How to Carry Out an International Collaborative Project
That's not a mere event

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BACKGROUND

It is important to consider EFL learning in Southeast Asia where English is used as a foreign language, as a tool for the younger generation to expand their perspectives. English and ICT (Information and Communication Technology) have become indispensable tools for them to deepen their knowledge while sharing their opinions.

Taking into consideration people who have become good English Speakers, students of English need the opportunity to speak English with people from different cultures directly and come to know how English works through direct communication while working together with other students of English. International Collaborative Projects, where the young generation gathers together, works together and thinks together, provides such an opportunity. That means they can share their ideas via the network using ICT in the preparatory stages and Face to Face meetings held in Japan to nourish and encourage them to be good English speakers. Recently the utilization of Web2.0, such as FACEBOOK is enhancing communication among the participants. Finally, they could acquire the confidence and find a role model that leads them.

When it comes to the teachers from inside and outside of Japan, they also have a good opportunity to clarify how to lead the students to collaborate with the students from different cultural backgrounds to overcome conflicts. They also come to know procedures and tips for carrying out an International event and to organize classroom lessons related to global education.

Authentic Learning
Learning Environment based on constructivism

We have been hosting the International collaborative Project named the World Youth Meeting (WYM) since 1999 that allows students to collaborate internationally. At the first stage, the preparatory stage, they try to communicate to decide the theme and gather data by sending questionnaires to each other to enrich their presentation. They are scheduled to do the joint presentation at the WYM that has gathered more than 700 participants from outside and inside Japan. The joint presentation in English is the one significant outcome that tells how the students collaborate internationally. In the process of completing the presentation, students have to face conflicts inevitably caused by the difference in the way of communication and cultural background. In this

way they come to understand what are 21st century skills that enable them to acquire the mastery to break through the wall of strained circumstances.

This learning environment was carried out by students by themselves aiming to get both facilitation skills and management skills while learning and being involved in the experiential learning pointed out by Kolb (1984).

This authentic international setting evokes international collaboration and ICT utilization becomes a must to communicate with the participants outside Japan. Once a week the students' steering committee regularly joins a normal class with a textbook in which they learn how to organize, they could further check the progress of their management skills. Compared with the "Banking Style of

Figure 1 WYM Web page

Education" (Paulo Freire, 1970), they can find the meaning by themselves rather than passively receiving the knowledge. The student steering committee is comprised of 13 groups with 7-8 students in each and these are made up of both freshmen and sophomores.

METHDOLOGY
Students
    100 students are in charge of the members of the student steering committee. This organization comprises 13 groups, which shoulder the task of carrying out the International Collaborative Project. Especially those who work as a member of a "presentation" group, they are responsible for completing the presentation with the overseas students from different cultures. They need to make an effort to overcome conflicts, cultural differences and different ways of communication. They meet once a week in the normal classroom lesson "International Facilitation" that allows students to learn how to manage the event according to methods such as coaching time management.

Autonomous activity
    Focusing on the presentation group, students start communicating with their overseas friends to negotiate how to proceed with the presentation that will be presented on the designated day of the WYM. Skype or FACEBOOK and email are very efficient ways to build up the concept that turns into the outcome. This group usually reports their activity to other members on how they were proceeding with the presentation focusing on three elements, organization, file making, and the way of delivery. Other students who are not involved in this group always pay attention to the process since they know English presentation is a kind of skill needed for their future and they also join the lesson titled "English Presentation".

Figure2 :Skype session with the Philippines

The procedure to complete the presentation
At the preparatory stage, students exchanged ideas via Skype, FACEBOOK and E-mail. Each concept or the results of questionnaires enriched their presentation contents. But at this stage there still remains an issue to be solved. The coherence of the presentation is often still vague. What is needed for them is to talk and work closely after coming to Japan. That comes with the understanding of the necessity of the preparatory seminar for the event.

The Seminar
After coming to Japan, they were expected to work efficiently so the inclusion of joyful times, such as an excursion to Ise shrine, a famous sightseeing spot was set with the aim of letting students get to know each other within a friendly atmosphere. This was a kind of ICE Breaking for them and a time for them to get to know each other while learning about the differences in the ways of communication. We set the seminar for all the presenters to complete their joint presentation according to the theme "How can we use Social Connectibility". Before the designated day, students gathered together at the Seminar house, in Mihama. They were scheduled to join the lecture by professors and have time to prepare their presentations.

Lectures
 Prof. Yoshida, one of the coordinators, talked about the "Dual concern model" to break through barriers so as to come together for the joint presentation. He pointed out how to overcome conflicts that occur during the discussion stages while moving towards the final presentation. Prof. Igarashi suggested the key masteries of the effective presentation using six Cs; concise, concrete, connection, convince, coherence and clear. I, myself, pointed out how to make an effective presentation referring to the experiences of forerunners who have participated in the WYM over the past decade showing concrete PPT examples and explaining how to stir the audience's interest and using sophisticated impact images. By exploiting the how of proceeding with their preparations, students came steadily to understand the procedure of how to achieve their goal with the help of certain theories.
 Day1 Lecture " How to make an effective presentation" , Group discussion ; coherence
 Day2 Lecture "Dual concern model" "Masteries of presentation", Group activities; file making and scripts. Intermission, Magic, Sing a song together.
 Day3 Rehearsal

Teachers' and Professors' roles.
    Especially for the teachers from overseas, it is crucial to come to know the best way of how to organize the International Collaborative Project such as the WYM. We expect they will be leaders and introduce tips on how to carry out a collaborative project for other educators in their respective countries after returning home. We carried out this event to show a role model imbued with the constructivism theory as suggested by Vygotsky or John Dewey.

We hope they will understand the event as follows.
 1 The event was not merely an event, it's based on constructivism.
 2 Teachers should learn and know how to lead the students:
   To overcome conflicts by using the theoretical background, such as the dual concern model.
   To make an effective presentation learning from examples as suggested by the forerunners,
   To find a role model during the event that helps them in the future.
   To get a sense of accomplishment from its holding and self-affirmation

  Being involved in the event, teachers learn how to organize the International collaborative event in close relations with the Board of Education, Ministry of Education and sponsoring Companies. When considering 21st century skills, nourishing the students in terms of the 4 skills: ways of thinking, ways of collaboration, utilization of technology and living in the world responsibly, they come to know about global education. They come to realize that they can think globally and act locally as teachers who shoulder education as a means to bridge the gap between countries and achieve mutual understanding so as to solve global issues. The time with the WYM will surely encourage these teachers to find tips to join and coordinate the ICP.

Web. 2.0: Social Networks.

Recent technology enables participants to enhance communication. They can share not only topics and news in their daily lives by using FACEBOOK but it also raises mutual respect and understanding. Before communicating through Skype or exchanging files they were able to learn about what kinds of characteristics their counterparts had. Their messages were left on the FACEBOOK site while nourishing the relationship. The Figure below shows their activities. As for the university students, they used not only FACEBOOK but also their own SNS site "Fuxi " developed by Dr. Sato, a coordinator of the WYM, with the aim of exchanging the minutes to ascertain how they could accomplished their task in the process of the WYM.

Figure3 :Facebook W2011 participants

Domestic Preparative event

    Japanese students are required to give their presentation in front of the audience made up of participating schools from inside Japan in June when the preparatory meeting was held. They have to prepare the presentation material and script for that group. According to some good models, firstly they tried to rephrase the script of the presentation conducted the previous year. After that, they need to analyze the composition of former presentations by studying the file making or delivery. From the viewpoint of SLA, it is inevitable to listen to the presentation performance over and over again and do shadowing and to learn facial expressions and the way of delivery.

FINDINGS AND CONCLUSIONS

    This report tries to clarify and enhance the WYM based on an authentic setting. Self-directed learning through ICT utilization was also an area of focus. Firstly, authentic settings are effective and needed to lead the students to become self-directed EFL learners since the event related to the real-world has embedded in it a great deal of autonomous efforts. They could find the best way of how to practice through the ICT equipment, which also helped them improve and realize how they reached the goals, such as English documents or Presentations. Secondly, when focusing on the motivation of the slow learner group, they became more enthusiastic since they could grasp the procedure by watching the video clip and see pictures on the web. They must have recognized how English was used for sharing knowledge among people with different cultural backgrounds and opinions.

   The ICT environment, web 2.0, also pushed them towards better English communication while they got used to not only daily exchanges written in English but also nonverbal communication like gestures in the case of Skype. The more they are involved, the higher their motivation will be raised. Lastly, a role model was designed based on the SLA in South East Asia English. ZPD worked well when students try to break through the wall of using English in South East countries.

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Conflict and Negotiation in International Exchange Programs

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1. Introduction

Human resources are the foundation of a nation and educating young generations is a critical measure that determines countries' future. It needs to foster people who can play a proactive role in the 21st century's international community, and promote international exchange so that people come to understand different culture and values of other countries and thus build mutual trust. …. Human resources that acquired world-class professional skills in higher education are expected to be the foundation of country's prosperity, which is difficult to achieve without international ties, and then contribute to the development of entire international society (MEXT, 2008).

One of the most efficient ways for young generations to reach this goal is to attend World Youth Meetings or Asian Student Exchange Programs due to their width and depth of human network, educational foresightedness of a global perspective, optimality for conflict resolution by practice and experience, and usefulness of ICT and English as a global language (see Fig.1).
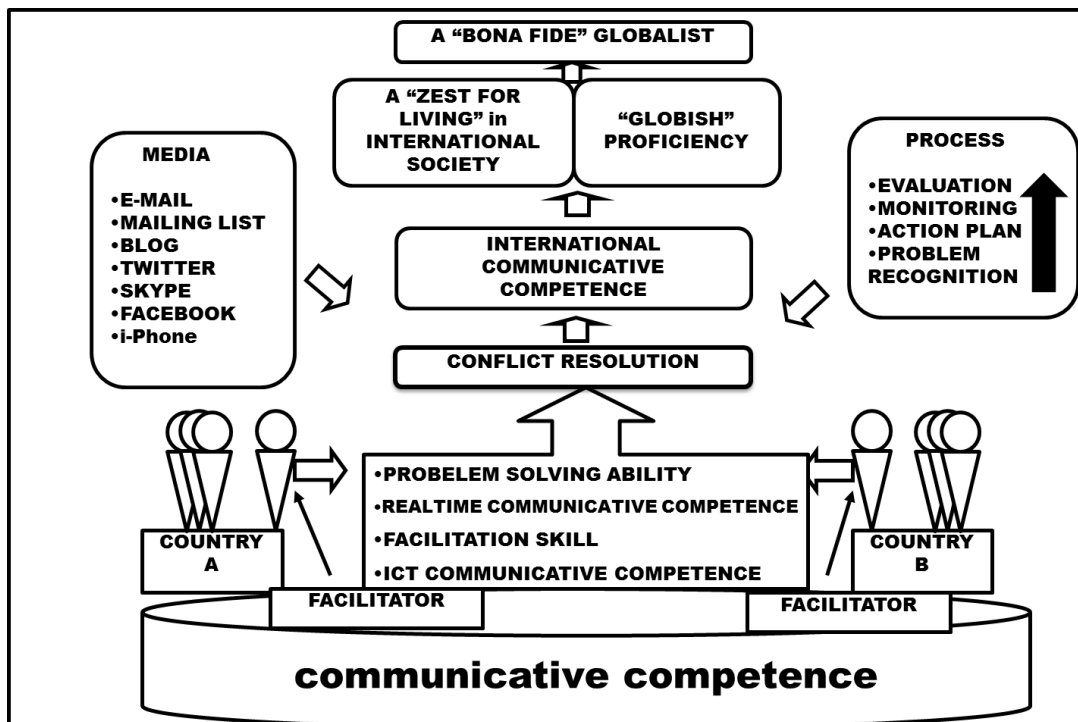

Fig.1 : Possible Outcomes of International Exchange Programs

2. Dual Concern Model

In order to build prosperity of young generations with "Zest for Living", one of the most important fruits of these events for the participants would be skills of conflict resolution. In fact, during preliminary stages of WYM and ASEP, participating parties from various parts of Asian countries spend a few days to make presentations in collaboration with each other. However, since there seems to be some confusion over collaboration, we need to have specific guidelines for conflict resolution so as to promote greater efficiency and productivity during collaboration periods. To that end, we could refer to the Dual Concern Model (Rubin et al., 1994; Adams et al., 2006) as a conflict resolution model for our collaborative work due to its clarity and persuasiveness.

Figure 2 illustrates five approaches to conflict resolution, distinguished by whether concern for Self and concern for Other is high or low (Thomas, 1992).

① COMPETING: this style maximizes Self and minimizes Other. The participants pay less attention to the relationship underlying the dispute and have high concern for Self and low concern for Other, since they claim to have the biggest piece of the pie. They say, "I want to win."

② ACCOMMODATING: this maximizes Other and minimizes Self. They give up in the face of conflict concerning for the relationship. They say, "Giving over is more important than winning".

③ AVOIDING: this means low concern for both Self and Other. They may "leave money on the table", miss the mutual gain, and neglect underlying relationships. They say, "I don't want to give in, but I don't want to talk about it either."

④ COMPROMISING: this is a halfway between competing and accommodating. Both parties would gain moderate but incomplete satisfaction giving up something but getting something. They say, "Let's meet halfway on this matter."

⑤ COLLABORATING: this satisfies both of the parties to achieve an integrative settlement. They are anxious about the relationship and are sensitive to the other while being committed to having their own needs met. They often see conflict as a creative opportunity and spend much time to find a win-win solution. They say, "Let's find a way to satisfy both of us".
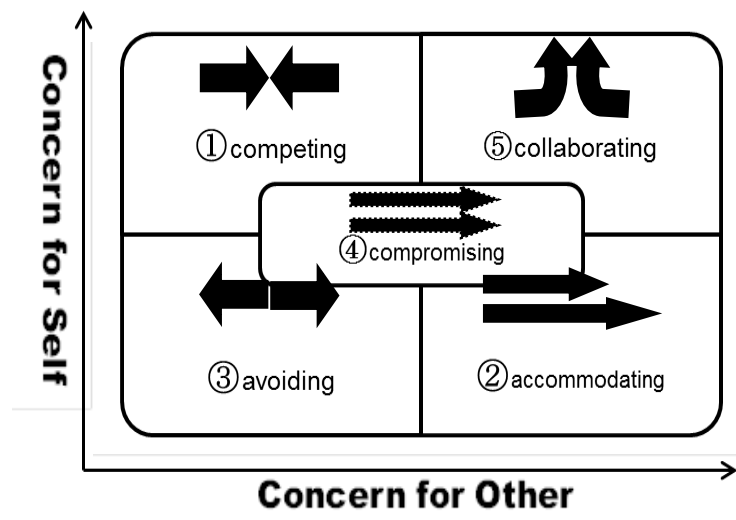

Fig.2: Dual Concern Model (from Thomas, 1992)

One example to discuss the concept of Dual Concern Model is the STORY ABOUT TWO SISTERS ARGUING OVER AN ORANGE. Both sisters want the orange for undisclosed reasons. If one gets the orange, the other gets nothing. This conflict might be resolved in various ways. If one gets the orange, the other gets nothing and vice versa. As long as they persist in getting a whole orange, one gets what she needs which is a whole orange, and the other gets nothing; usual line is "Mom, make Betty give me the orange". In this case, one wins and the other loses. When they compromise each other, they would cut it in half so that each one gets a share; usual line is "Let's split the orange in half.", or using tradeoffs saying, "I'll give you this orange, if you let me play videogames tonight". However, when two sisters start talking to each other to exchange information about their interests, they could collaborate to find out the younger wants the SEGMENTS for juice for breakfast and the elder needs the RIND for making marmalade. In this way, both sisters could get what they need, a whole orange, for breakfast. Thus using interests to find a creative resolution to improve the negotiating situation
is called "expanding the pie" (Fig. 3).

3. Useful Expressions for Conflict Resolutions

To promote and enhance those collaborative efforts, we need a comprehensive list of useful expressions for conflict resolutions. Here are some examples for WYM and ASEP participants during their preliminary meetings. (from Thayne, D. A. et al. 2007; 2009)

Fig. 3: Conflict over an Orange

STARTING THE MEETING

1.   Starting   Let's get started!
2.   Gratitude   Thank you for coming today.
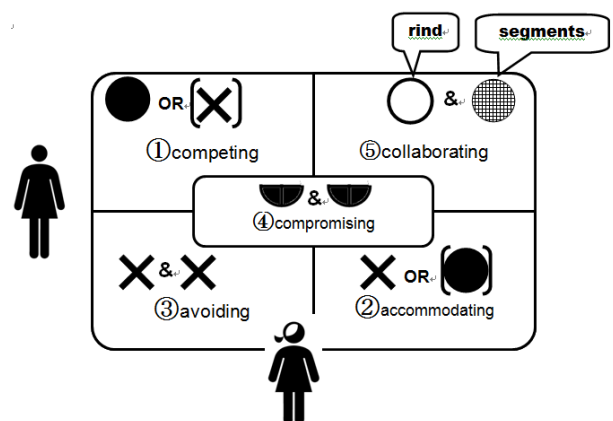3.   Introduction   Let's take just a few minutes

to introduce ourselves.

4.   Rules   Please feel free to say whatever is on your mind.

PRESENTING THE AGENDA

4.   Agenda   We need to talk about three things today. first, …. second, …. ,

5.   Strong suggestion   I know there are other viewpoints, but ….

6.   Guessing   I am not sure, but I think that ….

7.   Reasoning   There are several reasons. For one thing, ….

EXCHANGING OPINIONS

8.   Question   I'd like to ask you something.

9.   Confirm   So you think that ….?

10.   Paraphrase   Let me put it this way.

11.   Explain   Could you explain ….?

12.   Problem   I need to think about a problem with   …..

13.   Answer   I'm not sure why, but I think …..

14.   Agree   I agree with you on that.

15.   Disagree   I'm afraid I just don't understand ….

16.   Partially agree   I agree, but we need to make some corrections …..

17.   Partially disagree   I agree with everything except for ….

18.   Conform   Yes, it is true that …..

19.   Question   I can't say I fully agree   …..

20.   Accept   Thanks for your suggestion.

21.   Possibility   There's a good chance that …..

CONSENSUS

22.   Evaluation   Let's look at the merits and demerits of…..

23.   Alternative plan How about ….?

24.   Compromise   I'd like to suggest that we meet halfway on …..

25.   Persuasion   It is important that …..

26.   Understanding   You are very convincing.

27.   Decision   Let's decide it by a vote.

CLOSING

28.   List up   Let's briefly go over what we covered.

29.   Priority   Let's put priority on ….

30.   Schedule   We are running slow.

31.   Ending   I'm afraid we're running out of time.

32.   Gratitude   Thank you for coming today.

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A Single Point the Presenters Should Keep in Mind: What Is Your Point?

Nihon Fukushi University   Prof. Mitsuo OGURA

The World Youth Meeting grew up to be 13 years old this August. Based upon the development and progress of the Meeting year after year, the World Youth Meeting 2011 succeeded in encouraging participants to have profound thoughts about peace, happiness, poverty, human bond, etc. and communicate their different ideas about those topics among them. The Meetings so far have brought along the students who could deepening their own thoughts and expressing their own opinions about the issues occurring all around the world. Expected outcomes of the students are in no doubt cross-cultural understanding, making good use of ICT, English proficiency and international exchange planning and its implementation.

I have taught how to structure a presentation and presenting their speech in front of a great audience. In the process of giving a lot of advice on how to make an outline and develop a paragraph or text, I have noticed that their presentation structure was superficially good, but that it was insufficient for the students to substantiate their claims using evidence and proof. If you are trying to convince your audience that something is true, offer them proof that you are correct. This could be in the form of a newspaper article, anecdotal evidence from a professional. Use evidence and proof to ground your statements in reality, and to offer credence to the reliability of your viewpoint. And also, I would like to advise you to keep it in mind that you should think much of the "Ladder of Abstraction." This is a concept created by the American linguist S.I.Hayakawa. He used the model of a ladder to describe the way in which a human mind conceives of things in increasing and decreasing degrees of "abstraction." The linguist saw the top of this ladder as representing the most abstract, general, impersonal concepts, or your claims and statements, while the bottom of the ladder represented fully actualized, concrete, specific information, namely evidence and proof.

As to the issue of confidence students usually mind, I would like to comment on it from the presentations performed this year. When making a presentation, you communicate with words and with your body. Your body can communicate confidence. All the presenters this year kept their backs straight and didn't slouch their shoulders. They remained steady. They didn't sway from side to side. They controlled their hands well. The students maintained very good posture, which means they looked undoubtedly confident while making their presentations.

I believe that great presenters aren't born, they are made. Anyone can learn the skills of a presentation. And with practice you can become a great presenter.

Learning from the Process
～An idea for effective reflection～

Nihon Fukushi University   Kazuko OGUNI

The World Youth Meeting (here in after referred to as WYM) provided opportunities in experiential learning for students, not only to improve communication skills in English, but also, through the process, to realize their potential in designing and managing collective action as a team.

From the perspective of organizational development or group dynamics, observing the reflective discussion among members of WYM student committee this year showed a higher level of attention paid by elder students to facilitating freshmen in motivating themselves to take more responsibility than last year, even though this was the first time for them to join the WYM.   2nd year students intentionally stood behind their juniors to give them space for decision making at each implementation step.

We also observed that the massive amount of data accumulated up to and including last year was well referred to and utilized for more efficient and rational management the jobs allocated to students. Both on and off-line communication was also tried to share ideas, in order to avoid mutual misunderstanding, and to strengthen the sense of ownership of members, especially the freshmen, who had difficulty in assimilating the "big picture" of the wide range of activities related to WYM. Data records from last year, and the direct but moderate commitment by former members of the WYM steering committee, played a sure role in helping the juniors to be sure of their roles in the collaborative project that is WYM.

On the basis of these achievements this year, it is anticipated that further developments will take place within the WYM next year. One current idea is to strengthen the cycle of reflection and feedback. I would like to recommend the method of 'Process Documentation' for effective reflection among students and use of feedback in better planning for next year. 'Process Documentation' has been challenged in the context of evaluation of international development projects. Focal points here are observation of the process and record of interpretations. These changing interpretations will be analyzed when we conduct reflective discussion for feedback before planning next year's event. Reflection so far has been based on evaluation of the outcomes we have achieved. But it should be possible to find far more practical implications through analyzing various impressions and daily incidents such as doubts, uncertainty, or under- and over-confidence in the process. Accumulating notes describing "here and now" as part of the process will be helpful in order to ensure that reflective discussion is more suggestive. This would boost the longer cycle of 'experiential' learning in this great project 'WYM'.

Collaboration on facebook

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The relation between ICT and WYM is so close that it may be called a coevolution. Students at WYM began to use the TV conference more than ten years ago and have used ICT, such as the mailing list (ML), the bulletin board (BBS) and the chat, etc. It is easy to find the reason when we see the history of WYM on its web page. When some teachers talked about the practical and effective use of ICT, they began WYM as a new education model.

In the presentations, many attempts in ICT have been taken, such as the use of video clips, effective slide making as well as playing skits, emphasizing interactivity and plain story structure, etc. These are skills to make the audience understand easily.

Recently, high speed broad band service allows us to have VC such as skype with foreign friends at home. Excellent SNS, such as facebook, becomes popular explosively. That is the reason why the quality of prior exchanges has improved greatly.

Advantages of facebook use

One of the most useful advantages of facebook is that we can make a "closed group" and a "closed event". Once students attend the group, they can know each other and only group members can write and read on the "closed group page". Then they can concentrate on their projects.

The exchange of opinion became extremely active by using the facebook compared with using ML. As for the ML, the more active the posting of mails is, the more difficult it becomes to follow many replies. As for facebook, it is easy not only to understand the whole discussion but also to notice a new comment, because a series of connected messages appears as a thread on the page and the thread with a new message is shown on the top of the page. Therefore, we can write the comment to one thread easily even when following the discussion later. I think a contributor may check his own contribution as soon as he wrote it, and he can reflect whether his opinion is proper in the discussion. On the other hand, we tend to be careful to write our message without mistake on bulletin board or mail before we send it. Furthermore, facebook was used for rapid responses as we enjoy the chat.

Moreover, as soon as students open some pages of facebook, the others can notice they are online. It is total difference from chat system, in which we need to enter log-in to access. So, it can be said that facebook give us the environment that students, who visit facebook, come under "Merciless chat attack" from oversea students. Then they are compelled to discuss their topics in English. This can be a big chance to make the attitude of Japanese students active.

Teachers as facilitators can easily understand student's situation when they visit the group page, and give the appropriate advice on it. In this time, I made a Japanese group page for students at Ritsumeikan HS and an English group page as the team page including an overseas students. My advices was sent mainly on the Japanese page, and it induced them to the discussion with foreign students on the English group page. Although I had to go on a business trip to Singapore two weeks before WYM, I could know the students situation and the issues. So, it was possible to control my students through facebook.

Moreover, I accepted the questions on everything concerning the confirmation of the schedule from oversea students on facebook. It is convenient for me to confirm that students clicked "Like" button after reading an important information.

The exchange after WYM has been continued on the group page through the uploaded photographs concerning the preparation for WYM, the activity after oversea students came here, etc. Comments can be added under the photographs, and many comments, in which memories and feelings were conveyed, followed.

Thus, all the passage before and after WYM could be easily recorded and we can looked back on our project at any time. This might be a function not provided in ML but facebook.

Advice for facebook use

On the other hand, it is dangerous to recommend facebook use without any conditions. It is necessary to make students aware of the danger of personal information leaks although facebook is originally managed by sticking the principle to register the real name.

Especially, when the junior high school student sign up facebook, it is important not to upload profile photographs and to adjust privacy settings to open only strictly to friends. Students should not write individual information more than is necessary on facebook. Parents should also know both advantages and dangers of facebook.

Posting messages continuously like chatting, problems involving sending something private may occur. Because students often forget to join SNS. However, teachers can find it at once if they carefully watches the page, and it can be corrected soon.

Teachers should give their students clues to start discussions on the group page. But, after that, they may let their students lead discussion independently although they can give them advices on the Japanese page. This will help the students grow to be more independent.

Let's effectively use facebook

The quantum improvement that has resulted from using facebook for the prior exchange is that a prior discussion has become very active. Exchanges of opinion were done every night probably because facebook was easy to use. Students didn't need to make a promise, like a video conference, what time to start and finish nor had to call students of a group.

It is attractive to be able to solve every problem and answer every question on the page. Students learned to firmly show the reasons and background when they made a proposal to overseas students. They had to make rapid responses in English to the fast proposals and questions from other students. That was very hard work for Japanese students. However, managing to follow this fast speed made our students gain much confidence of oversea students in what they did. Such a challenge helped our students develop greatly, and it seems that their collaboration ability was fostered.

Spiral changes happen

Mochizuki, Maho (Waseda University Honjo Senior High School)

First of all, I would like to express my deepest appreciation to the WYM community's ongoing effort. To report the community what Waseda students learned, I try looking at what improvement led what change. The table below is a record of the practice in the last 6 years. The arrows in the table show some practice continues for more than one year.

Year Sub-topic presented	2006 Earthquake	2007 Garbage	2008 Food	2009 Child Play	2010 Bukatsu /Excul	2011 Free paper
Yogya Teacher Yogya Students	Ms. Wulan 2 students	Ms. Wulan 2 students	Ms. Dini 2 students	Ms. Tri 3 students	Ms. Tri 2 students	Ms. Tri 2 students
Waseda students	6	5	5	8	8	11
1 Recruiting partici-pants (May)	Announcement within ESS	→	bulletin board + sign-up →		Announcement meeting	Announcement letter
2 video clips on WYM website	partly available	→		→	available	→
3 Means of inter-action (May-Jun)	email	→				→
4 Pre-meeting pamphlet	Waseda picture and text	→	→	Pictures of both teams & Waseda text	→	Pictures and texts by both teams
5 Means of inter-action between the both teams (Jul-Aug)	email	→				→ Facebook
6 Means of inter-action among Waseda students (Jul-Aug)	meetings	→		email →	Skype	→ → Facebook
7 Means & tools used for data collection	the Internet	→	Questionnaire using mobiles →	→	Interviews "Post it" photo sharing	→ → → →
8 Guest speakers during prepar-ation (Jun-Aug)	ICT teacher for rehearsal	ICT & English teacher for rehearsal	College students from Indonesia	Returnees from Indonesia	(informants)	university lecturer, editor of a weekly magazine
9 Accommodation in Aug. camp	Ritsumeikan University	Hotel in Kyoto →	→	Hotel in Aichi		→ Youth Hostel in Aichi
10 Main preparation venue in Aug. camp	Ritsumeikan J&S. H. School PC room	→	Hotel cafeteria in Kyoto	NFU PC room	→	Youth Hostel meeting room
11 Equipments brought for Aug. camp	none	1 PC	2 PCs	printer →	3 PCs projector screen	→ → → video camera
12 Exchange event during Aug. camp	Kyoto tour with other teams →		none	none	none	none
13 Exchange event after WYM	none	none	none	none	none	Tokyo tour with Yogya team
14 a reflective talk session after WYM (Aug-)	none	Oral report →	Displaying a poster	giving the pre-sentation	→	→ →

1) Changes in setting / environment led changes in the students' behavior.

   The presentation video clips provided on the WYM website brought some significant changes in the students' behavior. It seems that the students watched the video clips more often in May (recruiting period) and late July (the last phase of the preparation period). In recruiting new participants, interested students visited the video and learned what the participants would be expected to do. They were fascinated by English proficiency and confidence demonstrated by the participants, and it motivated them to become more committed participants of the WYM. In addition, the video clips were helpful to win supports from the parents. In late July, the video clips worked as the on-demand learning material. The participants, especially the new ones, were sometimes anxious of their progression; whether they were on the right track. I saw a few new participants watching the video clips to review what their goal was, especially after long, pain-taking discussion sessions.

   Familiarization to Skype and Facebook brought some changes in time-management in preparation period. After the final examination of the first term was over, Waseda students held meeting 5 days a week. Interestingly, the length of their face-to-face meetings remained to be 4 hours at the longest. When they found they needed to talk for longer time, they had on-line chatting sessions through Skype late at night rather than staying in school. A couple of the participants even went abroad with their family during the preparation period. Yet they kept contributing their idea through Facebook while they were "absent" from the daily meetings.

2) Changes of needs invited introduction of new techniques to the team.

   As more people are becoming aware of the value of the WYM, more students are interested in and taking part in it. Needs raised by a group of 10 students are different from the needs from a group of 5. To keep EVERY member of a larger group working, we naturally needed more PCs and a system to share products among members. The offer of a PC room from NFU was invaluable for Waseda and Yogya team. A stronger need for more organized job sharing even affected the choice of accommodation. Waseda team stayed in Candeo-Hotels Handa in 2010 and 2011 because the hotel kindly allowed us to use a corner of the lobby as the group preparation venue at night. To get the best out of the preparation period, it became our practice to bring an A5-sized projector, a desk-top screen and an A4-sized portable printer. Smaller equipments on the IT market enabled us to do this.

   It is interesting to note that introduction to the latest ICT by teachers did not lead students to make full use of it immediately. Once they faced some specific need, a new technology and a skill was introduced and applied. Let me take an example of their using Skype. The 2010 Waseda team had to have as many group interviews as possible within a few days. A couple of university students agreed to be the informants but they didn't have time to visit the high school. The team decided to have a group interview through Skype; they connected a speaker and a high-spec microphone on a desk-top computer in a school PC lab and conducted an interview session (one informant, six interviewers). Once they found "it worked," the creative practice was shared among peers.

3) A face-to-face reflective talk session has its own value.

   Thanks to the devoted commitment made by NFU, we have an access to the rich video archive in the WYM official website. It doesn't mean, however, a face-to-face reflective session has lost its value. The session, given by the participants in school after the WYM, seems to deliver what written documents and video clips cannot deliver. Observing reflective talk sessions, I recognized that the audience was moved more by confidence and enthusiasm they saw in the speakers, rather than "useful" information provided by the speakers. A reflective talk session after a big event could be described as "more genuine" as a presentation; the presenters are eager to hand down what they learned from both positive and negative experiences; they are passionate to invite their peers to a new project. For teachers, the talk session becomes a good opportunity to know which pieces of learning the presenters think worth handing down.

   I would like to remind the readers that my reflective comment above is based on our limited commitment to the WYM. Unlike the participants from Kansai area, Waseda team does not either arrange the home stays for the partners or host exchange programs at school. Still, even through the limited commitment, we have gained knowledge for making things happen. This year we tried going a bit further; staying in touch with Ms. Tri and 5 Yogya students to create the second issue of the free magazine. During a very short stay in Tokyo, Ms. Tri and I discussed how the second phase of our 'free paper' project should be carried out. It was through this discussion that I realized some differences in our approaches to a project-based learning. From this little piece of learning, I came to think of the enormous amount of "treasure" stored among the more-committed members of the WYM community.

   The WYM is an excellent project-based learning program as it is. And if the WYM community sought for more room for improvement, holding a sharing session for teachers once in a few years would be one idea. In every phase -- recruiting new participants, calling for host families, organizing welcome events, etc -- of the WYM, students give presentations and hold discussion sessions. These occasions are the chance they can apply the communication skills they have learned. Teachers could observe what / how the learned skills are applied, and could exchange our findings in the teachers' sharing session. After all, we teachers have been teaching communication skills, not as a performing art, but as means to bring out students' potential power.

The possibility of World Youth Meeting for education

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Outline

This is the first time I participated in World Youth Meeting（13th WYM）as a graduate student. The 13th WYM gave me the opportunity to rethink what ability is needed to communicate and how we should learn it. The WYM might have expectations of affecting students "Willingness to communicate (WTC)". Furthermore, it might have an effect on second language acquisition as well as on other educational aspects.

1. Introduction

Recently, English is occasionally called "World Englishes". Thanks to the information network such as Internet and mobile phone, English tends to be used not only for communicating with native speakers, but also for an international auxiliary language by non-native speakers. This tendency arouses a considerable discussion of what ability is needed for communicating in English.

I participated in 13th WYM for the first time, and saw Japanese students communicate with students from overseas in English. I'd like to state what is the most important to communicate in non-native language, and the effect and the possibility of 13th WYM.

2. What is needed to improve communication skills?

I regard it as more important that the learners have the willingness to speak and listen to their partners than they learn lexical phrases. According to the model of "Willingness to communicate(WTC)" by MacIntre, Clement, Dörnyei,&Noels, (1998)," to use the second language(L2)" is the final purpose of learning foreign language. To achieve it, it is mentioned that , except the language competence, many be factors such as situation , motivation, emotions, personality and more are intertwined. According to this idea, generating "Willing to communicate" is one of the most essential parts of achieving the goal. A series of World Youth Meeting activities might give all participants big helps to generate it.

3. The experience of 13th WYM

I'd like to express my own view based on the followings.
1. Observing the students prepare their presentation at Mihama Youth Center from Aug 5th to Aug 6th.
2. Evaluation sheets to the students who stayed at Mihama Youth Center.
3. The interviews to the students after 13th WYM

3-1 Evaluation sheet and interview

Evaluation sheets are distributed on Aug 6th after preparing their presentation at Mihama Youth Center. Participants were 36 students in all, who stayed there at that time. They were 19 university students, 7 high school students, 10 students from overseas, and the ratio of females to males is 25 to 11. Table1 below shows the answer of the questions about the problems of communication (6-point-item), and Table 2 shows the reasons for occurring the problems. Based on this sheet, I had interviews with a few students.

Table 1 **Results of questions (the average of 6-point-item)**

1: Totally false －6: Totally true

	Japanese Sts	Sts from overseas
I couldn't express what I wanted to say.	**2.1**	**1.7**
I couldn't understand what others said..	**2**	**2.4**
Although I had the idea of my own, I wouldn't say it.	**1.6**	**2.3**

Table 2 **Reasons for occurring the problems.**

	respondent / Japanese Ss	respondent / Ss from overseas	Total (the number of students)
My personality	**11.5%**	**20%**	**3 ＋ 2 ＝5**
English ability	**69.2%**	**30%**	**18 ＋3 = 21**
Lack of knowledge	**30.8%**	**50%**	**8 ＋ 5 = 13**
The atmosphere	**19.2%**	**30%**	**5 ＋ 3 =8**
Avoid conflict	**4％**	**20%**	**1 ＋ 2 = 3**
Cultural differences	**11.5%**	**30%**	**3 ＋ 3 = 6**
Other	**15.4%**	**10%**	**4 ＋ 1 = 5**

3-2 Teacher's Ice brakes at Mihama Youth Center

First of all, an admission ceremony was held to meet each other. As a staff of the Center explained policies to us in Japanese, Kageto, the professor in Nihon Fukushi University ,told us what the staff said with plain English. That was not literal translation, but illustrating the point of it.

At the evening of the first day, magic show was displayed. Nawachi, who is from the same graduate university as me, performed magic in English. He paid much attention to using simple English with well-conceived act and timing because it was quite important for magicians to describe what was happening there. It attracted audiences to listen to performer, and they seemed to have almost forgotten their listening through English.

In this way, seeing these two teachers use English as a communication tools, the students might be encouraged to express themselves in English.

3-3 Preparing presentation at Mihama Youth Center and WYM at Nihon Fukushi University

After magic show, the students started to prepare presentation. At first, it seemed that students had difficulty in gathering their ideas between Japanese students and students from overseas probably because the Internet was not connected and they couldn't get recourses as much as they had expected. However, since they must complete the presentation only in two days, it put them in hurry mood and it led them to share their idea as that stood then. Table2 above showed that it was relatively low points to the questions about "problems of communication". Although most students felt they need more skillful English ability, there were few people who answered that they couldn't express what I want to say and couldn't understand what others said. According to the interview report, one of the students said "I saw a member from Philippine in same group express her own opinion. Her attitudes encouraged me to express own opinion. I came to realize something was wrong if I didn't say any of my opinion." and another student answered "My group mate said ≪Forget my opinion.≫ when I couldn't catch what she spoke in English. But no matter what she said, I never stopped communicating with her then. I tried to ask her to keep explaining until I could understand." It implied no matter how hard it was , the students took some actions to understand each other.

After completing the presentation, they started practicing the presentation with asking teachers or other group members to judge their presentation. Because the final goal was presentation in front of audience, they paid attention to facial expression, volume, tone, speed, place, gesture and feeling expression to make the listeners comfortable to listen to the presentation more than to memorizing scripts they made.

On the day of WYM at Nihon Fukushi University, they might be nervous in front of lots of the audiences, but learners have the willingness to present their slides because the presentation itself must be built up by their effort sharing their idea and practicing a lot. Additionally, as the audiences also had made presentation as hard as the presenters on the front stage, they are generated the willingness to listen to. It seemed that confidential relationship"rapport" was built up there. This sort of presentation activity stimulated the students all to finding out what ability was needed to improve their communication skills in English.

4. The effect of the 13th WYM

As I mentioned, I regard it as important that learners have the willingness to speak and listen to their partner for communicating in English. Through 13th WYM, the participants got involved in members in group, students from overseas, and teachers. In addition, the form of the presentation also helped them generate WTC.

What is worth noting from evaluation sheet and interview is that the students develop their willingness to discuss for understanding each other even if they had the difficulty in using English.

A student who regarded himself as "shy"said at the interview, "I dared to speak emotionally so as to make myself understood by everyone. " Moreover, "I'd like to not only learn English but also watch news papers and news program around the world. It is because I want more topics to talk about." This comment showed that he found it important to know various things except language ability when communicating with people. Thus, the students found the gap in the abilities that they have, and realized that they need a lot of knowledge to communicate in English through the interaction in 13th WYM. As a result, they have the willingness to improve themselves for communicating with people. In other words, it might be deeply affected on the students WTC in 13th World Youth Meeting.

5 Conclusion

Thus, including my own view, it seemed that 13thWYM has the possibility to affect on students' WTC. I reported only a few aspects of WYM such as preparing presentation at Mihama Youth Center and WYM at Nihon Fukushi University this time. However, exchange of opinions through the Internet, Japanese students guiding some famous places in Japan to the students from overseas, and ASEP(Asian English students program) were also parts of WYM. Not to be argued, WYM has many authentic opportunities to use English and learn intercultural understandings. More educational effectiveness than I reported here must be produced by WYM.

As a conclusion, I'd like to mention what impressed me most in WYM. It was that Japanese High School students waved their hands to their friends saying good-bye with tears running. That implied that they had had heart-warming communication each other and that they had the willingness to communicate more if they could have. I really expect them to acquire the communication skill and generate unprecedented cross-border interchange in the future.

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