Transnational and glocal practices of a learning project:

a hermeneutic approach to language and learning

CONTENTS

Introduction

This book deals with the Meisei Summer School Project (MSSP), which was launched in 2002. This project was first planned and executed by Hiromasa Tanaka with 22 students and as a pre-teaching practicum. The MSSP is inspired by the Foreign Language Partnership Project of Hawaii (Davis, 1999).

The MSSP is designed to be a dynamic project that evolves annually—This principle particularly implies the avoidance of constructing a hierarchical system. The nature of a continuous project is that experienced members with greater knowledge instruct and guide new entrants. However, to maintain its function as a learning community, the MSSP made a new introduction in 2004—it evolved into a student-oriented project. The MSSP also began to teach elementary school children in 2004. Given the changes made to the Japanese policy for English-language education since 2001, the MSSP envisaged the importance of elementary schooling in English (Sugiyama, 2016). In this sense, the MSSP in 2004 began using a communicative approach to teach English-medium students studying in grades five and six. In 2005, besides classes offered to elementary or junior high school students, one class for adults became a new challenge. At this time, the MSSP had become an international volunteer project; the Youth Action for Peace (YAP), international non-governmental organisation, as well as its affiliate the Council on International Educational Exchange (CIEE), collaborated with the MSSP to provide educational opportunities for young students worldwide.

Through their experiences with the MSSP, all participants—both international volunteers and Meisei students—learn, for example, teamwork, leadership, intercultural communication, and risk management. The MSSP does not only provide opportunity for local Japanese children to use English, but it also functions as a learning site where children in general, Meisei students, and international volunteers can acquire a range of abilities and knowledge.

This book envisions translanguage and glocal practices in the educational setting. The extant research in this field shows that globalisation has had a critical and large effect on both the economy and education (Giddens, 1991; Bauman, 2003; Block, 2006). Thus, scholars have attempted to include the element of globalisation in the classroom as well; however, the practical feasibility of this task is questionable. Tanaka et al. (2013) argue that the English language as a lingua franca in an educational setting gives rise to greater interaction and the possibility of project-based learning—that is, how social practice informs students' and children's learning. Therefore, this book is based on a prulivocal research project, that is, various 'voices' are 'heard', from researchers and administrators to students.

The MSSP challenges borders, such as of teaching–learning, international–intranational, and native–non-native, as Tanaka states in chapter 1. Before, English education in Japan and Second Language Acquisition studies regarded these dichotomies to be assumed and prerequisite elements (Atkinson, 2010). However, Tanaka shows that many student-researchers have noted the construction and deconstruction of the above dichotomies through interactions between children, international volunteers, and students—These dialogues help construct a new MSSP discourse,

one which identifies the project as a dynamic educational project. Stella Fabris in chapter 6 and Mikhail Kindruk in chapter 7 provide further insights on the MSSP as an international volunteer project through the opinions of Meisei students, especially with respect to their emotions and impressions. Fabris and Kindruk reveal a new perspective of understanding the MSSPs' challenges in learning.

In chapter 2, Dr Omthajit Pansri describes the MSSP's acquisition of teamwork and communication skills. Pansri's observation highlights the application of the MSSP in different contexts, as well as, May Ouma illustrates fostering the intercultural competence in chapter 4. Ouma's explanation is one of the key issues to work in intercultural worksite and learning intercultural competence by actual practices. Likewise, Bladimie Germain, in chapter 5, elucidates the Communities of Practice entire MSSP. As Germain claims that Community in MSSP does not refer to single entity, multiple and complexed among the MSSP, such as teaching team, Student Assistants, Unit activity, and administrators. Ouma and Germain's studies elaborate that emancipation of teaching-learning dichotomy. These researchers suggest that communication skills, intercultural competence and the notion of Communities of Practice enable participants to acquire through the interaction, rather than teaching explicitly. The authors triangulates the learning outcome of the MSSP itself. Notably, this project does not always proceed smoothly and effectively. In this regard, Kawamata, in chapter 3, describes the learning process of the 2019 MSSP.

At the same time, this book also considers the administrative officers of Meisei University. In chapter 8, Hiroshi Takii examines the current Japanese educational system and Meisei University's glocal practice. The author notes that the MSSP qualifies as a milestones for further glocal practices in Meisei University. In chapter 9, Satomi Ura discusses the MSSP through the perspective of human resource development. Ura explains several students' processes of learning and how this project resonates with the current approaches in human resource development. These voices envisage the future glocal practices in Meisei University's education.

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Constructing, Deconstructing and Reconstructing Borders:

Bordering Practices in MSSP discourses

Hiromasa Tanaka

[Abstract] In this study, I investigate the participants' interaction in Meisei Summer School Project (MSSP) through the framework of borders, and bordering practices. Over the last three decades, research on social actors' language use in real-life situations has paid attention to diversity against the backdrop of neo-liberal globalization. As an insider of MSSP, I have noticed that, in the relatively short duration of this project, participants are faced with enormous intensity and density of diverse discursive interaction while they are creating meaning within their teams. I became curious of how this experience of diversity was observed and analyzed by student-researchers. Informed by the notion of borders or bordering practices, I provide an analysis of Meisei students' reflections on their experience and investigation using the student-researchers unpublished research papers.

1. Introduction

Meisei Summer School Project (MSSP), initially started as a non-credit volunteer project in 2002. A group of students voluntarily got together and started teaching local children during the summer break using classrooms that are not used in the summertime. In the year 2005, the project was approved as an accredited course in the International Studies Department, School of Humanities, Meisei University. The following year, 2006, MSSP began receiving funding from Meisei University funding, and at the same time 'International Volunteers' started to participate in MSSP. International volunteers consist of two kinds of non-Japanese participants, the first being invited students from affiliated universities and the second, volunteers who apply to the Council on International Educational Exchange (CIEE), a non-profit organization that operates international volunteer exchange programs. MSSP 2006 invited two students from Meisei's affiliated universities, Eötvös Loránd University, Hungary and Wenzao Ursuline University of Languages, Taiwan in addition to six participants from European non-profit organizations through CIEE. Referring to the increasing use of lingua franca English in Asia (Tanaka, 2006), the project chose English as its official language. In MSSP, participants teach English to local children. Multiple intercultural teams consisting of four to seven participants are formulated and each team designs, practises, teaches and, furthermore, exchange critiques with other peer teams. The project envisions the creation of communities of practice (Wenger, 1998) which allow participants to learn through social

interaction. This interaction naturally involves 'conflict' among participants. In our past research, we claimed MSSP was a site of struggle as well as a scaffolded system for participants' learning (Tanaka & Ogane, 2011). International Volunteers lived together in accommodation called *The Guesthouse* during the period 2006-2017 with some Japanese participants in charge of managing the facility. The presence of *The Guesthouse*, as a cultural artifact (Lantolf & Throne, 2007), additionally contributed to the participants learning and team building.

In order to raise interest in conducting research, I have aimed to promote MSSP as a showcase of people working in continuous change, and each year, I have included something new. For example, Genki-dama project, a sub-component project in MSSP was concurrently organized along with the main MSSP project. The MSSP Genki-dama project included Chinese speaking children from an elementary school in Taichung, Taiwan who joined with a group of Japanese children to learn English. Since neither group spoke in the other's mother tongue, the children had only minimal English as their lingua franca. This new teaching environment encouraged participants to use their initiative and helped them to think "outside-the-box". Designated fluidity in the project has often created interesting situations which have encouraged student-researchers to undertake research projects. Thus, MSSP has become a research site for students. In the MSSP context, each participant student-researcher presents a research plan and receives a consent form from the participants in addition to the children's parents. In this way, MSSP is a multi-faceted research site. Student-researchers take various approaches to investigate linguistic, cultural and organizational behaviors of the participants and the children and to also involve community residents. Focii of these research projects vary but often include communities of practice, lingua franca, discourse, identities, effect of socio-cultural approach, (intercultural) politeness and leadership. Most of the students' investigations provide interesting insider perspectives.

I attempt to analyze these student investigations using the concept of 'borders' as my framework. The notion of a border has been developed in the field of critical geography, politics, and sociology (Meena, 2014), and has expanded across sites to mean other than hard geographical borders at the edge of state. The notion of borders is currently used to examine the ways in which different meanings relate to one another, in other words, the relations through which heterogeneous components connect, interact, and cohere (Sohn, 2015). I apply this notion of borders to the students' identities in the multiplicity of the diversified discourse of MSSP. I ask the question of how the participants' construction, deconstruction and reconstruction were described from student-researcher perspectives and carefully examine their theses from the past 10 years in order to explore borders and their transformation.

2. Conceptual Framework

Borders are used to define geographical limits or boundaries of state territories. Globalization transforms the character of borders. Recent interpretations of the term 'borders' have generated an expanded notion of how the term can be used in the context of social change. As the

physical cross-border flow of people, money, and products increased, people's concept of identity became more fluid and multiple. For instance, employees' identities within multi-national corporations can be linked to business or organizational boundaries rather than national boundaries (Huemer, 2010). Contemporary notions of borders are characterized as dividing zones of various discourses and identities. This notion challenges the assumption of mutual recognition of borders in existing conventional border research, which views borders and national identity as internally related (Agnew, 2008). Thus, it could be argued that borders are cultural constructs that can be both conceptual and concrete points of reference for establishing what is internal and what is external (Eva, 1998). Recent studies contend that borders are not situated in reality, but rather politically-constructed (Sand, 2010). This concept of borders, therefore, is an interesting framework to observe the construction of socio-spatial identities and boundary discourse (Paasi, 2013).

I adopt this expanded notion of borders, a non-geography centric approach to the study of borders in the analysis of students' description of MSSP participants. Past studies of intercultural communication on workplaces suggest that people sometimes draw lines between 'us' and 'others'. The borders could be constructed according to discreet, individual factors such as nationality, language, gender, age, and field, or a combination of them. People no longer singularly reference their identity according to the national borders that surround them. This new notion of borders discriminates between discourses. Viewing borders as sites of 'discursive encounters' makes it easier to study borders diffused throughout the place of intercultural encounters and constructed or shifted by a whole range of actors (Rumford, 2012). Individuals construct their own borders that enable them to connect with or exclude people. In fact, language could indeed be one of the critical factors that people use to construct borders between themselves and others. Research that investigates how language works in bordering processes was undertaken by Sheyholislami (2010). This study pointed to the fact that the Kurdish language is viewed as an important and salient manifestation of Kurdish identity. Similarly, Japanese language is argued to be important to the Japanese sense of national identity (Stokes, 2017). This subjective bordering based on language could allow people to remain in their comfort zone and strengthen their security (Tanaka & Sugiyama, 2010). A shared language can be a membership marker of a discourse surrounded by the border that speakers of the language construct. Increased use of trans-language practices sometimes makes borders ambiguous, as is seen in Kleyn's 2017 study which illustrates that students' struggle to find their identities as Mexican, American or some combination of the two. This, in turn, suggests an alternative hybrid identity that is not confined by the notion of nationality. Lam's (2004) analysis of young bilingual speakers of English and Cantonese in online chatrooms suggests that their use of a mixed-code variety of English develops the speaker's local-global hybrid identities. It is important to be aware that discursive bordering is inherently contradictory.

3. Methodology

I take a discourse analysis approach to understand students' bordering practice in MSSP. I view how participants develop and construct discourses in MSSP, in which participants share mutually acceptable ways of talking, behaving, teaching and interacting with children and their parents. Those discourses are heavily influenced by contextual factors including an individual's experience, motivation to participate in MSSP, linguistic competence, interests, and identity. It could be argued that participants develop multiple discourses within a project, and each of the discourses are divided by borders that participants construct.

3.1 Data

It is very important to gain the participants' insider perspectives so as to understand the discourse of MSSP, and to undertake emic observation. Bordering practices are internal phenomena and, as such, participants may not be conscious of their own practices. I chose to use my students' research papers as the data for the investigation of such phenomena. Most of their research papers were written as theses for their course work in which they spend a year designing the research, conducting literature review, and collecting and analyzing data. In most cases, the authors are participant-researchers. Thus, some studies take on an action research format. Depending on their inquiries, the researchers employ a variety of empirical data collection methods including interviewing, video or audio recording, questionnaires, focus group meetings, and taking field-notes. I used these students' research papers which had been based on data from the last ten years of the MSSPs. In this study, I particularly focus on the data they collected. However, I have also referred to their research questions, analyses, and reflections. Some of the student-researchers wrote their research papers in English, and others wrote in Japanese. In direct citations from their English papers, I left their errors as they are, which may provide some insight into what 'Englishes' are appropriate for English lingua franca writing in international higher education (Jenkins, 2014).

3.2 My positionality and research ethics

I was a supervisor of all the research papers used as data as well as a supervisor of MSSPs. I was also a participant in MSSP in its context as the research site. The authors of the research papers gave their consent for their studies to be shared with the public. Each paper stated that they abided by research ethics guidelines. The participants' names were anonymized.

4. Data analysis

The data from the research papers suggest that there were identical differences between first time participants and repeaters, second, third, and fourth time participants within the groups of Meisei University participants. Their experience of the first year seemed to have played a critical role in their bordering behaviors. Although each international volunteer had a different background and motivation, Meisei students, particularly first timers, in the beginning of the project, viewed the International Volunteers as a monolithic group of people, and tended to draw boundaries between themselves and International Volunteers. According to their data, language and cultural differences were the critical factors for their bordering practices. Moreover, as the project progressed the participants constructed, deconstructed, and reconstructed borders in their discourses, which resulted in segregation as well as integration.

4.1 Language that matters initially

English language drew a border between local Japanese participants and other International Volunteers. Observing first time students, the second-time participant, Antonio Rojas, a Mexican participant, (2011) described taciturn Japanese first-time participants in his seminar paper.

> "Some of the participants have not enough skills to communicate in English so they can´t have not an interaction with International Volunteers, they prefer do not be in touch with International Volunteers. (This situation does not happen with students that take part for second or third times)." (p.2)

The first time Japanese participants visibly avoided interacting with International Volunteers. Rojas also added that this was not the case for the old-timers (the second, and third-time participants.). Saori Nakazawa (2012), a Japanese participant who took a leader role in MSSP 2011, noted that for some students MSSP is a site of struggle for socially identifying themselves. Based on her interview data, Nakazawa argued that the students had conflicting multiple identities. On the one hand, they were interested in International Volunteers and wanted to develop a friendly relationship, while on the other hand, they saw themselves as deficient English speakers and not qualified to participate in interaction. The following excerpt 1 is a part of Nakazawa's interview data with Mina, an MSSP guesthouse team participant. She lived with the International Volunteers for two weeks.

> Excerpt 1
> なんか。みんな食事までは全然、少数で話してるじゃないですか、だから会話の邪魔とかしないように聞いてるし出来るだけ相槌うつんですけど、だけどやっぱ大勢で話してるとみんな英語ペラペラじゃないですか、そこで私が、（英語しゃべれないのに）入ればみんなつまらないじゃないですか、(Er. Everybody speaks before dinner in a few small groups. I try

not to interrupt them, and I listen to them. Yes, I just nodded as often as possible. But when they talk in a large group, everybody speaks fluently. If I try to say something, everybody (needs to stop and try to understand me) which may annoy them.) …この子分からないのにいるのとか思われるのも嫌だし、邪魔したくないし、でもさみしい、どうしよう、、、I hate to expose my incompetence in front of everybody, I don't want to interrupt them, but I feel lonely. What I should do.) …むしろ全然話したかったです！… (Of course I wanted to talk)…けどやっぱり、英語話せないと邪魔だよなとか思っちゃうんですよね (but I feel I am interrupting them because I don't speak English.) (p.7)

Mina did speak English but not fluently. Mina believed that the English level required should be higher than her level. For this reason, she drew a border between the lower level English speakers and the others. It seemed to her that crossing this border was not easy. Furthermore, two senior students who were employed as student assistants, Moe Yoshida (2012) and Miyu Ichioka (2016), both illustrated that Japanese participants unintentionally constructed a border by using Japanese with Japanese children while there was an international participant present who did not understand Japanese. One such Japanese participant was a graduate level student and did speak English. However, he spoke Japanese with Japanese children. He did not seem to be aware that his use of Japanese eventually excluded the international participant, which in turn, constructed a border between the Japanese language speakers and the non-Japanese language speakers. Yoshida's illustration indicated that one's language choice could be a critical bordering practice depending on situation.

4.2. Culture to blame

Quite a few student-research data indicated that "culture" was an important factor of the participants' bordering practices. Some student-researchers assumed that there was a critical cultural difference between Japanese participants and non-Japanese participants which resulted in the participants' binary thinking of Japanese and non-Japanese as a cultural group. Misaki Hiroe (2017), who participated in MSSP for the first time when she was a senior student, investigated problem generation processes in multi-cultural teams. Hiroe noted that it was mostly Japanese participants who saw cultural difference as a cause of the problems while International Volunteers tended to see individual differences as being responsible for issues in the team. One of Hiroe's Japanese interviewees, Mei, pointed out the individualism and collectivism differences:「外国人は『個人主義』て感じしました。なんかチームでっていうよりは『我先に』みたいな。」(I felt the International Volunteers' individualism. They prioritize 'me' to 'our team'". Another Japanese interviewee, Ayu, talked about 'confrontation-harmony' differences. p.8) 「悪いことは、それを言う時の口調が日本人じゃないからしょうがないんですけど、空気を壊すんですよね、ズバッと。」(They explicitly criticize others. The way they criticize is very direct. It affects the atmosphere. p.8). Her international participant interviewee, Hakuto, said that "Even to a senior participant, I say 'you made a mistake' if he did. …Japanese participants may not be so direct". Hiroe's presupposition and the interview

data indicated that they draw a border between Japanese and International Volunteers ignoring cultural variety among International Volunteers. Tendency to view Japaneseness as something quite identical and unique is often criticized as an ethnocentric view (Koschmann, 1997). Sand's (2010) explanation of nationalism is perhaps adequate to refer to for this criticism. Sand argues that in a geographical area that has less cultural diversity and that has maintained a high level of civilization for a long period of time being segregated from the other part of the world, strong national identity develops. Since Japan has been independent throughout its history, and national borders are very clear, surrounded by the sea, Japanese tend to see their national culture as unique.

In 2012, Toshiko Tatsuno stayed in the guest house with International Volunteers. Her study implied that the problem was in the use of the word 'culture' to describe differences. The word has too broad a meaning. An International Volunteer talked about Japanese culture in Tatsuno's interview data. "In Japan some people are shy. They construct an invisible wall". However, the data from a Japanese participant who is a psychology major indicated it was not because of the national culture but rather a discipline culture. This year the body of participants included students majoring in international studies and psychology. The psychology major student said: "The international studies majors are very active. Psychology major students are generally quiet" (p.2). Tatsuno's interview data showed that one of the interviewees' awareness suggested that the difference was due to individual characteristics rather than culture: "I thought foreigners are out-going but Kila (an American participant) seldom talks to us." "Right me too. I thought particularly Americans were." (p.6). Although differences occur at various levels, language seems to have given them a powerful way to represent the cultural difference. As one of Tatsuno's interviewees said, "I feel different culture when they talk a different language from ours". The difference could be attributed to something other than culture and language.

4.3. Deconstruction and reconstruction of borders

As mentioned earlier, Rojas (2011) suggested that, one of the reasons for the participants' bordering practices was to maintain their security in the dynamic and diverse situation such as MSSP (Tanaka & Sugiyama, 2011). Some participants trade security of protecting face for freedom of interaction with diverse participants. Nakazawa's (2012) interviewee, Yukimi said that she was rather reluctant to participate in MSSP as she only participated in MSSP because it was compulsory as part of her studies (at the year). Yukimi confessed that "It was mandatory, and I was not willing to join MSSP". She was always worrying about her loss of face for not being able to talk in English fluently. However, her border was completely deconstructed. MSSP 2011, in which she participated, happened to have a large group of Japanese speakers among International Volunteers. Therefore, at The Guesthouse, the participants frequently used Japanese. This removed the invisible border that Yukimi built between herself and the International Volunteers. Yukimi oversaw the running of the guesthouse. Yukimi recalled that her life in the guest house, where Japanese language was often used as well as English, was the most exciting experience of her college life and

she still missed it when interviewed. She said:

「大学生活の中でも一番楽しい！私、一人暮らしでホームシックも、3 年間も、1 週間に 1 回はくるペースで超ホームシックなんですけど、あそこにいると、家に帰るのも逆に 迎賓館がホームシックみたいな。… あそこが私の中もう家族だなって思ってました。」(I enjoyed most of my university life. I had lived alone [in regular semesters] and suffered from homesickness once a week for three years. While I was there [the guesthouse] I did not want to leave. Once I went home, I missed the guest house. It [the guest house] was my home) (p.7).

The MSSP 2011 participants' trans-lingual interaction (Canagarajah, 2013), first, deconstructed the border that Yukimi constructed and reconstructed a border around the people staying in the guesthouse and provided Yukumi with security and membership. At that time, the participants' trans-lingual practice reconstructed a boarder for the guesthouse residents. MSSP 2011, as well as MSSP 2013, had quite a few Japanese speakers among the International Volunteers. The use of Japanese between the participants was illustrated in the transcripts of two studies by Nakazawa (2012) and Matsumoto (2014).

Excerpt 2
Frank: How much the a , if can I ask,, May I?
Maxi: In euro,（省略）So, I get for each month 3300 euro.
Haline: How much does it the yen? I can't count.
Frank: No no no no f*king way.
Maxi: Around 403000 yen per month.
Haline: Really nice.
Frank: No no
Natsumi: 4 handled 3 seasoned yen? Per month?
Maxi: Yeah, 40 万くらい.
Frank: For writing report, seriously!?
Maxi: Yeah
(Nakazawa, 2011. p. 7)

Excerpt 3.
71.	Selina	: Good night.
72.	Kyle	: You have shown a willingness to hold a knife.
73.	Alan	: Oyasuminasai. (hugging Selina)
74.	Selina	: Oyasuminasai.
75.	Alan	: (Spanish) (speaking to Calros) (looking at Maria) Hello. (1.2) Ush. (swaying)

(Matsumoto, 2013, p. 12)

A teaching assistant who worked as a manager of The Guesthouse, Aya Matsumoto (2014) determined that the alternative use of Japanese and English functioned as a membership marker of the guesthouse residents. Those International Volunteers who did not speak Japanese were also included within the border and attempted to imitate strong Japanese accent.

Excerpt 4.

Maxi: おはよう(Good morning)
Frank: おはよ(Good morning)
Anne: グット・モーニング (guddo mooningu)
Francy: グット・モーニング! (guddo mooningu)
(Nakazawa, 2012, p.8)

As the above data demonstrate, although in MSSP, English was used as a working language, Japanese language was also used for various purposes. Ichioka (2016) argued that being able to choose the most effective language in each situation could be a part of global competence. Language could be used for constructing, deconstructing and reconstructing borders. Furthermore, a first time participant, Koki Suo (2020) explored whether the choice of language is a result of the participants using Game Theory which purports that individual, rational choices could conflict with others and identify a status of equilibrium of language use in which the participants need to distribute attention to the context of each 'social actors' (Rumford 2012).

Deconstruction of borders by meta-culture talk was documented in the study of Kohei Endo, who later became an English teacher (2012). Endo's study (2012) demonstrated that meta-culture talk could help the participants converge and establish their relationships. His research participant, Lucy, contended that her 'meta-culture talk' helped her to "break the ice". Lucy recalled her discussion with Japanese participants on the topic of cultural differences between Taiwan and Japan. According to Lucy, this talk became exciting because all the speakers initially thought Taiwan and Japan had similar cultures on the surface, but that in fact there were quite a few interesting differences. Excerpt 2 is from Endo's interview data.

Excerpt 5.
C: haha yeah. What was difference between Japan and Taiwan?
Lucy: hum…like in Japan, when you get married, someone will give you white package. White.
C: really?
Lucy: and put money in to white-
C: oh yeah yeah yeah yeah.
Lucy: but in Taiwan, white package is for dead people.
C: for funeral?
Lucy: yes.

C: so what color you guys use?

Lucy: red.

Drawing on past research, Endo (2012) argued that Lucy had created interculturality.

> International volunteer Lucy was sharing her culture about the envelope to put money in and give it at the wedding. Moreover, she talked about the difference between Japan and Taiwan to explicate the culture. Giving some information about the culture might have helped Lucy and her teammates minimize or avoid the conflict. Therefore, she had made a very good personal relationship. Following Brandt's argument (2010) I interpret that Lucy creates interculturality here since she has written in the survey that she is interested to know the differences between Japan and Taiwan (p.6).

Culture in this case can be defined differently from culture, discussed as 'culture to blame', in Section 4.2 of this article. The culture discussed there was that 'taken for granted behavior' or values of nationals of a country. In Endo's study, culture was treated as set of customs or system that people in certain areas developed.

Culture was not the only factor that helped the participants to cross the border. Haruna Aoki (2013), who became a high school English teacher later, drawing on the notion of mediation in socio-cultural theory, noted that it was important to use some tools to mediate their trans-border communication. Observing young children participating in MSSP, Aoki argued that those children who were brought up in border-free environments were more easily able to cross linguistic and cultural borders between the themselves and International Volunteers. However, the children who had not encountered foreign languages, international residents, and other types of diversity took some time to initiate interaction with International Volunteers. Echoing the argument of 'embodied small talk' (Tanaka, Ogane, Sugiyama, Okuyama, & Kawamata, 2016), physical interaction such as dancing and playing sports together, Aoki notes that these physical activities tended to break the ice and helped the children cross borders. Aoki exemplified a ball as a mediation. Tomoki, one of Aoki's participants, kept his distance with Taiwanese children in his class. Later, he played with Wan and Ander, non-Japanese speaking Taiwanese participants, using a ball. He started to talk with the Taiwanese participants. Tomoki said: 「ボール遊びをするまでは話さなかったけど、それ以降からはなんとなくで英語も話して一緒に遊んでた。」(I did not talk with them before we played with the ball, but after that, we talked using a kind of English.). Another example of mediation Aoki demonstrated was a task to find an elephant in the zoo during a study excursion to a zoological park nearby Meisei University. They were looking for an elephant. When Ai, a girl participating in MSSP, found an elephant, Yuki who did not talk in English before, started to talk in English.

> Excerpt 6.
>
> Ai found an elephant and points at it tapping Linda's shoulder.

> Yuki: Look! (pointing at the elephant)
> Linda: Elephant!
> Yuki: Elephant, aaaa, elephant!

Aoki furthermore argued that these tools did not sometimes work as mediation for their cross-border practice, while other tools strengthened their borders. She presented data of Taiwanese children using their smart phone to communicate with their friends and parents in their homeland. They preferred to communicate with their friends or parents rather than their immediate teammates who studied at the same MSSP sites.

As the data from these research papers has illustrated, language, culture, and other tools sometimes deconstruct borders while others strengthen borders. The data has suggested that the security of participants seem to be key for border construction, deconstruction and reconstruction. Participants feel safe and comfortable staying in a safe place surrounded by a border. The borders that participants recognized seemed to have already existed, however, the data evidenced that the borders were constructed by participants. Those inside one's border were part of 'us', friendly, and shared their values, knowledge, morale, as well as language and culture. Therefore, staying within the border assured one's security. While those outside the border are 'others', who are unknown, and untrustworthy. Therefore, crossing the border is a risk. Nakazawa's participant drew a border using language. Since she did not know much English, English speaking people, to her, were people who communicated in her unknown language. When she found International Volunteers spoke Japanese, she recognized that they were inside her border and suddenly viewed the International Volunteers as 'family'. She constructed the border, deconstructed it and finally reconstructed a new border including International Volunteers. This is also the case of Endo's research participants. After exchanging the differences of Japanese and Taiwanese culture, one counterpart was not unknown to the other. The shift from unknown others to those known to them led to the participants reconstructing border or constructing new borders. Within the new border, they were all insiders of their shared endeavor, MSSP. The data implied that bordering practice went hand in hand with participants' social identities.

5. Conclusion

MSSP is a site of struggle for participants. Bordering practices initially separate participants. However, bordering practices continued throughout the project. They constructed, deconstructed, and reconstructed borders. Awareness of Lingua Franca English could change MSSP discourse. In other words, the way they talk, behave, and the values they exhibit. Antonio Rojas (2011) notes that to "teach a language that is different to our 'mother language' however it is not a trouble and we want to share our knowledge, experience and feeling to Japanese people". When they became aware that what they were using and teaching is a Lingua Franca English, their initial border may have been deconstructed. Within their emergent new border of MSSP, the participants were

able to be emancipated from the conventional views of language and culture, and, furthermore, all other borders that might have confined their thinking and behavior. In fact, several former student-researchers had explored something other than language and culture, which identifies MSSP as a fertile research site and worthy contributor to Meisei University's knowledge bank. For example, Rika Sawane (2017) investigated MSSP as a constellation of communities of practice and analyzed the positionality and stance of the participants. Ayaka Takeuchi's (2020) approach to Lingua Franca Japanese used politeness theory while Maaya Ishii (2020) examined transformation of leadership in a MSSP team (2019). Moreover, Haruka Abe (2012) proposed a use of strategic accounting in the financial management of MSSP. MSSP continues to be a multi-faceted research site for student-researchers, the findings of whom provide springboards for future research, but in its essence remains an interesting place for participants to work interculturally using Lingua Franca English.

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The Effects of Meisei Summer School Project to Develop Teamwork and English Communication Skills of Students

Omthajit Pansri

[Abstract] The purposes of this research were: 1) to study the effects of Meisei Summer School Project (MSSP) to develop teamwork and English Communication Skills of students 2) to compare teamwork and English Communication skills of student, before and after participating in the Meisei Summer School Project (MSSP) for developing teamwork and English Communication skills.

The samples of this research were 12 students selected by purposive sampling method. The instruments using in this research were: 1) the Meisei Summer School Project for developing teamwork and English Communication skills of students. 2) the teamwork and English Communication skills observe ; 3) the student's opinion interview towards the Meisei Summer School Project . The research data were analyzed by qualitative analyses. The research results indicated that: Meisei Summer School Project (MSSP) made significant contributions to the student's speaking skills in general as well as in all sub-skills either when comparing the before and after within the group. Analyses of the satisfaction interviewed found that the students was 'satisfied' with their experiences with the MSSP. Students viewed the MSSP as a teaching method of their preference because it provided them appropriate conditions for language learning, helped improve their speaking skills, increased their confidence in speaking, increased their teamwork and motivation in learning English despite some difficulties with the language of instruction.

[Keywords] Meisei Summer School Project (MSSP), Teamwork , English Communication Skills

Introduction

At present, the world society has stepped into the 21st century. It is a learning society. People in the society need to learn all the time. Educational reform to create a learning society to prepare the people in the country to be able to adapt to all the quick changes in the economy, society, politics, culture and competitiveness. Languages are important and necessary in the learning society to be used as the medium to search for knowledge and to communicate including technology that has a very important role in both the present and future society especially English as the universal language with many people prefer to use and very necessary in everyday life. Because now is the era of changing into the learning society. News, information and communication technology have progressed ahead relentlessly.

English has long become the necessity for people's lives in our contemporary world, as a large proportion of the world's population needs the knowledge of this language for a wide variety of purposes including international relations, employment, education, technology and entertainment. With about 1.5 billion speakers or over 20 percent of the world's population, 400 million of whom are native speakers, English is the third most spoken language following standard Chinese and Spanish (Lyons, 2017) and by far the most commonly taught foreign language in the world (Noack & Gamio, 2015). Due to the fact that advanced English proficiency still potentially determines the educational and economic life chances of many people across the world, this trend will predictably remain prominent throughout the stretch of the twenty-first century.

Therefore, to upgrade the English Communication skills to be proficient at using the language in order to develop students to be able to efficiently use the language according to the students' key stage, age and experience is the basis of country development which leads to regional and international level of development. Students need to learn language meanings, language body of knowledge and language teaching techniques so that they can efficiently organize teaching activities in accordance with changing society. Language teaching should focus on situations used in real life according to social context so that it is meaningful to students themselves and is a channel to learning different disciplines of knowledge which are beneficial to creating occupational opportunity for learners in the future.

The Meisei Summer School Project (MSSP) , is an approach that employs a variety of interactive tasks to engage learners in meaningful communication in order to achieve communicative purposes, which has gained increasing interests and become the most fashionble pedagogical approach. An empirical evidence can also be found regarding the effectiveness of implementing the MSSP. This project helps to improve learners' speaking fluency by maximizing their speed of speech production, increasing grammatical accuracy, elaborating on their utterances, and developing interactional language. It also improves speaking skills in terms of accuracy and fluency, specifically pronunciation and vocabulary and promotes student-centered and cooperative learning.

Research Objectives

1. to study the effects of Meisei Summer School Project (MSSP) to develop teamwork and English Communication Skills of students
2. to compare teamwork and English Communication skills of student , before and after participating in the Meisei Summer School Project (MSSP) for developing teamwork and English Communication skills.

Review of Literature

English Communication Skills : Speaking Skills

Speaking may be referred to as speech, or oral language or spoken language or verbal language; it is the medium through which one expresses thoughts, feelings, and emotions; conveys information; reacts to other persons and situations; influences other human beings and communicates intentions with others (Encyclopedia, 2019; Fulcher, 2003; Rivers, 1981). Speaking involves both linguistic *knowledge* and *skills* for the actual use for the production of linguistic utterances. Canale and Swain (1980) refer to the former as 'competence', while the latter as 'performance'. When testing whether or not learners can speak, it is necessary to get them to actually say something or to perform based on their language competence or knowledge (Bygate, 1987; Canale & Swain, 1980); therefore, it is necessary to identify the construct of oral language ability so that effective and comprehensive assessments can be made.

Although categorization techniques and the terms used to describe the elements are different, the underlying constructs of speaking overlap. For instance, a single construct involving the knowledge of grammar, vocabulary, and phonology alone is referred to by using different terms such as grammatical competence (Canale, 1983; Canale & Swain, 1980), grammatical knowledge (Bachman & Palmer, 1996), language competence (Fulcher, 2003). These variations make it almost impossible to design a speaking test that can elicit the learner's speaking skills in all the areas of knowledge in real practice. Therefore, the operationalized definition of the speaking construct must be identified. McKay (2006) suggests that the content or the scope of oral language to be assessed should be derived from the curriculum, the context the learners encounter the target language in the classroom and the teacher's theory of language ability so that the purpose of the test can be well served. The operational construct of speaking skills that will be used in this study include grammar, vocabulary, pronunciation, fluency and interaction.

Research Scope

1. Sample and Location of the Study

The participants of this study were students participants in Meisei Summer school Project (MSSP), 2019 at Meisei University, Japan. There were 12 students, selected by purposive sampling method.

2. Variables

There are two types of variables in this study, the independent variable, and the dependent variables.

- Independent variable: the Meisei Summer School Project (MSSP)
- Dependent variables: English Communication Skills, Teamwork and satisfaction

3. Data Collection

At the beginning of the MSSP, the researcher observed about teamwork and English Communication skills of 12 students. In the process of MSSP, the researcher interviewed and observed as participants students everyday.

Qualitative data collection such as field notes, videos, audio recordings images, and text documents.

4. Data Analysis

Data collected in the study were qualitative method as participant observation , and were analysed with content analysis.

The Conceptual Framework of the Study

The following figure indicates the conceptual framework of the study, which consists of the independent variable and dependent variables.
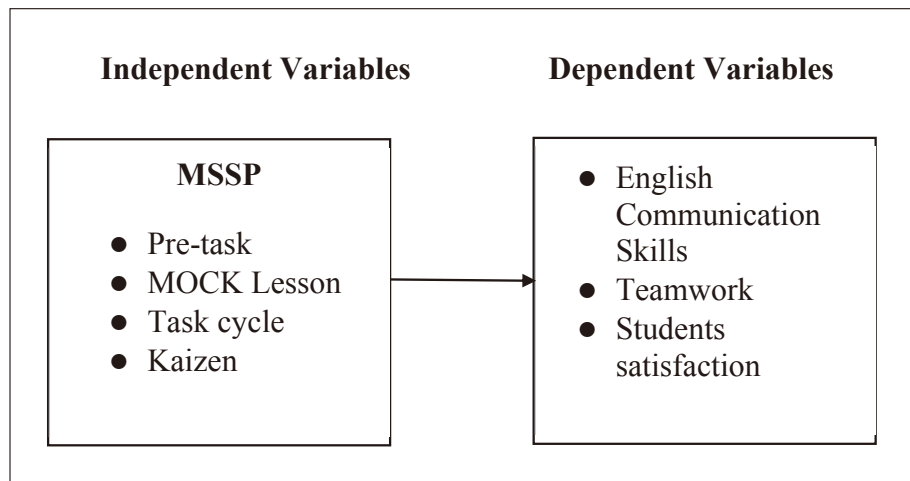

Figure 1 The conceptual framework of the study

Results and Discussion

Results

• Meisei Summer School Project (MSSP)

1. Task Components

There have been varied suggestions about key elements that make up a task. MSSP contain input, roles, settings, actions, monitoring, outcomes, and feedback.

- Input: the data presented for learners to work on
- Roles: the relationship between participants in a task
- Setting: where the task takes place – either in the class or in an out-of-class arrangement
- Actions: the procedures and sub-tasks to be performed by the learners.
- Monitoring: the supervision of the task in progress
- Outcomes: the goals of the task
- Feedback: the evaluation of the task.

'Settings' refers to how the classroom is arranged when carrying out a task. These may include "mode", the way students work on a task as an individual, in pairs, in groups or as a whole class, and the 'environment', where the learning actually takes place.

2. Instructional Procedures

This stage describes a typical flow of MSSP designed for this study, which can be referred to as 'procedures' or 'steps' of presenting classroom activities. In other words, it shows the sequences in which classroom activities happen. four-phased procedures through which a task can be presented: *Pre-task, MOCK lesson, Task cycle and Keizen*, was adapted and modified.

3. Opening

The MSSP framework for this study starts by the teacher doing some administrative work before actually starting the lesson. In this optional stage, the teacher may check attendance, hygiene or other classroom discipline-related matters, or have some short, informal chats with students about their personal issues, or plays even a language game with them. The purpose of this stage is to turn on the students' classroom learning mood by making sure everyone's mind is clear of any distracting things outside the classroom. The teacher may also collect or correct the assignment from the previous session.

4. PRE-TASK

The purpose of this stage is to draw the attention of the class toward the topic they are going to discuss or learn in today's lesson. This can be done with a variety of techniques such as the teacher

having a short chat with the class, telling a story of his own about the topic, or asking students some related questions. The teacher, then, pre-teaches some new vocabulary items that might be useful for students in completing the task in the next stage. The last thing the teacher may also do is giving out and materials that the students will use for performing the tasks such as handouts, worksheets or pictures, and the instructions of how to use those materials or tasks.

5. TASK CYCLE and MOCK LESSON
a. Task
In this stage, students do the task assigned by the teacher in pairs or in groups according to the type of task given Most of the tasks selected for this study, however, made use of pair work because it was considered the appropriate setting for a typical classroom that is large.

b. Planning
In the same pairs or groups, the students collaboratively prepare the report about what they have done and achieved in the 'task' stage. This may involve students writing their report and learn it by heart multiple times. After that, the students have to take turn telling that to their partner several times until they remember all or most of the things they have to report. Here, the role of the teacher is to walk around to class to monitor if all the students can and are preparing their report. He can motivate and give them help when they need about word choices or language use. He also makes sure students have equal chances in the discussion.

c. Report
Some students come to report what they have just done or practiced with their partner. The class listen, take notes of some important points, compare if their friends have make the same points, and then prepare for the next report. Meanwhile, the teacher also takes notes of the good points as well as common mistakes the students make during the planning and report stages. After several pairs or groups have finished their reports, the teacher may praise them of their achievements and gives feedbacks or corrections to the mistakes where necessary. At the end of this stage, moreover, students listen to the recording or read the text about others doing a similar task so that they can compare their performance to those.

6. KAIZEN

If there is any time left, the teacher can ask students some exit questions such as '*Tell your partner or a friend nearby what you have learned today for two minutes*'. Such question will give students time for reflection about have they have done and achieved so far toward the end of the lesson as well as a little bit more of practice by talking to their friends about their learning. Finally, activities that remain in the lesson can be set as homework that can give students extra practice at home. The following table summarizes and simplifies the framework of the MSSP described earlier and employed in the current study.

Assessment

The assessment came in two forms in this study: formative and summative. The teacher gives formative assessments in two ways. First, it was through the teacher providing feedbacks to students over their performance in each of the two tasks either in every lesson, which was done individually or as a whole class. It also happened when the teacher monitored and motivated the class during the 'planning' stage. Second, it involved teacher observing the overall behavior of students before, during and after each lesson and writing notes or making reflection over the lesson plan and his teaching. Summative assessment, on the other hand, was more formal and conducted at the end of the experiment, called the posttest. The results of this assessment were then compared with those obtained from the beginning of the treatment, the pretest.

• Teamwork and English Communication Skills of students

1. Language Improvements

Many students mentioned that they could feel an improvement in their English language skills after the MSSP experience including grammar, vocabulary and speaking skills.

Unlike other traditional methods such as the Grammar Translation, in which the students have to remember complicated grammar rules prior to being able to use them, the MSSP allowed students to practice and explore the meaning of a particular grammar point at the same time. The practice helped students remember grammar points more easily and quickly in a meaningful way. One student mentioned,

> *"I really enjoyed the moment of experience studying with the MSSP. I really enjoyed the pair work because we could help each other and practice speaking English more often, which helped us improve our grammar."[Student 1]*

Another common improvement mentioned by students is vocabulary. Again, because of the many practices they did during the class, they could remember more English words. one of them said,

> *"…I request that MSSP use such a method more often because it helped me to speak better English, and remember more words that I never learned before." [Student 2]*

Besides remembering vocabulary, being able to participate in the speaking activities frequently helped to improve the students speaking skills, as some students claimed,

> *"…I feel that I know more English words and I can speak English more smoothly now." [Student 3]*
> *"…I have the feeling that I can speak English better now." [Student 4]*

2. Appropriate learning conditions

Another common theme students described in their comments involves leaning conditions with which they were happy including task variety, practice opportunities, settings, and being able to exchange their opinion with friends.

Because the teacher uses a variety of activities from time to time, students were constantly exposed to English, which is a good condition for language learning. Moreover, students enjoyed working in different settings such as in pairs, in groups and as a whole class. This, as they mentioned, enabled them to exchange their opinions and get to know their friends more clearly.

> *"…. I had more chance of practicing speaking English in pairs, in groups and in front of the class, which made me understand the lesson more easily. [I want to learn like this in the future.]" [Student 5]*

> *"…I would like my teacher as MSSP to use this approach in teaching more often because it gave us more chance for practicing speaking and writing the [English] language, and exchange our opinions through discussion." [Student 6,8]*

3. Confidence , motivation and teamwork

Common among all the comments the students described was confidence; that is, after participant MSSP they had a sense of being more confident or became braver in speaking English in pairs, in groups or as a whole class. This, as one student claimed, was because of the frequent practice with a variety of tasks.

> *"…I feel happy when I join MSSP, and after the experience, I noticed that I have more confidence in speaking than before. I wish to learn more about such a method." [Student 7].*

One student even described the MSSP as a new and more interesting method and can improve teamwork in comparison to their previous learning experience.

> *"…Unlike previous classes, with MSSP, I hardly felt sleepy during class because there were various activities for me to enjoy…." [Student 9]*

> *"…Although I could not do well during the test, I feel that I gained more confidence in speaking through activities in the class and have a teamwork with my group better…." [Student 10]*

> *"…In the beginning of MSSP, we hardly to find the suitable time for meeting with my team but because of task and we would like to do better so, everyone try to find the way to contact together ….yes, we have good teamwork …." [Student 12]*

It short, most of the students in the experimental group who experienced the MSSP provide more positive comments rather than the negative ones. The students' comments can be divided into five categories, one of which expresses their complaint. Four categories including *language improvements, appropriate learning conditions, confidence, the method of interest*, reflect their positive comments or their satisfaction toward the MSSP.

Recommendations for further research

1. Further research should be extended to explore the effectiveness of the MSSP in improving students' other factors
2. Other researchers should conduct the study to investigate whether or not the MSSP is appropriate in improving other language skills such as reading, writing and listening.

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Reformation of a Community of Practice:

Reconceptualization of MSSP

Takanori Kawamata

1. Introduction

This study illustrates the reformation of a community of practice (CoP), the Meisei Summer School Project (MSSP). MSSP is an organised CoP that includes multifaceted dimensions of teaching practice, intercultural work sites, and the learning of English. Professor Hiromasa Tanaka, a professor in the Meisei University International Studies Department, started this project in 2002. He designed it based on sociocultural theory, situated learning, and the notion of CoP. Over 1,000 students have participated in MSSP since 2002; however, in 2018, MSSP experienced a hiatus because the university had to reconstruct the MSSP accommodation in accordance with newly-imposed earthquake-resistant building construction laws.

Even though, I have participated in MSSP since 2004, MSSP 2019 seemed to have experienced more team conflict and intercultural issues than any other year. This is because the year 2018 gave rise to project's reformation. His torically, MSSP each year had different participants, different teaching approaches or aims. The intention of the MSSP, as Tanaka explains in Chapter 1, was to maintain MSSP as a dynamic learning project which each year embraced new elements, such as the inclusion of Taiwanese children in the project in 2016, investigation of joint project with Information Science Department students in 2019. The project conveners were concerned If, every year, the annual MSSP used the same approaches or procedures for preparing teaching materials and rehearsing, it could possibly lead to the creation of a power structure. Repeat participants or "old timers" may be able to gain a position of power in this structure, making it difficult for others to innovate which, in turn, could limit learning, and this was not a desirable outcome. MSSP's conveners turned to Lave and Wenger's (1991) argument in favor of learning that is embedded in authentic situations, real-life and virtual. However, the Japanese classroom does not frequently adopt this kind of learning approach. Conventional education in Japan typically presented learning through teacher-centered lectures, focused on one-way, teacher-generated communication where the teacher 'imparts' explicit knowledge to students who 'receive' it (Sugiyama, 2016).

During the 2019 MSSP, I noticed that some teams were dysfunctional in terms of teamwork, teaching, and mutual engagement. This overall downturn in teaching effectiveness, project

productivity, member interaction and group cohesion was not, I believed, due to individuals lack of abilities or the organization of the project; rather I perceived it was directly related to the issues around the recommencement or reformation of the MSSP project as a CoP. The issues raised questions about the efficacy of 'reinventing' a CoP. Nevertheless, the university's need to halt the project whilst earthquake-proofing of the building took place in 2018 resulted in the 'imposed' review and reformation of the MSSP CoP. While there are many studies on effective CoP approaches; however, few examine the reformation or reconfiguration of the same project (Pike, 2006).

There are many studies on effective CoP approaches; however, few examine the reformation or reconfiguration of the same project (Pike, 2006). This study firstly discusses how a CoP can and reconstructed into a new CoP, and secondly examines how participants adapt to the new configuration.

2. Conceptual Framework

This section describes this study's conceptual framework, namely, the CoPs and temporality. CoPs are groups with a shared concern or passion for something they do, and they learn how to do it better as they interact regularly (Lave & Wenger, 1991; Wenger & Snyder, 2000). CoPs assume that learning is situated within the context of our experience of participation in the world. MSSP is an example of a CoP, wherein first- to fourth-grade university students and international volunteers work as a team to share their knowledge and teaching materials. MSSP provides students/pre-service teachers with many opportunities to perform activities that use English for authentic purposes (Tanaka & Fukada, 2004). A CoP has three key dimensions, namely, mutual engagement, joint enterprise, and shared repertoire (Wenger, 2000; Lave & Wenger, 1991).

The first element, mutual engagement, refers to frequent and in-depth interactions among members of the community. Through their interactions, they shape the group's culture and practices. No matter how well-specified their work might appear, everything that happens is a result of their interactions. The next element is joint enterprise which refers to the common purpose that binds the people together and provides a unifying goal and coherence to their actions. People are responsible to each other for sharing information and making each other's lives easier, and they enforce these themselves in a CoP. Finally, shared repertoire refers to the continual development and maintenance of a shared repertoire, or "toolkit", of procedures, techniques, shortcuts, jargon, tools, forms, symbols, mental categories, actions, and concepts. This is the most obvious outcome of a CoP. Because participants build and shape repertoire over time individually and through their interactions, they are a part of a shared history and have a sense of identity and belonging. The shared repertoire provides a language for communicating meaning. The larger the repertoire, the easier it is to express meaning, because there is more to work with. How elements of the repertoire are viewed and used is always open to interpretation.

Thus, MSSP is a dynamic and discursive project, and its abovementioned holistic and educational aspects are intertwined. In attempting to achieve the goals of the project, all participants encounter conflicts and problems. Through social interaction and negotiation of solutions for conflicts, participants uncover the learning embedded in MSSP.

On the other hand, many researchers point out that temporality is an important asset, as proposed in recent organizational communication studies. Temporality observes the perception of time and the intersubjective experience of time (Ballard & Seibold, 2003). Gomez (2009) argues that sharing temporality is significant in the interaction of community members as they transfer tacit knowledge within the community. According to Gomez (2009, p. 184): "Temporality consists of the following 10 elements: (1) enactments and construals of time; (2) flexibility; (3) linearity; (5) precision; (6) scheduling; (7) separation; (8) scarcity; (9) urgency; and (10) present and future temporal foci." Several researchers argue that temporality is an important asset for organizational communication (Ancona, Goodman, Lawrence, & Tushman, 2001; Ballard & Seibold, 2003; Gomez, 2009). Temporality is grounded by interview data of this study; the discussion of temporality is useful lens to investigate reformation of the CoP.

In MSSP, participants engage in different tasks that contribute to the running of the project; they create teaching materials; rehearse the lessons; conduct advertising; and make pamphlets, certificates, signboards. By managing all tasks simultaneously, sharing of temporality helps participants complete the work smoothly and efficiently. Since MSSP fosters a significant amount of tacit knowledge regarding both teaching and organizing the project, temporality is a key element as an analytical framework.

3. Methodology

The data were collected from MSSP participants during both 2017 and 2019 through interviews and reflection papers. Interviews with participants were audio-recorded. This data collection method reflects the participants' emic view of MSSP.

Since observation is only one aspect of the data, to conduct a holistic analysis of CoP, understanding the participants' perspectives is critical. Therefore, all participants wrote their reflection papers twice. The first was written immediately after finishing MSSP on 11 August, 2019; the second on 15 November, 2019. The MSSP conducts classes over two semesters, and the main aim of the second semester is reflection. The reflection process involves problem setting, developing a case study, and creating a reflection video for international volunteers. The participants wrote reflection papers as narratives. Their narratives include various aspects, conflicts, and issues related to teammates, international volunteers, and children. The participants' narratives describe the perceived relationship between the researcher and the research subjects (Willox et al., 2012). All names are pseudonyms.

4. Analysis

By analyzing participants' narratives and conducting follow-up interviews, several issues around the reformation of CoPs becoming apparent i firstly lack of shared repartorie and secondary, difficulties of temporality.

4.1 Lack of a shared repertoire

The data indicate that there is lack of a shared repertoire in MSSP 2019. All participants were familiar with how MSSP had been conducted in the past, and were aware of the changes so expected some ambiguity. However, in terms of quality control of English teaching, many participants encountered difficulties. The old-timers were already aware of the teaching quality required in the previous MSSP; however, this year's participants were unaware of the what was expected, Student Assistant Ishiyama observed participants' behavior.

> "This year, my teammate didn't ask for any feedback. After the mock lessons, they didn't listen to feedback from other teams nor included feedback in their teaching plan. They didn't even take a memo when they got feedback." (Ishiyama, narrative, 2019/08/10)

> "We didn't do well in terms of time management, and sometimes we didn't share the lesson plan before the mock lesson." (Taguchi, narrative, 2019/08/10)

> "We didn't do many mock lessons. When we did mock lessons after the fifth period, some teammates had gone (to) the smoking area. When they came back 20 minutes later, it was hard to share the other teams' and teachers' feedback." (Nagamine, narrative, 2019/08/10)

These data indicate the lack of joint repertoires. Old-timers attempted quality control regarding teaching; however, other members did not understand the quality required when teaching children. Some students pointed out the gap between their expectations with teaching and the reality:

> "My team's children know more English words than we had expected, and we were a little bit panicked." (Toyoda, narrative, 2019/11/08)
> "They (the children) are really great and smart. I think they can speak English more than me." (Fujikawa, interview, 2019/12/06)

The data indicates the importance of shared repertoires. This year's MSSP comprised mostly newcomers The data indicates the importance of shared repertoires. This year's MSSP comprised mostly newcomers. They had limited shared repertoire, which impeded their ability to envisage teaching, including determining at what level to pitch the lesson to learners. Furthermore, the

lack of shared repertoire affected classroom management in terms of quality control or children's behavior and practice.

4.2 Temporality as a shared repertoire

Shared repertoires are relevant to not only teaching efforts but also working in intercultural settings and, especially, temporality which considers how people perceive time. Many old-timers pointed out that their temporality is different from that of both newcomers and international volunteers.

> "I didn't ensure proper time management. Sometimes, we didn't decide who would go to the Kaizen meeting beforehand; I went to the meeting most of the time." (Taguchi, narrative, 2019/08/10)

> "Even if students didn't finish the lesson plan, they didn't seem much worried. They just wanted to pass the fifth mock lesson on Friday and finish it. They didn't meet during lunch breaks or discuss their lesson plans beforehand. I should encourage them to conduct proper time management." (Oyama, interview, 2019/12/07)

These interviews indicate that temporality was not shared between old-timers and newcomers. Old-timers could understand the importance of sharing temporality, and they attempted to engage in sharing temporality with newcomers; however, according to the data, this did not work. The old-timers pointed out that there were difficulties because of their subjectivity towards MSSP and learning. According to old-timers' observations, newcomers did not seem to make much effort towards MSSP.

> "This year, many participants didn't have passion for MSSP. When I was a team member, many participants had passion to teach English, and I could only follow them, but they taught me how to behave during MSSP. This year, I didn't feel much passion, and I am very regretful that I didn't support them (her team member) enough." (Oyama, interview, 2019/12/07)

In regard to quality control, many old-timers were not satisfied with participants' performance compared with the previous MSSP. As Oyama describes, this year's participants were "consumers" of learning. They wanted to exert minimum effort towards MSSP and gain a certain level of learning. However, had they put more effort in MSSP, they might have gained more satisfaction and learning.

> "I don't know how to describe this year's participants. They tried very hard—they wanted to try at least—but I didn't feel energy or passion from the participants. They are like

consumers. They were passive and asked me how to do or what to do. If I told them what I did in 2017, they would do the same thing." (Oyama, interview, 2019/12/07)

Regarding subjectivity towards MSSP and learning by experience, there was a gap between old-timers and newcomers. It could not be said that newcomers were either unmotivated or unwilling to participate in the project, but they did not expect or were unaware about the temporality of MSSP, which made it seem that they did not have 'passion'.

With respect to old-timers, they attempted to revitalize the MSSP 2019 to the level of the previous one. They faced small obstacles in generating innovative ideas or ways of teaching. Some old-timers were concerned that too much of their shared repertoires included the structure and style of the past MSSP.

"In the past MSSP, I relied on old-timers. Yuko-san and Ayako-san guided me and taught me correctly, such that I could complete my English lesson. Now I am an assistant, I should do the same things as Yuko-san, but I don't have much competence like her. I could only encourage the team, not control it or gave proper comments and feedback to the teams. I followed what Yuko-san did for me, but it didn't work this year or, at least, in my teams." (Oyama, interview, 2019/12/07)

The 2019 MSSP did not repeat the precedent of the previous MSSP, but rather participants socially constructed the meaning of MSSP, that is, their learning. However, many old-timers were set in the framework of the past MSSP and did not adapt their experiences to the new environment. At some point, past experiences were a great asset to understand the procedures and manage this project. In 2019, the participants, situations, and nature of the multitasking project were different from the previous year, and individuals were able to achieve various types of learning, which they realized only after finishing the project.

5. Interpretation

The data indicate that, despite more than 17 years of continuously running the project, after only a one-year cancellation, there were difficulties in reforming the CoP. As all participants aimed towards common goals, they engaged in the project as much as possible. However, there was a lack of shared repertoires and temporality, and the participants did not understand the task management and the required quality of teaching. There was also a gap between newcomers and old-timers. Sharing repertoires and temporality are significant functions of organizing the project.

There are many implications of this study. One of its features is that it emphasizes fostering shared repertoires for newcomers as well as temporality. Both temporality and shared repertoires are tacit knowledge, and it is difficult to transfer it without mutual engagement. For example, after MSSP, newcomers are engaged in several tasks, such as developing a case study of MSSP 2019,

personal and team narratives, and reflection videos for international volunteers. While making the case study, many newcomers are aware of the differences in temporality.

Figure 1. Case studies 1 and 2.

Figure 1. Participants discussing language barrier and time management (left) and rehearsing and preparation (right).

These case studies are based on participants' experiences of MSSP. Case Study 1 deals with the issues of the language barrier and time management. While participants meet s with international volunteers, sometime their discussion did not go well. One member suggested that Japanese participants discuss amongst themselves for five minutes then come back to the international volunteers. However, their discussion went for more than 30 minutes, and international volunteers were bored and started using their smartphones. Case Study 2 covers the issues of rehearsing and preparation. Japanese participants had only discussed their teaching plan with international volunteers, they did not practise or rehearse their lesson. In addition, they did not prepare enough teaching materials, and children were confused.

During the reflection period, after teaching English to children, the students became aware of what they had done and what they needed to do during a teaching session. By completing the tasks, participants constructed their shared repertoires. Through the participants' accumulation of tacit knowledge gained by reflecting on their experiences, MSSP, as a CoP, transformed into a knowledge-construction community. Therefore, it is important for administrators, including me, to facilitate various mediations such as regarding teaching methods and intercultural activities. To understand working as a community, embedded learning and cultural artefacts are prerequisite tasks before the teaching period.

By applying the learning situation to shared repertoires and the notion of temporality, this study contributes to the literature by providing holistic perspectives of MSSP. MSSP will continue by not only reforming as a CoP but also expanding as an ecological learning community. In conclusion, However, while most of the analyses in this study were based on reflective interview data and post-MSSP data. further research is needed to clarify whether CoP or situated learning can be taught before the actual practice of it within the MSSP, and how participants can be supported as they share temporality. To do this, pre-MSSP data needs to be analyzed and considered in line with the current findings. Only then, can we determine how to build and strengthen stakeholder engagement with this valuable educational project in much the same way as earthquake-proofing the building has led to confidence in its physical home.

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Fostering Intercultural Competence:

an exploration of competency training in MSSP

May Ouma

Since its conception in 2002, the Meisei Summer School Project has strived to create spaces in which intercultural cooperation and understanding can take place. The project's base task is centered around a student led English and Chinese one-week, intensive summer school.

With such an ambitious goal, the project can be taxing on students as it uncovers many deep considerations around notions of identity, language ability and the like. These realisations can be trying at the best of times, but even more so when faced with a looming deadline and goal of teaching in a foreign language.

In hopes of alleviating some of the potential strain the students experience, teachers and facilitators of the project provide lessons, discussions and case studies that help to inform the students of the intercultural environments they will enter. Over the years these lessons and discussions have been conducted in various ways through implicit and explicit teaching methods. In this essay, I will outline the ways in which we as facilitators of the project fostered intercultural competence in the Meisei Summer School Project.

1. Self-realized cultural competence and acquisition

As afore mentioned, one of the mains goals for MSSP was for participants to be able to navigate intercultural encounters successfully. A vital component of the project involved Meisei students working with international volunteers from all over the world, therefore, the success of the groups' performances was reliant on whether or not both parties could communicate effectively. The bulk of this process was left to the participants to navigate in order to establish effective communication strategies and styles. However, the Meisei students were provided (in their MSSP classes) with insights into what to expect of the international volunteers and possible cultural and communication clashes that may occur. These were primarily through case studies written by their peers from previous MSSP experiences. The students would read the studies and in groups discuss the issues that were presented and hypothesis ways in which they would counter them.

As this project would be the first international encounter for many of the Meisei students, cultural clashes and differences were inevitable. The goal of the self-realization method was to have participants naturally encounter the differences that may arise and to be able to work through

them as a team to effectively resolve the issue. Being that all the participants had a common goal, resolving any issues that arose was paramount to the success of their group project – teaching English to local children.

The most common cultural issues revolved around the participants' inability to effectively communicate meaning to their group members. The varied language levels could often became a hindrance when sharing ideas. From the feedback the Japanese students provided, their "low English level" was a significant barrier for many and stopped them from communicating successfully, or at time communicating all together. In the case of the international volunteers, as they all had relatively high English language competencies, they struggled in modifying their speech so they could be better understood.

Another recurring difficulty that was that of ignorance of other cultures. With such a multicultural group, it was highly unlikely any participant was familiar with all the other cultures, so unsurprisingly, misunderstandings were rampant. Working in a multi-cultural setting is difficult at any capacity, and as previously mentioned, the goal of the project was to teach English to local Japanese children and therefore the participants needed to be able complete their obligations to fulfil this task. Working styles and norms vary from culture to culture and it can be quite a shock to encounter different approaches and ethos for the first time.

Most international volunteers had never encountered the Japanese business style. Japanese business tends to be more time consuming than others, as it relies on principles such as collective responsibility and indirect communication. This means that for an idea or decision to be made, each member of the group must agree. In the context of MSSP this includes allocating meeting times, finalizing lesson plans, creating activities for the kids etc. These processes can take up a lot of the allocated meeting time. For example, as an international volunteer in 2014, I recall spending more than thirty minutes deciding on when to have the next meeting. This was because the other team members had other obligations, but did not voice them as everyone waited to be asked if they were available. I recall my frustration at the length of meetings, but did not want to impose on their culture. For most participants there lies the difficulty; finding the balance between cultural understanding, compromise and imposition.

Allowing for students to address naturally occurring issues as they arise enabled them to develop critical thinking skills, communication strategies and build stronger team bonds. These were all vital learning experiences. However, the advantage of the self-realizing method, is also its greatest limitation. Its highly specified nature means that each experience must be dealt with as it is encountered. This is not only time consuming for us as facilitators, it also leads to a lot of repetition, as many of the problems faced by the students tended to be similar in nature. We felt a more holistic approach to common issues that arose would allow for students to be able to preempt the problems and build preexisting strategies they could call upon to face them.

2. Debriefing

In 2017, Meisei hosted students from the UK in a program called MSSP Plus. MSSP Plus ran for 2 months, and afforded the international students an opportunity to be part of the earlier decision making and planning processes. They were required to attend the Summer School class that ran on Friday afternoons, and participate in team meetings with their group outside of class time. The program aimed to provide longer and deeper interactions between the Meisei students and international volunteers in hopes that both parties could more successfully integrate their cultures and form better working relationships and friendships.

The project initially ran as intended, with the expectation that the students (Meisei and international) would communicate and collaborate to create the lessons they would eventually teach later in the summer. The British students arrived almost one month after the MSSP classes had begun, but still in the early stages of their finalized teams. The teams were self-governing in the MSSP style, but were provided with assistance from TAs and teachers if necessary. The goals and deadlines were outlined and they were free to do as they pleased (within the predetermined parameters of the project).

With each team containing at least one British student it was important for the members to be able to navigate the issues previously mentioned – cultural ignorance, language barriers, etc. Misunderstandings were again expected; however, we hoped the longer time working together would allow the participants to be able to uncover and address them more effectively.

Prior to the intensive week, I had the opportunity to converse with the UK students and discuss their experiences up to that point. It was a chance for them to clarify any misconceptions about the project, voice any concerns and provide feedback for MSSP Plus. The meeting was a very informal roundtable discussion and the students were free to discuss freely.

Mainly of their concerns revolved around an inability to communicate effectively with their team members either due to language barriers, shy personalities or simply cultural misunderstandings. This led to them feeling discouraged and sidelined by their teams and therefore not useful as active team members. The students who had been able to successfully integrate in their teams provided their peers with advice on how to navigate similar issues they had encountered. Whereas my role was to shed light on any cultural misunderstandings as well as concerns about their role withing the project. The debrief was highly successful as it provided a framework of things that could be improved in the organization and execution of MSSP Plus in the future. Furthermore, it was also a great time for the students to be able to destress and vent their feelings; readying themselves for the start of the project's teaching weeks.

3. Intercultural intervention

During the preparation week of MSSP 2017, it became apparent that there were countless issues that were occurring in the teams, both intercultural and managerial. After several different

discussions with groups to try and resolve the problems, the teachers determined it was necessary to hold an intervention and team building workshop. It was important the issues were resolved if the project was going to run successfully to completion.

Therefore, at the end of the preparation week, the international students and Japanese students were separated for an intercultural talk. As an international teacher, I headed the international volunteers' talk and a Japanese professor the Japanese students' talk. It was crucial that language not be a blockade in resolving the problems that had arisen. In the separate rooms, students were given a short talk about the different styles of intercultural interactions. The international students were made familiar with Japanese customs, business styles and communication with a focus on indirectness (giving criticism and feedback etc.). The Japanese students were familiarized with a general understanding of western behaviour such as direct communication styles and work cultures. After the talk, the students were free to ask questions and voice any grievances and issues they were encountering. The discussions were incredibly fruitful as they allowed the other international students the opportunity to provide solutions to the problems their peers were facing. Being able to share their experiences in a constructive space and share solutions helped a lot of the international volunteers to understand the context in which they were working in. For many their ignorance of Japanese culture and communication styles in particular was a source of stress when working in their teams. I too provided some general solutions and considerations, however, what was more important was allowing the students the opportunity to freely talk about their feelings with their peers and teachers. At the end of the talk, the international volunteers stated that they better understood the position of their Japanese teammates and felt more able to work with them.

Once the discussions were concluded, both groups came together and a team building workshop was run. The students played games and participated in activities that did not directly relate to the work of the project. This was another aspect that was crucial. It was evident that the pressure of the project was weighing on all the students and most, if not all, their interactions were transactional. The teams lacked friendships, so the team building time was a way to encourage more personal interactions. It was gratifying to see the students laughing and intermingling with each other. Engaging together in low stakes activities helped to alleviate a lot of the fears, uncertainties and insecurities the students had.

4. Intercultural communication orientation

Upon reflecting on the success of the intervention and team building workshop, the teachers considered taking a preventative stance to the intercultural differences that were likely to occur. Although the Japanese students were already provided some information about the intercultural differences to expect, they were somewhat limited. Therefore, for MSSP 2019, I performed the role of Intercultural Coordinator. This included giving talks to the Meisei students on intercultural communication, running workshops with international volunteers and overseeing any conflicts that occurred during the project's duration.

The main focus was to ensure both the home and visiting participants were equipped with the knowledge necessary to navigate the intercultural work space they would be placed in. For the Japanese students this included reading case studied about past MSSP experiences and intercultural competence activities and talks, with greater consideration placed on conflict resolution and empathy (understanding other people's perspectives, cultural backgrounds etc.). For the international volunteers, an intercultural communication orientation was run upon their arrival. The orientation followed much the same format the intervention had – a talk informing them of the context they were entering followed by an informal discussion. The talk covered the Meisei student's background (education/ language level etc.), what to expect of the project, on Japanese work ethic and Japanese commination styles. There was then a discussion in which the international students could ask questions and voice any concerns they had. As with the intervention, after the orientation the two groups of students gathered for a team building workshop where they played games and did activities to help them bond.

The orientation was highly successful and we believe helped to alleviate many of the problems we had observed in previous years. Naturally, there were still some clashes that arose which were resolved as they occurred. For these issues a system was put in place to try and maintain the students' independence. When a conflict occurred, the first step was internal conflict resolution. The students were to talk to their team and attempt to solve the problem amongst themselves. If this failed, the next step was to seek a trusted peer. This is especially effective if the student felt they could not communicate due to a language barrier. Should this step not be effective, they would involve a SA/TA. The SA/TA would act as a mediator and aid their conflict resolution. The final step was to contact a member of staff. We were available for all issues, but were reluctant to intervene too early in a team's personal problems to avoid the power dynamic that would inevitably be created. However, when the presence of a teacher was requested, we took the same mediator role as the SA/TAs. The aim was to allow a space for the students to resolve their conflict, so the teacher would ask leading questions and probe the students to share their feelings and opinions. This was especially important for the Japanese students who were less inclined to share negative thought or emotions.

Through all these methods of cultural competency training, it became evident that the two most important factors were knowledge and experience. The participants needed to be provided with cultural knowledge to curb any ignorance. This knowledge could be as simple as a new country's language, food or flag, or as complex as common conflict resolution techniques. Having this store of knowledge prior to entering an intercultural context alleviated a lot of the uncertainly that came with navigating the situation. The second, experience, was equally necessary. Experience came in the form of case studies of their peers as well as first hand during the project. The case studies provided insight into what the students should expect, such as potential conflicts, and therefore them to build skills that could employ if faced with a similar predicaments.

Meisei University Summer School Project:

an introspective view of the different Communities of Practices

Bladimie Germain

Introspective research as a research method for obtaining data has proven to be highly controversial. However, Piccinini (2003) evaluates the different perceptions, attitudes and use of introspective research. He contends that in our everyday life we rely heavily on introspective accounts and personal experiences, to which we are free to accept or reject. He therefore suggests that introspective research can indeed be informative, and should be treated as another other data. Therefore, the current research aims to provide an introspective view of the researcher's experience participating in a Community of Practice (CoP), during Meisei's Summer School Project (MSSP). Thus, this paper is written in a descriptive manner to allow for a better or a more comprehensive understanding of the different CoPs in MSSP and how they interact with each other. The current paper also provides various theoretical frameworks that follows the researcher's perspective of MSSP.

CoP introduced by Wenger (2000) has proven to be an effective tool to enhance language learning and acquisition in both English as a second language (ESL) context, as well as English as a foreign language (EFL). Although, CoP is not limited to language learning, as has proven to be an effective theoretical framework to explain learning in multiple settings. Wenger's (2000) CoP argues that learning occurs through interaction, sharing of knowledge and negotiation of meaning between members of a particular learning community, similar to Vygotsky (1978). Where he argues that for learners to advance to a higher level of language proficiency, there has to be interaction with others. In order for a learning community to be deemed a CoP, Wenger (2000) argues that there are three aspects needed: the domain, the community and the practice. The domain deals with the shared interests of members of a particular community. The researcher does not view the domain as something that is fixed, as through the interactions of members the shared interest of members of a community may shift (Nedic and Nafalski, 2011). The domain allows community members have to have purpose, participate and add value to their participation in the community. Therefore, the community is said to be the members that share the domain's interests. Once the domain of a particular community has been established the interactions, discussions and activities carried out amongst members allows relationships to be built. Here, there is strong emphasis of the sharing of knowledge between community members. The act of sharing and obtaining knowledge with and from community members is what allows the learning to take place. Thus, it is important for members of community to feel valued, as the feeling of belonging is what allows a particular community to thrive. After the sharing of knowledge and interactions

between members of a community, the community then accumulates a body of knowledge, which is known as the practice. However, the body of knowledge is not limited to the knowledge of the subject of interest, it is also knowledge of how the community interacts with each other (Nedic and Nafalski, 2011).

The Meisei Summer School Project (MSSP), which has been running since 2002 aimed to engage Meisei University students with international volunteers to teach English to elementary, junior high school, and high school children from the surrounding areas of Meisei's Hino City Campus. For further understanding of the history of MSSP and its aims, see Tanaka and Ogane (2011) and Kawamata (2016)

Within MSSP there are multiple communities present, which continuously interact with each other to complete its purpose. Therefore, the following information will be presented in order to account for the different communities that the research was a participant of, or engaged in at some point during MSSP. It should also be noted that the researcher has been an active member of all the sub-communities of MSSP listed below. Therefore, the proposed domain interests are based on personal reflections of the researcher. Although the term sub-CoP is used, it is not to say that these are not distinct communities on their own, they are. Instead, it is used to describe the smaller communities within a much larger network.

The Domains

MSSP – The Wider Community

From the perspective of the researcher, MSSP has multiple domains, especially when viewed as a whole community. The following is not an exhaustive list of what the researcher perceives as the shared interests amongst members, but is only used as a guide for the understanding the domain. It also aims to demonstrate that a particular CoP is not limited to a single domain. However, it must be noted that the list is not in order of any particular importance or priority for members within the community and the domains below may not be shared between all members in the larger community. The domains mentioned below may also be present in other community domain.

- ▶ The successful running of MSSP as a whole
- ▶ The learning of English and Chinese (this research focuses on the English aspects)
- ▶ The using of English (as a Lingua Franca)
- ▶ Making friends (foreign, or Japanese)
- ▶ Developing teaching skills
- ▶ Building intercultural and or cultural knowledge
- ▶ Becoming more culturally competent

Teachers and Staff

To help aide the learning and the running of CoP, teachers and members of staff of Meisei University are also engaged. The researcher is a lecturer at this particular Meisei University, so is therefore primarily engaged or viewed as a member of this community.

- ► Engaging students in intercultural experiences
- ► Facilitating students in their autonomy
- ► Encouraging inter and intra group cooperation
- ► Learning through students' interaction
- ► The successful running of MSSP
- ► Observing cultural exchanges of community members

Student Assistants

In MSSP student assistant (SA) are also present, these participants are usually third or fourth year students who have participated in MSSP before. These are usually Japanese students, but sometimes returning international volunteers may participate as an SA rather than participate in the team teachings. However, as noted in Kawamata (2016) to eliminate or minimise hierarchy between experienced members and new members of MSSP, teaching methods, approaches and organisation of MSSP is somewhat altered. It should also be noted that this particular group engages the most with both teachers and the teams. This is to emphasise student ownership of MSSP and minimise hierarchy.

- ► Engaging teams in reflection of learning
- ► Obtaining cooperative leadership skills
- ► Facilitating inter and intra group communication
- ► Facilitate lesson planning and clarity of aims

The Teaching Teams

This CoP is often comprised mainly of four Japanese students with one or two international volunteers from an affiliated university or organisation. The English proficiency of the Japanese students varies within each team. However, there are great attempts made for groups to be comprised of mixed levels. There are usually around eleven or twelve teaching teams present in MSSP.

- ► Make friends
- ► Communicate using English
- ► Develop teaching skills
- ► Plan lessons

- ► Create teaching materials
- ► Gain confidence using English
- ► Cooperative leadership
- ► Successfully engaging with their students

Although there are other sub-CoPs within MSSP, the researcher particularly wants to focus on those engaged in the teaching aspect. As the above lists for each domain suggest there are instances when the domain interests of the interacting communities may overlap, however, it is also evident that there are also distinct interests of members within each sub-CoP. It must also be emphasised that as the communities interact with each other and negotiate meaning, the domain may alter to prioritise a particular interest. However, for each domain there may be one overarching interest of the group and the other interests act to further cohesion and unity within the group.

The Community: knowledge sharing

It is important for this particular research to make a clear distinction away from what is traditionally thought of as knowledge. That is CoP is social learning or growth of individuals, as opposed to the act of obtaining or acquiring knowledge. Therefore, knowledge is not viewed here as something that is simply transferred from one individual to another (Bechly, 2003). Instead, knowledge is in fact created or learnt through the CoPs 'thinking together', a trans-personal process (Pyrko, Dorfler, and Eden, 2016). In this form of knowledge, there is a strong belief that most knowledge is tacit; therefore personal and not easily transferred (Polanyi, 1966b, p4; Pyrko, Dorfler, and Eden, 2016). Additionally, this means that more knowledge is stored within individuals than they could ever wish to verbally share; hence the personal aspect.

The current researcher also takes that view that the development of knowledge occurs through indwelling. A feature of the process of knowing that allows for learning (Polanyi, 1966b, p4; Pyrko, Dorfler, and Eden, 2016). It is important to note here that there is no distinction between physical knowledge and intellectual knowledge, as the body can be involved in the knowledge process. Although indwelling is often a personal affair; it can be shared. This involves a high level of trust and acceptance of identities (Polanyi, 1966b, p4; Pyrko, Dorfler, and Eden, 2016). Additionally, members of a particular community is able to extend their identities within a particular knowledge area by sharing their tacit knowledge in order to deal with a particular problem. Through mutual engagement tacit knowledge is shared within the shared indwelling as there is a crossover of the members' identities. Pyrko, Dorfler, and Eden (2016) uses the term 'interlocked indwelling' to describe the effect of overlapping identities in the transpersonal knowledge process.

Thus, thinking together is an essential part of any CoP, because it enhances the community aspect. When indwelling is interlocked, through thinking together individuals are able to aide each other through their own understanding of a particular problem. By providing our unique perspectives as individuals, we are able to provide alternative perspectives to allow for others to

understand the problem better. Thus, understanding the problem, who will benefit from the solution, and the thinking method of the individual in question is especially important in thinking together (McDermott, 1999). Cross et al. (2001) explains that for these particular problems, it is important that the situation is first understood from the perspective of the person seeking a solution, in order to further mould their knowledge of the problem or issue. Therefore, this does not apply to quick question and answer or quick information exchanges (Kuhn and Jackson, 2008). Additionally, knowledge is not only shared in problem-solution situations. In fact, Kuhn and Jackson (2008) identified in their 'Framework of Knowledge Accomplishing' that through practice acts of knowing. This covers a variety of knowledge learning, such as transactional, to more in-depth and engaged discussions not centered in a problem.

Additionally, the researcher believes that the sharing of knowledge within the community often develops through reflection of knowledge understanding and practice understanding. However, this particular section will focus on describing how knowledge may be shared within a particular CoP. The Practice section below will then look at how reflection is incorporated in the process.

MSSP

As mentioned previously, the community refer to the members within the groups and the act of sharing knowledge. In regards to the research of Polanyi (1962a; 1966b), MSSP highly emphasises 'thinking together' in order to further the sharing of knowledge. Prior to the main teaching week, teachers, staff, student assistants, and students meet weekly in order to think together. During these meetings, topics for discussion could range from how to deal with communication issues, phatic communication with international volunteers, understanding the teaching methods, discussing the schedules and delegating roles, identifying and discussing the implications of problems within case studies, discussing possible solutions, reflecting on team performances, reflecting on individual performances, discussing appropriate language items for children participating in MSSP, just to highlight a few. Members of MSSP are usually in groups when discussing these items, this allows for teaching teams to begin fostering their community, building trust and engaging their identity, which lessens the anxiety of being rejected, thus allowing for a higher chance of interlocking indwelling and knowledge sharing (Polanyi, 1966b). Once individuals are familiarised and have understood each item or task, they first share their own perspectives with team members and begin the negotiation of meaning process where knowledge sharing occurs (Cross et al., 2001). Then, the MSSP community share what themselves or their group understood of the item at hand. This then provides individuals and different groups an opportunity to discuss and gain further understanding of each item. Due to the large size of this particular CoP, it is difficult to enable MSSP CoP to carry out the different aspect of knowledge sharing as a whole unit. However, through the various interactions and when knowledge is pooled from each teaching team or group, the community aspect is strengthened.

Teachers and Staff

A priority for many teachers and staff in this particular community is sharing knowledge regarding group work and community, in particularly observing silent learners (Harumi, 2001). Silent learners refer to the behaviour students adopt due to the traditional English teaching methods in Japan. Teachers are seen to be the authoritative figure and has a very active and dominant role within the classroom. Conversely, students are expected to play a more passive and receptive role. However, MSSP aims to challenge this dynamic therefore, teachers tend not to take a direct approach to encourage communication as that is the responsibility of the individual and the group. At the start of the project, discussions surrounding the importance of communication and sharing of knowledge is stressed, however, once the project begins to take shape the students are left to their own devices. Therefore, for the current researcher minimizing the teacher/ staff to student gap is the most influential and well-known knowledge that teachers learn tacitly from each other. Another aspect of learning for teachers may be how to engage in issues that involve cross-cultural communication without becoming authoritative. As MSSP is involves international volunteers, conflict due to cultural differences can arise. The researcher had never mediated issues of conflict, so had attempted to acquire some knowledge through experience. However, as the lack of experience in dealing with the situation, the researcher engaged with another teacher, who had experience in this area. The researcher was therefore able to observe the mediator's behaviour. It became evident that listening and allowing the people engaged to fully express their thoughts and opinions was necessary. Additionally, fostering an opportunity for the teaching team members to share their own thoughts with their team, not just those directly involved in the conflict. In this example, not only was knowledge regarding minimising the power imbalance was learnt through observation, but also negotiating conflicts.

Unlike the other groups, teachers and staff do not meet as frequently. The sharing of knowledge is usually done between the teachers and/or staff interacting with a particular group at a given moment. Knowledge about each particular group is not shared in a meeting involving all teachers and staff, or an email. Instead, knowledge is shared informally in passing, and often when teachers and staff are or about to interact with a particular group. However, knowledge regarding class outline, activities for students, evaluating forms, and other administrative information is shared through an email that includes teachers, staff and SAs.

Student Assistants

Similar to teachers and staff, knowledge sharing in the SA community often occurs informally and in passing. However, SAs do have a set meeting once a week with a teacher. The meetings usually focuses on SAs discussing roles and responsibilities regarding administrative procedures and catering to the needs of students. One of these issues were the need to delegate who would be the SA for particular Teaching Teams. SAs are required to be responsible for three different Teaching Teams, therefore, sharing of past knowledge and experience of MSSP is important to ensure the

choices made reflect the community well. Once the team is familiar with the practice of discussing roles and ideas, the sharing of knowledge then takes the form of question and answer sessions. If an SA has a particular question or issue that they would like to raise, then the meeting would focus on the SAs discussing said question or issue. Here, it becomes particular important for each SA to understand the situation from the perspective of the question poser, and the individuals in question regarding the answer for the community to mutually engage in thinking together as McDermott (1999) emphasised. Thus, the ability to share alternative solutions, perspectives and opinions is important to grow the knowledge of the community. Additionally, it is equally important that the ideas that are shared are acknowledged, and not immediately dismissed by members as there must be trust for different perspective to be shared through the various identities of individual identities (Polanyi, 1966b, p4; Pyrko, Dorfler, and Eden, 2016).

Teaching Teams

As the domain can impact the community, the various teaching teams will have their own shared interest, which could and sometimes impact the way in which the teaching teams interact with each other. The teaching teams could be impacted in terms of the frequency of their interactions (teaching teams are left to cooperate and organise practice times, material making, and team building). Through their various interactions or lack of, teaching teams become more aware of how their community operates and is able to negotiate for more or less interaction. The researcher believes that within this CoP, more than the others the act of mutual engagements: thinking together, interlocking indwelling, communication, and acceptance of identities is especially important, due to the typically higher frequency of interactions of members. These interactions could be both face-face interactions, but also social media interactions Additionally, members within this particular CoP must also carry out the practice element of their knowledge together, as opposed to the other CoPs where practice is usually a lone task. However, this will be further explained in the practice section of this paper. Furthermore, the formality of the interactions could also impact the teaching teams' knowledge sharing. Ebadi and Utterback (1984) claim that if interactions are usually formal, it can have a negative effect on the sharing of knowledge. As observed within my own team and others within MSSP. A good balance between social interactions and task-based interactions usually lead to teams being more mutually engaged for longer periods than others. Additionally, mutual engagement of teams that have higher fruitful interactions should also not be confused with homogeneity.

Therefore, depending on the team's interactions different methods for knowledge sharing is used. On the one hand, if the team has a high frequency of fruitful and informal interactions the community is usually more involved in the thinking together process. For example, if the task is to plan a lesson, these teams usually think collectively to choose the topic, and decide who will teach. Then, the team is able to visualise the goals and ideas from the perspective of the main teacher and provide ideas accordingly. By understanding the identity of the main teacher, ideas are generated to suit their identity. Once the team has discussed and finalsied their ideas through negotiation,

they then carry out the material making process together, further discussion is generated and negotiation takes place for the ideas shared. Additionally, due to the high frequency of interactions, it is more likely for tacit learning, interlocked indwelling, and higher frequency of mutual engagement to occur within these groups. It must be stressed that from an observational point of view, the interactions must be fruitful in order to achieve the above-mentioned aspects of thinking together.

On the other hand, if the team has a low frequency of interaction or fractured interaction (not all members are involved in the interaction) it is highly likely that there will be less thinking together. However, this is not to say that the group is not mutually engaged, it simply means that the knowledge learning aspects occur individually and then shared at a later stage. This also does not mean that one group is more successful as a CoP than the other as the community members ultimately decide what does or does not work in their CoP. In the same given scenario as above, the community may 'elect' a leader (naturally accept or follow the lead of a particular group member, usually in the form of cooperative leadership). The 'leader' may cooperate with some members of the team to decide the topic of the lesson, and who will be the main teacher. Once the main teacher is decided, they are then left to plan the outline of their lesson and ideas that they have. It must be noted here that these plans or ideas are not final. The idea is then brought to the team, who will try to understand the lesson from the main teacher's perspective. Through a demonstration of the lesson, the other teachers in the team are able to observe, practice and note what their role is. During the demonstration, mutual engagement is evident as the group are engaged finalise the lesson plan. Therefore, there is a strong need for the members to share their own perspective to enhance the knowledge learning of the group.

As mentioned before, each teaching team will negotiate a particular course of interaction that is suited to their CoP. However, there are many other factors that may influence interaction, and even other ways in which the teaching teams mutually engage in the learning process. The above is to give an idea of some of the possibilities of how the teaching community may share knowledge and mutually engage in tasks. In addition, other examples have been noted, but it is not within the scope of this research.

Practice: reflections

As Schön (1987) theorises, there are two aspects of the reflective process: reflection on action and reflection in action. The former refers to reflections that take place after the fact, meaning after a particular encounter or action individuals or the CoP may engage in reflection. However, the latter refers to the ongoing assessment of a particular activity in the moment in order to influence the activity in real time (Schön, 1987; Enfield and Stasz, 2011). Therefore, may often take form as private discourse as stated by Vygotsky (1986). Members in CoPs continuously negotiate and renegotiate their understandings of themselves and their ideas (Bahktin, 1986). Once individuals within a particular CoP is engage in reflective private discourse and clarify their understanding,

they must then vocalise it to their community for members to mutually engage in the learning. Once the members have vocalized their understanding they may then renegotiate as a CoP. Therefore, both reflection on and in action is important for negotiation of understanding and the practices of a particular CoP.

MSSP

As MSSP progresses, members within the community accumulate knowledge regarding MSSP and their sub-CoPs, which is continuously shaped and developed over time. As teachers, staff, SAs, and teaching teams engage through watching mock lessons and discussing, the community's repertoire increases. Members through experience of interacting are able to understand different aspects of MSSP, such as how to: engage in feedback discussions, interact sub-CoP to sub-CoP, engage in problem-solving issues, interact socially, and share knowledge to name a few. These practices are not fixed, and can alter based on the experience and feedback of members, whether explicit or implicit. The researcher believes that the practice continuously undergo changes as reflection plays a vital role in the CoPs. Throughout the process, reflection whether individually or cooperatively carried out is important for each of the CoPs to advance their understanding of their community, their understanding, and their learning (Wesley and Buysse, 2001). Therefore, within MSSP the researcher believes that reflection aides the understanding and thus the (re)negotiation within the MSSP CoP and the sub-CoPs.

Teachers and staff

Over the course of MSSP the knowledge accumulated by teachers is important in managing the organisational aspects of MSSP. Knowledge learnt, shared, and or created becomes vital for the continuation of the project year after year. The through experience, in doing, teachers and staff are able to use their knowledge to ensure that each year that the organisation is a little different as to minimise the imbalance of power. The individual teachers and staff engage in a period of reflection during the process, but also after the project has been completed. Reflection upon knowledge learnt is crucial in maintaining knowledge sharing within the teacher and staff community, whether it be sharing reflection in casual conversation, writing a research paper, or giving a presentation about the project. It provides insight of the individual members to the group to further understanding of their perspective of the community and their knowledge. This not only provides the CoP with understanding of the individuals' knowledge, but it also provides opportunity for the individuals engaged in to reflect and re-negotiate their understanding and or learning.

Student Assistants

At the time the researcher was involved as an SA, reflection proved to be a vital aspect in initially understanding the role of an SA. Unlike the other SAs, the researcher was not involved in the

process from start to finish. The researcher participated in the intensive two weeks of the project, therefore had to rely on explicit sharing of knowledge in the community, and personal reflections on the roles, behaviours and engagement of SAs in the previous year to further understanding. In fact, the researcher believes that the basis of the practices and knowledge of this CoP stems from tacit knowledge in engaging with SAs in the previous year(s). However, that alters when the CoP begin forming bonds, gain a better understanding of the members within their community and reflect upon their learning and experience.

Teaching Teams

The researcher first participated in MSSP in the teaching team CoP. Here, much of what is learnt and understood came through the in action reflection as the project is carried out. The reflection here is not only from the researcher's actions or behaviour, but also what is observed from others in the process. In reflecting on the reactions of members in the community the researcher was able to gauge understanding of: activities suitable for Japanese young learners, methods of interacting with team-members and young learners and other knowledge needed to carry out the practice. Reflection becomes particularly important for members of the teaching teams during the intensive week of teaching, especially in action reflection. For example, if a particular activity had been planned, but the engagement of student, or likelihood of successfully completing the activity is low, individual's and members' ongoing assessment becomes critical for the team in practice. Reflection on action is also particularly important for cross-cultural communication. As the teaching teams consist of international volunteers and Japanese students, there are cultural differences that may arise. In action and on action reflection becomes important for teams to work through or mitigate these conflicts.

Conclusion

This paper has attempted to provide an insight into the different CoPs within MSSP and how they operate. However, as mentioned previously this should not be taken as a definitive explanation of MSSP as this is told from the perspective and experience of the researcher. The researcher strongly believes that the theoretical frameworks that have been mentioned throughout provides support and understanding of his own experience in participating in the various MSSP CoPs.

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Paper on MSSP 2019

Stella Fabris

At the beginning Of March 2019 I received the most important email of my life: Meisei University accepted my application for the MSS project.

I've always been passionate about Japanese culture and once I discovered that my University, The Italian Università degli studi di Modena e Reggio Emilia, offered the opportunity to teach English in Japan I applied immediately. Even though I could not find much information concerning the project that had been held the previous years, I was excited and had very high expectations. In the end I have to say that reality went beyond them!

As soon as I got the acceptance email, I was put in contact with kind Naoko, the responsible for the extra-scholar life of the International students. She gave me all the information I needed and responded very quickly which, for me, was a sign that she cared about my presence and experience there. We agreed on my arrival two weeks before the official start of the project, the 29th of July 2019, since the accommodation was available and I could have had more free time to discover my dreamland. Unfortunately, two days before my scheduled flight something very unexpected happened: I was hospitalized because doctors had found a cist on my spleen that would have been very dangerous for my health. I hence had to undergo a surgery and of course, I had to postpone my flight and felt very upset about it. However, Miss Naoko and Tanaka sensei, the leading teacher of the project, reassured me saying that if I had managed to heal completely in time, they would have been very happy to have me as a teacher. Thanks to the strength they gave me, I healed in record times according to doctors.

I flew to Tokyo and as soon as I arrived I met my buddy: Senu. I immediately spotted the distinctive characteristic of Japanese people: respect. Even though it was late in the evening and he had just finished working he accompanied me to my accommodation in Haijima. As soon as I entered the door of the guest house I felt at home. Both International and Japanese students greeted me with enthusiasm and the strong friendship that is still intact today begun. Little by little I met all the International students coming from Mexico, Europe, Russia and Cambodia.

Before starting the actual project, we had some days off to visit the beautiful Tokyo. I personally felt as if it was all a dream since I got the chance to see with my eyes what I had been studying on books and seeing at the television for years.

After a couple of days, all the International students arrived in Tokyo and we were brought to Meisei University for the first time. Even at the University, we were greeted with kindness

and enthusiasm by everyone: from the secretaries to the teachers. I vividly remember the first time I saw Miss Naoko in person: she hugged me and said she was very happy I could come to Japan in the end despite what I had been going through. I was pleasantly surprised since I know Japanese people tend to be very introvert. We were then introduced to the teacher that started this project: Tanaka Sensei. In the morning he, along with Kamawata sensei, explained to us how Japanese culture is different than ours, the possible reaction of Japanese kids, what we should have expected from the whole experience as well as giving us further information concerning the time schedule.

Before coming to Japan, each International student had been introduced to the group of Japanese students with whom we would have worked in a team to teach to each class. During the first day we got to know our teammates in person. Once again, everyone was so friendly and curious to know more about my culture, that I knew I would have worked in a very positive team. Indeed, even though I had to learn how to communicate despite some language issues and some cultural differences, we managed to successfully come up with an effective lesson plan. I was in team March and I was in charge of teaching to a group of 13 kids ranging from 8 to 9 years old.

The way we prepared the material and the lesson plan was very different from what I would have done with European students. Indeed, in order to take any decision, we would listen to what every single member of the group had to say and then we would take time to agree on an activity to do by highlighting the most positive aspects of a specific proposition. Nobody would impose their opinion on others. On the contrary, instead of recognising why some ideas would not have worked, we would focus on just the positive sides of everyone's opinion. This type of reasoning shows how the culture of respect is rooted in every part of their life and it is just one of the many aspects I look up to the Japanese culture.

The time schedule in the week before the actual start of the project consisted of spending the morning with our teams preparing the activities for each lesson which had a " main teacher" that was in charge of teaching and explaining all the activities while the rest of the team was help-ing him/her by sitting next to a small group of kids. I admired this strategy because in this way every one of in the team had the chance to experience what all of us are studying for: becoming a teacher. At the same time, we were making sure that every child felt involved in the activity and felt comfortable.

Furthermore, the very first hour of our working days consisted of taking part in the Kaizen meeting, where professor Kawamata and Tanaka explained some key points of the teaching pro-gram. It was also a time during which all the teams discussed together on hypothetical problems encountered so to solve them. Once again: I admired the will of always communicating in order to improve the happiness of everyone to work in the most positive environment possible.

I have to admit that on the very first day I was very nervous because even though my team and I worked perfectly together, I did not know if I would have been a good teacher. The main difficulties I was most concerned about were: being able to entertain such young children, using an easy-to-understand English and dealing with children that did not speak a language

I knew. However, once the first lesson began all my worries disappeared. Even though on the first day the kids were a bit shy, we quickly developed a strong bond. I was so happy to see that even though the children knew I did not know much about Japanese language, they still tried to communicate with me by using drawings, gestures and, at times, Japanese. Before the start of the activities I was warned that usually Japanese children stay silent staring at the teacher as a sign of not understanding the situation and usually are not so responsive. I was relieved to see that the children I was teaching to were highly responsive and enthusiasts all the time. In particular, during my one-hour-long presentation of Italy, my home country, they looked really interested and their level of attention was overall high! They even took part in the dance I proposed, which was an Italian song for children that has simple and fixed moves, titled "what does the crocodile say?".

Besides the actual teaching to the children, I found that the way Japanese students work is strongly based on teamwork and spending time to help others. Indeed, during the afternoon, when all the children went home, each group of students would team with another one. In these sessions one team was giving a mock lesson while the other pretended to be the children group. The goal was to give a feedback on the level of understanding and efficacy of the activities as well as suggestions on how to improve them. This is one of the many things I learnt since, even if it takes some extra time to do it, the final result is of a very high quality. For this, all of our efforts were appreciated in the end: the team members, the children and their parents were very happy of the whole experience.

In particular, one of the best memories I have is the closing ceremony. A part from having a lot of fun wearing the Yukata and presenting all the little funny scenes that the Japanese and International students had prepared as an hilarious performance of Oak house, the accommodation we were staying at, I was extremely proud of the children I taught to. Indeed, on this occasion, every team was supposed to prepare a small performance showing what the children had learnt with us. In fact, I have to admit that during the ceremony "our children" used a lot of English words and expressions without our help showing they had acquired real language competencies.

However, the project was not limited to the teaching time. In facts, us International students were supposed to do some activities with the Japanese students living with us in Oak House. Every evening we would cook and eat together International dishes and discuss on specific topics. During weekends, we would also visit Tokyo and make fun activities together such as barbeque. One of my favourite moments was the night we all wore Yukata and went see fireworks at a local festival while eating delicious local food.

Overall, I feel so blessed I could be part of such an amazing project. This experience changed me for the better and made me learn so much about Japanese culture and myself too. Moreover, up to this day I am still in contact with everyone that took part to the project since we developed such a strong bond. As a proof of that, on the very last day we were all together, we stayed up all night even if we were exhausted. We wanted to spend as much time as possible since, unfortunately, we live very far away.

This experience made me understand the importance of challenging oneself to grow from a personal and professional point of view. It also showed me that if the working environment is respectful, trustful and positive, the results will be almost perfect. I will be always thankful to Mr Tanaka and Kawamata for giving birth to the Meisei Summer School Project and for letting me be part of it. This was the best experience of my life.

MSSP ESSAY

Mikhail Kindruk

Japan has always been my dream that raised at my childhood and I took it with me over years for it to finally become a destination to arrive to. Even though I was really interested in the Japanese culture, mindset and people leaving there this country had always stayed a an enigmatic and mysterious country somewhere on the other edge of the world: the land of samurais, who were people of honor, the land of high-tech technologies living in harmony and peace with ancient shrines and traditions, the land of people of culture respecting both the surrounding nature and each other.

Finally, after many years of learning about Japan, taking any possibility to communicate with Japanese people and participating at different projects with Japanese volunteers involved, I got a chance of my life to peak at the culture by my own unveiling those stereotypes and facts I've heard about Japan. So, I was lucky enough to get invited to participate at the MSSP. I didn't know much of the project itself, of the red tape procedures, of the people that will soon become my friends sharing this month of work and joy with me. Nevertheless, with a solid help from the Meisei office and professors we managed to go through all the preparations and challenges. I've had all my questions answered both by them and Japanese volunteers who united all the teams beforehand. I would say the project started before we even arrived to Japan and that was a great idea. Thank you very much for the quality support!

I took my night-long flight and finally landed in Japan. Being my very first flight, it was quite a stressful experience for me, especially at the Narita airport because I got limited with my access to the Internet while the meeting point with a Japanese volunteer was somewhere in Tokyo itself. Luckily, everything went smooth and Tomoka took me to the guesthouse and, so tired, I was really excited about everything going on. However, I guess, without any communication possible, in the future projects, somebody could get stuck or lost on their way. So, the very first recommendation I could leave here: it would be great if international volunteers (there are 10 of them only) got met straight at the airport with a portable Wi-Fi and a Suica card rent in advance. I believe, it would save time and nerves of both sides helping to escape any possible problems at the stage.

Coming to the guesthouse, I've got a warm welcome from the international and Japanese volunteers, got fed, taken to my room with a brief explanation of the guesthouse rules. Personally, I had no problems there, but, for example, on the first day of Stella in Japan, there was an issue with her key and we were left to solve it by our own. So, she had to share the night in Vlad's rooms

without any other options despite everybody was fine with it. Probably, we could involve the personnel of the guesthouse into the process being sure all the keys are at one place and nobody take them before the international volunteers arrive.

Then, for me, started the first week of being in Japan before the actual beginning of the project. I had no issues (except the Internet one) and spent this week with my friends who filled it with joy and amazing experience.

The only thing I would change at the point a bit is the schedule of the International volunteers making their traditional cuisine. The problem is everybody wanted to show the most of their traditional dishes having no idea of how much do they need to cook for so many people. Moreover, after one such a cuisine presentation, it gets difficult to find something new. As a consequence, we were supposed to cook after day-long sightseeings/ teaching, bringing a lot of food to the table and leaving the remainings in fridges untouched or just thrown away, as for the next day there are other people cooking the same variety of dishes again. By the end of the project we came to a decision it's a lot easier for each volunteer to just choose bentos/sandwiches/anything else they would like to have for dinner and breakfast as it was both easier and cheaper, respecting preferences of everybody and saving time on evenings.

When the project started, we got to work, but I had never felt so excited about waking up at 5 AM to finally come to my team to develop the teaching strategy, to know each other better, to feel the unique atmosphere of the educational process of an absolutely different country.
I've been studying international communication, other cultures including Japan, and it was really great to experience the differences on my own, Surprisingly, I found out, we have a lot in common and It was extremely easy for us to communicate with each other, forgetting of any language barriers existing. Both Belarusian and Japanese people tend to think of other people first to make sure they feel comfortable. Moreover, Japanese are very respectful and polite, focusing at non-verbal signs in their communication which is also similar to Belarusian people. Yes, we have plenty of differences as well, but the qualities listed helped us to learn and to adapt to all the cultural peculiarities of each other and finally become friends.

The second week was the one we had been preparing to: teaching to children. I could never imagine myself being a teacher in Japan, especially of small kids. That's why I was surprised I absolutely fell in love with it. I believe, as a team, we managed to make it funny, useful and interesting for everybody involved in the process. Hopefully, we helped the children to break the ice and get rid of the fear of communication with foreigners in English taking into account the Olympic Games that will be held in Tokyo this year. We did our best to teach them how to help foreigners who got lost in the city and how to escape similar situations being abroad by themselves.

To conclude, it was absolutely fantastic experience I would be happy to repeat any time and any day. I can't help thinking of it since I came back to Belarus and consider the days in MSSP to be simply the best I've ever had in my entire life. So, If I had any doubts of my dream to study and live in Japan – they simply disappeared after I visited it by myself, lived there for almost a month, found new friends, collected lots of memorable moments and enjoyed my time there.

I will never be tired of showing my sincere gratitude for this amazing opportunity to

participate at MSSP and to contribute to showing to the new generation that people of the whole planet are the same in their dreams, interests, humor, love and joy, though seeing things from a bit different perspectives.

Thank you very much!

MSSP における体験学習と
社会人基礎力の育成について：一考察

滝 井 　 寛

［概要］　本稿では、まず一般的に理想とされるグローバル人材像を明らかにし、次に本学 MSSP における学生が体験学習する活動を、グローバル人材が必要とするスキルと比較したい。次に、MSSP に参画することで、経済産業省の提唱する社会人基礎力育成について、いかに効果的であるか考察する。併せて、MSSP に参加する学生に、社会人基礎力を伸ばすためには、どのような注意を払って MSSP に参画すべきかの提言をし、MSSP 後の外国語学習継続について奨励する。

１．求められるグローバル人材像について

　内閣官房内に設置されたグローバル人材育成推進会議によるグローバル人材育成戦略（2012）では、「グローバル人材」の概念を、以下の 3 要素に集約している。

　　要素Ⅰ：語学力・コミュニケーション能力
　　要素Ⅱ：主体性・積極性、チャレンジ精神、協調性・柔軟性、責任感・使命感
　　要素Ⅲ：異文化に対する理解と日本人としてのアイデンティティー

　また、これまで多くの研究者が理想的なグローバル人材像を定義しているが、興味深いアンケート結果を参照したい。このアンケートは、松本（2014）により、すでに国際的人材として社会で活躍している者[1]を対象に実施したもので、『グローバル人材に必要な要件とは？』という問いに対する自由記述回答部分である。以下、そのアンケート結果である。

　　①　人間的能力（協調性，柔軟性，適応力，交渉力，戦略的思考力など）27 回答
　　②　コミュニケーション能力 15 回答
　　③　英語力 10 回答
　　④　問題解決能力（批判的・論理的思考力を含む）9 回答
　　⑤　様々な文化の知識 8 回答

これらのことを含め、理想的なグローバル人材像を、次のように定義したい。

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[1]　被験者：30 の企業或いはその他の国際的な組織から募った 30 名。なお、部長以上のマネジメント的職位を 12 名含む。

　　理想的なグローバル人材とは、異なる文化的・歴史的背景を持つ人たちと一緒に活動するとき
　　に、自らの文化を大切にしつつ、主体的に、効果的に、且つ生産的に活躍できる人材

そのために、以下の要件を合わせ持つことを前提とする。

　　・自らのアイデンティティーを確立している。
　　・高い母語の運用能力を有し、批判的思考（クリティカルシンキング）を含む高い思考力・分
　　　析力を有している。
　　・歴史的・文化的な背景を含む他者の論理思考、価値観等の多様性を尊重し、且つ対応できる
　　　異文化理解力を有している。
　　・個々の目的・目標に必要な、英語または他の外国語の仕組み（文法・語彙等）を修得している。
　　・世界に通用するレベルで、情報収集・判断力、主体性・積極性、チャレンジ精神、協調性・
　　　柔軟性、適応力、交渉力、戦略的思考、批判的・論理的思考を有している。

２．MSSP における体験学習について

　現実の場面におけるコミュニケーションを目的に共通語である英語（English as a lingua franca）
を使用する環境下で、社会人基礎力育成が想定される MSSP において、どのような活動が想定さ
れるか、ここで確認したい。
　まず、MSSP は、いくつかの段階に分けることができる。第一は、一部外国人留学生を含むが、
日本人学生を中心とした準備段階である。第二段階は、多数の外国人ボランティアの参加による多
文化環境下でのプロジェクト準備の完成。そして、最後の段階として、本プロジェクトの集大成と
なる学外児童向けのコミュニケーション手段としての英語教育へと進む。ここでは、全プロジェク
トを、その内容面で以下のように整理する。

（１）児童への英語指導（Teaching）

　最初に、日本人学生を中心としたグループ毎に、それぞれの計画に着手する。次に、多数の外国
人ボランティアとともに、それまでに準備した指導計画や教材等の見直しを協議し、準備を進める。
最後に、児童に対する実際の英語指導となる。

　　・指導計画の立案
　　・教材作成
　　・模擬授業
　　・外国人ボランティアを交えての指導計画の見直し
　　・改定指導計画による模擬授業
　　・実際の英語指導

（２）プロジェクト全体の計画・運営（Organizing）

　プロジェクト全体に関わる計画も、英語指導と同様に、期中から外国人ボランティアへの支援と併せて多文化間での調整が必要となる。

- ・ 全体の日程作成と確認
- ・ 開会式・修了式の企画
- ・ 外国人ボラティアの受け入れ準備
- ・ 外国人ボランティアの生活支援
- ・ それぞれの出身地における文化理解
- ・ English as a lingua franca の実践

（３）学生自らの学習（Learning）

　自律的な取り組みが要求される MSSP は、どの部分においても、参加学生にとって学習することのできる題材に溢れている。

- ・ チームワーク、リーダーシップ、外国語による多文化環境下といった実生活で必要なスキル
- ・ 意思疎通を図るための英語の必要性の認知
- ・ 実生活で、いかに英語が利用されるかについての認知
- ・ 相互理解のための折衝・交渉

（４）研究活動（Research）

　MSSP 自体が、研究活動において貴重な実証的なデータを入手することができるため、参加学生は、それぞれの主題を設けた研究活動ができる。

- ・ 各参加学生による研究

３．MSSP からの社会人基礎力育成

　前章の通り、MSSP は単純な取り組みではなく、いろいろな要素を複合的に組み合わされた能力が要求または育成されるプロジェクトである。そこで、社会に出たときに期待される能力について再確認するとともに、MSSP での活動がいかに有効な体験学習となっているかを検証する。

（１）経済産業省の社会人基礎力の整理

　企業から必要とされる能力として、経済産業省（2006）は社会人基礎力を提唱し、近年においては「人生100年時代」と言われるようなり、この「社会人基礎力」はむしろその重要性を増しており、

有効であるとしている（経済産業省、2018）。

　社会人基礎力は、「職場や地域社会の中で多様な人々とともに仕事を行っていく上で必要な基礎的な力」と定義されている（経済産業省、2006）。基礎学力や専門知識以外に、コミュニケーション能力、積極性、問題解決力等、社会人として活躍するために必要な能力である。さらに、経済産業省（2006）によれば、この社会人基礎力は、以下の通り「前に踏み出す力」、「考え抜く力」、「チームで働く力」の3つの能力に分類し、更に12の能力要素に細かく分類し定義されている。

　　　『前に踏み出す力』一歩前に踏み出し、失敗しても粘り強く取り組む力
　　　　・主体性：物事に進んで取り組む力
　　　　・働きかけ力：他人に働きかけ巻き込む力
　　　　・実行力：目的を設定し確実に行動する力
　　　『考え抜く力』疑問を持ち、考え抜く力
　　　　・課題発見力：現状を分析し目的や課題を明らかにする力
　　　　・計画力：課題の解決に向けたプロセスを明らかに準備する力
　　　　・創造力：新しい価値を生み出す力
　　　『チームで働く力』多様な人とともに、目標に向けて協力する力
　　　　・発信力：自分の意見をわかりやすく伝える力
　　　　・傾聴力：相手の意見を丁寧に聴く力
　　　　・柔軟性：意見の違いや立場の違いを理解する力
　　　　・状況把握力：自分と周囲の人々や物事との関係性を理解する力
　　　　・規律性：社会のルールや人との約束を守る力
　　　　・ストレスコントロール力：ストレスの発生源に対応する力
　　　　　　　　　　　　　　（経済産業省『「人生100年時代」に求められるスキル』より抜粋）

（2）MSSP 参画による社会人基礎力の育成

　これまで見てきたように、好むと好まざるに関わらず、MSSP に参画することにより、社会人基礎力が養われることは明らかである。ここでは、MSSP の各活動が、どの社会人基礎力における能力要素と密接な繋がりがあるか、次表の通り、整理する。

MSSP における活動		関連する主な社会人基礎力における能力要素
英語指導	指導計画の立案	課題発見力・計画力・創造力
	教材作成	主体性・実行力
	模擬授業	実行力
	外国人ボランティアを交えての指導計画の見直し	実行力・課題発見力・創造力・発信力・傾聴力・柔軟性・状況把握力・規律性
	改定指導計画による模擬授業	実行力・柔軟性
	実際の英語指導	主体性・働きかけ力・実行力

計画・運営	全体の日程作成と確認	課題発見力・計画力・創造力
	開会式・修了式の企画	計画力・創造力
	外国人ボランティアの受け入れ準備	課題発見力・計画力・創造力
	外国人ボランティアの生活支援	主体性・働きかけ力・実行力・発信力・傾聴力・柔軟性・状況把握力・規律性・ストレスコントロール力
	それぞれの出身地における文化理解	発信力・傾聴力・柔軟性
	English as a lingua franca の実践	主体性・実行力・発信力・傾聴力・柔軟性・ストレスコントロール力
学習	多文化環境下での実生活で必要なスキル	主体性・働きかけ力・実行力・発信力・傾聴力・柔軟性・状況把握力・規律性・ストレスコントロール力
	意思疎通を図るための英語の必要性の認知	主体性・実行力・発信力・傾聴力
	実生活で、いかに英語が利用されるかについての認知	課題発見力・創造力
	相互理解のための折衝・交渉	主体性・働きかけ力・実行力・発信力・傾聴力・柔軟性・状況把握力・規律性・ストレスコントロール力
研究	各参加学生による研究	主体性・実行力・課題発見力・計画力

　活動を通して、その達成度を高めるためには、予め目標を明確にしておいたほうが、より高い効果が期待できる。そこで、上表をもとに、これから MSSP に参画する学生には、プロジェクトを達成するだけでなく、常に社会人基礎力育成にも注意を払うことを強く推奨する。

　また、社会人基礎力とは別に、デトロイト　トーマツ　コンサルティング（2011）は、日本留学している優秀な外国人留学生について高く評価した特性を、以下のように列挙している。

① 高いプレゼンテーション力
② 個人主義
③ 短期志向（「安定性」「継続性」より「今、何をすべきか」をもとに判断する）
④ 高い言語力（自国語・英語・ある程度の日本語）
⑤ 高い異文化対応力
⑥ 高い学習意欲

　これらは、求められるグローバル人材像の要素としても解釈できるので、今後 MSSP に参画する学生には、社会人基礎力の向上だけでなく、これらの要素を意識し、グローバル人材として評価されるべく自己研鑽にあたってほしい。

４．今後の外国語と異文化学習における問題提起

　最後に、日本における外国語学習について、近年の一般的な傾向を確認しつつ、問題提起と提言をしたい。

（１）日本の学校での英語教育現状

　文部化科学省（2003）では、「英語が使える日本人」のための行動計画をたて、その後、英語教育改革実施計画（2013）では、以下のような基本計画を打ち出している。

> ①　小学校中学年：コミュニケーション能力の素地を養う
> ②　小学校高学年：初歩的な英語の運用能力を養う
> ③　中学校：授業を英語で行うことを基本とする
> ④　高等学校：授業を英語で行う　　　　　（文部科学省『英語教育改革実施計画』より抜粋）

　近年、グローバル教育として一般的に提唱されている英語によるコミュニケーション能力向上にも通じる内容である。但し、母語・第二言語と外国語習得は日常的ふれあいと必然性等に違いがある。英語は日本人にとって外国語であり、『早く英語を始める』、『英語は英語で』、『授業は英語で』という発想は、野村（2016）など、英語を母語または第二言語として意識したものであると問題視する研究者も少なくない。

　また、この計画には、従来の日本における英語教育で重視されてきた「文法力」「語彙力」等といった言語の仕組みについては触れられておらず、且つ英語によるコミュニケーション能力を測定するTOEIC などの公的試験が注目されるようになってきている。鳥飼（2016）などによれば、TOEICや TOEFL などの公的試験が測る能力と、従来の日本における言語の仕組み（文法、語彙等）を重視してきた英語の学習指導要領の目指すところに相違があるため、二重基準となることも懸念される。

（２）異文化コミュニケーションと語学力

　語学教育を意思疎通のためのコミュニケーション教育と考えると、異文化コミュニケーションを忘れてはいけない。特に、日本は、激しい議論はおこなわれているものの、一般的には単一文化国家と多くの人が考えているとおり、意思疎通を図るときに価値観や考え方など前提となる文脈が非常に近いと言える。これは、Hall（1976）などが唱えたハイコンテクスト文化である。グローバルスタンダードの観点から、その反対にローコンテクスト文化（Hall, 1976）の人々との意思疎通において、異文化コミュニケーション力がある。英語の４技能（読み、書き、聞く、話す）全てを高い水準で修得しても、異文化理解抜きでは、コミュニケーションは成り立たない。「英語を話せる」だけでは、国際競争に勝つことはできず、語学「＋ α」のスキルを身につけさえすれば、世界にいる多様な人材と結びつき、競い合い、「成功の果実」を手にすることができる（内永、2011）。

（3）MSSP で培われた語学力と更なる外国語学習の提言

　MSSP では、外国人ボランティアとの協働作業など、口頭による英語の運用能力が必要であるため、異文化理解を含めた体験学習として、非常に有効な学習ができる。そのため、グローバル人材育成の観点から、海外留学をすることなく日本国内で効果的に学習できるプロジェクトである。

　但し、教養として英語の仕組み（文法、語彙等）についても、継続的に学習し、高いレベルでのグローバル人材を目指し、落合一泰明星大学学長（2020年4月〜）の提唱する国際人基礎力 [2] を養うことを願いたい。

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[2]　国際人基礎力：21世紀グローバル社会が求める基本的かつ先端的な考え方や共通理念（研究者倫理を含む）を修得し、"Think globally, act locally." を体現できる能力

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明星サマースクールプロジェクト

周辺環境の視点から

浦　　聡　美

はじめに

　明星サマースクールプロジェクトは国際コミュニケーション学科のシンボルの一つといえるアクティブラーニングのいくつかの手法を複雑に組み合わせた科目である。遠く眺めた空に美しくあらわれる富士山のように、学科の中、学部の特徴的な授業として学生を魅了してやまない。17回目の開催となった2019年のサマースクールには、夏休みの恒例イベントとしておおよそ120名の小・中学生が参加した。海外からのボランティア、短期留学生とともに明星の学生がチームを組み、集まった子ども達に英語を教える。プロジェクトは学生が異文化に対する理解を深め、外国語を使ったコミュニケーションを実践する場として大変重要なものだ。

　2019年、私は人文学部の職員として、さらに人文学研究科修士課程の研究者としてサマースクールに携わった。職員としては環境整備のバックアップをし、研究者としてはこの学びを知るために時間の許す限りオブザーブをした。この活動の周辺に位置する職員、研究者として学生にできることは何であったのかを振り返る。また、学生が経験した問題解決の一例をあげ、社会文化的な学びの中での教育を人材の育成のひとつの手法として考察したい。

書類の向こうのサマースクール

　2017年、初めて人文学部の事務職員としてプロジェクトに関する業務に携わった。明星サマースクールとの出会いは、私の場合、書類である。プロジェクト運営のために年度ごとに厚さ８センチのファイルが一冊、いっぱいになる。計画段階から動き出した書類は、アルバムのように重ね合わせられ、集められ、綴じられる。予算、起案書、注文書、支払依頼書、参加者名簿、保険証書、領収書などがある。連絡を取り合う部署は、教室予約の総務課、物品調達の調達センター、生活費の仮払いは経理課、昼食手配はシダックスとエームサービスが挙げられる。関係部署には毎年恒例のイベントとして認知され協力を得ている。サマースクールの、環境整備をするという立場での関わりだ。書類の中で一番のボリュームを誇るのは、国際ボランティアと呼ばれる海外から募集したスタッフに関わる生活費の記録である。明星大学の学生が共に宿泊し、１日ごとに割り当てられた現金管理を請け負い、日本スタイルの暮らし方をガイダンスしながら共同生活を送ることになっている。布団の上げ下ろしや、部屋の整理整頓、ゴミの分別、買い物など、日本の生活案内を外国人

におこなう。これらの学生には、いずれ若きリーダーとして社会に出ていく世界から集まった若者として、社会問題解消や平和の実現ためディスカッションを行うというミッションもある。書類の量と比例するかのように仕事の幅は広く、数名ずつ交代しながら宿泊するのだが、彼らの役割は負荷が高いポジションとされている。宿泊施設の名前をとって、2017年は「迎賓館チーム」、2019年は「オークハウスチーム」と呼ばれた学生たちだ。チームの責任者であるスチューデント・アシスタントがオフィスを訪れ、毎日精算を行なっていた。事務職の立場から書類を通して見えたサマースクールの一面である。

職員と教育活動の接点

2019年、研究者として活動を近くから参与観察する機会を持って、サマースクールに一歩踏み込んだときに、明らかに表面から見える部分だけではない複雑な教育構造を持っていることを実感した。2017年に関わったときは準備段階が当然あることは認識していたが、目立つ部分だけに注目し、夏の間の特別イベントという印象を持っていた。前期、実習、後期と年間を通した授業であることに意識を向けていなかった。私自身がそうであったように、大学で行われている教育活動、学生の学びの場に直接関わる機会が比較的少ない職員が他にもいるのではないだろうか。サマースクールの学びを知ることは何につながるかを考えた。職員が理論に基づく教育の実践や価値を理解することは、教育に携わるスタッフである自覚を促すことになるのではないだろうか。自分の仕事が何に関係しているのか知ることはスタッフ・ディベロップメントの第一歩だ。教育内容や活動概要も重要な情報であり、円滑な運営のための具体的なスケジュール管理には欠かせない情報である。また自部署で行われているイベント内容を把握し、他部署や関心を寄せる他者へ、どのような活動かを説明できることになる。知識基盤社会の中核にある高等教育機関としての大学の役割は、期待が高く高度化、複雑化しており職員が業務を遂行するために（学士課程答申、2005）、スタッフ・ディベロップメントが重要であるといわれるようになっている（中央教育審議会　2008、木村2016）。サマースクールプロジェクトという実践コミュニティの外周に職員も加わったとすれば、どのような形で貢献できるのだろうか。教員、クラスメイト、チームメイトとは少し離れた周辺に職員は位置する。その周辺環境にいる職員の存在が教育活動と交差する地点はどこかにあるだろうか。2019年のサマースクールでは国際コミュニケーション学科の学科室は一つの交差点であった。実習指導の先生のオフィスであり、留学相談の窓口、また事務室でもある学科室は、サマースクールに限らず常に学生が相談、自習に訪れる場所だ。空き時間に課題をするために気軽に立ち寄る学生は少なくない。サマースクールプロジェクトが職員オフィスの一部にもオーバーラップした一例だ。2019年の学科室は職員が良い教育実践のモデルに触れる機会となった。職員にとって教育活動の接点は、何か新しい視点を知るきっかけとなり業務経験自体が、研修とも考えられる（加藤、2010）。実際に学生が取り組む学習課題や、相談に触れることは、学生に接することを通して社会を見ることにつながる。学生の間に繰り広げられるタスク遂行のための関係構築の行き違いや、つまずき、悩みも、学生たちが教室から少し離れたところで話せる場所として学科室は機能していた。業務をしながら教育活動に触れ、学生に接しフィードバックを与えられる。そういった環境の中で、職員も新しい創造的な能力を刺激されるとすれば、教育活動に職員も接する意味は大きいといえる。

サマースクールでの学び方

　サマースクールでの学生の学びは教科書から得るものばかりではなく、社会的相互作用の中に構築されるものと考えられる。社会構築主義のアプローチの中でも、このプロジェクトの基本となる考えは社会文化理論に由来している（Vigotsky, 1978 ; Lantolf and Pavlenko 2008）。サマースクールという授業が教室を抜け出し、国際的なプロジェクトに参加する経験を学生に与え、その経験が学生を変えていく様子が観察された。個々の参加者はチームメンバーや教員、周辺の人々との関係性を築きながら仕事を進めていく。国際ボランティアとコミュニケーションを取るためには共通語である英語または中国を用いて会話をする。サマースクールはマルチリテラシーの発展を目的にしてデザインされており、（川又、2016）外国語使用の実践の場だ。したがって、与えられたタスク遂行に加えて言語使用の面でも鍛えられる。学生が60人集まれば60通りの解釈と行動、プロセスが展開されることになる。答えの与えられない状態の中で、迷い、戸惑いながら問題解決を図る。期待されることの中心を捉えて、学生たちはどのように学んでいくのかが私の参与観察の焦点のひとつであった。

　明星の学生のみで行う初期の授業準備、国際ボランティアが加わってからの準備、それに続いて本番になり実際にこどもたちへ教え始めてからの日々の授業のリハーサルをいう3段階に別れている。1年から4年まで学年は混合、履修者は60名を超える。グループ分けされ、英語または中国語などの外国語を使って国際ボランティアと共に働き、子ども達に英語を教えることを大きな目的として動き出す。そのグループの数だけ、特色が生まれ、問題や課題が湧いて出る。基本となる英語教授法をまず習得するためのタスクは、学生自身が英語の先生になって教える練習から始まる。グループでオリジナリティを出すよう指示も出る。真似をしないで自分なりの教え方を考えるように言われると、戸惑う学生が多くいた。グループワークで発言する、発言しない、練習に来る、練習に来ない、準備する、準備しない、学生の取り組み方にはばらつきがあった。グループメンバーの間に衝突が起こることもあれば、わだかまりを持ったまま進めていくところもあった。グループごとに状況が違うが問題発生は日常茶飯事で、参加者の数だけ困難があったといっても言い過ぎではない。サマースクールは綺麗な形の遠くから眺めた富士山のように思っていたが、近付くと景色が変わってゴツゴツした岩肌が目に入り、歩けば凸凹した道につまずいてしまうような感覚だ。しかし、まだ見えない高みを目指して皆が前に向かって進んでいっていた。

学生相談　主体性の蕾

　先に述べたとおり、学科室は学生に開かれた場所のため、サマースクール中も相談に立ち寄ることができた。ここで一人の学生の相談エピソードをサマースクールの学びの一例として示す。

　相談をしにきた芙由子（ふゆこ・仮名）は一見受け身で、主体性がないように見える。一つ一つの出来事やタスクを目の前にして立ち止まる。しかし、相談に来る行為自体、問題があることを認識し行動に移しており、弱い形ではあるが主体性はあると言える。話しを聞くうちに、アドバイスを得るというアプローチで相談に訪れ、情報収集をしていることがわかった。6月になって国際ボランティアと寝泊まりをして宿泊係を担当することになった。初めてのサマースクールで、何もか

もが経験したことのないことであふれていた。自分で考えて動くことに慣れていない芙由子は、正解を探して戸惑った。物事には失敗がつきもので、チャレンジしてタスクをこなしていけばよい。強い主体性の持ち主であれば、自問自答や、心のうちの葛藤で処理したであろうことだが、芙由子は時折小さくつまずいた。サマースクールの履修は、希望している交換留学のために学科から推奨されており、自分の選択ではなかったことも負荷であった。

　5月、ティーチングチームとは別にワーキングユニットと呼ばれる作業班の仕事が割り当てられた。集まれるメンバーで過去の参加者に送る「募集のお知らせ」を作成するということになった。5月下旬の発送日の設定があったが、データの締切日があるのみで、あとは自分で考えてやるといったスタイルだ。ここでサマースクールのお作法を習得していない職員が堂々と昨年のデータを見本に渡してルール違反を犯した。単純に「聞く－教えてもらう」「聞かれる－教える」という関係で情報の伝授がなされたことは望まれていなかった。昨年のデータを芙由子に渡した職員は教員からアクティブラーニングでの当事者による問題解決は生きた教材の一つであると警告を受けた。その後「答えを渡さずに考えさせるサポート」という約束を職員も理解し、学生支援の注意点を確認することになった。募集要項作成の時点では、芙由子はSNSでお知らせ作成を担当する他のメンバーに集合を呼びかけることや、担当教員への詳細を確認することでも、「どうしたらいいか、どう尋ねたらいいのか、自分で動いていいのか」と立ち止まって考えなければならなかった。メモに確認したいことを書き、教員の研究室を訪ねていく姿があった。芙由子の呼びかけに答えて集まった上級生に圧倒され、黙って一人で作業を進めた。まさに今まで交わることのなかった異なるメンバーと一緒に働くことで、ソーシャライズされていく日々であった。ため息をつきながら、それでもタスクをこなしていた忍耐は芙由子の特徴の一つであり、強さであり静かで控えめな主体性の蕾であると考える。

異文化間コミュニケーションの意味交渉 ——WiFi に関する問い合わせ——

　初めて訪れる場所でもインターネットに接続できるならば怖いものは無い。グーグルマップがどこにでも連れていってくれるだろう。だからこそネットにつながるということは国際ボランティアにとっては事前準備のうちでも関心の高い事柄の一つであった。Wi-Fi に関する問い合わせに答えるのに芙由子は3日もかかった。次のデータは国際ボランティアと共同生活を送る宿泊担当になり、自分のルームメイトへの事前連絡係として芙由子がSNSを通じて情報を伝える際にあったやりとりである。プライバシー保護のため、国際ボランティアの名前も仮名である。日本で受信したデータのため、時刻表記は日本時間である。

　コミュニケーションは相互のやりとりによって生まれる動的なプロセスであり、話し手と聞き手、内容の三者関係の中で意味を構築していくと考えられている（Kramsh and Whiteside, 2008）。WiFi に関する問い合わせのやりとりの中には、意味交渉の困難さがうかがわれる。連絡をもらった7月7日の未明から話が落ち着くまでの間、何度か国際ボランティアが強く情報を求めて質問してくる箇所があった。Wifi について尋ねているのに、なかなか、期待する答えが返ってこないと感じている国際ボランティアのアンジーと、提供できる情報を送っていると思うのに納得してもらえず困っている芙由子のSNS上の会話がすれ違う。

アンジー : Hello Fuyu. Can I have day off on 2nd of August. And also I would like to ask about wifi ? 2:17 7月7日 (日)

(こんにちは、ふゆ。8月2日にお休み取れる？　そして、Wifi のことも聞きたいんだけど)

芙由子 : Hello Angie, sorry for late reply. It's ok about day off on 2nd August. Do you have any questions about wifi? 20.15

(こんにちは、アンジー、返信遅くなってごめんなさい。8月2日おやすみ大丈夫。Wifi のことで質問があった？)

　芙由子が未明に受け取った問いかけに対して、夜になってやっと返信しているのでだいぶ待たせている。国際ボランティア全員と宿泊担当の学生全員が共有しているグループチャットでは数日前に、他のペアの間で日本人学生が立て替えをし Wifi を手配してあげていることが共有されていた。アンジーは彼女も同じことをして欲しくて尋ねてきていた。しかし、芙由子は立て替えるよりも他の方法で納得して欲しかったので、別のサイトの URL を送ってみた。アンジーは長いこと待たされた上に、期待と大きく違う答えに対して、2つのクエスチョンマーク付きで詰め寄る口調のメッセージで返信した。

アンジー : Yes. I saw in the main chat that we can get portable wifi for some 2000 yen for whole month but we have to ask our buddies. Do you know anything about this? 22.41

（うん。私、メインチャットで見たんだけど、私たちポータブルの Wifi を2000円で1ヶ月使えるって。だけどバディに聞いてってあったから。何か知ってる？）

芙由子: http://kakaku.com/mobile_data/world-wifi-rental/company/?ww_linecd=103 This site? 23:22

（このサイト？）

アンジー ： I am not sure because the site is in Japanese but it is possible 0:19（7月8日）

I know they were saying you have to buy it in a convenience shop on Japan and you cannot order it online??

What should I do to get it? 0.19

（よくわからないな。このサイト日本語だから。でもできるみたい。みんなが言っている日本で、あのコンビニで買わないといけないのがあるってわかってるの。あなたオンラインで注文できないの？？　どうしたらいいの？）

　朝返事を確認して困った芙由子は、他に情報を探すと言った。そして話題を一時的に変え、日本到着後にアンジーが田中ゼミの授業に参加するかどうかを並行して確認している。

芙由子 : Please wait. I am checking. 7:39

For changing the subject, on 26th some international volunteers will take part in seminar of Professor Tanaka from 10:45. And there is a class about MSSP from 16:40. If you want to take part in them, I tell to professor Tanaka. 7:39 Not during project, it's ok not take part in these. 7:42

（ちょっと待ってね。調べるから。話題を変えるんだけど、26日、国際ボランティアの何人か
が田中先生のゼミに来るんだ。10時45分から。そして4時40分からサマースクールの授業が
あるの。もしも参加したかったら、田中先生に言っておくから。プロジェクトの期間ではない
から、それに出なくちゃいけないわけではないよ）

アンジー : I think I can take part in that seminar but not in that afternoon class because I
already booked my visit at Ghibli museum for that date and I have to be there at 16:00. 10.07
（私ゼミに出られると思うんだけど、午後のクラスはいけない。ジブリミュージアム予約して
あって16時までに行かないといけないから）

芙由子が朝話題を変えた後、Wifi について何も情報がなかったから、再び2時間後にボランティ
アから問いかけがあった。

アンジー : Do you know anything about WiFi? 12.37
（WiFi のこと何かわかる？）

芙由子 : In this case you need pay to Meisei University from oak house. 12.56
Do you want to use mobile router or sim? 13.00
（その場合、オークハウスから明星にくる交通費は自分で負担してね。モバイルルーターと
SIM カードどっちを使いたいの？）

ここで芙由子は WIfi のことを聞かれているのに、交通費のことについて先に触れ、Wifi について
情報提供ではなく、アンジーの要望を確認する質問をした。モバイルルーターと SIM カードどち
らを使いたいかと尋ねられたアンジーは、芙由子が立て替えて自分の代わりにオーダーしてくれる
ものと質問の意味を理解して次の返事を送った。

アンジー : So you will preorder it for me and I will pay it when I arrive? Can I pick up directly
at Narita Airport? 13.51 Probably mobile router 13.52 I only can put one sim into my mobile.
13:53
（じゃあ、あなたが先にオーダーして着いたらあなたに払えばいい？　成田空港で受け取れる？
多分モバイルルーター。一枚しかシムを私の携帯には入れられないから）

芙由子はアンジーに対して、ここでやっとメインチャットで話題になったプレオーダーは自分には
できないと伝えることになった。しかし一旦 Wifi を入手できそうな期待を抱いたアンジーは簡単
に納得しなかった。

芙由子 : I'm afraid. I cannot preorder for you because I don't have credit card. 16.32
（ごめんなさい、先にこちらでオーダーはできないの。私クレジットカード持ってないから）
このメッセージに加えて2件の海外から予約できるポケット Wifi レンタルサイトの説明を添
付した。16.32

アンジー : But there are much more expensive than the other one. 17.04

It is ok even if I cannot pick up at the airport if I can buy it at convivence store later for a cheaper price. 17.05

Those we can buy at convivence store are cheaper? Or they're all the same price 17.06

Do you know something about that wifi? Can somebody help me buy it when I get there?

（でもあっちに比べてずっと高い。成田空港で受け取れなくてもいいから、もしコンビニで後から受け取れて安いほうがいい。コンビニの方が安い、もしくはどれも同じ値段？　wifi のことわからないの？　誰かそっちに行ってから私におしえてくれるかな？）

芙由子ができないと伝えてもアンジーは Wifi に関して必死に聞いてくる。芙由子には、もう成田にアンジーを迎えに行くか、なんとか立て替えて借りてあげるかの選択肢しかなくなり、次の返事をした。

芙由子：メッセージの取り消し11.29　7月9日（火）

芙由子：Ok. I have an idea! I will order mobile router for you by my mother's credit card. So you pay fee for me by cash when you arrive. 12.25

 Please send e-ticket for me because you can pick mobile router up at Narita Airport. 12.31

I want to know your arrival terminal at Narita airport. 12.39

（いいこと考えたの。私のお母さんのクレジットカードであなたの代わりにオーダーしたらいいかなと思って。こっちに着いたらお金を払ってくれたら大丈夫。Eチケット送ってくれる？成田空港でモバイルルーターを受け取るために。到着ターミナルを知りたいの。）

アンジー : It's ok you don't have to do it. I can buy it when I arrive here. 14.23

 I just need to know some info about it.14.51

 And I also will need something else from you. 14.51

（そんなことしなくて大丈夫。着いたら買うから。ただ Wifi についての情報が必要だったの。それよりあなたに他に教えて欲しいことがあるの）

この後は田中先生のゼミが何時に終わって、何の研究をしていて、何を話せばいいかの質問へと話題が変わっていった。そして芙由子が田中ゼミの研究分野やゼミ生の研究内容を調べて返事するねと伝えたら、ようやく「色々ありがとう」という答えがアンジーから返ってきた。Wifi の問い合わせがやっと落ち着いた。対面の会話でも、文章のやりとりでも重要なことは、聞かれていることを単刀直入に答える、他の案を考える、安心や納得を得られる答えを探すなどは、教科書に書かれていない。経験が直接の学習である。

　このやりとりは、国際ボランティアから受け取った１件の問い合わせに関するもので、学生が乗り越えた数ある細々した困難の一つである。日本にくる前に国際ボランティアとの連絡で英語を使い始め、到着後はルームメイトとして、当番の日は一緒に泊まった。ここに示した国際ボランティアと学生の関わりはこのプロジェクト全体の中での、たった一つの例に過ぎず、参加者の数だけ無

数の学びがあった。

終わりに

　サマースクールプロジェクトとの出会いが、物品調達や生活費の精算であったため、宿泊担当の学生の活動を多くみてきた。サマースクールは規模が大きく、見所がたくさんで学習機会に溢れている。次回は子どもたちに英語を教えるティーチングチームの活動を深くみていきたい。

　周辺環境にいる職員ができることとして案を挙げるとすれば、子ども達を迎える前の最終段階の模擬授業で生徒役になってサマースクールをオブザーブしてもらうことが考えられる。そこでは、共通語として話される英語、中国語に触れることができる。話す流暢さには幅があり、非常に初歩的なものから上級まで様々だが、仕事を遂行していく英語、中国語を使う実際を見てもらえたら、職員もよしやってみよう！　と感じる人が出てくるはずである。学生にとっては、社会人と接する機会を持つことは利点もある。誇りを持って取り組む活動を見てもらえば、本番前に気持ちを引き締めることができるだろう。大人対学生の構図は就職活動を連想させる。学生が後に行う就職活動の自己 PR では、自分の強みを具体的なエピソードでサポートしなければならない機会が増えるが、プロジェクトの取り組みでは客観的にみた自己を描き出すポイントが随所に発見できる。

　サマースクールの中でまだ準備されていないことが大学側から一つ指摘されている。非常時の誘導についてである。これはサマースクール実施時の各部屋での避難経路、誘導、連絡系統の確認の必要性である。ここは職員と連携し、防災、安全対応に関した準備の時間を持つことが望まれる。サマースクールの受講生である子どもたちを迎える直前の準備段階の最終に、学生の仕上がりを見ながら職員参画のチャンスを作りたい。学生も、職員も望めば On the job development が実現できるはずである。

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