Model United Nations Simulations and English as a Lingua Franca

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New Perspectives on Best Practices

Edited by

Donna Tatsuki and Lori Zenuk-Nishide

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PREFACE

A series of symposia held in conjunction with English language MUN simulations in Japan form the basis for this book project. The Global Negotiation Symposium (GNS) is held annually and concurrently with the Japan University English Model United Nations simulation. The GNS offers opportunities for participants to observe students negotiating at a live Model United Nations (MUN) simulation and to learn more about MUN simulations as a community of practice. In so doing, the GNS bridges theory, research and practice of negotiation to support teachers with practical skills, language and evaluative frameworks.

Another strong consideration while planning this book project was our awareness of the use of English as a Lingua Franca (ELF) by the MUN participants and the realization of ELF's growing importance as a political and communicative force in the world. With this realization came the impetus to prepare a volume that went beyond descriptions of MUN simulations but to integrate an ELF perspective. This meant seeking additional authors to round out the topics. By doing this, we could provide researchers, negotiation practitioners, and language teachers with a forum in which to share their insights on ELF as well as best practices in MUN simulations. It is our hope that future application of these best practices will significantly enrich the pedagogic environments designed for MUN delegates who are both non-native and native speakers of English.

Our interest in MUN has developed over a few decades. Lori had 17 years of experience with Japanese students doing MUN in English (classes and conferences) at the high school level before joining the faculty at Kobe City University of Foreign Studies (KCUFS) in 2007. With her colleagues, she established the world's first high school level MUN for second language learners in Kyoto (see chapter 1 for more details) and led a team to design a full MUN curriculum. Upon her arrival at KCUFS we both lobbied for the creation of MUN classes for which students could get course credit and later advocated the awarding of course credit for the arduous preparation and participation in regional and international MUN simulation events. As colleagues we have enjoyed bouncing ideas back

and forth and thankfully even our rare differences in perspective have helped us both grow.

In 2010, Lori spearheaded the efforts to establish an all-English MUN simulation at the university level that would offer Japan-based students of all language backgrounds an event within easy travel distance. As Donna was co-chairing the JALT (Japan Association for Language Teaching) International Conference in Nagoya that year, she persuaded the conference team to allocate a large meeting room in order to hold a MUN simulation event running concurrently with the academic conference to raise awareness and interest in MUN simulations. Thus, the now annual Japan University English Model United Nations (JUEMUN) simulation was born. The rules of procedure for JUEMUN were especially designed to support Japanese students to be able to negotiate better as well as to be more faithful to actual procedural practices of the real United Nations (UN).

Over the years we have prepared students for over 60 MUN conferences in Japan and abroad in Canada, China, Czech Republic, Germany, Italy, Malaysia, South Korea, Taiwan, United States. As part of that process, we have arranged briefings with ambassadors and regional UN-affiliated organizations, as well as official visits to several UN permanent missions in New York. Lori has continued to develop teaching materials that are empirically grounded through the genre analysis of UN documents and procedures. For instance, by developing scripts for use by meeting chairs, students could take on more responsibility and aspire to those positions even in highly competitive international events. She has also nurtured a student mentorship system within the MUN program at KCUFS that pushes students to higher and higher standards of performance.

We have also supported the development of other MUN simulation events in Japan and the Asia region (e.g., TEMUN, which is described in Chapter 6) by offering faculty training and development sessions. However, it is our work with NMUN that has had a huge influence on furthering MUN simulation development in Japan. Lori is the only educator from Asia (as of the time of this book printing) who has served on the NMUN advisory committee. Under her leadership, the NMUN organization has entrusted the hosting of two of their prestigious overseas events to KCUFS in Japan, the first in 2016 and a second scheduled for November 2022 (which had to be postponed from November 2020 due to the COVID-19 pandemic).

Thus, it is clear that we bring different but complementary qualifications to the topics explored in this book. However, as with most projects, many hands were lent to help make the work so much lighter. We are very grateful to the authors who agreed to participate in the book and showed great patience when the completion date seemed elusive because of the uncertainties of life being lived with COVID-19. When we had hoped to be editing chapters, we were suddenly re-designing entire syllabi for online remote teaching, learning the technology as we went along. Our authors remained steadfast and responded promptly to every request for clarification or revision. Our thanks also go to numerous colleagues and support staff at KCUFS who have helped us realize our visions for a larger MUN presence on campus and in Japan. Their support over the years has meant so much to us personally and professionally that it is hard to put those feelings into words. We also both would like to thank our spouses, Shigeo and Masaru, for being the supportive ears to hear our various complaints and frustrations during the project. Finally, we would like to thank Cambridge Scholars, the editorial staff and all others who supported us from the proposal stage right through to completion.

LIST OF ABBREVIATIONS

Abbrev.	Full Form	Pronunciation[1]
CEFR	Common European Framework of Reference	/sɛfɚ/
CLIL	Content and Language Integrated Learning	/klɪl/
ECOSOC	Economic and Social Council	/iykowsɑk/
ELF	English as a Lingua Franca	/ɛlf/
ESP	English for Specific Purposes	/iy ɛs piy/
GA	General Assembly	/dʒiy ey/
IB	International Baccalaureate	/ay biy/
MUN	Model United Nations	/mʌn/ indefinite article "a" as used in "a MUN simulation"
MS	Member State	
NMUN	National Model United Nations	/ɛn mʌn/
SC	Security Council	/ɛs siy/
SDGs	Sustainable Development Goals	/ɛs diy dʒiyz/
SLA	Second Language Acquisition	/ɛs ɛl ey/
UN	United Nations	/yuw ɛn/

[1] and notes on usage where necessary. If no pronunciation is listed, use the full form when reading aloud.

CHAPTER ONE

CONTEXTUALIZING NEW PERSPECTIVES: ELF IN MUN SIMULATIONS

DONNA TATSUKI & LORI ZENUK-NISHIDE

Introduction

This book explores three major themes: (a) English as a Lingua Franca (ELF) in the context of participant interactions while in preparation for and during Model United Nations (MUN) simulations, (b) the best practices currently employed to produce a high quality MUN simulation event and (c) the best practices currently employed to prepare delegates to make the most of their MUN experience.

English as a Lingua Franca

One strong consideration is the reality of ELF as a political and communicative force in the world—non-native speakers vastly outnumber native speakers of English (Graddol, 2006). According to Melitz (2018), roughly three times as many people speak English as a Lingua Franca as do those who claim English as their mother tongue. English can no longer be viewed as the "property" of English L1 speakers (D'Angelo, 2020) and native speakers should no longer have the monopoly on determining its standards or serving as its preferred teachers.

Although a lingua franca is defined as the language used by speakers of other different languages as a common means to communicate (Nordquist, 2020), it is important not to conflate the survival level English utterances made by tourists with what is considered to be English as a Lingua Franca (ELF). D'Angelo (2020) summarizes the distinction well:

> ELF is centrally concerned with how users of English from different international backgrounds, each using their own idiolect (individual variety) of English, come together to negotiate meaning and accommodate to one another to reach mutual understanding. (p. 363)

The "mathetic function" (Kachru & Smith, 2008, p. 3) of ELF makes it a powerful force "in international politics and diplomacy, international law, business, the media, and in tertiary education and scientific research" (Nordquist, 2020, n.p). Kirkpatrick (2007) notes that,

> English operates as a lingua franca at a number of different levels, including local, national, regional and international. Apparently paradoxically, the more localised the use of English as a lingua franca, the more variation it is likely to display… When used in a local setting, ELF will display identity markers. Thus, code switching and the explicit [use] of nativised norms can be expected. When used for international communication, on the other hand, speakers will consciously avoid the use of local and nativised norms and expressions. (p. 168)

ELF can be seen as a means of vital communication at a global level for all regardless of language background, even for English monolinguals who are willing to adapt and adopt. As Modiano notes, "lingua franca must be inclusive as opposed to exclusive. That is to say, it is imperative that our understanding of how English is used in Europe is integrated with a vision of a communicatively viable use of the language internationally" (2009, p. 62). Based on D'Angelo's own 2016 research, he noted that ELF speakers from a wide range of language and cultural backgrounds agree, that "grammatical accuracy is not vital, exposure to many varieties is essential, and that learning how to negotiate with people from other cultures is a crucial skill" (2020, p. 364).

So, if ELF is a powerful political force, it merits research into how it operates functionally. Therefore, it makes sense to look for contexts in which ELF is used that may serve as sources for data collection and corpus compilation. Although, the United Nations, the European Parliament and other official political bodies are perhaps the preferred sources, issues of security and political secrecy may bar researchers from full access to interlocutors. However, highly competent ELF users routinely take part in Model UN conferences and it could be argued that such events represent a microcosm of political and diplomatic talk in action in the world. Under this assumption, it makes good sense to make MUN interactions by ELF users the focus of sustained research. That is the context for this book.

A Short History of Model UN Simulations

This part of the chapter starts with a disclaimer: Due to the decentralized and geographically scattered locations of MUN events, it is notoriously difficult to offer a full view of the history of MUN simulations, so this attempt makes no claim to comprehensiveness. However, it does aim to provide a context that will help show how these events became an important global location of ELF-user interactions.

Beginnings of MUN

Most will agree that MUN events evolved from simulations of the League of Nations, and one of the earliest such events was held in 1927 (NMUN, 2021). From 1943 to 1944 these model League of Nations events evolved into MUN-like simulations (composed of the Allied nations). However, the first conference to be held after the ratification of the UN Charter that simulated one of the organs of the United Nations (the General Assembly) was the "Middle Atlantic Model (UN) General Assembly" hosted by Lafayette College in 1946 (NMUN, 2021). Apparently, the first MUN conference simulating multiple organs of the UN was held at St. Lawrence University in 1949 (Pink & Rutherford, 1957).

The first recorded high school level MUN in North America (and possibly the world) was held in 1952 in Berkeley, California. To this day, the Berkeley Model UN (BMUN) is a large conference that attracts more than 1000 participants annually (Chan, 2016). In 1953 the Harvard MUN was established, followed by the Harvard National MUN in 1954. HMUN, HNMUN and NMUN continue to be the largest annual conferences, and as a country the United States

> …continues to be the most developed Model UN country in the world by most measures: total conference attendance, number of large conferences (1500+ delegates), mass availability of conferences at all academic levels, innovation of MUN committees (e.g. diversity of crisis committees), and academic rigor in MUN due in part to the existence of MUN classes at the high school and university levels and in part to the top-tier universities that draw top students from around the world as conference staff and participants. (Chan, 2016, n.p)

Since 1982, NMUN has been formally recognized by the United Nations Department of Global Communications and as a United Nations Academic Impact member since 2013. As "a recognized Non-Governmental Organization (NGO) formally associated with the United Nations Department of Global

Communications" NMUN enjoys the privilege of being permitted to hold closing sessions in the General Assembly Hall at the UN headquarters in New York City—they were the first so honoured in 1952. Illustrious Keynote speakers in their UN headquarter sessions have included Eleanor Roosevelt (1956,1961), UN Secretary-General Kofi Annan (1999), and UN Secretary-General Ban Ki-moon (2008, 2015). Also it should be noted that NMUN initiated the effort to ensure that the rules of procedure used in their conferences were consistent with real UN rules. In the 1990s these adapted rules were examined and approved by United Nations Institute for Training and Research (UNITAR).

MUN Moves Abroad

Model UN events spread to international high schools in Europe in 1968 with The Hague International Model United Nations (THIMUN) conference, followed by international high schools in the Middle East and Asia. Most international schools offer the International Baccalaureate (IB) Program and, according to Chan (2016), MUN could be useful "as a possible internal assessment of the IB Global Politics course" (2016, n.p).

Harvard expanded their international reach by founding Harvard WorldMUN in 1991. According to Chan, "WorldMUN has been hosted in over 20 countries on six continents and today is among the largest and most internationally diverse conferences in the world" (2016, n.p), which is a strong indication that MUN events are good potential sources of ELF interaction data.

According to an article by Handa (2013), MUN started in India in 1996 at The Cathedral and John Connon School in Mumbai (called the Cathedral MUN) and from 2001 the Indian MUN conference was held in the Ryan International Group of Schools chain. In 1998, Benilde College in the Philippines initiated its first MUN as part of their Consular and Diplomatic Affairs program and over the past two decades it has grown to be the largest MUN held in the Philippines.

NMUN looked to expand their international reach in 2007, holding their first NMUN event outside of the United States in China in 2008, followed by Ecuador, Czech Republic, France, Ecuador, South Korea, Italy, Czech Republic, Japan, Canada, Ecuador, China, and Germany (NMUN, 2016). Currently, more than half of the participants in their huge New York event could be considered ELF users, with that proportion rising further in their off shore events.

UNA-USA, an American grass-roots movement dedicated to promoting US engagement with and leadership at the UN, which is also part of the World Federation of UNAs (WFUNA), supports a number of MUN-related initiatives including the MyDiplomat App. This App enables players to take part in 50-minute simulations on topics as diverse as "International Zombie Pandemic, Global Climate Emergency, and Syrian Refugee Crisis" (UNAUSA, 2020).

In recent years, the WFUNA itself has begun supporting the WFUNA International Model United Nations (WIMUN), which they claim is

> …the most accurate simulation of the United Nations in the world. Located in New York City, Geneva, and Seoul, the World Federation of United Nations Associations aims to precisely simulate the United Nations in Model UN programs and provide students with the most realistic experience possible. (WFUNA, 2020)

The United Nations Department of Global Communications has published a new guidebook (UNDGC, 2020) to help MUN planners produce a simulation that more closely emulates authentic UN practices. Also, UNDGC have found a way for UN staff and diplomats to connect with MUN groups through "The Real United Nations: An Interactive Briefing Series for Model UNs," though so far only in the New York area (UN, 2020).

MUN in Japan

In 1982 a Model United Nations Committee was formed in Japan and by 1983 the first Model United Nations organization (the forerunner of JMUN) was founded with the support of former United Nations High Commissioner for Refugees, Sadako Ogata. Initially the group prepared delegates to participate in the annual NMUN event in New York but over the years began to support club activities and host events at the local and national level. Students from leading universities all over Japan participate in this club/circle-based organization. Most of the training and competition is done in Japanese and the organization is generously supported by the Japanese Ministry of Foreign Affairs. Participants in JMUN have gone on to careers in government, NPO/NGOs, and UN agencies, as well as prestigious posts in the private sector.

The Kansai High School Model United Nations (KHSMUN), which started in 1990, is possibly the first high school level MUN conference for EFL (English as a Foreign Language) students. It took its inspiration from

the Marist Brothers International MUN, which is the oldest High School level MUN in Japan (among international schools), having started in 1986. In the 30 years since KHSMUN's inception, the conference has developed into a three-day event that plays host to hundreds of student delegates to simulate the United Nations General Assembly (Adamson, 2013). This annual conference is held in Kyoto in June (for more information see their website at http://www.khsmun.com/2016/khsmun.php).

In 2007, another high school level event was founded: The All Japan High School Model United Nations Conference (Global Classrooms, 2020). This two-day conference is held in Tokyo every November. Students from throughout Japan go through a screening process in order to participate. Through their participation, delegates have a chance to be selected as members of a fully funded, all expenses paid Japanese delegation to the Model United Nations International Conference for High Schools which is held in New York in May of the following year.

In 2010, the Japan University English Model UN (JUEMUN) was founded to give Japanese university students an opportunity to participate in an all-English event in Japan (for more information visit https://juemun.org/). Among the various rationales for starting JUEMUN, one was in response to a perceived need. The working language in the events hosted by JMUN is (and was) Japanese (with a limited number of meetings or sessions held in English). Only a limited number of students are sponsored by JMUN to go to MUN events in North America, so a lot of university students were looking for an all-English alternative event. Furthermore, even students who plan to travel to international-level events can benefit from doing an event locally first. Currently, JUEMUN is comprised of a consortium of universities that take turn hosting the event (annually on the third weekend in June).

Although in recent years other MUN groups have put on local events, primarily for the benefit of their own school community, JUEMUN continues to be the main fully collaborative consortium offering a world-class MUN simulation opportunity in Japan. The common goal in Model United Nations (MUN) simulations is to prepare students to solve complex problems that are associated with living in a technological, competitive, and globally connected world.

ELF, Global Education, and Learning in MUN

Model United Nations (MUN) simulations, no matter where in the world they are held, are uniquely positioned to help students develop both their language ability and their global competencies (Simpson & Kaussler, 2009; Engel et al., 2017). The ability to negotiate constructive resolutions in the face of conflicts of interest may well be one of the most in-demand 21st century skills. Negotiation requires more than just strong language ability. It requires being able to listen to and communicate with others. This communication may occur with others who have various language abilities as well as diverse academic, professional and cultural backgrounds in what is relentlessly becoming a global society.

MUN simulations are also ideal opportunities for learners to experience and for researchers to study English as a Lingua Franca (ELF) in an intensely communicative context. Both MUN and ELF can be seen as communities of practice as they both involve mutual engagement in a negotiated joint enterprise using a shared repertoire (Wenger, 1998). It is within such an intense communicative context that the first part of this book resides.

In the opening chapter of the first section Donna Tatsuki (*The Compilation of A Model UN-Based Corpus of Spoken ELF*) outlines the efforts to gather a specialized corpus of MUN simulation interactions to augment the existing ELF corpora, which started with VOICE (the Vienna-Oxford International Corpus of English) and was soon followed by ACE (the Asian Corpus of English).

Chapter three (*Promoting Intercultural Sensitivity and Awareness of English as a Lingua Franca through the Practice of Model United Nations*) by Yuko Ikuta and her colleagues Reiko Takahashi and Yuko Kitamura investigates the links between MUN simulations, enhanced mindfulness of ELF and the development of intercultural sensitivity. Through a series of focus interviews with less proficient ELF speakers, the research team endeavored to learn more about the strategies they employed in their attempts to interact with others during the simulation.

Donna Tatsuki and Marina Morbiducci explore the ELF in MUN experience in chapter four (*Mini MUN Simulations in ELF Contexts*) with a special focus on TIGs (Transient International Groups) as defined by Pitzl (2018). The structure of the event is outlined with the intention of encouraging

other teachers of English to give their students even a small taste of the MUN experience.

In chapter five (*ELF and MUN Perspectives on Learner Autonomy*), Miwa Ueda provides a background understanding of the importance of cultivating learner autonomy and its connection to MUN simulations. As well as developing the 21st-century skills mentioned earlier, participants also gain their first authentic experience using English as a *lingua franca*, which is an important step to help them transition from an EFL deficit position to an ELF mastery and ownership orientation.

Carol Inugai-Dixon describes a unique MUN simulation, Tsukuba English MUN (TEMUN) in chapter six (*Aligning the Principles and Practices of IB and TEMUN*). Students participating in a two-year Master's of International Education (MIE) Program at the University of Tsukuba can get credits towards their degree and an International Baccalaureate Educator Certificate (IBEC) by taking part in TEMUN. Because many of the student body in the MIE program come from all over the world (not only Japan), a unique opportunity arose to allow students to represent their own countries in the MUN simulation. Inugai-Dixon reports on the insights gained through interviews with five students about their TEMUN experience.

Best Practices in MUN Event Preparation

A method or technique that produces superior results or has become a standard way to operate is often labeled a best practice. The subjective quality of the word "best" may be problematic, so it is useful to reframe these methods and techniques as examples of a smart practice, a good practice, or a promising practice. Most of the contributors to this book share some aspect of delegate preparation that they believe has worked exceptionally well and their insights as to why their methods work. By gathering many insights from a variety of people/contexts we can get a better picture of the good/better/best ways of getting through the MUN preparation process.

In chapter seven, Lori Zenuk-Nishide and Michael Hollenback introduce a range of cutting-edge procedures to offer a MUN experience online, which was necessitated in response to the global pandemic starting in 2020 (*An ELF Online MUN Simulation*). While many MUN events were canceled outright, Zenuk-Nishide and Hollenback pioneered various ways to move

to a remote yet interactive alternative. Even after the time of the writing of this chapter, they have continued to show leadership in providing a global-level MUN experience despite travel restrictions and social distancing requirements.

Michael Hollenback provides a concise description of the structural backbone of MUN events in chapter eight (*Rules of Procedure for ELF MUN Simulation Events*). This is the structural core for the community of practice that influences the vocabulary, register and interactional momentum among delegates. It not only provides a way to move through the flow of the simulation smoothly, it offers an authentic taste of real-world, real-UN collaborative practices.

In the ninth chapter (*The Role of Digital Technology in Model United Nations Preparation and Events*), Neil Cowie explores the use of digital technology by MUN facilitators and participants and alerts the reader to some of the pitfalls and concerns that may arise.

Best Practices in Delegate Preparation

The third section of this book narrows its focus to the level of delegate preparation. Six chapters address issues of concern faced by trainers engaged in preparing delegates regardless of the target event.

In chapter 10, Keiji Fujimura (*A Qualitative Needs Analysis of University Students Participating in the Model United Nations*) considers the preparation needs of students at various CEFR levels in order to successfully participate in a MUN simulation. He notes that as well as language preparation, there needs to be intercultural training on interactional styles in order to enable participants to be effective.

Chapter 11 (*A Genre-Based Approach to MUN Position Paper Writing*) by Lori Zenuk-Nishide uses a genre approach to enable student delegates to write convincing and stylistically appropriate position papers that mirror authentic UN documents. She offers plenty of examples that would be helpful to MUN event trainers and facilitators who want to learn a systematic approach to this aspect of the MUN experience.

Michiko Kuroda puts her formidable UN and diplomatic experience to good use in her explanation of how to be an effective Faculty Advisor (FA) in chapter 12 (*An Integrated Approach to the Teaching of Model*

United Nations). She provides a series of learning activities to support her integrated three-component approach in which the FA functions as a coach. Through this chapter we come to understand how the hands-on, active learning done throughout the preparation and participation in a MUN simulation event serves to develop valuable life skills.

Andreas Müglich pulls the reader right into the experience of preparing for a MUN simulation in chapter 13 (*Preparation Process for MUN Simulations—the Monster Gruffalo*) by breaking down the incredibly complex task into just-right-sized pieces, pedagogically speaking. He stresses the importance of getting students involved as teachers, not only as a powerful pedagogical choice, but as a means of building in better sustainability for the group.

Chapter 14 by Thomas Weiler (*Preparing your Team for MUN Simulations—A "Best Case" Scenario*) shares some of his personal MUN journey from delegate, to mentor, to organizer. He then outlines what should happen, when, and be done by whom in order to prepare for a conference. He also gives suggestions for making the most of the MUN conference before, during and after the event.

In the final chapter (*Evaluating One-Minute Policy Speeches in MUN Simulations*) Ran Fan focuses on the short policy speeches that are done very early in each MUN simulation. Her goal was to enable students to self- and peer-evaluate effectively so that they can be encouraged to prepare more expressive and compelling policy speeches. However, it soon became evident that in order to provide clear and useful rubrics to students, she needed to develop a proper instrument. She did that by performing a qualitative analysis of 20 oral presentation rubrics following the KJ method and identified 11 presentation domains that contribute to overall performance.

This volume represents a pioneering development in MUN simulation scholarship. Model United Nations (MUN) simulation events have been held for more than 70 years. Until recent years, most published research was framed within the context of politics and international relations programs in linguistically "Inner Circle" countries despite the fact that MUN simulations are increasing in number in "Outer Circle" English as a Lingua Franca (ELF) contexts. This reflects the reality that the majority of English spoken globally is ELF. MUNs are uniquely positioned to help students develop their language ability and their global competencies.

MUN simulations are also ideal opportunities for learners to experience ELF in an intensely communicative context.

In the past 10 years, interest by researchers and teaching professionals in MUN events has been growing. More and more events are becoming embedded in college curricula as credit bearing courses and thus there is a growing need and expectation to professionalize the trainers, instructors and leaders of these events. Furthermore, researchers in language (especially in the areas of English as a Lingua Franca, Second Language Acquisition (SLA), and Applied Linguistics) as well as in Education (specifically teacher training in the use of games and simulations) are developing cross-disciplinary partnerships with researchers in political science, economics and business who have been the main proponents of MUN simulations in the past.

This book offers more than just professional tips for each stage of MUN delegate training; it offers a collection of research-based insights and best practices for practitioners interested in preparing students to be Model United Nations delegates especially in English as a Lingua Franca (ELF) contexts.

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SECTION 1

ELF, GLOBAL EDUCATION, AND LEARNING IN MUN

CHAPTER TWO

THE COMPILATION OF A MODEL UN-BASED CORPUS OF SPOKEN ELF

DONNA TATSUKI

Introduction

English is used widely in the world, and it is important to note that its users are most often people for whom English is not a native language (Kirkpatrick, 2013). According to one estimate, there may be upwards of 800 million speakers of English in the Asian region alone (Bolton, 2008), and for the most part, they are bi- or multilingual. The establishment of a framework to describe English as a Lingua Franca (ELF) has challenged applied linguists to rethink their conceptions of language use in light of rapid globalization. Seidlhofer defines ELF as "any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option" (2011, p. 7).

As Breiteneder et al. (2006) note, ELF "is a well established means of communication, not only in public domains of use like politics, business, education, and science, but also in private interactions between individuals" (p. 161); thus the compilation of VOICE, the Vienna-Oxford International Corpus of English, was undertaken in order to represent ELF in written form for the purposes of linguistic analysis and description. Several years later the Asian Corpus of English (ACE) began its compilation process to provide some global/regional counterbalance to the Eurocentric sources of VOICE. While these corpora are important resources in the description and study of ELF, there certainly is room for other, specialized corpora to offer glimpses into communities of practice not yet accounted for and thereby providing a more nuanced understanding of ELF in use.

In response to this challenge, the MUNCE (Model United Nations Corpus of English) spoken corpus is currently being compiled at the department of

English Studies, Kobe City University of Foreign Studies in Japan, and aims to eventually attain a size of one million words. This is meant to provide an additional database of transcribed spoken ELF interactions to supplement the pioneering work of VOICE (Vienna-Oxford International Corpus of English) and the more recent Asian Corpus of English (ACE) described in Kirkpatrick (2013).

The initial motivation for compiling a corpus that is similar to VOICE and ACE is to facilitate linguistic analysis and description of language occurring in interactions among MUN participants. More specifically, such a corpus will allow researchers to go beyond the analysis and description of the distinctive linguistic features of MUN simulation situated ELF to the crucial identification and description of breakdowns in communication in terms of type and cause, as well as the identification and description of communicative strategies employed by MUN simulation situated ELF users. Finally, these analyses and descriptions can also inform the creation of authentic, grounded teaching materials for the preparation of future MUN participants.

Despite the many years that MUN simulations have been in existence (see Chapter One for a short historical account) 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. This paper reports on the methodical obstacles faced by the project members (Donna Tatsuki and Lori Zenuk-Nishide) in the earliest stages of the corpus compilation and how each obstacle has been dealt with and mitigated.

Locating Spoken ELF in MUN Simulations

In accordance with the arguments offered by Breiteneder et al. (2006), external selection criteria were employed as a means of identifying and locating ELF data. Specifically, our general working premise was that the "contents of a corpus should be selected without regard for the language they contain, but according to their communicative function in the community

in which they arise" (Sinclair, 2004, p. 5) coupled with the widely accepted definition of ELF as "the communication between fairly fluent interlocutors … from different first language backgrounds, for whom English is the most convenient shared language" (Breiteneder et al., 2006, p. 163).

Although a narrow definition of ELF stipulates it is "a language used with no native speakers" (cf. Seidlhofer, 2001, p. 146) the MUN environment immediately poses a problem for such a restriction since native speakers of English do participate in MUN events. However, the overall impact based on the sheer numbers of native speaker participants may vary widely from one event to another. For instance, events held in countries where English is not a native language typically have a much bigger proportion of ELF speakers than events held in North America. Therefore Sinclair's (2004) second admonition to would-be corpus designers to make the "corpus as representative as possible of the language from which it is chosen" (p. 6) will require some deep consideration at the data-collection stage (see next section).

Another criterion required us to ensure that the spoken data collected was non-scripted ELF speech. Therefore, speeches and utterances made during formal debate would not be considered appropriate to include in the final corpus since both involve rigorous, scripted preparation. However, a much larger amount of time during typical MUN events is devoted to informal caucusing in which participants directly negotiate with each other. Although they may have a desired communication goal in mind, the way the participants interact is completely spontaneous and locally generated (see next section for details).

Principles for Collecting and Selecting Data

Breiteneder et al. (2006) make a point of differentiating between data collection and selection, insisting that they are separate even if they are related. Data collection comes first and must be done in a systematic fashion. As the focus of this corpus is the description of ELF, the capturing of interactions by ELF speakers is a priority. One concern however is the balance of first-language speakers in the ELF population. Because much of the data collection will be done at MUN events in Japan, it might be inevitable that Japanese speakers of ELF will be over-represented. Although Atkins et al. (1992) state that "knowing that your corpus is unbalanced is what counts" (p. 6), attempts to counteract the

problem of overrepresentation will be part of a continuous process of evaluating the data at the collection and selection stages.

It may well be decided that additional data collection at MUN events in different geographical locations might be advisable to address the over-representation of any single ELF population. Similarly, there is concern about ensuring that the corpus be balanced for gender among MUN participants. Some MUN events attract proportionally more female participants (in regions where women's colleges are numerous). Therefore, some adjustment via targeted data collection may be required.

As mentioned in the previous section, a valid spoken corpus should consist of spoken real-life interaction that is not scripted, be interactive and involve two or more speakers and be considered to be naturally occurring speech, that is, not elicited for the express purposes of research. Therefore, phases of a MUN simulation involving informal debate (caucusing) rather than formal debate (speech making, standard whole group meeting) would be considered to be appropriate. Informal debate dominates MUN simulations in terms of the amount of time engaged and can start within the earliest minutes of the meeting once some opening speeches have been heard.

Moreover, a later stage of caucusing involves the formation of groups for the purposes of writing working papers, which are the precursors of resolutions (note that some MUNs create working groups in the form of regional blocs or based on agenda topic so this phase occasionally begins earlier). The interactions within the working paper groups are also spontaneous and unscripted, thus suitable for collection.

Based on these points, it has been decided that informal caucusing sessions and working paper writing groups would be among the ideal recording targets. Furthermore, since it was deemed important to capture a range of speech events, it was decided that in addition to the early stage caucusing for working group formation and for working paper negotiations, data collection would also target peer-mentoring sessions, which were entirely spontaneous and unscripted.

Having targeted and collected naturally occurring interactions, the next concern is to select those segments that are not only of high quality (audible, transcribe-able) but also match the analytical purposes of the corpus. When playing back the recordings, decisions have to be made to

include only the most active episodes from among collected data. Among the fragments that may need to be excluded are long stretches of mono-logic speech, or talk that was unrelated to MUN (e.g., personal communication that should be treated as confidential). However, in some cases (i.e., during mentoring sessions), clearly unscripted mono-logic stretches might still be included, especially if they contain narrative elements or are deemed interactive by way of being sensitive to the listeners or encouraging listener reaction and participation.

Another selection issue concerned the linguistic identity of the speakers. Since this is an ELF corpus, ideally the interlocutors should be ELF speakers. This is not to say, however, that any interaction that included a native speaker of English would be automatically excluded; it would be carefully examined before a decision was made to include or exclude it.

Dealing with Methodological and Technical Obstacles

Researcher access is an issue that needs to be explained. It is common practice for MUN organizers to ask all participants to voluntarily sign consent documents and, for the record, most participants do willingly comply (aside from the ethical issues regarding the protection of speaker identities, which will be discussed later). However, because of the dynamic flow of the informal (caucusing) phases of the meeting, in which delegates are free to move around and interact with whomever they want, it is very difficult to rely on pre-set, fixed cameras or audio equipment. Indeed, the use of video cameras introduces a number of challenges as they "present a greater intrusion in and corruption of a naturally occurring situation, but they are also costly and rather complicated to deal with" (Breiteneder et al., 2006, p. 170).

The noticeable presence of a camera may certainly cause "intrusion" and "corruption" of the data collection opportunity, so several methods were employed to avoid such a problem. One method was to place small audio recorders near interacting groups and then supplement with field notes and a zoomed-in but distant (unobtrusive) video camera. Such a mixture of audio supported with field notes and fixed video was successful to some extent during working paper writing groups since the groups were seated or stationary and many of the interlocutors were peering at the computer screen over the shoulder of the person typing. The fact that all speakers were oriented towards the computer screen ensured that the video could capture their faces, which would assist in the identification and