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研究課題名(和文) Building a corpus of ELF (English Lingua Franca) user negotiated interactions

研究課題名(英文) Building a corpus of ELF (English Lingua Franca) user negotiated interactions

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研究成果の概要(和文)：本研究は言語学研究のために模擬国連の交渉シミュレーションから発話データを収集した。これにより現実の外交交渉データを採取する技術的課題を克服し、今後の研究に方法論的洞察を提供した。コロナ禍によりデータ収集は中断されたが、質的分析を継続し、本コーパスの英語が他のELFコーパスと比較可能であることを確認した。具体的には修復戦略の使用、ELF話者の非標準形式の生成、ELF話者との相互作用時の適応戦略が含まれる。これらの分析に基づき、書籍の分担執筆、学術論文、学会発表を行った。これらの研究成果は英語教育に新たな知見を提供し、今後の研究の基盤となるものである。

研究成果の学術的意義や社会的意義

共通語としての英語(ELF)を用いる話者はネイティブスピーカーを上回っており、ELF話者は英語の未来に影響を与える。同様に国連でもELF話者が多数を占める。国連での言語分析は、交渉の発話が外交上の保秘事項のため記録文書に限定されてきた。先行研究により国連と模擬国連の記録文書が強い類似性を有することが指摘されている。このため模擬国連の発話交渉の分析は国連のELF話者間の交渉にも援用可能と考える。

研究成果の概要(英文)：This study collected spoken data in Model United Nations simulations in order to prepare a corpus for linguistic research. Reports of dealing with the technical challenges of collecting usable in situ data offer future researchers methodological insights. Data collection was interrupted during the COVID pandemic but several qualitative analyses were done to ascertain the comparability of the English as a Lingua Franca produced by the speakers in this corpus (MUNCE Model United Nations Corpus of English) with other ELF corpora such as ACE (Asian Corpus of English) and VOICE (Vienna Oxford Corpus of English). The areas compared included, the use of repair strategies for accommodation, the production of non-standard forms by ELF speakers also seen in native speaker language, and accommodation strategies used when interacting with ELF speakers. Several book chapters, journal articles and conference presentations have been produced on the basis of these preliminary qualitative analyses.

研究分野：応用言語学

キーワード：Lingua Franca Model United Nations Corpus 共通語としての英語 模擬国連

Building a corpus of ELF (English Lingua Franca) user negotiated interactions

1 . 研究開始当初の背景 1. Background at the start of the research

Model United Nations (MUN) simulations are opportunities for student delegates to develop skill and practice using a number of different interactional genres, such as timed, formal speeches to summarize policy positions or appeal to others, caucusing by engaging in face-to-face negotiation in order to find allies, persuade adversaries and promote cooperation, as well as procedural gambits like making motions or calling for points of order as a means to shape the direction of the meeting itself. As participants in MUN simulations, student delegates use their experiences to actively create knowledge (Kolb, 1984) while they negotiate with others to solve problems of social injustice and reduce conflict.

However, Japanese delegates have serious difficulty negotiating with native or other English speakers at international Model United Nations events (Tatsuki, 2009; Zenuk-Nishide & Tatsuki 2012; Tatsuki & Zenuk-Nishide, 2013). In some cases, they lack communication strategies to control or repair instances of communication difficulty (e.g. asking for repetition, clarification or for a reduction in speed (Lyster, 1998). In other cases, it is the native-speaker delegate who is obfuscating communication (perhaps to gain control of the floor) through the irresponsible use of idioms or obscure metaphors (Tatsuki, 2017) and thus the ELF user needs an interactional toolkit/training to deal assertively with such behavior.

The reason that including the ELF perspective is so important is that most English speakers in the world are non-native speakers; they successfully use English every day in a wide range of contexts and should be acknowledged as competent, valid users of English, not as perennial learners on an endless “interlanguage” continuum. To this end it is important to observe how ELF users use English; MUNCE (Model UN Corpus of English) will supplement the valuable insights already gleaned by the VOICE corpus.

Despite the many years that MUN simulations have been in existence and the numerous participants involved, virtually no research, linguistic or otherwise, has been done on the features inherent in MUN interactions. This is particularly egregious since the actual United Nations (upon which MUN simulations are “modelled”) is dominated primarily by ELF users. That the characteristics, corporate culture and communication strategies of the UN have remained largely understudied is a compelling argument for filling this knowledge gap. The MUNCE project was created as a starting point to rectify that omission by compiling an analysable corpus of MUN interactions.

Because MUN interactions have not been observed, recorded and analyzed in any systematic, extensive way, MUN trainers and faculty advisors often resort to surveys, self-report questionnaires and haphazard observations (overhearing short segments of interactions while hovering in meetings) as a means of making recommendations for training materials. This research redresses this serious gap in direct observations. Furthermore, a pragmatics perspective ensured that the essence of MUN as a “community of practice” (Wenger, 1998) was fully articulated.

2 . 研究の目的 2. Research objectives

This project uniquely combined three research areas, 1) English as a Lingua Franca (ELF), 2) MUN (Model United Nations) Simulations, and 3) Corpus Linguistics. The initial purpose of the project was to compile and create a corpus of MUN interactions to enable researchers, trainers and students to

- 1) Examine authentic MUN interactions to better understand the oral communication patterns and processes, according to frameworks used by other corpus-based ELF research projects,
- 2) 2) Create model teaching materials for use in public workshops for teachers in junior/senior high school and college level, based on a critical analysis and evaluation of authentic MUN interactions and
- 3) 3) Collaborate with ELF scholars and ELT practitioners in Europe and Asia to review best practices of MUN preparation programs world-wide.

3 . 研究の方法 3. Research methods

The project had four phases:

1. Collect, compile and transcribe data throughout the distinct phases of MUN simulations:
 - 1) alliance building, 2) working paper group formation, 3) resolution editing. Data was to be collected in MUN simulations in Japan, New York, China and Germany. Delegates were to wear clip on video cameras to capture interactions with other delegates.
2. Tag and analyze data of MUN spoken interactions using both qualitative and quantitative analysis tools, including Antconc 2.0 software. The initial work was planned to be descriptive since the pioneering work on VOICE (upon which this corpus is modeled) cautions that “qualitative studies with a strong ethnographic element” (Seidlhofer, Breiteneder and Pitzl (2006, p. 21) are prudent. The corpus would need to continue to grow until it was considered sufficient for meaningful quantitative analysis.
3. Develop teaching materials and strategies based directly on observations in the evolving corpus and best practice suggestions from other MUN trainers and then evaluate their effectiveness in a series of teacher/trainer feedback workshops.
4. Share research results at international and regional conferences (e.g., AsiaTEFL, IPrA, JALT) as well as in an international research session at the host university (KCUPS). The researchers would also disseminate high quality teaching materials in workshops to MUN teachers/trainers at junior/senior high school and tertiary levels.

As will be described in the following sections, the original design had to evolve and adapt to accommodate situations beyond the control of the researchers. Despite these obstacles the research was able to produce meaningful findings and offer useful suggestions for educators.

4 . 研究成果 4. Research results

Phase 1: Collect, compile and transcribe data

Although it was predicted that at least 15 hours of good quality data could be captured by each of 10-15 delegates at each 3-day MUN event, totaling 150-225 hours. It was also assumed that each year, data could be collected from at least 4 events (600-900 hours) and that even if allowing for

variations in speech rate and other factors, it would be possible to collect approximately 1,000,000 words per year. However a number of unforeseen challenges got in the way of data collection and transcription that could produce a corpus size that was sufficient for meaningful quantitative analysis. Explained in Tatsuki, D. (2021). The compilation of a model UN-based corpus of spoken ELF. In D. Tatsuki & L. Zenuk-Nishide (Eds), *Model United Nations simulations and English as a lingua franca* (pp. 14-22). Cambridge Scholars Publishing.

Transcribers' work was supposed to be supported by transcription software to ensure consistency. Tatsuki, D. (2021). The compilation of a model UN-based corpus of spoken ELF. In D. Tatsuki & L. Zenuk-Nishide (Eds), *Model United Nations simulations and English as a lingua franca* (pp. 14-22). Cambridge Scholars Publishing.

A Serious Obstacle to Data Collection: The pandemic and its aftermath

Because of the pandemic, all of the face to face events that would have been good data-collection sources were cancelled. Initially we had no data sources, but we eventually were able to access data collection capabilities in some of the online MUN events. However, the data quality in online events lacked the spontaneity of face to face events. Part of this was because of the time lag and the nature of Zoom-based group interactions. The decision was made to use very little of the online data collected since it would jeopardize the overall quality of the corpus.

Transcriptions of data was also stopped. As already mentioned, we were not able to continue data collection because the COVID19 pandemic caused the cancellation of the events central to data collection. Later in the year when online events started becoming feasible, we found ways to resume data collection and to resume some transcription work.

When live in-person events were finally resumed in 2022, there were still requirements to wear face masks. This also deeply hindered the collection of data. The sound quality was very poor as the speech was muffled and indistinct. Many hours of collected recordings were deemed unusable despite spending much time and energy to attempt transcriptions.

Phase 2: Tag and analyze data

Since the corpus was not considered sufficient for meaningful quantitative analysis for the reasons listed in the previous section, it was decided to focus on qualitative analyses of the data that had been collected. This qualitative descriptive focus had already been planned as a useful step from the start of the project since the pioneering work on VOICE (upon which this corpus would be modeled) claims that "qualitative studies with a strong ethnographic element" (Seidlhofer, Breiteneder and Pitzl (2006, p. 21) are prudent. Two research studies published with specific examples from the corpus data:

Non-standard morpho-syntactic features

Tatsuki D. (2022). The Model UN Corpus of English (MUNCE): A description of non-standard morpho-syntactic features. *Philological Studies (Special Issue: Innovative Approaches to Language, Discourse, and Literary Genres)*, 293-302.

Repair Strategies

Tatsuki, D. (2023). Repair Strategies in the Model UN Corpus of English (MUNCE). *New Perspectives* 1, 3-12.

Phase 3: Develop teaching materials and strategies

The development of teaching materials and strategies was done in parallel while data was being

collected and transcribed in the first two years of the project (before the COVID pandemic shut things down). These papers are relevant.

Zenuk-Nishide, L. Tatsuki, D. & Hollenback, M. (2019). National Model United Nations: Building Political and Self Efficacy 神戸外大学論叢, 71(1), 23-45.

Teacher workshop in Rome Italy

Tatsuki, D. & Morbiducci. (2021). Mini MUN Simulations in ELF contexts. In D. Tatsuki & L. Zenuk-Nishide (Eds.). *Model United Nations Simulations and English as a Lingua Franca: New Perspectives on Best Practices* (pp. 40-52). Cambridge Scholars Publishing.

Morbiducci, M. & Tatsuki, D. (2020). ELF, Affect, and Attitudes in Model United Nations Simulations. In L. Sciriha (ed.). *Comparative Studies in Bilingualism and Bilingual Education* (pp. 217-231). Cambridge Scholars Publishing.

Morbiducci, M. & Tatsuki, D. (2021). ELF, MUN, & TIGs: Three Realities in a CLIL Context. In Graziano, A. & Cinganotto, L. (eds.). *Pedagogical and Technological Innovations in (and through) Content and Language Integrated Learning*. Cambridge Scholars Publishing.

Accommodation types and strategies for dealing with them

Tatsuki, D. (2022). Accommodation in the Model UN Corpus of English (MUNCE): Insights for pedagogy. In D. Tatsuki (Ed.). *Innovations in the teaching of pragmatics*. (pp. 150-153).

Phase 4: Share research results at international and regional conferences/ disseminate high quality teaching materials in workshops

From the very start of the project, research results and related issues were shared through workshops and conferences. The COVID19 pandemic made it impossible to travel to present findings, and much hope was that travel could resume in the fall of 2021. Online events were substituted in the interim and the funding that had been earmarked for conference travel was saved for use in 2022 and 2023/24 when restrictions were lifted. The list of some of the presentations can be found in the document

5. 主な発表論文等

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3. 雑誌名 In D. Tatsuki (Ed.). Innovations in the Teaching of Pragmatics. Tokyo: JALT Pragmatics SIG.	6. 最初と最後の頁 150-153
掲載論文のDOI (デジタルオブジェクト識別子) なし	査読の有無 有
オープンアクセス オープンアクセスとしている (また、その予定である)	国際共著 該当する

1. 著者名 TATSUKI Donna	4. 巻 1
2. 論文標題 Repair Strategies in the Model UN Corpus of English (MUNCE).	5. 発行年 2023年
3. 雑誌名 New Perspectives: A Journal of TESOL Italy	6. 最初と最後の頁 -
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2. 論文標題 Book in Focus: Model United Nations Simulations and English as a Lingua Franca	5. 発行年 2023年
3. 雑誌名 https://www.cambridgescholars.com/news/item/book-in-focus-Model-United-Nations-Simulations-and-English-as-a-Lingua-Franca-New-Perspectives-on-Best-Practices	6. 最初と最後の頁 -
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1. 著者名 MORBIDUCCI Marina & TATSUKI Donna	4. 巻 1
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4. 発表年 2022年～2023年

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3. 学会等名 2nd international Conference on Bilingualism, University of Malta, March 25-27, 2019 (招待講演) (国際学会)
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1. 発表者名 Morbiducci, M & Tatsuki, D.
2. 発表標題 ELF, Affect and Attitudes in Model United Nations Simulations.
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2. 発表標題 A Taste of MUN.
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2. 発表標題 ELF, MUN and TIGs: Three Realities in Interaction.
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1. 発表者名 L. Zenuk-Nishide & Tatsuki, D.
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1. 著者名 Tatsuki, D. & Zenuk-Nishide	4. 発行年 2021年
2. 出版社 Cambridge Scholars Publishing	5. 総ページ数 225
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1. 著者名 Zenuk-Nishide, L., Hollenback, M. & Tatsuki, D. In Graziano & Cinganotto (eds.)	4. 発行年 2021年
2. 出版社 Cambridge Scholars Publishing	5. 総ページ数 247
3. 書名 Technology Enhances CLIL Model United Nations Preparation and Simulations. Pedagogical and Technological Innovations in (and through) Content and Language Integrated Learning	

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3. 書名 Routledge Handbook of Second Language Acquisition and Pragmatics	

〔産業財産権〕

〔その他〕

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6. 研究組織

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7. 科研費を使用して開催した国際研究集会

〔国際研究集会〕 計2件

国際研究集会 Global Negotiation Symposium	開催年 2019年～2020年
国際研究集会 NMUN Kobe	開催年 2022年～2023年

8. 本研究に関連して実施した国際共同研究の実施状況

共同研究相手国	相手方研究機関
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