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研究課題名(和文) Empirically Grounded Training Materials for International Negotiation

研究課題名(英文) Empirically Grounded Training Materials for International Negotiation

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研究成果の概要(和文)：経験に根付いた教材と学術的な口頭交渉術指導のための手法における差を是正すべく、私たちの模擬国連における交渉のデータから教材が作成、導入された。交渉段階について談話分析が、関係性の発展とアイデンティティ、表情の変化、そして感情表現について会話分析が行われた。六つの模擬国連のための授業で用いられた交渉術指導教材は、世界模擬国連大会(神戸市外国語大学主催・2016年11月、米国開催・2017年3月、カナダ開催・2017年11月、米国開催・2018年3月)、日本大学英語模擬国連大会(神戸開催・2017年6月)、そして筑波英語模擬国連大会(筑波開催・2017年12月)への参加が含まれる。

研究成果の概要(英文)：To rectify this gap of empirically-grounded materials and methods for the teaching of academic spoken negotiation, teaching materials were created and piloted from our Model United Nations simulation negotiation data. Negotiation phases were analyzed by discourse analysis; and conversation analysis of relationship development, identity, face management, and emotional expression. The piloted materials for teaching negotiation in six Model United Nations courses included participation in the following simulations: The National Model United Nations (November, 2016, hosted by Kobe University of Foreign Studies; March, 2017, United States; November, 2017, Canada; and March, 2018 United States); the Japan University English Model United Nations (Kobe, June, 2017); and the Tsukuba English Model United Nations (Tsukuba, December, 2017).

研究分野：外国語教育

キーワード：Negotiation Model United Nations Discourse Analysis Conversation Analysis

1 . 研究開始当初の背景

Japanese non-native speakers of English have serious difficulty negotiating with native English (Zenuk-Nishide, 2009; Zenuk-Nishide & Tatsuki 2012; Paul & Zenuk-Nishide, 2012; Tatsuki & Zenuk-Nishide, 2013; Zenuk-Nishide, 2013). For effective negotiation there are functions, interactional tasks, and discourse features, in three phases:

1. Initiating (Gray, 2003; McGinn & Keros, 2002; Lakoff, 2002; Holmes, 1999; Jones, 1995),
2. Problem diagnosis and solving (Baxter, 1982; Burns et al., 1996; Eggins & Slade, 1997; Putnam, 2010, Putnam et al., 1990),
3. Resolution (Tutzauer, 1999; Adair & Brett, 2005).

Unlike traditional approaches to spoken interaction, problem and simulation-based learning like Model United Nations prepare students with a skill-set needed to operate effectively in a globalized world, connecting, synthesizing, abstracting knowledge (Haack, 2008; Biggs, 2003; Mosely et al., 2005; Zenuk-Nishide, 2013) and creating knowledge through the transformation of experience (Kolb, 1984). In Model United Nations simulations, students represent countries as delegates, and negotiate to resolve injustice and conflict affecting the community on a topic through co-constructed resolutions.

2 . 研究の目的

To rectify this gap of empirically-grounded materials and methods for the teaching of academic spoken negotiation, this research proposed three phases:

1. Baseline data was gathered from Model United Nations simulations in English to determine and assess the standard of interaction in negotiation through discourse and conversation analysis.
2. Negotiation training materials were developed and piloted from the data analysis for the purposes of learning and using the language (recurrent grammar and phraseological patterns, function and purpose) of spoken negotiation; and focusing on the behavioral dynamics, both personal and interpersonal that can impact the negotiation process and negotiation outcomes.
3. The effectiveness of the negotiation training materials were assessed through observations of students in Model United Nations simulations in English.

3 . 研究の方法

The method included:

1. Recording and creating speech transcripts of English negotiation of highly proficient non-native and native speakers, and to create a speech event archive.
2. Creating negotiation training materials from

speakers and other non-native English speakers at international university Model United Nations (Tatsuki, 2009; Thorpe, 2012 & 2013; the speech event archive including formulaic language, functions, interactional tasks and discourse for three phases: initiation, iterative problem diagnosis and solving and resolution, plus moves for relationship development and identity and face management.

3. Piloting the negotiation training materials in university Model United Nations classes that have problem and simulation-based teaching contexts.

4. Assessing student participation in Model United Nations simulations to evaluate if the negotiation materials/training produced a change in their behavior and skills.

4 . 研究成果

This research on negotiation will significantly enrich and inform the pedagogic environment for spoken interaction for EFL students with research-driven and evidence-based materials, rather than anecdotal ones. Materials that were developed are based on real, rather than invented language. The project bridged theory, research and practice of negotiation to offer prescriptive advice for teachers of non-native speakers for practical negotiating skills and language. The research was able to identify some communicative, sociolinguistic and pragmatic insights into this critical speech event.

Data was collected using audio and video recordings of Japanese non-native speakers at an international Model United Nations Conference in Czech Republic (Olomouc), the United States (New York) and at international conferences in Japan (Kobe, Kyoto, Osaka, and Tsukuba).

Transcriptions on negotiation were made from genres including presentation, conversation, argumentation and persuasion. Discourse analysis of negotiation phases included the first phase initiation (setting the agenda (describing issues, needs and interests), specifying priorities and preferences, and establishing a negotiation range and position (Own and others). The second negotiation phase was problem diagnosis and solving where there was issue development, bargaining, trading high and low priority issues, controlling topics, influencing others to concede directly and indirectly, framing risk and certainty, persuasion with a rational influence and affect, making demands, responding to offers, agreeing, disagreeing, making concessions, and pessimistic and optimistic formulation. The third negotiation phase was resolution planning, executing, and structuring the agreement.

Conversation analysis included relationship development and identity, face management by maintaining or protecting a bargainer's credibility,

and emotional expression decreasing the relationship distance, using powerful and powerless language, and breaking an impasse and forcing issues.

For each phase, examples of these negotiation functions were identified in addition to discourse features and materials were developed. The materials in addition to giving students formulaic speech for each negotiation function also) which become draft resolutions. The materials were piloted on both Japanese and non-Japanese non-native speakers in four Model United Nations classes where student participated in Model United Nations simulations in the U.S. and Canada (National Model United Nations), and Japan (Japan University English Model United Nations (JUEMUN), and Tsukuba English Model United Nations (TEMUN). All 69 students that participated in Model United Nations classes using the training materials reported that they become more skilled and gained confidence negotiating the three phases through a survey, daily debriefing sessions during the conference, and post conference focus groups.

This innovative research has attempted to provide authentic training materials on negotiation to redefine our concepts of negotiation in a global context. We were able to develop innovative and meaningful English negotiation teaching materials for Model United Nations that will meet the crucial needs of classroom teachers and their students.

5 . 主な発表論文等

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【その他】

ホームページ等

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6 . 研究組織

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