only that, Mr. Okubo also wrote on the blackboard when the guest teachers mentioned some facts about their home country. For example, when Santiya said Malaysia is a multiracial country that predominantly contains people from three ethnicities, he wrote them on the blackboard and checked to see if the students understood. He also explained the meaning of ‘multiracial’ and ‘multilingual’. When students were exposed to new words, the teachers unravelled them so that the students could understand the use of the new words and enrich their vocabulary. Mr. Okubo also asked them to talk a bit slower so that the students could grasp the words more easily.

Santiya tried to give her honest opinion about the war and how she felt as someone from an Asian country that had been invaded by the Japanese army almost 80 years ago. For example, in response to the question, “What did you learn about the bombings while you were in school?”, Santiya told the class about how deeply they study the world wars, especially World War 2 since Malaysia was a victim of both the British and Japanese armies. In Malaysian school curriculums, the students learn about the Japanese occupation of their country in Form 3 (3rd year of secondary school). They have one big chapter in their history book covering the Japanese invasion until they surrendered after the bombings of Hiroshima and Nagasaki. While listening to the MEXT student

teachers' answers, the students took notes. After that, the students were given around two minutes to come up with questions to ask the guest teachers. One of the questions was "How do you feel about the atomic bombings?" Santiya replied that she was sad because they killed many people, most of them civilians, including children. However, as someone from one of the countries that lived under the cruel rule of the Japanese army at the time, she believed that the August 6th and 9th atomic bombings that took place in 1945 were the only way to immediately chase the Japanese army out of her homeland.

With her answer, she suspected that some students might be taken aback because the bombings happened in their own country, but hoped that this would help them to think about other countries' perspectives and why they see the world as they do. The MEXT student teachers also gave their opinions on what Japanese people can do now to help bring peace to the world. They agreed that by helping each other, everyone can live in harmony. Kona also said that by learning history, people can know what really happened in the past, and from that they can prevent the past from repeating itself. Humanity can learn from its mistakes if everyone has enough accurate historical knowledge. Santiya also shared her impression on modern day Japan. She said that Japan is one of the safest countries in the world and that she feels comfortable traveling to Japan all by herself because she knows how helpful and kind the Japanese are. At the end of the period, the students were asked to write their reflections and to share them with the rest of the class. Here are some of their reflections:

Student A: Today I learned about different opinions people from other countries hold about

the bombing tragedy.

Student B: War brings death and destruction.

Student C: The bombing of Hiroshima and Nagasaki makes me sad.

While participating as a guest teacher, Santiya also observed the way Mr. Okubo and the ALT ran the class. Both teachers did very well in conducting the class of 38 students. The lesson itself gave the students a chance to speak in English with the guest teachers. Doing so was a great way to motivate the students to use English more frequently as a communicative tool and be prepared to take advantage of opportunities to exchange their accumulative knowledge with others. Santiya was especially amazed at how both teachers were able to mix history into an English lesson and also that they were able to focus on moral values that can be learned from the past.

After the class ended, Santiya and Kona went to the school's meeting room together and discussed how the students were learning about the subject matter as well as what to provide them with for the next lesson. Mr. Okubo also asked the MEXT student teachers for more information regarding what happened in their countries during World War 2. He added that he really wanted to learn more about history from Asian and American people so as to broaden his own mind in relation to the lesson. He was surprised to hear about what happened in Malaysia and Cambodia. He had not learned about it in school either. He said it was very important for him and the students to know the truth and to learn from resources other than textbooks

6. The Open Class and Post-Lesson Study Meeting

The open class was held on November 04th

from 8:40-9:30 a.m. There were two teacher training students and a teacher from the University of Fukui, an ALT, and other subject teachers there (16 in total) observing the class of 38 students. Before starting the class, Bella who didn't join the class on November 1st, was asked to introduce herself to the students. Mr. Okubo told everyone that the day's main activity aimed to get students to think deeply about the Canadian friend's idea of "It was right to drop atomic bombs in Hiroshima and Nagasaki to stop the war and prevent more people from being killed".

There was a difficult words and phrases check for students to understand their meanings. The second reading material was about Mr. Sunao Tsuboi's message to the U.S. president Barack Obama. Mr. Sunao Tsuboi was an atomic bomb survivor. There were two pictures in his reading material. The first picture was him standing in front of a microphone giving a speech. The second one was him shaking hands with Barack Obama. At the end of the handout there was a mind-mapping sample for students to use after the reading about Mr. Sunao Tsuboi's message and clue/instruction from Mr. Okubo. It was about how students think about those who think atomic bombing in Hiroshima and Nagasaki was right.

After that Mr. Okubo went straight into his talk about his Canadian friend who said "It was right to use atomic bombs in Nagasaki and Hiroshima". He asked students what things they would like to tell his Canadian friend. Before letting students think about it, Mr. Okubo showed a picture of the miserable boy carrying his dead baby brother on his back to the students again so that they could have an image. Then the students were given reading material of Mr. Sunao Tsuboi's message. Students had 7 minutes to read individually and

underline the key points for sharing later. Some teachers stayed outside the class, observing and taking notes through the windows and doors while others ventured inside walking around to see the students' problems and to help them with reading. When Kona walked around the class, he noticed some students got stuck in the reading because of difficult words. He suddenly approached them to explain them and encouraged the students in English to keep on reading without focusing too much on the words they didn't understand. Some students asked Mr. Okubo in Japanese for the Japanese meaning of some words they didn't understand. But, when time was up, most students were unable to finish reading. Kona saw one student underline "I'll never forget it. I'll get them back!"

One student stood up and gave his underlined point. That was "Peace is coming after knowing and understanding each other." Mr. Okubo continued asking some more students to share, but no one raised their hands. After that, students were asked what Sunao Tsuboi wanted to say about the war. Below are some of the answers.

Student A: War killed a lot of people.

Student B: Everyone hates war.

Student C: War made people lose family and home.

Mr. Okubo wanted students to work in group of 3-4 people to discuss what his Canadian friend said. And he asked: What do you want to tell him about his comment? Before letting students get started on that, he showed the students an example mind map on a big screen in front of the classroom. He explained every point on the map to the students. He gave every student a big worksheet for their own mind mapping and told them to focus

on the following three points:

1, Look at the boy standing straight without moving, watching the flames.

2, Think about Mr. Kona's and Ms. Santiya's opinions.

3, Read Sunao Tsuboi's speech.

Prior to group work, Mr. Okubo also instructed the students on what they are going to do on the big screen with the four following points:

1. Choose one idea based on group consensus.

2. Make it better, by adding new sentences.

3. Decide on one speaker in the group.

4. Go to Ms. Wang, Kona, Bella, and Ryan with all three.

The students got into groups of 3-4 people, then started discussing. They were given five minutes. First, they wrote on their own worksheet. One student in group A, wrote down some ideas on the mind mapping worksheet. For example, he wrote "many people die", "to drop atomic bombs kills many people", and "people lose home and family".

Kona found that some students didn't know what to write on the mind mapping worksheet. So, he told them to look at the viewpoints given again and write down simple words or sentences, for instance, "If you think war kills many people, just write 'many people die'." He nodded his head and said "Thank you". Another student had ideas, but she didn't know how to write them in English; she asked her group members in Japanese to help her write down her ideas in English. Because the time limit seemed too short, Mr. Okubo gave the students three more minutes to finish. After mind mapping on their own worksheet, students started

working together in groups to share their opinions and to choose the best ideas by writing them on a group white board. As group discussions ended, a representative of each group presented their discussion's results to the whole class.

Group A:

- If our family, friends are killed by atomic bombs, we cannot live alone.

- Many people were killed and homeless.

- How do you feel if your family and friend were killed by atomic bombs?

After the open research class, there was a post-lesson study meeting with English teachers (14 in total) for 20 minutes in small groups. Mr. Okubo first gave his short impression of the lesson and thanked all the participants. Kona shared in his group that students had problems with English text, because some of them got stuck in the reading, and some could not finish reading it. He also found that most of them give negative opinions about the Canadian friend's statement. He thought it would be better to get students to think of both positive and negative opinions about the topic, because it would give students more chances to think critically on what Japan did in the past and what they have been doing in the present. It would be kind of a debate in which students would need to come up with evidence and reasons, and would thus broaden their minds beyond the matter of simply answering if something is right or wrong. For example, if all students think that Japan is a victim, they cannot learn anything else beyond that. They cannot see the whole picture painted by history. Mr. Okubo also admitted that he changed his lesson plan a lot because of insufficient time. Also, he realized that the English text given to the

students was indeed too tough.

Teacher A: I noticed that 70% of the students couldn't finishing their reading within 7 minutes.

It's good to give them a vocabulary check in advance.

Teacher B: The English ability of the students is not sufficient enough for this reading. But, they tried so hard to finish it.

Teacher C: When I walked around, I learnt that almost all students (the ones I reached) disagreed with the Canadian's statement of "it was right to drop atomic bombs on Hiroshima and Nagasaki to stop the war".

Another teacher talked about visiting Hiroshima and Nagasaki for the purpose of peace education. He said not many students have the chance to visit them on a school fieldtrip. When the group discussions finished, a representative of each group shared the ideas or/and key points from their discussions. Kona shared that students should be encouraged to dare to be different from other students' mindsets so that they can deepen their understanding. To do this, teachers need to make the main purpose of the research lesson clear.

7. The Last Lesson of the Unit

On the 18th of November, the MEXT student teachers joined the lesson again as guest teachers. This would be the final class period dedicated to *Lesson 8: Not So Long Ago*. On this day, there were six guests including one international exchange student from India. Before the lesson, Mr. Okubo gave the guests handouts of the PowerPoint slides that he planned to use during the lesson.

The objectives and evaluation criteria for this

lesson were for students to become able to accurately convey their individual views of peace, understand the guests' views of peace, exchange opinions about what Japanese people can do to contribute to world peace, and then organize them in English. The lesson started with the usual greetings and then with listening to guests' introductions and how they see Japan. Santiya shared her view of Japan as being a modern country filled with beautiful sightseeing spots everywhere. She also stated that Japanese technology is well known worldwide. Other teachers also shared their opinions about how economically developed the country is and how disciplined the people are. One of the guests, an ALT from the USA, said Japan is well known for its delicious food such as sushi and also for its anime (Japanese animated cartoons). During this phase, the students were able to hear what foreign people consider Japan's strengths to be. While listening, they wrote the key points on a worksheet that Mr. Okubo passed out earlier on in the lesson.

For the first activity, all six guests were invited to sit in a group (six group in total) and listen to the students in each group give a short presentation. Every group member presented about the peaceful as well as turbulent aspects of Japan that they knew about. The students had already prepared their presentation slides on their tablets. In the previous lesson, the students worked in groups to find pictures that could be used to convey their ideas for their presentations. So, during this class they made presentations using the pictures and explaining them in simple English. In Santiya's group, there were five students and all of them had their own tablet and they took turns presenting their work. Each of them presented one peaceful aspect and one turbulent aspect of Japan.

Group 1	Peaceful	Turbulent
Student A	Celebrating the 100 th birthday of grandfathers	Ignoring or leaving out some members of society
Student B	Families having good time in their homes	Violent parents
Student C	Falling asleep on the train while waiting for a stop	Bullying in schools
Student D	Families eating together	COVID-19
Student E	Sports	Misusing social media

While listening to the presentations in group 1, Santiya realized that the students' views of what it means to be peaceful or turbulent were influenced by their age, and that their age also likely influences their world views as well. When the students consider what peace is, they tend to think only of their own families, relatives, school and communities in Japan. They lack the ability to think about the state of the world or the peace of people living outside of Japan. After each student's presentation ended, Santiya asked them questions about their pictures. For the most part, the students were able to convey their answers in English and also utilized their tablets to show additional images.

Question: Why do you think sleeping on the train is showing a peaceful part of Japan?

Student C: Because they don't need to worry about their bags or belonging will get stolen.

Question: Why do you think ignoring others is unpeaceful?

Students A: Because it will make them sad.

Santiya asked the students more questions about their presentations as well, for example "Have you experienced bullying" and "Have seen someone bullying others?" but the students were unable to

understand. This indicates that they are still having a hard time learning the language. So, Santiya mixed in some Japanese words to help the students understand.

In Kona's group, many of the "peaceful" pictures that the students chose included families doing various things together such as dining, laughing, playing, watching fireworks, visiting temples, and enjoying cherry blossoms in spring. A student in Kona's group said that he would be happy to see smiles from all of the people around him. When it came time for the second round of the activity ("the problems that make people unhappy") many of the students showed pictures that depicted things like bullying, poverty, and students being forced to take care of their family. Kona asked some of the students why they chose the images that they did (for either part of the assignment). Below are some of the responses:

Student 1: Because it makes me sad.

Student 2: I found it on the Internet.

Student 3: Because I love it.

The first two activities lasted for about 25 minutes. After that the guests were asked to return to their original seats at the front of the classroom. For the next activity, the guest teachers shared their opinions on peaceful aspects of their home countries as well as what problems are causing turbulence in their home countries as well.

Santiya said one peaceful aspect of Malaysia is that people from different ethnic backgrounds, languages, and cultures can live together peacefully in one country. They are free to follow their religions in peace and celebrate festivals. Sometimes they invite people from different ethnic groups to join in as well even though they

aren't the same religion. Some turbulent aspects of Malaysia include wide spread poverty and high numbers of traffic accidents.

The 16-year-old exchange student from India shared that one peaceful aspect of India is that the nationals are generally very kind and always welcome others to their cities. Even though they have multiple ethnicities and 22 official languages, Indian people tend to have good bonds with each other and live like a brothers and sisters. One situation causing unrest in India is its increasingly high suicide rate. The exchange student sited that when a couple doesn't get approval from their parents to get married, they sometimes make the decision to end their own lives.

Santiya noticed that while the guests were sharing, the students were carefully writing down the key points. Some wrote in English, some wrote in Japanese. She also realized that each country had issues that were quite new to the students and consequently difficult for them to grasp. Kona noticed that almost all of the students took notes of what the speakers said in the tables on their worksheets. Moreover, after each speaker's answer, Mr. Okubo constantly raised the key points mentioned by the guest teachers to clarify them with his students.

After the guests finished sharing, the lesson ended with two of the students giving their impressions of the lesson and what new things they learned. The two students from different groups were asked to share their ideas on "How can we contribute to world peace as Japanese people?" The following is what one of the students shared:

Japanese people are rich. So, we can give money to poor countries. We don't buy goods from

the countries which violate human rights. By doing so, we can make them stop doing bad things. I want to work for UN. I'll go to the country in need, and help people there.

The teacher's idea to make the students learn collaboratively while collecting materials from the Internet while preparing for presentations made them more prepared for the actual presentation day. The students also seemed confident to speak in English while they presented their parts. When working in groups, the learners worked together to solve a problem or complete a task and come up with a good final product. From what Santiya observed, the students helped each other when one of them had a problem conveying their idea in English. While initially coming with their own ideas, they also discussed them in their groups to make sure none of their ideas or pictures overlapped. The teacher also made sure the students used English without looking at their notes too much while conversing with the guest teachers or when give their opinions to the whole class. Only when the students found it truly impossible to convey their thoughts in English did Mr. Okubo then allow them to say it in Japanese while he translated it into English for the guests and other students.

Overall, the peace education unit was very helpful for the students to garner more knowledge of the bombings of Hiroshima and Nagasaki while listening to the perspectives of the international teachers. They were also able to share their thoughts on peace and listen to each guest teacher's thoughts while revising their own. As a result, they became able to think more deeply on how they as a young generation can contribute to the peace of the country as well as the world. The high quality content aside, the teachers also

successfully managed to make their students communicate in English using simple words and sentences when talking to the foreign teachers.

8. The Reflection Meeting on December 2nd

The reflection meeting for the peace education unit was held on the second of December for an hour and thirty minutes. The participants included Mr. Okubo, Ms. Wang, Kona, Bella, and Santiya. During the meeting, we asked questions and gave our comments regarding the lessons we followed in the unit.

During the beginning of the meeting, Mr. Okubo shared the following as to how the students had changed during the lessons:

Before the lesson, students thought that English was not important, but after the three demonstration classes, they realized that the true aim of studying English is to use English. They changed their mindset. Through the sharing of the three guest teachers, students had a great chance to understand something outside of the scope Japan's education system. Their textbooks only ever talk about peace inside of Japan. Thanks to the MEXT student teachers, students had opportunities to talk and listen to Asian people living outside of Japan. Students were able to rethink what it means to be peaceful and rethink Japanese history. I know their English abilities may be not be great enough to understand a lot of what the guest teachers said. So, it was difficult for them to express their own ideas in response. But, at least they now know why it is so important that they push themselves and improve their English proficiencies.

Lesson plans are also important. But, in the class, I adjusted the lesson based on how I

observed the students reacting. One question I always debate about during a class is whether or not I should just explain something they don't understand or give them more time to talk and discover it on their own. Sometimes, I give more time to students to talk and to see how much they can understand based on what they have learned. That's why being able to adjust the time allotted for an activity and being able to judge when to cut an activity is very important during an actual lesson.

Santiya agreed with him by stating what she observed:

We got the lesson plan before the class. So, we could talk in more detail about what we thought about Japan and how we ourselves learned about World War 2 when we were in school. I want to thank Mr. Okubo for this open study. He is so open-minded. He also wanted to learn more about what the teachers from Asian countries thought about the war. During our participation in the first lesson, we were asked to talk about our views and answer student questions. But, during that time, the students didn't seem too involved in the lesson. Surprisingly, on the last day, we could easily see each student engaged in the lesson through their group work. And, I think that almost all of the students got the same answer about how to live a peaceful life.

Bella also talked about her impressions:

There are many things that I liked about this unit study. First, Mr. Okubo welcomed the participation of the MEXT student teachers. Seeing these foreign teachers who traveled so far appear in the classroom was great motivation for the students to get involved in the lesson. This unit was so different from their usual classes. The

students were eager to see the differences between the guest teachers and their own teachers.

I also liked that Mr. Okubo always did comprehension checks for the new vocabulary that students would be dealing with before class by utilizing pictures. It was interesting and helpful for students to get ready for the next stage. I also liked the way that Mr. Okubo would walk around the class to monitor the students' work and to ask them questions in order to deepen their thinking. And, the thing that I liked the most about this unit study was the post-teaching reflective discussions. They were extremely helpful to me because all of the participants were able to learn from mistakes and talk with each other regardless of age, experience, and status.

Kona observed that some students had difficulty with English words in the reading material because it didn't suit their English level. But, they still tried hard to continue reading and wrote down their feelings on paper and/or white boards using simple sentences. He hoped that if there were to be a next time, that the guest teachers would be able to help the students in a more tangible way. He thought that maybe the MEXT student teachers could have prepared easier readings or helped in pre-teaching some of the difficult words in the text as to make the students feel more confident and comfortable during the open classes. From the first day of joining the class, he found that the students largely stuck to their own original ideas/thoughts. However, after getting more ideas from Mr. Okubo, the guest teachers, and group discussions, they seemed capable of changing their own perspectives in light of what they had learned.

Next, some questions were raised by the MEXT student teachers. The first question was from Kona

was, "Why did you raise this topic to the students?" Mr. Okubo answered that picking a topic is very important so that the students can become interested and want to search for more details so that they can express their thoughts about it. There are many themes such as sports, culture and so on, but he thinks the students wouldn't be as interested in such topic because they're boring. Mr. Okubo himself found that the picture of the boy carrying his dead baby brother on his back left deep impression on him. In his 62 years of life, he found this picture to be the most impressive, followed close behind by the picture of Kim Phuc from the Vietnam War. So, when he read the related article regarding the pictures, he thought that his students would be able to learn something from the accompanying pictures. So, he decided to use the pictures for their English lessons. He thinks the topic of war is appropriate and suitable for high school students because they have the ability to express their ideas and think together about peace. Since April, he had been giving them outside reading materials and homework to read newspapers. On the 18th of November, the students were well prepared to share their ideas with others.

The next question was about the teaching method and approach Mr. Okubo used during the unit. Bella pointed out that using a vocabulary check in class with the students made it possible for the students understand the words better. Mr. Okubo also made a connection between his students and the situation when the guest teachers were giving their talks. For example, he said "If it were you, what would you do?" or "If you were in the same situation, how would you react?" All of the guest teachers agreed that his decision to invite foreign teachers from multiple ethnic backgrounds to participate in the lesson was a good approach to

make the students more interested and motivated to follow the lessons. Mr. Okubo shared that the idea to invite the MEXT student teachers was a suggestion from Ms. Wang. He thinks inviting the guest teachers was the key to making the students more engaged in the war topic. Originally, his plan was to simply show them the article written by the pilot of the atomic bomb, Enola Gay. If he had gone with that plan, the learning process would have been monotonous and the students would have probably been bored because they would have only been receiving information from their teacher. He explained that the participation of the guest teachers and the exchange student provided a context for the students while also providing them with a good opportunity to work in groups and present their own ideas.

Mr. Okubo gave instructions both written and orally. Supplementing his message was a good way to make the students understand the instructions as well as listen to how their teacher pronounces English. Bella also commented on how Mr. Okubo was willing to learn from other teachers regardless of their age and experiences. She noticed that Mr. Okubo welcomed outside ideas and opinions on his teaching style when they are having the group reflection session on November 4th. Mr. Okubo replied that teaching plans are very important but always need to be change according to the needs of the students in the moment. He said in his teaching practices, he usually cuts or expands some of the activities. Adjusting activities to suit the students' understanding, motivation or attitude is important. When Bella commented on the way he set up the group presentations, he replied that usually he will look for students who want to volunteer themselves to present their work. Even though

Japanese students are shy in sharing their opinions, a few of his students in other classes have started to offer to present their work. But, on the November 18th open class, he had to decide in advance who would share because he thought presenting in front of the guest teachers was a very important task and he didn't want to waste time choosing a presenter on the spot.

Santiya pointed out that on their first visit to the class on November 1st, she and Kona were asked to talk to the students, but they didn't notice much student involvement other than the students writing down keywords. But on the November 18th open class, the guest teachers got a chance to see the students work in a group when they did their presentations. She wanted to know what made Mr. Okubo think that collaborative learning would be useful for the students in making their presentations and did they collaborate during every lesson of the unit. Mr. Okubo said the students always collaborated in his classes to work on their projects, and commented that they do group presentations at least once a month. For this unit, he first started by giving a lecture to the students and then he gave them reading material for which he explained the content of. The next step was making the students think. He organized the students in groups to look for more information. For example, Group A was designated to work with the textbook's context, Group B had to find more examples from various sources, and Group C had to try working on different ideas. By organizing the 38 students in groups, they came up with several related topic regarding the main unit.

The next question was about how the teachers planned the teaching hours very carefully for the 8 to 10 hours dedicated to the peace education unit in total. Santiya asked if Mr. Okubo had made any

changes to the schedule or not. Mr. Okubo said that they followed the plan but only for the first class session. He changed the plan after the first visit from the guest teachers. He was surprised at what he learned from the guest teachers about World War 2 at the meeting following the lesson. Their stories were very new to him and he thought it would be a good idea to let the students learn more from the guest teachers. He explained that sometimes when he realizes that his expectations are too high for the students, he will change the goal, and that for every lesson it is important to rethink and readjust the teaching plan to make sure it is suitable for the students.

There was also a question about unexpected results from the students after some of the lessons. Mr. Okubo replied that usually before any given lesson, as a teacher, he will have an image of how each student will react and their general attitude. During the final lesson, some students raised the existence of Japan's secret untouchable caste (burakumin) as an aspect of turbulence in Japan. This is traditionally a topic that teachers are all but forbidden from discussing in Japanese classrooms. Also, there was one student in class who often didn't join the lessons before November who suddenly started participating more. When he asked the student what happened, they replied that they started coming to class again "because the topic seemed interesting". So, to Mr. Okubo, the most unexpected result of involving the guest teachers in his class and using the difficult WW2 topic, was that his students seemed especially interested and motivated to learn.

The next question was about whether the students asked any questions or gave any comments regarding the atomic bombings after the lesson ended. Mr. Okubo answered that they

did ask him some questions. He said that in general, the students had already learned about the bombing of Hiroshima and Nagasaki in social studies. Before the summer vacation, when he asked for their opinion on the statement, "the atomic bomb saved many Japanese lives as well as the lives of others", around ten students agreed. But, after the peace education unit ended in November, some of the ten students who had initially agreed with the statement replied that they don't know if they agree with it anymore or not. After hearing opinions from the people of other countries, they said that they needed more time to rethink their own views and that they expressed a desire to learn more about World War 2. When Mr. Okubo told the students what he heard from Santiya that the Japanese army had killed thousands of Chinese people in Malaysia during their occupation of it, the students wanted to know the reason and became interested in learning about what really happened in other Asian countries during World War 2. Since they don't get this kind of information in their social studies class, during and after the lesson, they wanted to know more about the truth. Mr. Okubo thinks that because of the participation of the guest teachers in their lessons, the students became more interested on the topic. What they have learned from the guest teachers cannot be found in any of their history textbooks.

Santiya brought up that in the group that she participated in during the final lesson, the students presented what they thought of as peaceful aspects of Japan using mostly pictures that depicted families and close communities. She thought that maybe their image of peace and world views may be related to their age. Mr. Okubo replied that in one of their previous lessons, the ALT had given

them a composition in which they needed to write about one thing that they could never live without. The students listed up the things they couldn't live without and family and friends became the main answers. This may have influenced their answers for the presentation. The students tend to think that the things that are important in their own lives will bring peace to them and the greater community. He also added that, as a homeroom teacher, talking about family with the students can be quite difficult since there are some students who have trouble at home.

There were more questions regarding the students' motivation. Bella shared one of her problems when she is teaching English in Malaysia. Her students don't pay attention and continuously chat with each other. Some of them don't even want to use English and instead use their mother tongue during English class instead. Many of her students even sleep during class and when it comes exam time, they hand in a blank test. Since Mr. Okubo is an experienced English teacher, she asked for some advice.

Mr. Okubo shared his strategy of "scolding with smile". He said it's important to make sure the students pay attention when a teacher is teaching, so he will make sure to address them out in a good way without hurting their feelings. When he scolds them while joking, the students know that they are in trouble and have to follow the lesson. Usually with extraordinarily problematic students, some teachers are already scolding them harshly, or even just ignoring them. He said that one of his senior teachers once told him that it's important to recognize the problematic students and talk with them. In doing so, one of his students who always sleeps in class admitted that she doesn't have enough time to eat breakfast. She is constantly

busy taking care of her siblings and always has to cook her family's dinner. As a result, she never has enough time for herself and don't eat before coming to school in the morning. This lack of energy makes it impossible for her to follow her morning classes, let alone stay awake during them. This is why Mr. Okubo said it's important to know the students' backgrounds and to understand their attitudes and behaviors.

Regarding Bella's initial question about how to maintain the students' interest in English, Mr. Okubo replied that learning English is quite difficult for Japanese people, so all he can himself can do is pretend to be good at English. When he pretends to be good at it, he wants his students to pretend to be good at it as well. This "fake it till you make it" tactic can gradually help the students improve and works best when they are actively trying to use the language in daily life. He also shared that the authentic material he uses to teach the students is usually the stories he tells them about the English movies he watches. He will tell them the names of the movies and what he found interesting about them. Besides that, he also shares information about famous people in the media. For example, he sometimes shares Donald Trump's strange ideas because he found them interesting and funny. Mr. Okubo also said that he learns many informational things from the two ALTs whom he sits in proximity of and that he often shares it with his students.

III . Reflections of the Two MEXT Teacher Training Students

1. Kona's Reflection

As an in-service teacher of English at a junior high school in Cambodia, Kona realized that the research lesson conducted by Mr. Okubo, really

provided him much progress in terms of his own professional career and learning. Teaching others is a life-long learning process. That's why self-improvement is needed to achieve a satisfactory and sustainable education quality. Thanks to this special occasion, Kona had opportunities to reveal both his strengths and weaknesses in teaching and to experiencing being part of a community of practice. It also allowed him to experience working with Japanese high school students and teachers from different subjects and schools with diverse roles and/or perspectives. For example, he was able to recognize how school teachers in Cambodia and Japan design and carry out their lessons.

In Cambodia, teachers normally design a lesson on their own with no lesson design meeting and post-lesson study meeting. But after the research lesson, he found that it's crucial to have collaborative work with other teachers regardless of age, school level, place, role, education background, and so forth. Given that, he was able to learn in depth about how Japanese school teachers create lessons, including learning about teaching/learning methods to meet students' needs. Just like Mr. Okubo did, Kona doesn't want his students to learn only from English articles that he himself has read several times, but from other teachers with different points of view.

During the research lesson class, Kona learnt that students paid attention to what guest teachers shared by asking questions and taking notes on their worksheets. They are impressed with new ideas from guest teachers regarding the lesson, and opportunities to practice their English and share ideas with the whole class. This can make teaching more enjoyable and effective by virtue of this research lesson style. By following this approach,

Kona will be able to give students inspiration from step to step as he did during the open lesson study, and help students figure out the ways or means to solve their learning problems as well as to develop collaborative learning skills.

When observing the research lesson class, Kona noticed how students react to the guest teachers' perspectives on the lesson through their questions and collaborative work. Based on his observations, he thinks that teachers need to provide students opportunities to think deeply, share ideas, and to learn something new from other people or sources other than from just their own teachers so that they can continuously broaden their minds.

Back in Kona's own school, students don't have enough opportunities to experience such a research lesson. He thinks that is because of the lack of collaborative work and/or reflective meetings between the school's teachers. That's a reason why schools cannot achieve a satisfactory level of education. Yet when he joined the post-lesson study meetings and reflection meetings in the MEXT program, he realized that it really has a great impact on the way teachers usually think and act in the classroom. Based on the meetings he had online and in person, he has learnt new teaching methods and problem-solving skills from the participants sharing their opinions and experiences.

Moreover, after sharing and listening to them, his mind somehow changed and he thought more about what he himself should and shouldn't do while designing lessons and teaching class. Educators can avoid some problems in teaching by learning from what they get from lesson study meetings and reflection meetings. In teacher meeting, everyone shares what they have observed. They talk about both the good points they observed as well as the challenges that students

seemed to face that could be improved for next time. When anyone raises concerns or problems in regards to teaching and learning, every participant gives ideas and empirical suggestions to solve them. It is tangible to say that the collaborative work efforts of teachers and their understanding of students' needs lead to great success. Now he knows clearly that any school can still create an active learning environment for its students without modern technologies, enough teaching and learning materials, and so forth. Rather, care should be taken on how teachers are trained and their mindsets. It's necessary to focus on how teachers design a lesson and how they reflect on that lesson through lesson study meetings.

This collaboration among Japanese school teachers, ALTs and MEXT teacher training students gave the program's participants a new group work experience in term of co-creating the lesson, and reflecting on it together. Santiya came to Japan to experience the effective teaching skills from other countries besides Malaysia. Since she came to Japan, she realized that lesson study is a teaching improvement process that has origin in Japan and every school in Japan really emphasizes the importance of lesson study to expand the professional development of educators. Through a lesson study, teachers work in small groups and collaborate with each other, meet and discuss the learning goals, planning a research lesson and reflect countless times before finally ending it all with a report for a future reference.

Following the lesson study of Peace Education in English for High School first year students was a new experience for all of the MEXT student teachers. When she was called to join the unit design meeting for an English class, first she was confused and less confident to give her opinion

since her forte is history and is seemingly unrelated to English. But after Mr. Okubo explained in detail about the whole lesson plan for lesson 8, she better understood the content and learned about how she could contribute to it. She realized that including other subjects' teachers in a lesson plan can broadens students' perspectives because they will get different viewpoints from different subjects' teachers. This is something she learned from the first unit design meeting with Ms. Wang, Mr. Okubo, Ryan and her fellow MEXT teachers, and she believe she can apply the same techniques when she returns to her home country.

2. Santiya's Reflection

Lesson study is a brand-new thing for Santiya, a teacher from Malaysia. They never do lesson study for a whole unit by collaborating with colleagues from other subjects. While being a part of the team for the unit on peace education, she learned many new things, for example how to prepare an instructional unit plan for the whole unit (8 to 10 periods) by penning details on what to do for each period in order to reach the unit's objectives. In Malaysia, teachers have annual lesson plans, weekly lesson plans, and daily lesson plans for each subject but not for an entire unit. Teachers have modules for units but they don't have such detailed plans to be carried on for the full unit. In Malaysia, after a lesson, teachers sometimes assemble with teachers of the same subject and discuss what needs to be done to make the students understand the lesson or they discuss how to upgrade teaching approaches and strategies.

Here in Japan, not only from this one lesson study, but from other lesson studies she followed for the teacher training and online courses, Santiya realized that group reflection is the foremost important key for lesson study. When the teachers

gathered and discussed the topic, teaching strategies, or the students, each participant thinks deeply into the issues or obstacles faced by the teacher and tries to find a solution. By questioning and commenting on the teacher who taught and how the students reacted to them, both the teacher and the participants can find the answers to many issues together. The reflection meeting also can become a medium for the teachers to praise and motivate each other while taking note on what can be learned from the lesson study. In Malaysia, some schools are moving forward by conducting reflective meetings with teachers of the same subject or grade. However, many schools still do not, especially schools in rural areas or big schools with extremely large numbers of students and teachers. She appreciated the chances she got from joining the reflective meetings and getting to interact with teachers that came from different backgrounds. She is excited to use these experiences for her own lessons in the future as well.

Joining classroom activities of other subjects is fun, especially when the topic is really interesting. On the first day, Santiya got a chance to talk about her country and to share what she thinks about Japan. She thought this was a good initiation process to attract the students to the topic by hearing good impressions of their countries and by hearing about the situation in other countries for the first time. Working as a teacher for over seven years, she understands that the method used to introduce a topic to students will affect the full learning process of the lesson. In her History lessons back in Malaysia, she always tries to tug on the students' interest by telling some interesting stories related to the topic or by showing videos. Sometimes they play some games too, such as

completing a jigsaw puzzle. Here, Mr. Okubo introduced two MEXT students who are teachers in their respected countries during the first lesson of a unit. This does not only make the students interested in the topic, while at the same time the students try to communicate in English with the international teachers by asking questions on the first day. Like Mr. Okubo said, having visitors in the classroom is a good idea to make the learning process more interesting as well as challenging. Before the suggestion from Ms. Wang, Mr. Okubo said his original plan was to just make the students read the article about Enola Gay. However, after the unit planning meeting, he decided on including the MEXT teacher students in the unit. The result was that the monotonous lesson plan was transformed into a more vibrant, collaborative learning experience among the students where they would present on their finding about peaceful things that are important to them. This made her realize that teachers need to keep their lesson plans and their teaching approaches as flexible as they can, so they will be able to adjust them in accordance to their students' needs.

She also observed that another approach that will surely help her teaching in the future is systematic time management. While running the activities or even when giving time to students to come up with ideas, both teachers used a kitchen timer to set a time limit. This is to make sure that the students aware of the time and also that the activity can be finished during the given time. However, it's up to the teacher to adjust how much time is allotted for an activity. For example, sometimes it is necessary to extend the time limit when the students clearly need more time. Besides, Mr. Okubo knows his students are quite shy when it comes to asking questions in English, so he

keeps on encouraging them by letting them use simple English and he also translates their comments or questions from Japanese to English. She found this motivates the students and also make the students know that their teacher is supporting them. This made her remember the way she taught her students, and ask herself, “Did I support my students the way they needed to be supported? Did I motivated my students enough to make them improve in the subject?” While following the lesson, she couldn’t help but reflect on her own teaching practices in her home country.

By following the classroom lessons twice for this unit and other classroom observations, she can compare her students in Malaysia with the students she observed in Japan. For example, the high school students in Japan are quite shy to voice their answers, especially for a foreign language subject such as English. Mr. Okubo even stated that learning English is quite hard for them because they don’t speak the language at home and there are only a few English-speaking people around them. This can affect their speaking ability and once they are aware of it, they feel awkward to speak out in class, afraid to make mistakes.

In Malaysia, the students are exposed to English since the time they are toddlers, so even if they make mistakes in classes, they won’t feel embarrassed to speak English in subsequent instances. But it still depends on the states or the city they live in. Bella said her students from a rural area don’t like to speak English either because of less motivation to learn it. So, thanks to MEXT allowing teachers from other countries to participate in Japanese education, problems can be seen more clearly and the in-service Japanese teachers and foreign teachers who experienced the same problems can get together to discuss

solutions. When they work on the challenges together, this can be a great contribution to the development of the education systems in both Japan and the countries of the foreign teachers.

IV . Prospects of Promoting International Exchange and Cooperation

Through the process of this Peace Education as MEXT teacher training students interact with students, school teachers and ALTs, it seems to be extremely interesting from the following three points.

First, the unit of this series of lessons leads to the students' extremely deep and intrinsic learning. Through the memory of WW2 in each country of MEXT teacher training students, the students had the opportunity to think about the history of Japan from the standpoint of Asian countries as well as the experience of damage caused by the dropping of the atomic bomb. An objective view for Japan is important for understanding different cultures and other countries. In addition, it can be said that this created a difficult but desperate communication intention and led to practical learning of English. It is extremely significant to be given such an opportunity.

The second point is that the experience of this series of lessons and reflections is extremely meaningful learning for MEXT teacher training students in understanding Japanese educational methods, practices, and issues. Japan is currently expanding Japanese-style education overseas throughout the country. MEXT teacher training students are expected to be the core human resources in expanding Japan's unique exploratory learning required by the international community overseas, and they are actually using Japanese educational methods and practical methods in their

own professional learning. Understanding based on the experience in the field of education will contribute to Japan's international contribution in the future.

This case study is also valuable in that it describes in detail the learning process of MEXT teacher training students. It could be a valuable knowledge for future training for MEXT teacher training students to study.

The third point is that the university functions as an important node that organically connects domestic and overseas educational activities. The University of Fukui (GSPDT) is supporting Japanese teachers with reflective lesson research methods. On the other hand, in April 2021 it was established the General Teaching Profession Development Headquarters to promote not only domestic but also international teaching profession development efforts. When we provided strategic educational development support to overseas teachers, we invite them to Japanese educational sites, and many overseas teachers have already visited the sites in Fukui prefecture to gain an understanding of Japanese education. So, we already have promoting exchanges and systematic cooperation. The practice with the participation of MEXT teacher training students like this case study will deepen and bring these international exchanges closer together. Such a function cannot be realized by the university alone, but it can be realized more effectively, systematically, and sustainably because the university is a node.

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