

Preparing Students for JUEMUN

Investigating beliefs about JUEMUN
participation and introducing the
JUEMUN Bot

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Global Negotiation Symposium 2026
Kobe City University of Foreign Studies

How is JUEMUN explained to students?

JUEMUN is explained to students in two primary ways:

International Experience

Global Engagement & Perspective

- Interact deeply with students from diverse cultural backgrounds in a highly collaborative environment.
- Express opinions on global issues and practice active discussion and negotiation in English.
- Overcome language barriers and build international networking skills.

Job Hunting

Career Advantages & Impact

- Demonstrate high motivation and active engagement to global and engineering corporations.
- Showcase practical teamwork, critical thinking, and structured debate experiences to potential employers.
- Highlight your growth from limited discussion background into a capable international communicator.

Who Are Our Students?

Basic Information

Technical University (n = 20)

Academic Year	1st-year (15) 2nd-year (5)
Gender	Male (17) Female (3)
MUN participation	1 time (17) 2 times (3)
Majors	Mechanical engineer (9) Electronics and information networks (3) Civil engineer (3) Applied chemistry (2) Infrastructure design (2) Electrical Engineer (1)

English Experience

CEFR A2-B1 range

- 1-semester English conversation course (spring)
- 1-year PBL-based English course
- All first-time delegates must be enrolled in JUEMUN Preparation Course

JUEMUN Preparation Course

Workshop A:

15, 90-minute lessons conducted in English (10-11 completed by JUEMUN)

- JUEMUN-specific topics (Writing Position Papers, Participating in the Meetings, Negotiations, Speech Giving, Making Amendments, Voting process)
- Speech and Position Paper feedback
- Introduction to and practice of JUEMUN specific language (spoken and written)

Research Focus

Research Questions:

How do students' beliefs change throughout the 3-day JUEMUN conference?

What are students' perceptions of using JUEMUN Bot as a preparation assistant for MUN?

Methodology

Classroom & Research Design

1. Classroom Intervention (AI Integration)

In the classroom, custom-built **GPTs (JUEMUN Bot)** were actively integrated and utilized as a preparation assistant.

2. Multidimensional Evaluation Metrics

Conducted a study in 2025 utilizing a multidimensional approach to gather quantitative and qualitative data on both learning outcomes and psychological transformation.

- **Self-Perceived AI Effectiveness Measurement:** Specific impact and utility of chatbot learning support on the preparation process.
- **Psychological & Emotional Impact:** Anxiety regarding English skills, confidence during negotiation, and intrinsic motivation to participate in JUEMUN.

3. Research Methodology

Mid-conference surveys and post-conference 6-point Likert scale survey

Responses



Theme 1: Developing confidence in English

Day 1

Conference speed was very fast. I did not have time to think. On the second day, I want to be able to reflexively join in the conversation.” –Takumi

“First, I couldn’t follow the English conversation. Second, I couldn’t make sentences which I want to say. In tomorrow conference, I want to try to speak English more.” –Shun

Day 2

“I think it is less difficult than yesterday... I think it is good that I could negotiate with facilitator.” –Haruto

“I felt calmer than yesterday and was able to act more proactively.” –Daiki

Day 3

“I was so nervous when JUEMUN started but now, I think it is interesting days... I’m proud of my opinion is adopt.” –Haruto

“Compared to the first day, I was able to have a lot more conversation.” –Daiki

Theme 2: Perceptions of the Conference

Day 1

“I was disappointed by the high level of the people around me.” –Kosen

Day 2

“I think it is very difficult because my committee members spoke too fast. But they are kind and will help you when you ask. They also speak English very slowly.” –Hayato

Day 3

“If I had to sum up these three days in one word, it would be “challenging.” I’m deeply frustrated that I couldn’t contribute as much as I wanted. But I won’t forget this experience of struggle — and next year, I’m determined to be someone who can fully participate in the discussions.” –Daiki

Theme 3: Sense of Achievement

Day 1

"I was able to speak during the committee session... I was happy that I could raise my hand." –Hana

Day 2

"I was able to complete my operative clause by combining my own ideas with the input of others." –Daiki

Day 3

"I'm proud that my opinion was adopted." –Haruto

Theme 4: Persistent Communication Challenges

Day 1

"I was so busy listening to what the other delegates were saying that I couldn't express my opinion well." –Yuma

"It was really difficult for me to understand what the native speakers were talking about."
–Masato

Day 2

"Sometimes, I still miss in talking, and can't understand the contents."

Day 3

"I tried to add some amendments, but it was difficult because the content of other people's opinions was difficult." –Sota

"It was hard to go into the while Americans are talking." –Mio

Theme 5: Desire to Improve English

Day 1

“Tomorrow I want to try to speak English more.” –Shun

Day 2

“Tomorrow is the last day, so I want to speak up more.” –Hiyori

Day 3

“On the third day, just like on the second day, I was able to speak several times in the committee, which was good. However, I regret that I couldn’t speak during the regional block discussions. From now on, I want to improve my English so that I can speak up more and actively communicate with others without staying silent.” –Nanami

Main issue

Workshop A: Only 10-11 weeks

Limited in-class time to instruct students how to
1) research and understand the necessary
background information, 2) write a Position
Paper, 3) write and give MUN speeches, 4) use
MUN language in roleplay scenario

How can we supplement the coursework to give students more one on one feedback, practice, and support?

JUEMUN Bot

Functions:

- providing just-in-time support
- explanations of specific JUEMUN key points
- research support
- oral practice



Perception of JUEMUN Bot

Usefulness
(4.7)

“In informal sessions, it was useful as a tool for translation and organizing what I wanted to say.” –Kenta

Perception of JUEMUN Bot

Ease of
Use
(4.8)

“I often used it when I got stuck, and it was easy to use.” –Daiki

Perception of JUEMUN Bot

Reliability
(4.1)

“Sometimes it provided incorrect information, so its reliability was low, but it was still helpful in understanding the flow of the meeting.” –Takumi

Conclusions

While students were often critical about their own English ability, they held strong beliefs of the value in attending JUEMUN.

Students recognized that JUEMUN provides an opportunity to experience a diverse, multinational, cooperative experience in a safe setting.

JUEMUN Bot is perceived to be a practical support tool for preparing for and participating in JUEMUN.

Students are aware of the limitations of current LLMs, demonstrating critical AI literacy.

Future Research

How are students using JUEMUN Bot?

Efficacy of JUEMUN Bot on delegate performance

Potential areas where JUEMUN Bot could substitute in-class lessons without reduction of efficacy

Comparison of JUEMUN Bot to other LLMs (i.e., ChatGPT) to compare overall hallucination rate

Thank you

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