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Style Shifting in First-encounter Conversations between Japanese Speakers

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Style Shifting in First-encounter Conversations between Japanese Speakers

by

Kenichi Shinkuma

A thesis submitted in partial fulfillment of the
requirements for the degree of

Master of Arts
in
Japanese

Thesis Committee:
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ABSTRACT

This study examines style shift between formal and informal styles in first-encounter conversations between Japanese native speakers and demonstrates how the speakers shifted the speech style in the context. Many researchers have studied this type of style shift and demonstrated that style shifts occur within a single speech context where social factors, such as differences in age, status, and formality remain constant (e.g., Cook, 2008; Geyer, 2008; Ikuta, 1983; Maynard, 1991; Okamoto, 1999). This study contributed support to these previous studies. In this study, both quantitative and qualitative analyses focusing on Japanese native speakers' use of style shifting in first-encounter conversations were conducted.

The data came from four dyadic first-encounter conversations between Japanese female speakers. The conversations were audio-recorded in a room where the researcher was not present. After recording the four conversations, the researcher conducted follow-up interviews in person or by phone in order to check the validity of my analysis collected for this study.

Overall, all the speakers shifted between formal and informal styles at least ten times, indicating that they did not speak exclusively in one style or the other in the current data. The frequency of style shifts varied depending on the speakers, but in each conversation, the older partners of the pairs shifted their speech style more frequently than the younger partners of the pairs.

Furthermore, this study found six factors that accounted for style shifts between the formal and informal. When (1) introducing a new topic and (2) closing a topic, speakers shifted from informal to formal style. This signaled the opening of a new topic

directly to the addressee. On the other hand, they shifted from formal style to informal style when (1) expressing feelings, (2) using self-directed utterances, (3) asking questions for confirmation or inference, and (4) adjusting to the context (formality and/or deference). The follow-up interviews revealed that the factors referred to as (1) expression of feelings, (2) self-directed utterances, and (3) questions for confirmation or inference were used by some speakers unconsciously. The self-directed utterances of factor (2) were divided into three types: soliloquy-like remarks, asking oneself a question, and recalling something. Factor (4) adjusting to the context (formality and/or deference), formal style was used to show politeness toward the addressee, and informal style was used to show friendliness, casualness, or empathy. Friendliness, casualness, or empathy was conveyed by use of informal style when the speakers' utterances brought laughter to the context and/or when the speakers showed empathy for the addressee.

DEDICATION

To my family for their endless love and support.

Mom and Dad, thank you very much. And I love you.

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I would like to express my deep appreciation to the following people:

My thesis advisor, Dr. Suwako Watanabe, for her patience, warm support, and knowledge in guiding me through the process of completing of this project. She always made time for me and guided me to the next step with her pertinent comments. I could not have completed this project without her guidance, kindness, and encouragement. Dr. Patricia J. Wetzel, who gave me the opportunity to teach and study Japanese at PSU. It has been an inspirational and exciting experience. Thank you for patiently pushing me through the basics of sociolinguistics, for challenging me, and for giving me comments on my research. Dr. Emiko Konomi, who taught me about effective teaching Japanese language and gave me feedback to my earlier draft. I was always cheered up after visiting her office, and her energy allowed me to succeed in teaching Japanese language. Mark Landa and Jessica Kindler for their very thoughtful and very careful feedback on my work. Their thoughtful comments and insights were invaluable in revising this thesis and helped me to understand it in new ways. Finally, I am extremely grateful to the participants of the study, without whom my research would have been impossible.

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CHAPTER 1: INTRODUCTION

In formal analysis, speech styles in Japanese are categorized as distal and direct (Jordan & Noda, 1987), formal and informal (Martin, 1970) or polite and non-polite (Niyekawa, 1991). Another common observation about speech styles is that the choice of style is determined by social factors, such as differences in age, status, and formality (Ide & Yoshida, 1999). However, recent studies in Japanese speech styles have revealed that these social factors alone cannot explain actual usage (e.g., Cook, 2008; Geyer, 2008; Ikuta, 1983; Makino, 2002; Maynard, 1991; Okamoto, 1999). These studies have demonstrated that style shifts occur within a single speech context where social factors remain constant. In this study, I examine the style shifts between formal and informal style in first-encounter conversations between Japanese speakers to support these recent studies mentioned above, and more specifically, to replicate Okamoto's (1999) study which claims that speakers' shift back and forth between the two styles plays a role in adjusting the degree of formality and/or deference (details will be introduced later). For example, Okamoto (1999) shows in a qualitative analysis that in a marketplace, a vendor attempts to show some deference to a customer by formal style due to status difference, and at the same time tries to create a casual atmosphere by informal style. However, her study and other recent studies mentioned above lack quantitative analysis. This study aims to examine (1) whether speakers shift styles in first-encounter conversations, (2) if so, how frequently the style shifts occur, and (3) what factors can account for style shifting in the setting. The first two research questions will be answered with a quantitative analysis in which frequency of style shifting is examined. The third research

question will be determined by a qualitative method based on the findings of Okamoto's (1999) study. The reason why first-encounter conversations are chosen is that the recent studies on style shift that I reviewed do not analyze the first-encounter in which little about the relationship is established or known among participants. In addition, it is unclear whether the factors that Okamoto (1999) analyzes can account for the style shift in first-encounter conversations.

First, I will review terminology ('style,' 'code,' and 'register'), speech styles in Japanese, and major studies in Japanese style shifts. Chapter 3 presents the research design for my study, my data collection, and analytical procedures. Chapters 4 and 5 contain analyses of style shifts and a discussion of my findings, which will be followed by the final conclusion in the last chapter

CHAPTER 2: LITERATURE REVIEW

In the literature review section, I will discuss terminology ('style,' 'code,' and 'register'), speech styles in Japanese, and major studies in Japanese style shifts.

2.1. Terminology: Style, Code, and Register

The term 'style' has been discussed in linguistics, but there are two other terms, 'code' and 'register,' which are similar to 'style.' I will introduce the definition of each term before discussing style shifting in Japanese.

According to Chloros, "*code* is understood as a neutral umbrella term for languages, dialects, styles/registers, etc." (2009). For example, in Holmes's (1992) study on variety or code, she mentions that there is a code called *Indoubil*, which is used among young people in Bukave, Africa. In the field of linguistics, code switching is also studied extensively. Code switching is "a change by a speaker (or writer) from one language or language variety to another one" (Longman Dictionary of Applied Linguistics, 1985, p. 43). Language variety includes dialects, formality, and so on (Matthews, 2007, p. 61-62). Thus, code switching is referred to as switching speech between not only different languages, but also different dialects, and levels of formality.

As for register and style, these terms are often used interchangeably and may or may not belong to the same linguistic category depending on the linguists who use them (Holmes, 1992; Romaine, 1994). Register and style broadly refer to "stylistic variety, or stylistic variation that occurs in a person's speech or writing in different social contexts" (Strazny, 2005). For example, Tannen (1984, p. 8) refers to speech style as simply "ways

of speaking.” Some researchers may use register as stylistic variety, while others may use style to refer to the same thing.

In the narrow sense of the term, style is associated with a degree of formality, ranging from formal to informal (Herrick, 1984, p. 5; Holmes, 2008, p. 276; Trudgill, 2003, p. 129). Stylistic difference depends on “social context, relationship of the participants, social class, sex, age, physical environment, and topic” (Romaine, 1994, p. 75). According to Romaine (1994, p. 21-2), syntax, pronunciation, and vocabulary reflect style. For example, in English, the passive voice tends to be used in formal speech. In pronunciation, one can compare colloquial pronunciations, such as *readin’* and *singin’* with more formal ones, such as *‘reading’* and *‘singing.’* Ferguson and Gumperz show an example of vocabulary, saying that “in English the two words *‘light’* and *‘illumination’* have roughly the same meaning, but *light* tends to be used in less formal, less pretentious situations” (1960, p. 12).

On the other hand, the definition of register in a narrow sense is “a speech variety used by a particular group of people, usually sharing the same occupation (e.g., doctors, lawyers) or the same interests (e.g., stamp collectors, baseball fans)” (Longman Dictionary of Applied Linguistics, 1985). For example, Tannen and Wallat (2006) examine a videotaped conversation between a pediatrician, a child named Jody, and her mother. When talking to Jody, to her mother, and to the videotape recorder for the benefit of pediatric residents, the doctor uses a teasing register, a conversation register, and a reporting register, respectively.

2.2. Speech Styles in Japanese

As pointed out in the previous section, style is associated with differences between formal and informal in general. Usually in Japanese spoken style, the term speech style is used, and according to Jordan and Noda (1987), there are three scales relating to speech style: (1) distal and direct (to be called ‘formal’ and ‘informal’ here), (2) polite and plain, and (3) careful and casual. This study focuses only on formal/informal predicates (to be called formal style and informal style, respectively). The difference between formal and informal style refers to the ending form of a clause—that is, whether a predicate ends with or without the verb stem *-masu*, adjective root *-i desu*, or noun *-desu* (details will be introduced later). The difference between polite and plain is associated with the use and non-use of honorifics (details will be introduced later). The difference between careful and casual in the scale is determined by the following features:

Careful: predominant use of formal style, fewer fragments, fewer contracted forms, longer and more complex sentences, and less use of sentence-particles

Casual: predominant use of informal style, more fragments, more contracted forms, shorter and simpler sentences, and more frequent use of sentence-particles

(Jordan & Noda, 1987, p. 227)

There is a good deal of disagreement over what these various styles are called in the linguistic literature. As indicated above, Jordan and Noda (1987) use distal and direct style for what will be called formal and informal here. Other contrasting terms that

researchers use include formal and informal (Martin, 1970), polite and nonpolite (Niyekawa, 1991), *masu* and plain forms (Cook, 2008; Geyer, 2008), formal and abrupt styles (Maynard, 1993), SOTO-form and UCHI-form (Makino, 2002), and *desu/-masu* and non-*desu/-masu* (Ikuta, 1983, 2008). There seems to be no consistency in what these two styles are called by researchers. The terms formal and informal will be adopted here.

Fig. 1 Two axes of distinction in Japanese

Axis of Reference	Polite	Exalted	<i>okakininaru</i>	<i>okakininarimasu</i>
		Humble	<i>okakisuru</i>	<i>okakisimasu</i>
	Plain		<i>kaku</i>	<i>kakimasu</i>
			Informal	Formal
			Axis of Address	

Formal/informal is part of a larger complex system of so-called honorifics that includes titles and forms of address along with another set of predicate inflections: plain vs. polite. According to Martin (1964, p. 408), there are two axes of distinction: the axis of reference and the axis of address (see Fig. 1 from Watanabe & Wetzel, 2010). As shown in Fig. 1, in Japanese spoken style, on the horizontal axis (Axis of Address), the choice of formal and informal style is determined by “the speaker’s attitude toward the person that he is addressing” (Martin, 1964, p. 409). Formal style is called *teinei-go* (Ide, 1982; Niyekawa, 1991) and is used to show the speaker’s deference toward the addressee without talking “directly, intimately, or carelessly” (Jordan & Noda, 1987). On the other hand, informal style indicates intimacy (Jordan & Noda, 1987; Niyekawa, 1991). The informal style, for example, typically occurs in conversations among close friends

(Jordan & Noda, 1987). Speakers use the informal style to “invade each other’s personal space,” and therefore they avoid using the formal style in casual conversation among friends (Maynard, 1993, p. 156).

The vertical axis (Axis of Reference) is divided into two types: polite and plain. The category of polite is subdivided into two types: exalted (often called honorific) and humble, which I will refer to here. The exalted and humble forms in Japanese are called *sonkei-go* and *kenjou-go*, respectively (Ide, 1982; Niyekawa, 1991). According to Hasegawa (2004), exalted and humble forms can be used independently of the formal and informal style. For example, when a speaker says *irasshai-mashita*, the speech style is considered to be formal style, while with *irasshat-ta* the speech style is regarded as informal style. The choice of the exalted, humble, and plain forms “depends primarily on the speaker’s attitude toward the subject of the expression” (Martin, 1964, p. 409). The speaker uses the exalted forms to raise the status of the person to whom he/she refers, while the humble forms are used to lower the status of the person to whom he/she refers. The person to be humbled is the speaker’s in-group member, including the speaker him/herself, and the members of groups (such as family, school, work, clubs, and sports) can be an in-group or out-group members depending on the situation (Jordan & Noda, 1987, p. 164-165). Although it would be worthwhile to examine whether and how these other elements correlate with actual speech style, this study deals with only formal vs. informal.

Style is reflected in clause types. In Japanese, clauses can be classified into three types: verb, adjective, and noun-plus-copula. The formal style of each clause is formed by adding *masu* to a verb stem, adding *i desu* to an adjective root, and adding *desu* to a

noun. The morphemes *mas* and *des* indicate that a clause is in the formal style. In contrast, the informal style of each clause is formed by adding *u* or *ru* to the verb root, adding *i* to the adjective root, and adding *da* to a noun. The following table (Table 1) from Jordan and Noda (1987) summarizes the formal and informal styles in the plain forms in present tense on the Axis of Address illustrated in Fig. 1.

Table 1: Three clause types in formal and informal styles in present tense

Clause type	Formal (non-past)	Informal (non-past)
Verb	Verb stem <i>-masu</i> (verb root + <i>i</i> <i>-masu</i> in consonant verbs)	Verb root <i>-(r)u</i>
Adjective	Adj root <i>-i desu</i>	Adj root <i>-i</i>
Noun + copula	Noun <i>-desu</i>	Noun <i>da</i>

Table 2 shows a comparison between the formal and informal styles in terms of the present/past tense in negative and affirmative forms.

Table 2: Three clause types in formal and informal styles

Clause type	Formal	Informal
Verb	Verb stem <i>-masen</i> (present tense in negative form) Verb stem <i>-mashita</i> (past tense in affirmative form) Verb stem <i>-masen deshita</i> (past tense in negative form) (verb root + <i>i -mas</i> in consonant verbs)	Verb root <i>-(a)nai</i> (present tense in negative form) Verb root <i>-ta</i> (past tense in affirmative form) Verb root <i>-(a)na katta</i> (past tense in negative form)
Adjective	Adj root <i>-ku nai desu</i> or <i>-ku arimasen</i> (present tense in negative form) Adj root <i>-katta desu</i> (past tense in affirmative form) Adj root <i>-ku nakatta desu</i> or <i>-ku arimasen deshita</i> (past tense in negative form)	Adj root <i>-ku nai</i> (present tense in negative form) Adj root <i>-katta</i> (past tense in affirmative form) Adj root <i>-ku nakatta</i> (past tense in negative form)
Noun + copula	Noun <i>-ja nai desu</i> or <i>-ja arimasen</i> (present tense in negative form) Noun <i>-deshita</i> (past tense in affirmative form) Noun <i>-ja nakatta desu</i> or <i>-ja arimasen deshita</i> (past tense in negative form)	Noun <i>-ja nai</i> (present tense in negative form) Noun <i>-datta</i> (past tense in affirmative form) Noun <i>-ja nakatta</i> (past tense in negative form)

Predicates shown above (i.e., verbs, adjectives, and noun+copula) occur in both main and subordinate clauses. This study focuses only on formal/informal predicates in main clauses (i.e., sentence final predicates) because according to Cook (2008), informal style conveys social meanings only when it occurs in main clauses, and informal style in subordinate clauses normally does not index social meanings.

2.3. Major Studies in Japanese Style Shifts

I have shown the styles in Japanese focusing on three predicate types in the previous section. The Japanese language requires the choice between formal and informal style (Jordan & Noda, 1987; Martin, 1964). Ide and Yoshida (1999) state further that the styles should be constant during a conversation, unless social factors (e.g., age, social status, and formality) change. That means that the styles will be determined by these

social factors. However, recent studies in Japanese styles have revealed that change in these social factors alone cannot explain actual usage (Cook, 2008; Geyer, 2008; Ikuta, 1983; Makino, 2002; Maynard, 1999; Okamoto, 1999). These studies have demonstrated that style shift can also occur within a single speech context where social factors remain constant. The major studies of the style shift will be reviewed below.

Ikuta (1983) examines style shifts between the use and non-use of the formal style in Japanese TV talk shows and interviews. Her study is significant in two ways: (1) she found that the contrast between the use and non-use of the formal style signals the degree of ‘distance’ rather than ‘politeness’ or ‘formalness,’ and (2) she found that style shifts occur despite the fact that social factors (e.g., age, social status, and formalness) remain unchanged. All the TV talk shows and interviews in her study were carried out between two female participants, and were natural in that they were not read from a prepared script, and the setting and participants remained unchanged throughout. Ikuta reveals that the concept of ‘distance’ underlies each of the style shifts. The degree of ‘distance’ is divided into two levels: [+Distant] and [-Distant]. [+Distant] coincides with the use of the formal style, while [-Distant] serves as the non-use of the formal style. [+Distant] indicates the speaker’s attitudinal distance, while [-Distant] is associated with the speaker’s attitudinal closeness to the addressee. Ikuta shows that the speaker shifts the style when (1) showing empathy toward the addressee, and (2) signaling structural changes in a conversation. The first kind of shift is used to show empathy toward the addressee. From the data, the speaker shifts style from [+Distant] to [-Distant] (e.g., from *zuibun ii n desu ne* to *zuibun ii no ne*: ‘That’s very nice.’) when showing strong agreement or positively evaluating a preceding statement. On the other hand, shifts from

[-Distant] to [+Distant] occur when the speaker asks very personal and sensitive questions. [-Distant] is avoided, because its style may violate the addressee's privacy.

The second kind of shift is used to signal structural changes in a conversation. Ikuta finds that a shift between [+Distant] and [-Distant] is often used to indicate a transition between context spaces. She adopts the notion of 'context space' proposed by Reichman (1978) in terms of discourse structure. According to Reichman, a 'context space' is referred to as 'a group of utterances that refers to a single issue or episode.' For example, a speaker is talking about tennis in a conversation. When the speaker turns to describe an example of specialists in tennis, the utterance is regarded as a subordinate part of the context space because describing the example related to the topic is dependent on previous utterances. On the contrary, when the speaker turns to talk about another topic (i.e., unrelated to tennis) in the same conversation, the context space is regarded as new. In the example of the former, the shift from [+Distant] to [-Distant] occurs at a transition to a subordinate part, while in the latter, the shift from [-Distant] to [+Distant] occurs at a transition to a new context space.

In sum, as indicated in these two examples, Ikuta demonstrates that the speaker shifts the style when (1) showing empathy toward the addressee, and (2) signaling structural changes in a conversation, and style shifts occur despite the fact that social factors (e.g., age, social status, and formality) remain unchanged.

Maynard (1991) examines the informal and formal styles through analyses of discourse data from three genres: (1) casual conversation, (2) dialogue in fiction, and (3) prose. The discourses consist of twenty casual conversations among friends, twenty dialogues in fiction, and eighteen pieces of prose. She concludes that both the speakers'

and authors' choices between the informal and formal style (abrupt and formal forms respectively in Maynard's study) reflect awareness of 'an addressee' ('thou' in Maynard's term). The less speakers or authors are aware of 'thou,' the more they tend to use the abrupt forms, which occur, for example, when the speakers or authors express surprise or abrupt remembrance. On the other hand, the more speakers or authors are aware of 'thou,' the more they tend to use the formal forms, which occur, for example, when the speakers or authors communicate information directly addressed to 'thou.'

When Maynard examines the informal style (i.e., abrupt forms), she chooses only those without sentence-final particles, such as *ne* and *yo*, referred to as 'naked abrupt forms' (e.g., *tabeta*: '[I] ate.'). because she suspects that abrupt forms with sentence-final particles referred to as non-naked forms (e.g., *tabeta yo*) share modal characteristics similar to the formal forms. The notion of the naked abrupt form is a notable finding in that the distinction between these forms tells us the linguistic functions of the naked abrupt forms: (1) for abrupt remembrance, (2) expressing a narrative-internal point of view, and (3) echo questions or jointly created utterances.

In the casual conversations in Maynard's study, the normal speech style is the abrupt form with sentence-final particles (i.e., the non-naked abrupt forms), and she demonstrates how speakers shift from the non-naked abrupt forms to the naked abrupt forms. One of the examples indicates that when the speaker expresses abrupt remembrance (e.g., *aa wakatta*: "Oh, [I] got it."), he/she shifts from the non-naked abrupt forms to the naked abrupt forms, because the naked abrupt forms are not directly expressed to the addressee, but rather almost self-addressed.

As for the shift from the abrupt forms to the formal forms, Maynard provides an example of prose data where the abrupt forms dominate. Although the author is talking about treading on barley plants in the abrupt forms, he/she shifts from the abrupt forms to the formal forms as *shitte-imasu ka*: “Do you know...?” when asking the reader about the pleasant touch of the barley plants. The shift to the formal forms is motivated by the high awareness of ‘thou.’ That is, the author addresses the reader as if talking to the reader right then and there, resulting in the shift to the formal forms.

Besides studies of dyadic interaction, there is also a study of multiparty discourse. Geyer (2008), examining six semiformal faculty meetings (five to six participants per group) at Japanese secondary schools, finds the interpersonal functions of the formal and informal style in style shifts between the two forms. Core properties of the formal style refer to deference and/or formality toward the addressee and presentation of a public self, while those of the informal style refer to lack of deference and/or formality, or lack of the need to present a public self. In her study, Geyer demonstrates how speakers use the informal style to convey the unofficial nuance, and speakers use the formal style to convey the official nuance when the style shifts occur.

As for the shift from the formal style to the informal style, joking is cited, which functions to create intimacy among interlocutors. For example, although the head teacher, Sato, mainly speaks in the formal style (e.g., *yoroshii deshou ka ne*), he shifts from the formal style to the informal style, when he teases one of the teachers, saying *oota sensei wa mainichi*: “Mr. Ota will do it [a supplementary lesson] every day.” Geyer treats the shift to the informal style as an indicator of a joke because of its casual tone and unrealistic content, which conveys the unofficial nuance. The function of the shift to the

informal style in the joking can be regarded as creating intimacy among interlocutors in the conversation where the formal style is predominantly used.

The shift from the informal style to the formal style occurs when speakers show deference toward higher-status persons. For example, two female teachers, Nakai and Masaki, speak in the informal style, because they are in an intimate (in the anthropological sense) relationship. Both speakers' utterances use an animated tone and intimacy-building final particles (e.g., *ne* for confirmation), which indicate that they are in a casual atmosphere. Nevertheless, when the head teacher, Kato, joins the exchange and speaks in the informal style, the two female teachers shift from the informal style to the formal style toward the head teacher. The shift is triggered by the two female teachers' recognition of the age and status differences between the head teacher and themselves.

Cook (2008) examines the style shifts between the formal and informal style in academic consultation sessions between professors and students, and demonstrates that style shifts occur when speakers display different aspects of their social identities or personae.

In terms of professors' shifts, a professor's shift from the formal style to the informal style (e.g., *muzukashiku nakatta?*) indexes his higher status toward a student, while the student keeps speaking in the formal style (e.g., *omou n desu kedo*) during a conversation. In addition, the professor shifts back and forth between the two styles, which indexes different social identities or personae. For example, one of the professors is giving academic advice to his student by shifting from the formal style to the informal style to play the role of a personal coach, but immediately shifts back to the formal style

to maintain a professional status. By so doing, he achieves a fine balancing act toward the student to fulfill the two 'social demands' as a professor and as a personal coach.

Contrary to the professors' shifts, students (1) shift from the formal style to the informal style, (2) use an incomplete sentence as a non-marking form (e.g., *yomiyasukatta yoo na*), and (3) co-construct with a professor by embedding the professor's informal style. In terms of the shift (1), the shift occurs during meta-comments, such as a soliloquy-like remark (e.g., *wasurechatta*) or an exclamatory comment (e.g., *waa sugoi!*), in which the student expresses her own psychological state by the use of the informal style. That is, these expressions are not deliberately addressed to the professor. Maynard (1991) offers similar results based on the awareness of 'thou' (i.e., addressees). The less speakers are aware of 'thou,' the more they tend to use the informal style. According to Ide and Yoshida's (1999) view, a student is expected to use the formal style when talking to a professor. However, the students in this study use incomplete sentences or co-construct with the professors by embedding the professor's informal style when the professor shifts from the formal style to the informal style, resulting in the avoidance of creating unequal statuses. These two speech acts indicate that the students are not passive recipients; rather these speech acts keep the students from constantly playing the subordinate role, and they obscure the institutional role. That is, the students have a chance to show the non-subordinate role. From this point of view, when the professor shifts from the formal style to the informal style, the student's move in the next turn defines the social relationship between the two.

Okamoto (1999) examines style shifts between (1) honorific and non-honorific forms, and (2) the formal and informal style in five conversations among dyad

participants differing in age and social status. In her study, she classifies honorifics into referent honorifics and addressee honorifics. Referent honorifics are further divided into two types: exalted and humble forms that I have reviewed in the previous section. Addressee honorifics in her study are equated with the formal style in this study. Thus, she focuses on (1) the formal and informal style, and (2) referent honorifics and non-honorifics, but in this study, only style shifts between the formal and informal style are reviewed because this study is focusing on the two styles.

Okamoto argues that in order to achieve the right degree of formality and/or deference, speakers manipulate the formal and informal style, shifting styles between the two forms. In other words, shifting between the two forms plays a role in adjusting the degree of formality and/or deference. Thus, the choice of the formal and informal style can be regarded as a speaker's strategy to create a desired context, and speech styles are not necessarily tied inextricably to a static situation.

To demonstrate speakers' attempts to express the right degree of formality and/or deference, Okamoto shows an example of a conversation between a male professor and his former female student. There is a status difference and lack of intimacy between the two participants. The professor often shifts back and forth between the formal style (e.g., *sou desu ka*: "Is that so?") and the informal style (e.g., *shitte-ru?*: "Do you know?"). His shifting back and forth can be regarded as avoidance of sounding too formal or too informal. If he used only the informal style, he might be too friendly, but if he used only the formal style, he might be too unfriendly. By shifting back and forth between the two forms, he attempts to show politeness due to the non-intimate relationship between them by the formal style, and at the same time show friendliness by the informal style. That is,

his shifting back and forth contributes to the adjustment of the degree of formality and/or deference. Another of Okamoto's examples is a conversation between a female vender in a marketplace and a female customer. Although salespersons in general are expected to use the formal style for the customers, the vender in this marketplace shifts between the formal (e.g., *yoroshii desu ka?*) and informal style (e.g., *sou ya nee*). The informal style by the vender in this case does not mean that she is treating the customer as a lower-status person. Rather, it reflects the situational concern. One of the effects of the vender's informal style is to create a casual atmosphere of the marketplace because if she used only the formal style, the atmosphere of the marketplace might sound too formal which does not fit the setting. Thus, the vender attempts to show some deference to the customer by the formal style due to status difference, and at the same time tries to create a casual atmosphere by the informal style. She tries to achieve the right degree of formality and deference by shifting between the two forms.

These recent studies of the natural discourse in Japanese show that style shift occurs within a single speech context where social factors remain constant, and the actual usage of the styles between the formal and informal styles does not necessarily reflect only social factors (e.g., age, social status, and formality). However, these studies offer only qualitative analyses, and lack quantitative analysis of the formal and informal style used in actual discourse. In this study, as indicated in the introduction section, both quantitative and qualitative analyses focusing on how Japanese native speakers interact in first-encounter conversations are provided. This study examines what factors can account for style shifting in the setting by a qualitative method based on the findings of Okamoto's (1999) study. The quantitative analysis is also necessary in that it indicates

the frequency of style shifting. The reason why first-encounter conversations are chosen is that recent studies on style shift that I have reviewed examined contexts in which participants' relationships are predetermined such as a professor and a student. How Japanese speakers utilize styles in the first-encounter in which little about the relationship is established or known among them. In addition, would the factors of the style shift that have been identified in Okamoto (1999) account for the style shift in first-encounter conversations? In this study, individuals in first-encounter conversations indicate that they "do not know each other's age, occupation, or social status" (Niyekawa, 1991). While the conversation between the customer and the vender in Okamoto's (1999) study may be a first encounter, they recognize each other as being in socially established roles, i.e., a customer and a vender. Thus, it will be meaningful to investigate style shifting in the first encounter conversation where there are no socially established relationships.

CHAPTER 3: RESEARCH METHODS

In this section, I present the research design for my study, the data collection procedure, and the analytical procedure for first-encounter conversations.

3.1. Research Questions

This study addresses two main research questions:

(1) Do the speakers shift between formal and informal styles during first-encounter conversations? If so, how frequently do the style shifts occur?

This study added quantitative analysis of style shifting to the qualitative approach used in previous studies, because previous studies on style shift that I have reviewed lack quantitative analysis. If style shifts occur, the frequency of style shifting will be reflected by the ratio between the formal and informal style by quantitative analysis. As shown in the previous studies of style shifts, since style shift occurs within a single speech context where social factors remain constant, it can be hypothesized that even in first-encounter conversations, style shifts occur.

(2) What factors can account for style shifting in the setting?

Okamoto (1999) finds that the formal style expresses deference and/or formality, and the informal style expresses the lack of such deference and/or formality. That is, shifting back and forth between the two styles is treated as the adjustment of the degree of formality and/or deference. In her study, she presents the following factors:

Formal style: 1. show deference to the addressee, 2. show politeness due to the non-intimate relationship between the participants

Informal style: 1. create a casual atmosphere, 2. show friendliness, 3. exclamatory expressions, 4. soliloquy-like expressions

These factors were compared with this study to examine whether these factors can account for style shifting in the first-encounter conversations.

The data come from four dyadic first-encounter conversations between Japanese female speakers. The conversations were audio-recorded in a room where the researcher was not present.

3.2. Participants

The subjects were Japanese native speakers who are the same gender (female) and similar age (between 20 and 30), regardless of length of stay in the U.S. and their hometown in Japan. Each conversation was conducted by 2 female speakers, totaling 4 pairs labeled J-1, J-2, J-3, and J-4 with a total of 8 participants. They were recruited for data collection from Portland State University and the city of Portland through personal communications and announcements. One partner in each pair was an undergraduate student. Table 3 shows participants information. Narrowing down to the same gender and similar age allows me to limit the scope of my investigation because the choice of speech style is ostensibly determined by gender, age, and relationship of the participants (Romaine, 1994, p. 75).

Table 3: Participants' information

Label	Name	Age	Hometown	Length of Stay in the U.S.	Occupation
J-1	Yuko	30	Tokyo	3 years and 1 month	Graduate student
	Eri	22	Iwate Prefecture	4 months	Undergraduate student (senior)
J-2	Megumi	29	Osaka Prefecture	7 years	Japanese language instructor (3 years)
	Haruna	20	Osaka Prefecture	4 months	Undergraduate student (sophomore)
J-3	Nana	28	Hyogo Prefecture	5 years	Japanese instructor at a public school
	Ayaka	21	Tokyo	5 months	Undergraduate student (senior)
J-4	Sayaka	27	Ehime Prefecture	3 years and 2 months	Graduate student
	Hitomi	23	Tokyo	4 years and 5 months	Undergraduate student (senior)

3.3. Data Collection Procedure

Prior to recruitment of participants, I obtained an approval from the Human Subject Research Committee to conduct this study. To recruit volunteers, I sent an email request for data collection to potential participants, and at the same time, informed them of the general purpose of this study and gave them the written consent form by email. After consent was obtained from the participants, I confirmed with each participant whether they had met and talked to other participants beforehand in order to set up a first encounter with one of the participants. I jointly decided on the date for the conversation with the participants through email exchange. The partner and place for the conversation were selected by the researcher. On the day of the conversation, I asked the two participants to come to different places in order to ensure that they would not talk with each other without the researcher, and then I led each participant to the place where the conversation would take place. The places chosen for the conversations were study rooms in the PSU library or an office in a school building. In order to encourage participants to

talk to each other, a familiar topic ('living in the US') for participants was chosen.

They were asked to talk about this topic for about 20 minutes and to begin recording their conversations. I then left the room. After 20 minutes, I returned to the room to let them know that they could end the conversation and stop recording it. Although the setting of the first-encounter conversation that I set up for this research might have been somewhat unnatural, it is valid in that participants did not have a meeting beforehand and did not know about their partner's background (e.g., age, status, etc.).

After recording the four conversations, I conducted a follow-up interview in person or by phone in order to check the validity of my analysis collected for this study. The interviews were also audio-recorded. The participants were asked if their partner was easy or difficult to talk to, if they were conscious of being recorded, and if they talked with their partners naturally. In addition, the participants were asked why they shifted the styles from the formal style to the informal style, and vice versa. The interviews have proved to be useful for gaining insights into the participants' motivations for the style shift and use of a particular style, and impressions of their interlocutors and of their own speech.

3.4. Analytical Procedure for Style Shifts

As mentioned in the section 2.2, I focused on formal/informal predicates (i.e., verbs, adjectives, and noun+copula) in main clauses because according to Cook (2008), informal style conveys social meanings only when it occurs in the main clause, and informal style in the subordinate clause normally does not index social meanings. The tabulation of sentence final predicates is briefly demonstrated below, using example (1)

taken from conversation J-2 between Megumi and Haruna. In all the data, formal style is in bold, and informal style is underlined>. (See Appendix A for the transcription conventions used.)

(1) M: Megumi & H: Haruna [J-2]

1. →M 私は今まで日本語一本だけやったけど、先生の中にはバックグラウンドが全然違う人も結構いるんですよね。
watashi wa imamade nihongo ippon dake yatta kedo, sensei no naka niwa bakkuguraundo ga chigau hito mo kekkou irun desu yo ne
 I have been [teaching] only Japanese language, but there are many teachers from a variety of backgrounds.

The utterance is marked as formal style because it ends with *kekkou irun desu yone* “There are many...” This utterance includes a subordinate clause (*nihongo ippon dake yatta kedo* “[I] have been [teaching] only Japanese language, but”). The predicate in the subordinate clause is not counted as informal style. Therefore, This excerpt includes one sentence final predicate.

According to Maynard’s (1989) observation, several forms can be sentence final in addition to verbs, adjectives, and nouns. The following forms were classified as sentence final in my analysis because the current data include them:

- Predicates with final particles: such as *ka*, *ne*, *nee*, and *yo*
- Tentative forms: such as *desho/deshou* for formal style (see also Jordan & Noda, 1987, p. 150)
- Verb gerund forms in request patterns: *-te* form (e.g., *matte kudasai* “Please wait.” for formal style and *matte* “Wait.” for informal style)
- Conjunctions: such as *kedo* and *kara*

With regard to *kedo* as a sentence final predicate, it is demonstrated in example (2) taken from conversation J-3 between Nana and Ayaka. Nana explains how long she has been teaching Japanese in a public school.

(2) N: Nana & A: Ayaka [J-3]

1. →N 中学校で、はい。えっと 9 月から 4 年目になるんですけど。
chuugakkou de, hai. etto kugatsu kara yonenme ni naru n desu kedo.
 [I've been teaching Japanese] at a public school. [It will be] my 4th year in September.
2. A ああすごいですね。
aa sugoi desu ne
 [That's] amazing.
3. N いえいえいえ。
ie ie ie
 No, no, no.

Unlike example (1), *kedo* in this example is not treated as a subordinate clause because Nana does not continue her utterance after *kedo*. That is, in line 1, Nana's utterance ends with *desu kedo*, and it is marked as formal style.

As for noun+copula, nouns without copula (i.e., *desu* or *da*) or final particles (e.g., *ka*, *ne*, *nee*, and *yo*) were not included in my analysis, and they were treated as incomplete sentences. However, *sou* without copula *da* in the case of *sou da* "That's right" is treated as informal style, and copula *da* is lost (e.g., *hontou?* "Really?") in informal question patterns for noun predicates, which are also counted as informal style (Jordan & Noda, 1987, p. 226).

The recorded first-encounter conversations were first transcribed, and then verbs, adjectives, and nouns in the main clause were classified into the formal and informal

style, respectively. To find the answers to research question 1, I counted the frequencies of the style shift.

To find the answers to research question 2, I also qualitatively analyzed the instances of the style shift focusing on the factors of the style shift. The classified formal and informal styles in the quantitative analysis were further categorized into the factors that Okamoto (1999) analyzes, and the results were compared with those of her study. The results include other factors that Okamoto does not analyze. In addition, to check the validity of my analysis, answers to follow-up interviews were also used, although they were not transcribed in this study.

CHAPTER 4: ANALYSIS

In this section, I will examine the data and analyze the frequency and factors of style shift.

In the follow-up interviews, speakers were asked if their partner was easy or difficult to talk to, if they were conscious of being recorded, and if they spoke naturally, to check the validity of the data. All speakers considered their partner easy to talk to. Six speakers (Yuko, Eri, Megumi, Haruna, Sayaka, and Hitomi) claimed that they were not very conscious of being recorded and they were able to talk naturally, while two speakers (Nana and Ayaka) responded that they were conscious of being recorded. Nana reported that she tried to talk about familiar topics as much as possible because the conversation was recorded, but felt that the content of the conversation was natural. Ayaka said that she felt embarrassed during the conversation because she was aware that the researcher would later listen the conversation but was able to talk naturally. Considering the results of these interviews, I am able to assume that the data are valid in that most speakers were able to talk naturally. Moreover, unnatural utterances did not occur in any conversation when the researcher checked the data.

4.1. Frequency of Style Shifting

Table 4 shows the occurrences of style shifts between formal and informal style that occurred in each participant's speech, each participant's length of speech, and the rate of shift by each speaker in each conversation. It is necessary to indicate the rate of shift because length of speech varies depending on the speakers. For example, the

number of occurrences for Nana and Ayaka are the same, but the rate of shift by them is not the same due to difference in length of speech. The rate of shift is obtained by dividing the length of speech by the number of style shifts. The rate indicates that in Yuko's case, for example, she shifts style once per 22.8 seconds in her length of speech (11:48) on average. The fewer seconds for rate of shift, the more frequently speakers shift styles, while the more seconds for rate of shift, the less frequently they shift styles.

Table 4: Frequency of style shifts by each speaker in each conversation

Label	J-1		J-2		J-3		J-4	
Name (age)	Yuko (30)	Eri (22)	Megumi (29)	Haruna (20)	Nana (28)	Ayaka (21)	Sayaka (27)	Hitomi (23)
Number of Style Shifts	31	10	51	22	36	36	69	12
Length of Speech (min. s)	11:48 (708 sec)	7:30 (450 sec)	11:53 (713 sec)	8:12 (492 sec)	7:55 (475 sec)	10:12 (612 sec)	10:10 (610 sec)	8:21 (501 sec)
Rate of Shift	once per 22.8 sec	once per 45.0 sec	once per 13.9 sec	once per 22.3 sec	once per 13.1 sec	once per 17.0 sec	once per 8.8 sec	once per 41.7 sec

All speakers shifted style between formal and informal at least 10 times, regardless of the difference in age and social status. That is, no one's speech remained in one style or the other for the entire conversation. The rate of style shifts ranges, with Sayaka's rate of shift being the highest at once every 8.8 seconds, and Eri's being the lowest at once every 45 seconds.

However, as shown in Table 4, the older partners of the pairs shift styles much more frequently than the younger partners of the pairs in each conversation. In the three pairs except for J-3, the older partners of the pairs spoke much longer than the younger partners of the pairs and the older partners' rates of style shift are higher than the younger partners' rates of style shift. Only in the J-3 pair, Ayaka who is younger spoke much

more than Nana who is older, but Nana's rate of style shifts was higher than Ayaka's, with one shift per 13.1 seconds for Nana and one shift per 17 seconds for Ayaka. Thus, the occurrences of style shifts suggest that the rate of style shift is associated with the speakers' age. The older partners of the pairs (Yuko, Megumi, Nana, and Sayaka) shifted the speech style more frequently than the younger partners of the pairs (Eri, Haruna, Ayaka, and Hitomi).

4.2. Factors of Style Shifting: Informal to Formal

I will now examine factors of style shift in this section. Style shift from informal to formal is observed in the speech of Yuko (J-1), Megumi (J-2), Nana (J-3), and Sayaka (J-4), all of whom are older than their partner. In all these cases, the style shift from informal style to formal style occurs when the speakers introduce a new topic and close a topic.

4.2.1. Introducing a new topic

Ikuta (1983) demonstrates that style shift from informal to formal can occur when speakers introduce a new topic with a question. In the current data, a similar phenomenon is also observed as indicated in examples (3) and (4). The following example is taken from conversation J-4 between Sayaka (age 27) and Hitomi (age 23) and focuses on Sayaka's style shift. Prior to this segment, they discussed a bachelor degree that Sayaka earned from DEF College. In line 2, Sayaka answers Hitomi's question in informal style (*sorewa daigaku kana* "I wonder if it's a university." and *chicchai kedo ne* "It's small,

though.”). The same topic remains unchanged through line 8, but in line 9, the topic was changed to piano by Sayaka’s question, marked as formal style.

(3) S: Sayaka & H: Hitomi [J-4]

1. H エコミニーカレッジ、[なのにとれるんですか？]
e kominit(e)i karejji, [*nanoni torero n desu ka?*]
Well, did you earn a bachelor degree from a community college?
2. S [それは大学かな]、[カレッジ普通の]、ちっちゃいけどね。
[*sorewa daigaku kana*], [*karejji futsuu no*], *chicchai kedo ne*
I wonder if it’s a university, an ordinary university. It’s small, though.
3. H [あ::]
[*a::*]
I see.
4. H へ::
he::
I see.
5. S はい((*laugh*))
hai ((laugh))
Yes.
6. S 1 5 0 0 人ぐらい(1.1)[生徒]
sengohyaku nin gurai (1.1) [seito]
[There are] about 1500 students [in the university].
7. H [う::ん]
[*u::n*]
Umm.
8. S はあい。
haai
Yeah.
9. →S あとピアノはいつからやってる[*んですか?*]
ato piano wa itsu kara yatte ru [n desu ka?]
Also, how long have you been playing the piano?
10. H [ピアノ]日本にいた時に音大付属に行ってたん[*ですよ*]
[*piano*] *nihon ni ita toki ni ondaifuzoku ni itte tan [desu yo]*
[As for] Piano, [I] was attending a [high] school attached to a music college.
11. S [は::] すご::い

[ha::] *sugo:i*
Oh, impressive.

In line 9, Sayaka shifts from informal style to formal style to introduce a new topic related to Hitomi's background (*ato piano wa itsu kara yatte run desu ka?* "Also, how long have you been playing the piano?"). There is a clear topic change in line 9 from the discussion of Sayaka's bachelor degree to one about Hitomi's skill with the piano. Hitomi then answers the question about the piano in line 10. Thus, Sayaka's shift can be interpreted as introducing a new topic.

Here is another instance of a shift from informal to formal style motivated by introduction of a new topic. Prior to this segment, Eri (age 22) asks about graduate student buildings at ABC University because Yuko (age 30) is a graduate student there. In the following example, Yuko explains in informal style that graduate students in her department often study in the West building at ABC University. Through line 10, the same topic remains unchanged, and Yuko continues using informal style in both lines 7 and 8 (*sou sou* "Yeah yeah."). In line 11, a style shift to formal occurs when Yuko introduces a new topic.

(4) Y: Yuko & E: Eri [J-1]

1. Y =一応私たちはランゲージだから、そこのウエストが多い。
=*ichiou watashi tachi wa rangeeji dakara, sokono uesuto ga ooi*
Because we are in a language program, we often study in [the university's] West [building].
2. E あ::
a::
Oh.
3. Y うん、で事務所もウエストに((inaudible))
un, de jimusho mo uesuto ni ((inaudible))
Yeah, offices in West [building] also ((inaudible)).
4. E あそうですね、あの田中先生とかって

a sou desu ne, ano tanaka sensei tokatte
Well, uh, professor Tanaka or others

5. Y うんうん CAPS
un un CAPS
Yeah, yeah.
6. E ああはい、あそうですね、事務所が[入ってますもんね]
aa hai, a sou desu ne, jimusho ga [haitte masu mon ne]
Oh, well, I get it. [Professor Tanaka's] office is [there].
7. Y [そうそうそうそう]あの辺
[sou sou sou sou] ano hen
Yeah yeah yeah yeah, around there.
8. E なるほど::
naruhodo::
I see.
9. Y そうそう
sou sou
Yeah yeah.
10. E 大学院、うふふふ((laugh)) ((murmuring in a low voice))
daigakuin, ufufufu ((laugh))
Graduate school, uhuhuhu.
11. →Y 大学院行きたいですか?
daigakuin ikitai desu ka?
Do [you] want to go to graduate school?
12. E いやこっち来てからアメリカの大学院を考え始めたんです
けど、
iya kocchi kite kara amerika no daigakuin o kangae hajimeta n
desu kedo
Well, since I came to the U.S., I have started thinking about [going
to] graduate school here.

In line 11, Yuko shifts from informal style to formal style to introduce a new topic. The topic in the segment changed from graduate students buildings at ABC University to graduate schools in the U.S. It should be noted that, in line 10, Eri says *daigakuin* “Graduate school,” and laughs. As she is murmuring in a low voice, this segment may be treated as a soliloquy-like remark, which will be discussed later, and if so, it is not

deliberately addressed to Yuko. Although Eri's words may be motivating a new topic, Yuko's question in formal style can be interpreted as introducing a new topic in line 11.

In sum, these two examples (3) and (4) indicate that a shift from informal style to formal style occurs when the speakers introduce a new topic with a question. The shift is observed as coming from the older partners of the pairs in each conversation.

4.2.2. Closing a topic

Speakers shift from informal style to formal style when closing a topic. This finding is consistent with the findings in Ikuta (1983), as in introducing a new topic indicated above. Closing a topic is used to signal structural changes in conversations. The following example is taken from conversation J-2 between Megumi (age 29) and Haruna (age 20) and focuses on Megumi's style shift. They are talking about a good restaurant in Portland in this segment. Through line 20, the same topic remains unchanged, and Megumi continues using informal style in line 1, 3, and 5. In line 18, Megumi shifts from informal style to formal style to close the topic (*itte kudasai* "[Please] go to the restaurant.>").

(5) M: Megumi & H: Haruna [J-2]

1. M あとね::あのね::でも、どこ行ったら楽しいかな? 結構、あ
っパール ((Pearl district in Portland))にある=
atone:: anone:: demo, doko ittara tanoshii kana? kekkou, ah
paaru ni aru=
And, well, but, I wonder if you have fun. Oh, it is in the Pearl
[district]=
2. H うんうん
un un
Yeah, yeah.
3. M =あのトレーダービクスっていうところ行ったことあるかな?

=*ano toreedaabikusu tte iu toko itta koto aru kana?*
 Have [you ever] been to a restaurant called Trader Vic's
 [Portland]?

4. H ないですね
nai desu ne
 No, I have not.
5. M なんかね、12((12th Ave.))となんとか、フランダス? デー
 ビスやったかな? とにかくパールにあんねんけど=
nan ka ne, juuni to nantoka, furandasu? deebisu yatta kana?
tonikaku paaru ni annen kedo=
 Well, it's on the 12th [Ave.] and Flanders [street]? Davis [street]?
 Anyway, it is in the Pearl [district].
6. H うんうんうん
un un un
 Yes, yes, yes.
7. M =トレーダービクスっていうのはなんかハワイの=
 =*toreedaabikusu tte iu no wa nanka hawai no=*
 Trader Vic's [Portland] is something like a Hawaiian
 [restaurant].
8. H うん
un
 Yes.
9. M =かんじの=
 =*kanji no=*
 Like [a Hawaiian restaurant].
10. H かんじの
kanji no
 Like [a Hawaiian restaurant].
11. M =うんうん、[なんか]ハワイのマイタイとかそういう飲みも
 のもあるし=
 =*un un, [nanka] hawai no maitai toka souiu nomimono mo*
arushi=
 Yeah, yeah. They serve Hawaiian Mai Tai and something like
 that.
12. H [[[laugh]]]
 [[[laugh]]]
13. H うんうんうん
un un un un
 Yeah, yeah, yeah, yeah.

14. M =なんか多分料理もそれっぽい多分フュージョン、フュージョン料理みたいな感じで、そこは結構ハッピーアワーとあって安いしおいしいみたいな
 =nanka tabun ryouri mo soreppoi tabun hyuujon, hyuujon ryouri mitaina kanji de, sokowa kekkou happiawaa toka tte yasui shi oishii mitaina
 They have fusion foods like Hawaiian foods, [and it's] delicious and cheap during [the restaurant's] happy hour.
15. H いいですね
ii desu ne
 That sounds good.
16. M う::ん
u::n
 Yeah.
17. H ((laugh))
 ((laugh))
18. →M [是非是非こっちおる間に]、はい、行ってください。
 [zehi zehi kocchi aru aida ni], hai, itte **kudasai**.
 Please go to the restaurant while you're here.
19. H [うんうんうん]
 [un un un]
 Yes, yes, yes.
20. H 行きます((laugh))
ikimasu ((laugh))
 [I'll] go [there].
21. M どうなんですか？留学生の生活ってなんかこう、あの、休みとかなったら=
dou nan desu ka? ryuugakusei no seikatsu tte nanka kou, ano, yasumi toka nattara=
 How is [it]? International students' lives are something like, well, when [the school] is off=
22. H うん
un
 Yes.
23. M =みんな何するもんなんですか？
 =minna nani suru mon nan **desu ka?**
 What do you do [in your free time in the U.S.]?

In line 18, Megumi shifts from informal style to formal style to close the topic of a good restaurant in Portland. The shift to formal style indicates signaling a structural change in the conversation. In line 21, Megumi changes a topic from a good restaurant in Portland to international students' lives in the U.S.

4.3. Factors of Style Shifting: Formal to Informal

In this section, I will examine style shifts from formal to informal. According to Niyekawa (1991), speakers will use polite speech in first-encounter conversations because in this context little about the relationship is established or known among participants. While she does not make a claim as to whether or not those speakers would ever shift speech style at some point in the conversation, the current data reveal that all of the speakers did shift from formal style to informal style. The analysis of the formal-to-informal style shifts has identified the following four factors: (1) expression of feelings, (2) self-directed utterances, (3) questions for confirmation or inference, and (4) adjusting to the context (formality and/or deference), which will be presented in the subsequent sections.

4.3.1. Expression of Feelings

Expressions of feelings, such as exclamation, are used when speakers react to what an addressee has said. Such expressions tend to be in informal style. Ikuta (1983), Maynard (1991) and Okamoto (1999) offer similar findings. According to Okamoto (1999), even when lower-status persons use such expressions, "eliminating formality is considered appropriate" (p. 62). Ikuta (1983) states that expressions of feelings are

momentarily used in these cases. In this study, expressions of feelings are treated as only “sudden emotional surges”, and such expressions are not deliberately addressed to the listener (Maynard, 1991, p. 560). The following segment is an example of exclamatory expressions by Haruna. Megumi (age 29) and Haruna (age 20) are talking about the length of Megumi’s stay in the U.S. In line 1, Haruna asks in formal style if it has been a long time since Megumi came to the U.S. After Megumi answers in formal style that it has been seven years in line 2, Haruna repeats Megumi’s utterance in formal style but immediately shifts to informal style when Haruna expresses her feeling in line 3 (*sugoi* “Impressive.”).

(6) M: Megumi & H: Haruna [J-2]

1. H もう長いんですか、こっち来られて。
mou nagain desu ka, kocchi korarete
Has it been a long time since you came [to the U.S.]?
2. M も::そうですね、私7年、こないださっき話してて、7年経つんで。
mo:: sou desu ne, watashi nana nen, konaida sakki hanashitete, nana nen tatsu n de
Well, 7 years, we [Megumi and the researcher] talked about it just now. [I] have been [in the U.S.] for 7 years.
3. →H 7年経つんですか? すごい。
nana nen tatsu n desu ka? sugoi
[You] have been here for 7 years? Impressive.
4. M 7年経ってもいまだにね、やっぱり英語って=
nana nen tatte mo imadani ne, yappari eigo tte=
[I] have been here 7 years, but [using] English=
5. H ((laugh))
((laugh))
6. M =もう永遠のテーマ[っていうか]、私7年おんのにこのレベル[とかって思う時]しょっちゅうありますけどね。
=mou eien no teema tte iu ka, watashi nana nen on noni kono reberu [toka tte omou toki] shocchuu arimasu kedo ne
= is the eternal theme. I’ve been here 7 years, but [I] often think

I'm still at the same level.

7. H [う::ん] [((laugh)), う::ん]
[u::n] [((laugh)), u::n]
Well, ((laugh)), well.
8. H えいつから、いつ、え、ずっとポートランドですか?
e itsu kara, itsu, e, zutto pootorando desu ka?
Since when, when, eh, have [you] always been in Portland?
9. M そうですねえ、うん、7年前にね、あの、うん、あの::卒業後すぐこっち来て=
sou desu nee, un, nana nen mae ni ne, ano, un, ano:: sotsugyougo sugu kocchi kite=
Well, yeah, 7 years ago, well, yes, [I] came here after graduation from [university].

In line 3, her evaluative comment in informal style has the effect of an exclamation in response to Megumi's answer. Thus, Haruna's shift to the informal style can be interpreted as an exclamatory expression. Haruna's shift is only temporary because she immediately shifts back to formal style again in line 8 (*zutto pootorando desu ka* "Have you always been staying in Portland?").

The following is another example of a shift from formal style to informal style motivated by an exclamatory expression. Example (7) is taken from conversation J-3 between Nana (age 28) and Ayaka (age 21). The talk is carried out in reciprocal formal style exchanges between the speakers until line 6. In line 1, Ayaka introduces the new topic of driver's licenses in the U.S., and Nana provides information in line 2, 4, and 6. Ayaka shifts from formal style to informal style to give an exclamation in line 7.

(7) N: Nana & A: Ayaka [J-3]

1. A あっ((3.0))車って免許ってこっちで取る時って大変ですか?
ah ((3.0)) kuruma tte menkyo tte kocchi de toru toki tte taihen desu ka?
Oh, is it difficult to get a driver's license here [in the U.S.]?
2. N いやそんなに大変じゃないです。

- iya sonnani taihen janai desu*
No, it's not so hard.
3. A あほんとはですか？
a honto desu ka?
Oh, really?
4. N はい。
hai
Yes.
5. A 結構安いんですかね。
kekkou yasui n desu ka ne
Is it very cheap?
6. N 私5ドルで取りました。
watashi go doru de tori mashita
I got [a driver's license] for only 5 dollars
7. →A えっ安！
ett yasu!
Oh, cheap!
8. A [[[laugh]]]
[[[laugh]]]
9. N [[[laugh]]]
[[[laugh]]]
10. A な、えっ5ドルでテスト受けられるってことですか？
na, ett go doru de tesuto ukerareru tte koto desu ka?
Eh, do you mean you can take the test for 5 dollars?

In line 7, Ayaka is surprised at the fact that Nana got a driver's license for only 5 dollars, and her exclamation causes the laughter in lines 8 and 9. In line 7, Ayaka shifts from formal style to informal style to give an exclamation (*ett yasu!* "Oh, cheap!"). Her utterance *yasu* is the short-form of *yasui* and marks informal style. Like example (5), this shift is also interpreted as an exclamatory expression. After the shift to informal style, Ayaka shifts back to formal style again in line 10.

In sum, examples (6) and (7) indicate that the speakers shift from formal to informal when expressing their feelings, such as in exclamations and admiration. Such expressions are used regardless of the speaker's age or status.

4.3.2. Self-directed Utterances (Soliloquy-like Remarks, Asking Oneself a Question, Recalling Something)

Self-directed utterances are produced when speakers talk to themselves, when they ask themselves a question, or when they are trying to recall something. Such utterances also tend to be in informal style. This finding is consistent with the findings in Cook (2008), Maynard (1991), and Okamoto (1999). In this study, all of the speakers shift from formal style to informal style at least once for self-directed utterances. The following segment is an example of soliloquy-like remarks by Eri (age 22). In line 1 and 3, Yuko (age 30) tries to give an explanation of the place where she used to live in Portland using hand gestures. Yuko mentions the name of a building (*maasharu* “Marshall”) at a university, knowledge shared between the two because Yuko and Eri go to the same university. In line 3, Yuko uses informal style, but Eri speaks in formal style in line 4 (*a ryou mitaina kanji desu ne* “That’s the one like a dormitory.”). In line 5, Yuko acknowledges what Eri said because Eri correctly guessed the place where Yuko used to live. In line 6, Eri finally recalls the place where Yuko used to live and says *a:: soreda* “Oh, that’s it.” in informal style.

(8) Y: Yuko & E: Eri [J-1]

1. Y ここにマーシャルがあるとして
koko ni maasharu ga aru to shite
If Marshall was here,

2. E はい
hai
Yes.
3. Y ここに住んでた。
koko ni sundeta
I lived here.
4. E あ寮みたいなかんじですな= *a ryou mitaina kanji desu ne*
That's the one like a dormitory.
5. Y そうそう[そうそう((laugh))]
sou sou [sou sou ((laugh))]
Yeah, yeah, yeah, yeah.
6. →E =[もはや]、[あ::それだ。アパートの]
=*mohaya*], [*a::soreda. apaato no*]
Oh, that's it, an apartment.
7. Y [そこ一応アパートなんだけど]=
[*soko ichiou apaato nan da kedo*]=
That one is an apartment, but=
8. E はい
hai
Yes.
9. Y =なんかあんま、なあ、あんまり学生なのに贅沢言っちゃい
けないんだけど=
=*nanka anma, naa, anmari gakusei nanoni zeitaku iccha ikenai n*
da kedo=
= Not much, I shouldn't ask too much as a student, though.
10. E はい
hai
Yes.
11. Y =なん引っ越したくて((laugh))
=*nan hikkoshi takute ((laugh))*
= [I] want to move.
12. E はいはい
hai hai
Yes, yes.
13. Y でちょっと日が当たる部屋を、が見つけたから。[川の方]
de chotto hi ga ataru heya o, ga mitsuketa kara, [kawa no hou]
[I moved] because I found a room which gets a little sunshine,

toward the river.

14. E [あ::それは]一人で住まれてたんですか?[シェアして]-
 [a:: *sorewa*] *hitori de sumareteta n desu ka?* [*shea shite*]-
 Well, did you live alone or share [the room where you used to
 live] with someone?

In line 6, Eri's shift to informal style in "a:: *sore da*," is not deliberately addressed to the listener. Rather, it can be interpreted as a soliloquy-like remark and recall. In line 14, when she asks Yuko a question, Eri again shifts back from informal style to formal style.

Asking oneself a question also seems to bring about a style shift from formal style to informal style. This is illustrated in Example (9) taken from conversation J-3 between Nana (age 28) and Ayaka (age 21). They are talking about how to obtain a driver's license in the U.S. In line 1, 3, 5, and 7, Nana explains how to obtain a driver's license, based on her knowledge. Prior to this segment, Ayaka had heard that it would cost about 60 dollars to get a license in Oregon. According to Nana, she has a license and got it for only 5 dollars in another state. Ayaka uses formal style in line 2 until the style shift occurs in line 10, where she expresses her contemplation about getting a driver's license.

(9) N: Nana & A: Ayaka [J-3]

1. N そう、あとはなんか表示のやつとかは一緒なので=
sou, ato wa nanka hyouji no yatsu toka wa issho nanode=
 Yes, it is the same signs [like Japan] as for the rest [of the written
 test], so=
 2. A そうなんですか?
sou nan desu ka?
 Oh, really?
 3. N =それをパスしたら実技で=
 =*sore o pasu shitara jitsugi de*=
 = When you pass it, [you can take] the driving tests=
 4. A う::ん
u::n
 Well.

5. N =で実技はなんかその教官の横に座って、まあ色々として、
 なので
 =*de jitsugi wa nanka sono kyoukan no yoko ni suwatte, maa iroiro to shite, nanode*
 =You will sit by an instructor in the driving tests, and then [you will] do a variety of things, so...
6. A へ::じゃあ結構簡単に-
he:: jaa kekkou kantan ni-
 I see. It's easy to [get a license].
7. N 簡単に、はい取れます。
kantan ni, hai toremasu
 Yes, you can get it easily.
8. A へ::なんかレンタしてどっか行きたい[なあって思ってたんで、はい]
he:: nanka renta shite dokka ikitai [naatte omotteta n de, hai]
 Oh, I want to rent a car and then go to somewhere.
9. N [そうですね、う::ん]
[sou desu ne, u::n]
 Yeah.
10. →A 5ドルなら取ろうかな、((laugh))
go doru nara torou kana, ((laugh))
 I wonder if I should try getting [a license], if it costs 5 dollars.
11. N 記念にね持っててもいいし
kinen ni ne mottetemo iishi
 Getting [a license] would be nice as a memento.
12. A そうですね((laugh))
sou desu yo ne ((laugh))
 That's right.
13. N うん
un
 Yeah.

In line 8, Ayaka realizes that she may easily get a license based on Nana's advice in line 7, and then in line 10, Ayaka asks herself *go doru nara torou kana* "I wonder if I should try getting [a license], if it costs 5 dollars." marked with informal style. Like soliloquy-like remarks, the shift in the example (9) does not deliberately address the listener. Rather,

Ayaka asks herself what Nana said. In line 12, she again shifts back from informal style to formal style (*sou desu yo ne* “That’s right.”). This “*sou desu yo ne*” is in response to Nana’s encouragement, which indicates that the formal style is used when addressing the conversation partner.

Another type of context that triggers style shift from formal to informal is when speakers recall something. Example (10) is taken from conversation J-4 between Sayaka (age 27) and Hitomi (age 23). In lines 2 and 4 of this segment, Hitomi explains in formal style about piano lessons that she was taking at ABC University. In line 6, Hitomi remembers that her teacher was Chinese but does not remember the teacher’s hometown. She is trying to recall the teacher’s hometown (*doko, honkon datta kana* “Where, I wonder if she’s from Hong Kong.”) in line 8, where the shift to informal style occurs.

(10) S: Sayaka & H: Hitomi [J-4]

1. S そのピアノは::個人レッスンなんですか?
sono piano wa kojīn ressun nan desu ka?
Do [you] have private piano lessons?
2. H マイナーを取るのに個人レッスンが必要で=
mainaa o toru noni kojīn ressun ga hitsuyou de=
[Students] are required to get private lessons to graduate with a
minor in music.
3. S あそうですか
a sou desu ka
Oh, really?
4. H =はい、やりました、もう終わったんですけど。
=hai, yatte mashita, mou owatta n desu kedo
=Yes, I did. I graduated [in music], though.
5. S あそう。先生はどう?
a sou. sensei wa dou?
Yeah. How about your teacher?
6. H よかったです、あなんか中国人の先生で
yokatta desu, a nanka chuugokujin no sensei de

She was great. My teacher was a Chinese and

7. S へ::
 he::
 Well
8. →H どこ、香港だったかな。から来てる先生[で]、いつもインターナショナルスチューデントをこう教えてたみたいで慣れてて
doko, honkon datta kana. kara kiteru sensei [de], itsumo intaanashonaru suchuudento o kou oshieteta mitai de naretete
 Where, I wonder if she's from Hong Kong. Because teaching the piano to international students, she gets used to it.
9. S [はい]
 [hai]
 Yes.
10. S 慣れてて((*laugh*))
naretete ((laugh))
 [She] gets used to [how to teach].
11. H ((*laugh*))
 ((*laugh*))
12. S あそうですかあ
a sou desu kaa
 I see.
13. H でもやっぱなんか日本人的にはこう(0.8)先生に言われたことをなんか‘はい’と言って[やる]ってかんじじゃないですか？
demo yappa nanka nihonjin teki niwa kou (0.8) sensei ni iwareta koto o nanka 'hai' to itte [yaru] tte kanji janai desu ka?
 But, after all, Japanese students always just say “yes” when the teacher tells them to do something, right?

In line 8, Hitomi's attempt to recall her teacher's hometown triggers a style shift from formal style to informal style, which is not deliberately addressed to the listener. Rather, Hitomi talks to herself. The shift to informal style is only temporary because she shifts back from informal style to formal style when she asks Sayaka a question about Japanese students' behavior in line 13.

To sum up, the speakers shift from formal style to informal style when expressing self-directed utterances, which are divided into three types in the current data: talking to themselves, asking themselves a question, or trying to recall something. These three expressions are not deliberately addressed to the listener, but the speakers produce self-directed utterances.

4.3.3. Questions for Confirmation or Inference

Another type of shift is observed when speakers ask a question for confirmation or ask if an inference is correct. This type of shift from formal style to informal style in my data set occurs in the form consisting of only noun without copula (i.e., *-desu* or *da*) or final particles (e.g., *ka*, *ne*, *nee*, and *yo*). Maynard (1991) analyses questions for confirmation as “echo questions.” The following example shows an instance of echo questions, which only repeats the same word that an addressee said. Before the segment, Nana (age 28) and Ayaka (age 21) were talking about the Oregon coast. In the example, in line 2, Nana says *watashi mo itta koto nai n desu kedo* “I have never been [to the Oregon coast] either.” in formal style. Shift to informal style occurs in line 6, where Nana asks a question for confirmation about what Ayaka is asking.

(11) N: Nana & A: Ayaka [J-3]

1. A なんか寒いって聞きましたけど。
nanka samui tte kiki mashita kedo
 I hear that [the Oregon coast] is cold.
2. N う::ん、[そんなイメージ]私も行ったこと[ないんですけど。]
u::n, [sonna imeeji] watashi mo itta koto [nai n desu kedo.]
 Well, [I have] that's my impression, and have never been [to the Oregon coast] either.

3. A [うん]
[un]
Yes.
4. A [う::ん]、へ::
[u::n], he::
Well, I see.
5. A なんかポートランドのおすすめの場所とかありますか?
((getting lower voice))
nanka pootorando no osusume no basho toka arimasuka?
((getting lower voice))
Do you have recommended places in Portland?
6. →N おすすめの場所?
osusume no basho?
My recommendation for the best place [in Portland]?
7. A はい
hai
Yes.
8. N [え::多分行ったことあると思うんですよね、たいがいのところは ((laugh))]
[e:: tabun itta koto aru to omou n **desu** yo ne, taigai no tokoro wa ((laugh))]
I think you probably have been to most places [in Portland].
9. A [((laugh))]
[((laugh))]

In line 5, Ayaka tries to change the topic to places in Portland that Nana can recommend, “*osusume no basho.*” However, in line 6, Nana does not answer the question. Instead, she repeats a part of the question to confirm (*osusume no basho?* “My recommendation for the best place [in Portland]?”), shifting from formal style to informal style. This shift occurs for a question for confirmation.

A similar phenomenon occurs when speakers ask a question for confirmation when they are unsure about what an interlocutor said. Example (12) is taken from conversation J-1 between Yuko (age 30) and Eri (age 22) and focuses on Eri’s style shift. In line 1, Eri asks Yuko *de ima wa pootorando ni sumareterutte koto desu yone?* “You

live in Portland now, don't you?" in formal style. In line 3, because Yuko moved recently, she provides some details of the new apartment, saying *kawa no hou, sausu wootaa furonto* "Toward the river. South Waterfront." In line 4, Eri's word *hai* "Yes." does not mean a question but acknowledgement because Eri's intonation is not rising. If the intonation rose, the meaning would be 'Pardon me?' and Yuko might repeat the same word (i.e., South Waterfront) or explain it so that Eri understands. In line 6, Eri shifts from formal style to informal style when asking a question for confirmation that South Waterfront is located in the Southeast area of town (*saisu iisuto?* "Southeast?").

(12) Y: Yuko & E: Eri [J-1]

1. E で今は、ど、ポートランドに住まれ[て]るってことですよ
ね?
de ima wa, do, pootorando ni sumare[te]ru tte koto desu yo ne?
You live in Portland now, don't you?
2. Y [うん]
[un]
Yes.
3. Y 今ね、私あのを最近引っ越したんですけど、こっち、あ今
引っ越したところはなんか川の方、サウスウォーターフ
ロント=
*ima ne, watashi anou saikin hikkoshita n desu kedo, kocchi, a ima
hikkoshita tokoro wa nanka kawa no hou, sausu wootaa furonto=*
I moved recently. This side. The place that I moved to is toward
the river, South Waterfront=
4. E はい。
hai
Yes.
5. Y =つていうところなんだけど。
=tte iu tokoro nanda kedo
= It's called [South Waterfront].
6. →E あサウス、サウスイースト?
a sausu, sausu iisuto?
Oh, South, Southeast?

7. Y ううん、[こっち側]
uun, [kocchi gawa]
 No, [it's] this side. (Southwest)
8. E [まだこっち側]あ近いんですか？
[mada kocchi gawa] a chikai n desu ka?
 [It's] this side. [Is it] close to [a university]?

In line 6, Eri seems unsure about the location of South Waterfront when she hesitates to say *sausu iisuto?* “Southeast?” instead saying *a sausu* “South.” The fact that she is unsure about ‘South Waterfront’ triggers a style shift from formal to informal and leads her to ask a question for confirmation.

When speakers ask if an inference is correct, a shift to informal style occurs. In the following example, Sayaka (age 27) and Hitomi (age 23) are talking about the university that Hitomi attended before. Prior to the segment, Sayaka speaks in formal style. In line 1, Sayaka says *seeramu dattara nan desu ka?* “What [school] is it if it is in Salem?” in formal style. However, in the same line, she restates what she said in different terms and infers from the place, Salem, that it is JKL University, saying *JKL?* “JKL [University]?” in informal style.

(13) S: Sayka & H: Hitomi [J-4]

1. →S セーラムだったら何ですか？JKL?
seeramu dattara nan desu ka? JKL?
 What [school] is it if it is in Salem? JKL [University]?
2. H MNO コミニティー[カレッジ]
MNO komin(e)ikarejji
 [It's] MNO Community College.
3. S [ああ]はいはい聞いたことあり[ます]
[aa]hai hai kiita koto ari[masu]
 Oh, yeah yeah, I have heard of it.
4. H [セーラム]に1個しかコミニティーカレッジがないんですよ
[seeramu]ni ikko shika komin(e)ikarejji ga nai n desu yo
 There is only one community college in Salem.

In line 1, Sayaka shifts from formal style to informal style when asking if an inference is correct. After Hitomi answers *MNO kominit(e)i karejji* “It’s MNO Community College.”, in line 3, Sayaka shifts back to formal style again when her question is answered.

In sum, examples (11), (12), (13) indicate that a shift from formal style to informal style occurs when speakers ask a question for confirmation or ask if an inference is correct. Such expressions are produced by the form consisting of only a noun without copula (i.e., *-desu* or *da*) or final particles (e.g., *ka*, *ne*, *nee*, and *yo*).

4.3.4. Adjusting to the Context (formality and/or deference)

In the current data, shifting back and forth between formal and informal style is observed, regardless of whether the speaker is younger or older. This is an irregular phenomenon in that this section focuses not only on shifts from formal style to informal style, but shifts back and forth between the two styles. Such speech patterns are sometimes used to adjust the level of formality according to the context. For example, Okamoto (1999) demonstrates that a professor shifts back and forth between the two styles to avoid sounding too formal or too informal by using both style when talking to a student. Formal style is used to show politeness for a non-intimate relationship, while informal style is used to show friendliness. Similarly, one possible reason why speakers shift back and forth in the first-encounter conversations is to attempt to show politeness toward the addressee by use of formal style and to show friendliness, casualness, or empathy by use of informal style. Friendliness, casualness, or empathy is conveyed by use of informal style when speakers’ utterances bring laughter to the context and/or when

speakers show empathy for the addressee. Showing empathy for the addressee is similar to the factor of expressions of feelings, as indicated in example (6) and (7). However, in this study, expressions of feelings are treated as only “sudden emotional surges”, and such expressions are not considered to be deliberately addressed to the listener (Maynard, 1991, p. 560). The following segment is an example of adjusting to the context. Example (14) is taken from conversation J-2 between Megumi (age 29) and Haruna (age 20) and focuses on Megumi’s shift back and forth between the two styles. The topic of a good restaurant in Portland remains unchanged during the segment. Haruna speaks in formal style during the segment. In line 1, Haruna asks if Megumi knows a good restaurant in Portland. In line 2, Megumi answers the question, mentioning drinking alcohol, in formal style ending in the conjunction *kedo* to show politeness toward the addressee. However, in line 5, she shifts from formal style to informal style when showing empathy for Haruna, who is a minor and unable to drink.

(14) M: Megumi & H: Haruna [J-2]

1. H なんかおいしいお店とかあります？
nan ka oishii omise to ka arimasu?
 [Do you] know a good restaurant in Portland?
2. →M 私::？(2.3) う::んとねえ飲むのが好き[なんで]、結構カクテル::とかばっかやってるんですけど。
watashi? (2.3) u::n to nee nomu no ga suki [nan de], kekkou kakuteru toka bakka itteru n desu kedo
 Me? Well, because I like to drink, I usually drink cocktails.
3. H [あ::]
 [a::]
 Well.
4. H かつこいいですね((laugh))
kakko ii desu ne ((laugh))
 [You’re] so cool.
5. →M ((laugh))、であっまだ[飲めないんだ::まだ飲めないのね。残

念] CAPS

((*laugh*)), *de ah mada* [*nome nai n da:: mada nomenai no ne. zannen*] CAPS

Oh, [you] can't drink [alcohol] yet, can't drink yet, I'm sorry.

6. H [そうなんですよね]
[*sou nan desu yo ne*]
That's right.
7. →M そっかでも好きですか？飲むの。
sokka demo suki desu ka? nomu no
But do you like to drink [alcohol]?
8. H 好きです、[[*laugh*]]
suki desu, [[*laugh*]]
[I] like to [drink alcohol].

In line 5, Megumi's informal style is motivated by showing empathy toward the addressee. She seems to recall that Haruna cannot drink alcohol legally in Oregon because of Haruna's age (20 years old) and seems to show empathy for Haruna in informal style. Megumi's utterance *mada nomenai n da* "[You] can't drink [alcohol] yet." is interpreted as an exclamatory expression because she says *ah* "Oh." before the utterance. However, in the same line, her utterance *mada nomenai no ne* "[You] can't drink [alcohol] yet." is addressed to Haruna to show empathy. In line 7, Megumi shifts again from informal style to formal style when asking if Haruna likes drinking since Haruna can legally drink in Japan. The use of Megumi's formal style can be construed as showing politeness toward Haruna. In the segment, Megumi shows politeness toward Haruna through use of formal style and shows empathy toward the addressee through use of informal style. Megumi's speech does not remain in one style or the other but does shift back and forth between the two styles, which seems to allow her to adjust to the context.

In the following conversation, we find another example of style shift back and forth between the two styles. Example (15) is taken from conversation J-1 between Yuko (age 30) and Eri (age 22) and focuses on Yuko's shift back and forth between the two styles. In the segment, the topic is an apartment that Yuko moved to recently and an apartment in which Eri used to live. In line 1 and 3, Yuko talks about the place where she lives now in Portland in informal style. Eri continues using formal style during the segment. The topic of their apartments remains unchanged during the segment.

(15) Y: Yuko & E: Eri [J-1]

1. Y で私たちはちょっと川の方の、なんかね、庭、な個人用の庭じゃないんだけど、
de watashi tachi wa chotto kawa no hou no, nanka ne, niwa, na kojinyou no niwa ja nai n dakedo,
The place is toward the river. A yard. [It's] not a personal yard, though.
2. E はい
hai
Yes.
3. Y なんか共用で使われる庭が[あるところ]部屋を見つけて、でそこに引っ越した。
nanka kyouyou de tsukawareru niwa ga [aru tokoro] heya o mitsukete, de soko ni hikkoshita
[I] found a room where I could share the yard [with other residents], and then [I] moved there.
4. E [う::ん]
[u::n]
Yeah.
5. E [う::ん]そちらの方がいいですか? やっぱり
[u::n] sochira no hou ga ii desu ka? yappari
Well, Is the apartment [where you live now] better?
6. →Y いい。
ii
Better.
7. E ((laugh))

- ((*laugh*))
8. Y ((*laugh*))
((*laugh*))
9. Y あのう、あたara、なんか建物がさあ、新しくなっ=
anou, atara, nanka tatemono ga saa, atarashiku natt=
Well, new, the apartment is new=
10. E はい
hai
Yes.
11. Y =新しいから=
=atarashii kara=
= Because [the apartment is] new=
12. E はい
hai
Yes.
13. →Y =ちょっと気持ちが楽だよね。
=chotto kimochi ga raku da yo ne=
= [I] feel a little better.
14. E ((*laugh*))
((*laugh*))
15. Y あとなんかキッチンとかも=
ato nanka kicchin toka mo=
Also, the kitchen and so on are=
16. E はい
hai
Yes.
17. →Y =なんか新しいと、ああ[やんなきゃって]気がする。
=nanka atarashii to, aa[yannakyatte] ki ga suu
= new, so [I] feel such a need to [cook].
18. E [はい]
[*hai*]
Yes.
19. E ((*laugh*))
((*laugh*))
20. Y ((*laugh*))
((*laugh*))
21. E でも大事ですね、環境は。私も前住んでたところがすごく

- 古かったので、[一番古い**ですもんね**]
demo daiji desu ne, kankyou wa. watashi mo mae sundeta tokoro ga sugoku furukatta node, [ichiban furui desu mon ne]
 But the circumstances are important. The apartment where I used to live is very old, so. It's the oldest in ABC University, isn't it?
22. →Y [モリソンでしょ?]
 [*morison de sho?*]
 Morrison [apartment], right?
23. E であとはそのキッチンを[使い]たかったんですけど=
de ato wa sono kicchin o [tsukai] takatta n desu kedo=
 [I] wanted to use the kitchen, but=
24. Y [うん] ((This “un” is in response to Eri’s speech “sono kicchin o” in line 23.))
 [*un*]
 Yes.
25. Y うん
un
 Yes.
26. E =もうすべて共用[だったので] めんどく[さいなあっていうので]=
=mou subete kyouyou [datta node] mendoku[sai naatte iu node]=
 = Because the apartment residents had to share the kitchen, I felt that was a bother.
27. →Y [うんうんうん] [ああなるほどね]。
 [*un un un*] [*aa naru hodo ne*]
 Yes, yes, yes. I see.
28. E =で友だちがあに住んでくれる人を探してたので=
=de tomodachi ga ano sunde kureru hito o sagashiteta node=
 = And because my friend was looking for a room mate=
29. Y うん
un
 Yes.
30. E =あもうそこへ行きますって言って、はい、うん
=a mou soko e ikimasu tte itte, hai, un
 = I said “I will move there”, yeah, well.

In line 5, Eri asks Yuko if the apartment where Yuko lives now is better, and Yuko answers simply *ii* “better.” in informal style in line 6. Her utterance brings laughter to the

context in line 7. Similarly, Yuko's utterances in line 13 and 17 elicit Eri's laughter. These three utterances seem to create a casual atmosphere by bringing laughter to the context. In line 21, Eri sympathizes with Yuko regarding the importance of living environment by bringing up her experience with the apartment in which she used to live. In line 22, Yuko shifts from informal style to formal style (*morison desho?* "Morrison [apartment], right?") to show politeness toward Eri because Yuko has finished talking about her apartment, and the topic has changed to an apartment in which Eri used to live. *Desho(u)* is the tentative form of *desu* for formal style, while *darou* is tentative form of *desu* for informal style (Jordan & Noda, 1987, p. 150). However, female speakers would not have the choice of using *darou* in informal style, since it is usually reserved for male speakers. In the case of female speakers, informal style would be *morison da yo ne*, while *morison desho* can be treated as a slightly less formal style. In line 23 and 26, Eri tells Yuko that she felt it was not convenient to use the kitchen because the apartment residents had to share. In line 27, Yuko shows empathy for Eri and shifts back to informal style again. Yuko's informal style is motivated by a desire to show empathy toward the addressee. Yuko does not speak in one style or the other but shifts back and forth between the two styles to adjust the level of formality according to the context.

A final example can be found in the following instance of style shift back and forth between the two styles motivated by adjusting to the context. Example (16) is taken from conversation J-4 between Sayaka (age 27) and Hitomi (age 23) and focuses on Sayaka's shift in style. They are talking about Portland. The topic remains unchanged during the segment. Both speakers lived in a different city in Oregon before moving to Portland. By comparing Portland with their previous residence, they share a similar

sentiment toward Portland. We learn that the places where they used to live were farther out in the countryside than Portland. In line 1 of the segment, Sayaka asks a question to find out when Hitomi came to Portland, but Hitomi answers a question in formal style before Sayaka finishes her utterance. In line 3 and 4, Sayaka speaks in formal style. Hitomi speaks in formal style during the segment, while Sayaka shifts back and forth between the two styles. In line 5, Hitomi utters *tanoshii desu ne* “It’s fun.” with a laugh. This utterance seems to trigger Sayaka’s shift to informal style.

(16) S: Sayka & H: Hitomi [J-4]

1. S ポートランドに来たのは[いつ]-
pootorando ni kita no wa [itsu]-
When did [you] come to Portland-
2. H [2年ぐらい]、2012年の[秋から来ました]
[ni nen gurai], ni sen juu ni nen no [aki kara kimashita]
About 2 years ago. [I] came in fall in 2012.
3. S [あそうですか]
[a sou desu ka]
I see.
4. S どうですか？セーラムと比べて
dou desu ka? seeramu to kurabete
How are you [enjoying Portland] compared to Salem?
5. H 楽し[いですね((laugh))]
tanoshi[i desu ne ((laugh))]
It’s fun.
6. S [((laugh))]
[((laugh))]
7. →S [私もそう思う]。
[watashi mo sou omou]
I think so, too.
8. H [((laugh))]
[((laugh))]
9. →S [なんでもある]。
[nan demo aru]
It has everything.

10. H [なんでもある]ことはあるし((*laugh*)), なんでもできるし
 [*nan demo aru*] *koto wa aru shi* ((*laugh*)), *nan demo dekirushi*
 It does have everything, and [we] can do anything [we want].
11. S [なんかおいしいお店が]いっぱい[あるし]
 [*nanka oishii omise ga*] *ippai* [*arushi*]
 There are many good restaurants.
12. H [外食も]-
 [*gaishoku mo*]-
 Going out to eat-
13. H [う::ん]
 [*u::n*]
 Well.
14. H やっぱ食べ物とか、あとショッピングも全然する[とこがな
 かったんですよ]
yappa tabemono toka, ato shoppingu mo zenzen suru [*koto ga*
nakatta n desu yo]
 [In Salem,] [I] did not have a chance to go out to eat and go
 shopping.
15. S [う::んたしかに]
 [*u::n tashikani*]
 That's for sure.
16. H ウォールマート[みたいなお店((*laugh*))]
woorumaato [*mitaina omise* ((*laugh*))]
 A store like Walmart is...
17. S [((*laugh*))]
 [((*laugh*))]
18. →S 悲しいね。
kanashii ne
 Sad.
19. H ((*laugh*))
 ((*laugh*))
20. S ((*laugh*))
 ((*laugh*))
21. H やっぱ楽しいですよ、ポートランドの方が。
yappa tanoshii desu yo, pootorando no hou ga
 It's a lot of fun in Portland.
22. →S そうですね、ポートランドいいですよ
sou desu ne, pootorando ii desu yo ne

That's right. Portland is a really good place.

After Hitomi's laugh in line 6, Sayaka shifts from formal style to informal style, saying *watashi mo sou omou* "I think so, too." in line 7. Her utterance brings laughter to the context in line 8. Similarly, in line 9 and 18, Sayaka uses informal style, which brings laughter to the context. Sayaka's utterance in line 18 can be interpreted as a co-construction with Hitomi's utterance ending in an incomplete sentence (i.e., nouns without copula (i.e., *desu* or *da*) or final particles (e.g., *ka*, *ne*, *nee*, and *yo*)) in line 16. That is, Hitomi's utterance is embedded in Sayaka's utterance ending in informal style (*woorumaato mitai na omise kanashii ne* "A store like Walmart is sad [for us]."). It seems that her informal style in lines 7, 9, and 18 was triggered by the shared experience of living in a rural area where few upscale shops were available. Sayaka and Hitomi are in the same circumstance because they live in the same city (i.e., Portland) now and agree with the fact that the places where they used to live were boring. However, in line 22, Sayaka shifts from informal style to formal style again. It is possible that she is trying to avoid sounding too friendly because excessive use of informal style could convey the impression of being rude. Her formal style in the segment can be interpreted as showing politeness toward the addressee. Like example (14), Sayaka shifts back and forth between the two styles to show friendliness and empathy through use of informal style and politeness through use of formal style.

In sum, examples (14), (15), and (16) indicate that shifts back and forth between the two styles seem to be used to adjust the level of formality and/or deference. Formal style is used to show politeness, while informal style is used to show friendliness, casualness, or empathy. It seems that using formal style in the data set is associated with

the context in which little about the relationship is established or known among participants. On the other hand, the fact that the speakers were the same gender (female) and similar age (between 20 and 30), and a familiar topic ('living in the US') was chosen for them by the researcher could have led to the use of informal style.

CHAPTER 5: DISCUSSION

In the previous chapter, I presented my findings regarding the frequency and factors of style shifts observed in the data sets. In this chapter, I will discuss the findings in order to answer each of the research questions raised earlier, incorporating information and insights gained from the interview data/results. To review, the research questions are: ‘Do the speakers shift between formal and informal styles during first-encounter conversations? If so, how frequently do the style shifts occur?’ and ‘What factors can account for style shifting in first-encounter conversations?’

5.1. Frequency of Style Shifting

The first research question raised in Chapter 3 is ‘Do the speakers shift between formal and informal styles during first-encounter conversations?’ The answer for the first part of this question is proven to be affirmative, as by the frequency of style shifts in section 4.1: in these examples, all speakers demonstrated shifts between formal and informal style. As in the previous studies (e.g., Cook, 2008; Geyer, 2008; Ikuta, 1983; Maynard, 1991; Okamoto, 1999), this study showed that style shifts occurred within a single speech context where social factors, such as differences in age, status, and formality remain constant. In answer to the second part of my first question, ‘How frequently do the style shifts occur?’: the frequency of style shifts ranged from 10 to 69 times, while the rates for style shifts ranged from once per 8.8 sec to once per 45.0 sec.

Although the frequency of style shifts and rates of style shifts varied depending on the speakers, the rate seems to be associated with age. In each conversation, the older

partners of the pairs (Yuko, Megumi, Nana, and Sayaka) shifted their speech style more frequently than the younger partners of the pairs (Eri, Haruna, Ayaka, and Hitomi). Their backgrounds were not disclosed to the other participant by the researcher in advance. In the follow-up interviews, the speakers reported that they realized or inferred their partner's age and/or relational statuses from the information that the speakers provided during the conversation, especially at the beginning of the conversation, or they relied on their partner's appearance to guess their partner's age. For example, in conversation J-1, Yuko provided the information that she is a graduate student and has a child, while Eri remarked that she is an undergraduate student at GHI University in Japan. In conversation J-3, Nana said that she has been teaching Japanese at a public school for three years, while Ayaka said that she has been studying for 5 months since coming to the U.S. from GHI University in Japan. Based on the information, the speakers reported that they realized or inferred whether they were younger or older than their partners.

The follow-up interviews revealed why the older partners of the pairs (Yuko, Megumi, Nana, and Sayaka) shifted their speech style more frequently than the younger partners of the pairs (Eri, Haruna, Ayaka, and Hitomi). Some reported that the style shift is motivated by the status difference determined by age. Yuko reported, "Younger people may feel that it is difficult to talk to older people unless the older person shifts from formal style to informal style. Since I am older than my partner, I tried to mix the two styles in order to have the conversation flow smoothly." Megumi reported, "The fact that my partner was obviously younger than me from her appearance led to the use of informal style, but I thought that I used formal style as well unconsciously." Nana reported, "I usually speak in formal style, regardless of the addressee's age. However, I

shifted from formal style to informal style when expressing my thoughts and opinions.”

According to Sayaka, “I usually speak in formal style even if an addressee is younger than me but unconsciously tend to mix formal and informal style toward an addressee.”

Eri, Haruna, Ayaka, and Hitomi, who are younger than the partners, reported that they tried to speak in formal style as much as possible because the partners were older than them and the situation was a first-encounter. Eri, Ayaka, and Hitomi reported that if the partners were younger than them, they would speak in informal style. The follow-up interviews with the older partners of the pairs (Yuko, Megumi, Nana, and Sayaka) suggest that they had a choice to use both formal and informal style. On the other hand, the interviews with the younger partners of the pairs (Eri, Haruna, Ayaka, and Hitomi) suggest that they were expected to use formal style when talking with someone who is or appears older than they are in their first-encounter. This does not mean that younger partners of the pairs did not shift between formal and informal style. Rather, although they sometimes shifted style, they tended to use more formal style than older partners of the pairs in the current data. As a result, the older partners of the pairs (Yuko, Megumi, Nana, and Sayaka) shifted their speech style more frequently than the younger partners of the pairs (Eri, Haruna, Ayaka, and Hitomi).

In regard to the research question on the frequency of style shift: the current data show that each speaker shifted between formal and informal styles in each conversation. Moreover, in each conversation, the older partners of the pairs (Yuko, Megumi, Nana, and Sayaka) shifted their speech style more frequently than the younger partners of the pairs (Eri, Haruna, Ayaka, and Hitomi). However, these findings cannot be generalized,

as only eight speakers were observed and they ranged in age from 20 to 30. With different participants, different results may be obtained.

5.2. Factors of Style Shifting

The second research question examined in this study is, again, ‘What factors can account for style shifting in first-encounter conversations?’ Style shift occurs in two directions: informal style to formal style and formal style to informal style, and both directions were observed in the current data. The style shift from informal style to formal style occurred when speakers (1) introduced a new topic and (2) closed a topic. The analysis of the formal-to-informal style shifts identified the following four factors: (1) expression of feelings, (2) self-directed utterances, (3) questions for confirmation or inference, and (4) adjusting to the context (formality and/or deference). In factor (4), style shifts back and forth between the two styles were observed.

Both factors (1) and (4) focused on feelings in the formal-to-informal style shifts. To distinguish between these two factors, in factor (1), expressions of feelings were treated as only “sudden emotional surges”, and such expressions were not considered to be deliberately addressed to the listener (Maynard, 1991, p. 560). However, I was not able to distinguish exactly between these two factors because the motivation of each speaker for style shift was not obtained in follow-up interviews.

Regarding the finding that the informal-to-formal shift was associated with the introduction of a new topic and the closing of a topic, Megumi and Nana reported that they used formal style to ask a question about the addressee due to the fact that they were engaged in a first-encounter conversation. They did not mention why they shifted to

formal style when introducing a new topic. Ikuta (1983) demonstrates that style shifts between formal and informal styles are used to signal structural changes in a conversation. For example, the style shift from informal to formal occurs when speakers introduce a new topic with a question. According to Ikuta, the shift to formal style signals the opening of a new topic toward the addressee. Although she did not analyze closing a topic, the shift for closing a topic can be interpreted as signaling structural changes in a conversation in that the shift to formal style occurs at a transition to an end of topic. Maynard (1991) states that the shift from informal style to formal style occurs “when the speaker communicates main information directly addressed to the listener.” That is, the shift to the formal forms is motivated by the high awareness of ‘an addressee’ (‘thou’ in Maynard’s term), as indicated in the literature review. In light of the findings of these two researchers, in the current data, this style shift from informal to formal can be interpreted as signaling the opening of a new topic and the closing of a topic which are directly addressed to the listener.

I observed four factors of style shifts from formal to informal: (1) expression of feelings, (2) self-directed utterances, (3) questions for confirmation or inference, and (4) adjusting to the context (formality and/or deference). These shifts were observed in contexts where the topic remained unchanged, regardless of the age of the speakers. That is, the speakers did not shift from formal style to informal style to change the topic. All of the speakers shifted from formal style to informal style at least once for (2) self-directed utterances. With regard to factors (1), (2), and (3), when I pointed out in the follow-up interviews that they sometimes shifted to informal style, some speakers reported that they shifted to informal style unconsciously. The interview responses imply that the speakers’

shifts to informal were not deliberately addressed to the listener. They can be interpreted as style shifts motivated by the low awareness of ‘thou’ (i.e., ‘an addressee’) in Maynard’s (1991) findings.

As for factor (4), adjusting to the context (formality and/or deference), Okamoto (1999) examines style shifts in different contexts, such as a professor and his former student, a supervisor and a subordinate, two colleagues of similar age in a kindergarten, a vendor and a customer at a large marketplace, and a salesperson and a customer at a department store. Shifts back and forth between styles are observed in all her data. For example, in the conversation between the professor and his former student, the professor shifts back and forth from formal style, to show politeness for a non-intimate relationship, to informal style to show friendliness. Okamoto concludes that such style shifts are used to adjust the level of politeness according to the context. First-encounter conversations are no exception, as my data showed.

As in Okamoto’s (1999) study, the participants used formal style to show politeness toward the addressee and informal style is used to show friendliness, casualness, or empathy whereby they adjusted the degree of formality. In my follow-up interviews, many speakers reported that they tried to speak in formal style because these were first-encounters in which little about the relationship is known to participants. However, they did not mention whether they were in a non-intimate relationship. As indicated in examples (14), (15), and (16) in the previous section, friendliness, casualness, or empathy is conveyed by use of informal style when speakers’ utterances bring laughter to the context and/or when speakers show empathy for the addressee. Bringing laughter to the context by use of informal style may be similar to Geyer’s (2008) findings that

style shifts to informal style in joking conveys the unofficial nuance to create intimacy among interlocutors. Thus, the speakers are trying to create a particular atmosphere by shifting back and forth between styles during a first-encounter conversation. Formal style is not necessarily used consistently between the speakers in the context.

In my data, some participants provided intriguing comments about style shifting back and forth in the follow-up interviews. Yuko (age 30) reported, “I tried to use informal style to show friendliness or casualness when talking to Eri (age 22) who was younger than me.” This does not mean that Yuko constantly spoke in informal style. Yuko also reported, “I also tried to use formal style to show politeness and avoid sounding too informal. Only using informal style could give the impression of being rude because Eri spoke mostly in formal style.” Yuko’s remark suggests that she was trying to mix the two styles to create a particular context to avoid sounding too formal or too informal. Yuko’s shifting back and forth does not mean that she did not know that Eri was younger than Yuko. Yuko reported in the interview that Yuko inferred that Eri was younger than her at the beginning of the conversation because Eri introduced herself as an undergraduate student in Japan.

Megumi (age 29) and Haruna (age 20) from J-2 reported that they had a positive impression of their partner and felt their partner was easy to talk to because they are both from Osaka. Megumi reported, “I spoke in formal style especially at the beginning of the conversation but was able to speak in informal style without any reluctance because Haruna was younger than me and from the same town.” Haruna reported, “Megumi’s speech style was friendly, and I was able to talk to her in a friendly manner.” Their relationship may have been more casual than other participants because of their shared

background. The fact that they were from the same town might have led to a friendly atmosphere between the speakers. For Megumi, shifting back and forth between formal and informal style may have been motivated by the camaraderie born out of this commonality.

In sum, when (1) introducing a new topic and (2) closing a topic, the speakers shifted from informal style to formal style. This can be interpreted as signaling the opening of a new topic and the closing of a topic addressed directly to the addressee. In the formal-to-informal style shifts, observed in factors (1) expression of feelings, (2) self-directed utterances, and (3) questions for confirmation or inference, some speakers reported in their follow-up interviews that they shifted to informal style unconsciously. As for factor (4) adjusting to the context, the examples drawn from my data support Okamoto's (1999) findings, and the remarks by the participants in the follow-up interviews reinforced my analysis. Moreover, intriguing comments about style shifting back and forth were obtained by some speakers in the follow-up interviews. In the current data, formal style is used to show politeness toward the addressee, and informal style is used to show friendliness, casualness, or empathy, regardless of whether the speaker is younger or older. Friendliness, casualness, or empathy is conveyed by use of informal style when speakers' utterances bring laughter to the context and/or when speakers show empathy for the addressee. Thus, the shift back and forth is used to adjust the level of formality according to the context. However, since this type of shift was not observed in all speakers, I conclude that the occurrence of shifts back and forth between styles may vary depending on the speakers.

CHAPTER 6: CONCLUSION

The goals of this study were to examine style shifts between formal and informal style in first-encounter conversations between Japanese female speakers and to demonstrate how they used the two styles as they interacted with each other. Both quantitative and qualitative analyses were provided. To analyze the style shifts, this study asked (1) whether speakers shift styles in first-encounter conversations, (2) if so, how frequently the style shifts occur, and (3) what factors can account for style shifting in the setting to be determined by a qualitative method. To support my analysis of the discourse data collected for this study, I conducted follow-up interviews with the participants in person or by phone after recording the conversations.

The overall results of quantitative analysis indicated that all the speakers shifted between formal and informal style, even in first-encounter conversation, where it was expected that speakers would use polite speech (Niyekawa, 1991). This study demonstrated that style shifts occurred within a single speech context where social factors, such as differences in age, status, and formality remain constant. This finding supports previous studies with similar results (e.g., Cook, 2008; Geyer, 2008; Ikuta, 1983; Makino, 2002; Maynard, 1991; Okamoto, 1999). The frequency of style shifts ranged from 10 to 69 times, while the rates of style shifts ranged from once per 8.8 sec to per 45.0 sec. The range of the two scales varied depending on the speakers, but there was a difference in age and status in the rate of style shifts. The occurrence of style shifting in the older partners' speech was more frequent than that of the younger partners'.

As for qualitative analysis, the examples of style shifts between formal and informal produced by the speakers can be categorized into six factors as follows:

Informal to formal:

1. Introducing a new topic
2. Closing a topic

Formal to informal:

1. Expression of feelings
2. Self-directed utterances
3. Questions for confirmation or inference
4. Adjusting to the context (formality and/or deference)

The results reveal that the speakers do not necessarily speak in one style or the other in the current data. Formal style is not used consistently for the entire duration of the conversation even though these were first-encounters. Speakers shifted between formal and informal styles, and the shifts were accounted for with the six factors indicated above.

Limitations of This Research

There are some limitations in this study. This research was conducted in the context of a limited number of speakers. Due to insufficient sample size, it is difficult to generalize the findings for the broader population. Additionally, because the participants were the same gender (female) and of similar age (between 20 and 30), the findings of this study may not be applicable to the male gender or pairs of mixed gender. Moreover, although this study aimed to gather naturally occurring data in first-encounter conversations, it also aimed to obtain comparable data. As a result, certain compromises between authenticity and repeatability had to be made. For example, the topic ('living in

the US') for the participants and the place where the conversations took place were selected by the researcher. Finally, conversations were audio-recorded for this study. These three factors may have affected the participants' speech behavior during the conversations.

In spite of these limitations, this study was successful in eliciting data that enabled the researcher to examine style shifts between formal and informal style both quantitatively and qualitatively. This study shed some light on ways in which Japanese native speakers use and shift speech styles in first-encounter conversations. In future, further research focusing on male speakers or pairs of mixed gender may shed more light on how effects of style shifting are associated with such factors as gender and age. Moreover, a larger sample size will expand our understanding of style shifting.

Finally, the findings in this study have pedagogical implications. The Japanese language requires the choice between formal and informal style (Jordan & Noda, 1987; Martin, 1964), but it seems that the phenomenon of style shifting between the two styles may not receive adequate attention in Japanese language textbooks and classrooms. As a result, learners may not realize the fact that style shifts occur within a single speech context where social factors, such as differences in age, status, and formality remain constant. Instructors need to explain that native speakers do not always use one style or the other. That is, it is necessary to give examples of style shifting to learners in classrooms and to explain factors of style shifting.

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**Appendix A:
TRANSCRIPTION CONVENTIONS**

The conventions for transcription are as follows. They have been adopted from Cook (2008, p. 38).

[the point where overlapping talk starts
]	the point where overlapping talk ends
(0.0)	length of silence in tenths of a second
CAPS	relatively high pitch
::	lengthened syllable
-	cut-off
=	latched utterances
(())	transcriber's description of events
	formal style
<u></u>	informal style

In English translations, square brackets, [], are used to indicate omitted elements.

**Appendix B:
INFORMED CONSENT FORM**

The Portland State University
Consent to Participate in Research

Style shifting of Japanese between distal and direct style in first-encounter conversations
among Japanese speakers

June 27, 2014

Introduction

You are being asked to participate in a research study that is being done by Kenichi Shinkuma, who is the Principal Investigator, from the Department of World Languages and Literatures, at Portland State University in Portland, Oregon. This research is studying style shifting of Japanese between distal and direct style in first-encounter conversations among Japanese speakers to examine how modern Japanese people use the two styles in actual discourse. The researcher hopes that this study will contribute to the study of Japanese speech style by providing both quantitative and qualitative analyses of the two styles used in actual discourse.

You are being asked to participate in this study because you are a Japanese native speaker. The researcher analyzes the complex relation between distal (formal) and direct (informal) speech style in Japanese, by comparing actual discourse. This study is being conducted in partial fulfillment of the requirements for a master's degree, under the supervision of Dr. Suwako Watanabe of Department of World Languages and Literatures at Portland State University. You were selected as a possible participant in this study because you are a native speaker of Japanese.

This form will explain the research study, and will also explain the possible risks as well as the possible benefits to you. We encourage you to talk with your family and friends before you decide to take part in this research study. If you have any questions, please ask one of the study investigators.

What will happen if I decide to participate? If you agree to participate, the following things will happen:

You will be asked to participate in (1) a conversation with a stranger, and (2) a follow-up interview by the researcher after the conversation in order to check the validity of my analysis. These activities will be recorded.

How long will I be in this study? Participation in this study will take a total of one hour over a period of one day, or two days.

What are the risks or side effects of being in this study? There are risks of stress, emotional distress, inconvenience and possible loss of privacy and confidentiality

associated with participating in a research study. The researcher will explain to **you** that there is no right or wrong answer, that **you** can take as long as time as **you** want to respond, and that **your** response will be kept confidential.

For more information about risks and discomforts, ask the investigator.

What are the benefits to being in this study?

You might benefit directly, having an opportunity to share **your** story and make friends with **your** partner. **You** may not receive any direct benefit from taking part in this study, but the study may improve the general understanding of Japanese speech styles, which may benefit others who study the field of Japanese speech styles, and Japanese language learners in the future.

How will my information be kept confidential?

We will take measures to protect the security of all your personal information, but we cannot guarantee confidentiality of all study data. Any information that is obtained in connection with this study and that can be linked to **you** or identify **you** will be kept confidential. The information **you** give the researcher will be kept confidential to the extent permitted by law. Copies of the recordings, the transcriptions, and the consent forms will be kept in secure folders on the researcher's personal computer. When the researcher reports findings of the study, he will use pseudonym for any personal names, but some general demographic information such as gender and approximate age will not be changed. The data and records will be kept on the file for three years after the completion of research.

Information contained in your study records is used by study staff. The Portland State University Institutional Review Board (IRB) that oversees human subject research and/or other entities may be permitted to access your records, and there may be times when we are required by law to share your information. It is the investigator's legal obligation to report child abuse, child neglect, elder abuse, harm to self or others or any life-threatening situation to the appropriate authorities, and; therefore, your confidentiality will not be maintained.

Your name will not be used in any published reports about this study.

Will I be paid for taking part in this study? **No**

Can I stop being in the study once I begin?

Your participation in this study is completely voluntary. You have the right to choose not to participate or to withdraw your participation at any point in this study without penalty or loss of benefits to which you are otherwise entitled.

Whom can I call with questions or complaints about this study?

If you have any questions, concerns or complaints at any time about the research study, Kenichi Shinkuma, or his/her associates will be glad to answer them at 503-200-0687.

If you need to contact someone after business hours or on weekends, please call 503-200-0687 and ask for Kenichi Shinkuma.

Whom can I call with questions about my rights as a research participant?

If you have questions regarding your rights as a research participant, you may call the PSU Office for Research Integrity at (503) 725-2227 or 1(877) 480-4400. The ORI is the office that supports the PSU Institutional Review Board (IRB). The IRB is a group of people from PSU and the community who provide independent oversight of safety and ethical issues related to research involving human participants. For more information, you may also access the IRB website at <https://sites.google.com/a/pdx.edu/research/integrity>.

CONSENT

You are making a decision whether to participate in this study. Your signature below indicates that you have read the information provided (or the information was read to you). By signing this consent form, you are not waiving any of your legal rights as a research participant.

You have had an opportunity to ask questions and all questions have been answered to your satisfaction. By signing this consent form, you agree to participate in this study. A copy of this consent form will be provided to you.

Name of Adult Subject (print) Signature of Adult Subject Date

INVESTIGATOR SIGNATURE

This research study has been explained to the participant and all of his/her questions have been answered. The participant understands the information described in this consent form and freely consents to participate.

Name of Investigator/ Research Team Member (type or print)

(Signature of Investigator/ Research Team Member) Date

**Appendix C:
CONVERSATION DATA [J-1]**

Yuko × Eri 2014, 7/30, PSU library study room 390

- 0:00 Yuko (Y) [よろしくお願ひします]
 Eri (E) [よろしくお願ひします]、はい。
 Y 自己紹介
 E あ、そうですか
 Y はい、えっと、私はゆうこっていいます。
 E はい
 Y あの、あつ山本さんと同じで=
 E はい
 Y =あの ABC 大学のあの:: 日本語の大学院生なんですけど。
 E はい
 Y あと TA というか、あの日本語のインストラクター[やって((聞き取れない)) はい、はい]
 E [う::ん、なるほど、はい]
 E え::っと、私はえりと(1.9) えりといいます
 Y はい
 E え::と、ABC 大学にはえ::と 3月25日から=
 Y うん
 E =え::と通ってしまして、春から来てるんですけど。
 Y あそうなんです
 E はい、え::と GHI 大学の=
 Y うん
 E =え::とプログラムで1年ぐらいここにいられるプログラム[だったの で]
 Y [あつそうなんだ]
 E それで、はい、来ていて今は
 Y 3月か::
 E はい、あの普通は9月から[なんですけど]=
 Y [うんうんうんうん]
 E =3月から、はい、で1年ではなくて::大体秋ターム(0.6) [までの]12月まで=
 Y [うんうんうんうん]
 Y うん
 E =いてまあ、あとはまた日本に帰るっていう=
 Y あつ
 E はい
 Y そうなんです

- E =形で今は-
- Y じゃあ次のタームまでってこと？
- E あっそうですね
- Y あ::
- E 今夏取ってます、はい
- Y あそっかそっか
- E 次秋で、はい
- Y なんか、森本先生の授業取りました？取って
- E あ:: よ::
- Y 森本先生
- E あっえ::と、半分の=
- Y うん
- E =GHI 大学の子が取ってました
- Y あそうなん[だ]、で(0.9)えりさんは取ってなかった
- E [はい]
- E はい、取れなかったんで((laugh))
- Y うん、OK、OK
- E あ::そうですね、日本人結構
- Y そうそう、そうそう、あなんか私あのクラあのその森本先生=
- E はい
- Y =の(1.7)手伝いをしてて、
- E あ::なるほど、じゃあそこで
- Y で1回あのクラスで、そうだよね。出てたら知ってるよね
- E はい
- Y 1回クラスで((laugh))
- 2:00 E あっやられたんですね
- Y あのあのゲストスピーカー=
- E はい
- Y =を1回やった
- E あ::じゃあもしかして他の GHI 大学の子は[見たことはありますね、それはあります、ちゃんと]
- Y [が見たことあると思う](laugh))
- Y 今は3年、2年生？
- E え::と
- Y ((inaudible))
- E ((inaudible))なつかしいですね((laugh))、 い::と今は日本の大学では=
- Y うん
- E =4年生[なんですけど]=
- Y [あそうなん]-

- E =え::と日本に帰ってまた1年、大学に行って=
 Y うん
 E =卒業[っという]はい形ですね、はい
 Y [あっそうなんだ]
 2:30 Y いいですね::
 E ((laugh))
 Y ((laugh))
 E はせがわさんはあの=
 Y はい
 E =ここは何年[ですかね]
 Y [私は]3年目か
 E [それは]大学院から=
 Y [私]
 Y うん
 E =ポートルランド?
 Y うん[そうそうそう]
 E [うんうんうんうん]
 Y ちょうどあの、あそうそう大学院の、の、大学(0.9)院その日本語の=
 E はい
 Y =ところに入って、で今、あの修士論文を終わらせたいな::と
 [思っ
 て]
 がんばっているんですけど。
 E [う::ん]
 E なるほど CAPS
 Y はい
 3:00 E こっちの大学院は何年(0.9)[生なんですか?]
 Y [あのね]普通に頑張れば2年で終わらせられるところも[あるし]
 まあ2年か3年が[多いのかな]修士だったら
 E [あはい] [あ::]
 E なるほど
 Y うん
 E え::卒業=
 Y うん
 E =されるとしたら来年の6とか
 Y いや、そうできれば((bitter smile))え::とできれば次のタームで卒業した
 いんですけど。
 E あ秋ですか?
 Y うん、私ちょっと今子どもがいて((laugh))=

- E あ::そうなんですか？
- Y =で、え::とまあ子どもがいるからっていう[わけではないんだけど、うん]=
- E [え::小さいですよ？それは]
- Y =1才の子がいて::なんかちょっとまあなんかちょっと色々あつて=
- E はい
- Y =あの予定通りに進んでなくて、でも希望としては=
- E はい
- Y =来学期[卒業したいなって思って]((laugh))
- E [(laugh)]
- Y ((inaudible))
- E もしあんまり[延びても]大変そうですね、う::ん
- Y [そうそう]
- 4:00 Y 今はどういうクラスを取ってるんですか？
- E 今はほんとはあの ABC 大学がビジネスのクラスで有名だったの
で=
- Y うん
- E =ビジネスを夏取りたかったんですけど=
- Y うんうん
- E =夏の授業が思ったよりも、なんでしょう[少なくて]=
- Y [うんうん] CAPS
- E =その生徒も
- Y うんうん CAPS
- E =なんかこうみんな[帰っちゃうので]
- Y [なんかそうそう] なんか減って、ちょっと[減ってるみたいだね、今年うん今年から、うんそうかも]
- E [今年からみたいですね、はい]
- Y 日本語のクラスも前までは=
- E はい
- Y =たくさんあつて仕事もあつただけど((laugh))=
- E はい、
- Y [=減っていて]
- E [あ::それ言ってみました。]私あの通訳のクラスを取ってたんですけど::
- Y あそうなんだ
- E そのときにあの結構日本語のクラスを取っている子が
- Y あっまどかちゃんとか
- E はい？
- Y まど、あ、なんだろう、たていし[さん]とか

- E [はい]、一緒に取ってました。(laugh)一緒に取っていたんで
すけど、やっぱその話をしたときも=
- Y うん
- E =多分 ABC 大学の=
- Y うん
- E =日本語の授業の予算がカットされて[いるのも]あって、秋も少
なくなってしまうかもしれないって[話をしてたので]
- Y [うんうん] [あそうなんだ]
- E であとは、オンデマンド=
- Y うんうん
- E =ウェブ=
- Y うんうんうん
- E =のクラスがメインになってしまったので=
- Y う::ん
- E =あんまりビジネスがなくて=
- Y うん
- E =で今は英語のクラスを毎日(0.6)[と]、あとはえ::とアメリカン
カルチャーっていうクラスがありまして
- Y [うんうん]
- Y うん
- E それが先生がアメリカ人の方なんですけど=
- Y うん
- 5:30 E =奥さんが日本の方で、でお子さんも今 GHI 大学に通ったり=
へ::
- E =されてる-
- Y えっ、えブラウン先生?
- E [あブラウン先生]
- Y [ブラウン先生] ((laugh))
- E あ::そうだそうだそうなんだ
- Y へ::
- E はい、で
- Y ブラウン先生の[アメリカン]
- E [授業]はい今終わったところで=
- Y あ::そうなんだ
- E =で、はい取っていて、でもそれぐらいです、[あんまり]取
るな、と取るなというか取らない方が=
- Y [あ::]
- Y うん
- E =夏はすごく短いので
- Y うん、ぎゅうってなってる[もんね]

E [はい]、だからもう宿題がいっぱいあるから=
Y うん
E =まあやる気があるのはいいんだけど、取らない方がいいよっ
ていうふうにこう=
Y う::ん
6:00 E =やさしく言わ[れて]、あのブラウン先生と=
Y [[(laugh)]]
Y うん
E =英語の授業だけにしました
Y あ::[ほんと]
E [はい] はい、そうですね
Y そうかじゃほんとはビジネスもとる授業とかで=
E ((laugh))
Y =[取れなかった]
E [取れなかったんです]
E だから秋まあ-
Y でも秋は一番[授業が多いから、多分取れると思う]
E [そうですね、もう願ってます、はい]
E もう登録しました
Y あ::ほんと、うん
E ((聞き取れない))はやったので、あとはまあっていうかんじです
ね
E で今は、ど、ポートランドに住まれ[て]るってことですよ？
Y [うん]
Y 今ね、私あのを最近引っ越したんですけど、こっち、あ今引っ
越したところはなんか川の方、サウスウオーターフロント=
E はい
Y =っていうところなんだけど。
E あサウス、サウスイースト？
Y ううん、[こっち側]
E [まだこっち側]あ近いんですか？
Y うん歩いて行けるところ(0.9)に住んでるんですけど、えりさん
はどこに住んでいるんですか？
E 私は前はえ::とモリソン=
Y うんうん
E =っていうえ::と寮だったんですけど、引っ越しをして=
Y うん
E =あの[マーシャルっていう][オーチェスの隣の]ビルにしたんで
すけど=
Y [あほんとに][うんうんうん]

- Y うん
 E =それも契約があので友だちのを=
 Y うん
 E =引き継いだので
 Y うんうん
 E え::と9月にでなけりゃ[行けなくて]で次はホームステイを=
 Y [うんうん]
 Y あっそうなんだ
 E =はい、してまあ忙しいんですけど[引っ越しが]はい、で帰ろうかなと
 Y [うんうんうんうん]
 Y あそうなんだ
 E はい
 Y ホームステイはどの辺?
 E ホームステイは残念ながらまだ結果が[来ていなくて、]
 Y [ああわかないんだ]
 E まあ多分どこか、[空いてると思うんですけど]
 Y [あるよね、そうだよね]
 E あまりまあ遠くないことを=
 Y そうだよね
 E =祈ろうかなと思って
 Y なんか念をしてうまくいくといいよね
 E はい
 E まあ、まあポートランドの人は
 Y うん
 E いい人だろうという
 Y ((laugh))
 E ((laugh))
 E 願ってますけど=
 Y [そうだよね]
 E =[あんまり]悪い家族にあたったっていうのは、ここでした人からは=
 Y うん
 E =あまり[聞いてなかったの]はい
 Y [う::ん]
 Y ああなんかまた違った経験ができると[いいですね]((laugh))
 8:00 E [そうですね]あの寮もその寮というかその今アメリカ人3人と一緒に暮らしていて=
 Y あそうなんだ
 E それも楽しいんですけど=

Y うん
 E =あのやっぱりそのそれぞれしご、仕事とか学校があつて=
 Y うん
 E =あのあんまりそのアメリカの=
 Y うん
 E =文化を学ぶっていう[ものがなくて]、[まあそのなかで]こう共同生活をする[っていう]かんじなので=
 Y [うんうん][うんうん][うんうん]
 E あのやっぱ[やっぱり]ホームステイの方が=
 Y [うん]
 Y うん
 E =アメリカの文化を知る上では=
 Y うん
 E =多分いいのかなって思って=
 Y うん
 E =1回[やりたいなど]思って、はい。
 Y うん
 E はあい
 Y なんか普段どういう生活してんのかわかるもんね
 E ((laugh))そうですね
 E あとはそうですね
 Y 私アメリカではホームステイしたことなくて
 E はい、別の
 Y なんか昔、つうかすごい昔なんだけど、
 Y ((laugh))
 E ((laugh))
 Y ニュージーランドに中学校で=
 E はい
 Y =のときにニュージーランドに2週間ぐらい行くプログラムがあつて、そのときにしました。
 Y あとうちに、小さい時=
 E う::ん
 Y =来てた、アラスカから=
 E へ::
 Y =高校生かな
 E 結構そのご両親も[こうウエルカムな]
 Y [なんか]母親が母が興味が、あ英語が好きで
 E はい
 Y なんか、それで子どもに英語を教える仕事して[るん]だけど
 E [う::ん]

- Y 多分それでやってみたかったんだと思う((laugh))
 E う::ん、ああいいですねでも、うんうんうん、なるほど
 Y マーシャルね
 E はい
 Y 私私前はあのマーシャルの=
 E はい
 Y =横にデイベスがあるじゃないですか？
 9:45 E はい
 Y その前にあるアパートに住んでいました((laugh))
 E あそうなんですか、こうあって、うまく言えないんですけど-
 Y うまく言えない。ここにスタバがあるとして
 E ありますね、はい
 Y ここにマーシャルがあるとして
 E はい
 Y ここに住んでた
 E あ寮みたいなかんじですね=
 Y そうそうそうそう((laugh))
 10:00 E =もはや、[あ::それだ、アパートの]
 Y [そこー応アパートなんだけど]=
 E はい
 Y =なんかあんま、なあ、あんまり学生なのに贅沢言っちゃいけないんだけど=
 E はい
 Y =なん引越したくて((laugh))
 10:15 E はいはい
 Y でちょっと日が当たる部屋を、が見つけたから。[川の方]
 E [あ::それは]一人で住まれてたんですか？[シェアして]-
 Y [ううん]、あっそのときはうちの主人と=
 E はい
 Y =子どもと3人[で住んでたんだけど。]
 E [あ::]
 Y え::とそうそうそう、で今(1.3)結局ね何かね、その主人のお友だちがまた留学でこちらに=
 E はい
 Y =来ることになって=
 E うんうん
 Y =で、でその場所が便利=
 E [はい、そうですね。寮を借りてるようなものですよ]
 Y =[じゃないですか？そうそうそう](laugh) だからなんか友だちで住みたいって言ってる[人]を見つけてなんかその2人がそこ

- に入ってて
 E [うん]
 E あ代わり、あとに
 Y そうそう((laugh))
 E じゃあまあうまくって
 Y そうそう、で、で私たちはちょっと川の方の、なんかね、庭、
 な個人用の庭じゃないんだけど、
 E はい
 Y なんか共用で使われる庭が[あるところ]部屋を見つけて、でそ
 こに引っ越した
 E [う::ん]
 E [う::ん]そちらの方がいいですか？やっぱり
 Y いい
 E ((laugh))
 Y ((laugh))
 Y あのう、あたら、なんか建物がさあ、新しくなっ=
 E はい
 Y =新しいから=
 E はい
 Y =ちょっと気持ちが楽だよね
 E ((laugh))
 Y あとなんかキッチンとかも=
 E はい
 Y =なんか新しいと、ああ[やんなきゃって]気がする
 E [はい]
 E ((laugh))
 Y ((laugh))
 E でも大事ですね、環境は。私も前住んでたところがすごく古か
 ったので、[一番古いですもんね]
 Y [モリソンでしょ？]
 E であとはそのキッチンを[使い]たかったんですけど=
 Y [うん]
 Y うん
 E =もうすべて共用[だったので] めんどく[さいなあっていうの
 で]=
 Y [うんうんうん] [ああなるほどね]
 E =で友だちがあに住んでくれる人を探してたので=
 Y うん
 12:00 E =あもうそこへ行きますって言って、はい、う::ん
 E えこちらに来る前は=
 Y うん

- E =もう日本語を勉強されて[たんですか?]
 Y [いえこっちに]来る前は私は会社で働いてて=
 E あ::
 Y =うん5年間出版社で働いて=
 E う::ん、でこちらの[ABC大学の]
 Y =[ABC大学の]なんかあの::えっとねパークっていうプログラム
 [があるんですけど]=
 E [はいはい]
 Y =それ::それで、なんかあのね自分は大学を選べないのね
 E はい、あその会社-
 Y そうそうそうそう。そのプログラムの人が、あのうここだった
 ら、このプログラムに入って(1.2)いいですよみたいな、なん
 か何て言うんだらう、ちょっと待って、そのパークの、え::と
 人が試験をするのね。
 E うんうん
 13:00 Y で受かった人が、なんかアメリカの日本語(1.2)のそのティーチ
 ング::をする学生が足りない[とことか]、を募集してるところに、
 はい=
 E [うんうん]
 E 派遣?
 Y =派遣、うん、するみたいなプログラムがあってそれで来たの。
 E う::ん
 Y ね
 E へ::
 Y それで来たんですけど、ちょっとその2年、まあ色々あって、
 2年目で私妊娠してしまっ((laugh))
 E あ::
 Y そうそうそう((laugh))それで((cough))、でまだあの論文が終わっ
 てなくて((laugh))=
 E はい
 Y =でまだ卒業してないんですけど。
 E はい
 Y うん
 E でもあとは論文=
 Y うん
 E =だけで
 Y そうそうそう
 E あなるほど、卒業論文[っていう形ですか?]
 Y [そうそうそう修士論文]やっています
 E なるほど

- Y そうなんです
E え ABC 大学のその大学院っていうのは建物は一緒なんです
か？
Y うん
E この ABC 大学の。
Y うん同じです、同じです。大学院(2.0)うん、建物が大学院だけ
違うってことはない、多分学部と=
E う::ん
Y =一応私たちはランゲージだから、そこのウエストが多い。
E あ::
Y うん、で事務所もウエストに((inaudible))
14:00 E あそうですね、あの田中先生とかって
Y うんうん CAPS
E ああはい、あそうですね、事務所に入ってますもんね
Y [そうそうそうそう]あの辺
E なるほど::
Y そうそう
E 大学院、うふふふ((laugh))
Y 大学院行きたいですか？
E いやこっち来てか[ら]アメリカの大学院を考え始めたん[ですけ
ど]、まずはう::もうちょっと勉強しないとなつて[いうのは]、は
い、語学も
含めて。
Y [うん][あうんうん][うんうん]
Y あ::大学、私も学部4年生の時に=
E はい
Y =大学院に行きたかったんですけど=
E はい
Y =なんか大学院には行きたいんだけど=
E はい
Y =なになんか何を勉強したい[かがわからなくて]
E [うんうんうんうん]
Y でできれば留学したかったけど=
E はい
Y =結構お金かかるし=
E そうですね
Y =なんかどこを、まず[どこを志望していいのか]分からなくて
((laugh))
E [はいはいはいはい]
Y なんか一応 TOEFL の勉強はしたんですけど=

- E はい
- 15:00 Y =あのう、なんか志望理由書を書かなきゃ[いけない]じゃん、ないですか？
- E [はい]
- Y なんか何したいかっていうのが今いち書けなくて
- E うんうん
- Y で結局4年の秋から就職活動をして((laugh))=
- E あ::あ::あ::
- Y =して決まったのが(2.3)12月とか
- E あ::でも秋でもう冬で
- Y うんそう
- E 終わったって[ことですよね]
- Y [うんそうそう]そうまあでもラッキーだったとは思うんだけど、そんな人あんまりいないと思う((laugh))
- E ((laugh))でもじゃあ次の年から
- Y うん
- E え::と[働き始めて]
- Y [そうそうそう]5年間そこで働いてたんだけど、なんか、で私働いて1年で結婚して、ずっと仕事をしてたんだけど、ああなんか、なんかまあ30代になったら子どもを産むとかのことも考え[なきやいけないし]、とかなんかなんか色々思っやっぱりおっ主人にも結婚するのはいいけど、私は留学したいって思ってるんだけど[とかいう話をして((laugh))]=
- E [う::ん]
- E [うんうん]
- Y =でもなんかしたいなら早くすればいいじゃんみたいなことになって
- E う::ん
- Y でもう、でその、それまではあんまり日本語の教師とかも考えてなかったんですけど、なんかそのパーク[のやつ]、プログラムに受ければ、学費がすごい安くなんのね
- E [はいプログラム]
- Y で、で、あのう、しご、その仕事がもらえる、仕事をする分学費が多分一年ぐらいは払わなくて[いいから]、なんかもしかしたらこれならいけるかもしれないと思って((laugh))、応募して、でなんかあなたポートランドお願いします[みたいなかんじになって]、で来たんですけど=
- E [う::ん]
- E [うんうんうんうん]
- E はい

- Y =なんか最初はその最初は教師をやったことがなかったから=
- E う::ん
- Y =それがすごい(1.5)緊張してて
- E う::ん、教えるってことですもんね。
- Y う::ん、そうそうそう
- E 私1回だけ、2回だけその日本語の=
- Y うん
- E =4年生[のクラス]に参加させてもらったん[ですけど]、どうですか、こちらの学生[さんは]?勉強している方は?
- Y [うんうんうん]
- Y [うんうんうん]
- Y [あ:::]
- Y 基本的にみんなすごいやる気[あるし]、なんか(2.6)すごい日本に興味ある(2.1)=
- E [う::ん]
- E う::ん
- Y =なあって思う((laugh))
- E ((laugh))
- Y なん、なんかやっぱりさあ、そういう人に会ったこと、会ったこと[ないじゃない、日本にいる時は]
- E [はい、はい、会わなかったです]
- Y そうそうそうだから、わかんないけど、やっぱりさあ、ここで逆に考えてここでずっと、生まれて育てて(1.1)きてる人にとってみたらさあ、なんか全然違う文化の=
- E うんうんうんうん
- Y =場所があって、なんかもしかしたら、なんか全然違う考え方?[とか]もあるのかもみたいな、なんか、うんすごい興味をもってやってる学生が多いなと思う
- E [うん]
- E う::ん
- Y やっぱりなんかさあ、英語はさあもう興味あろうがなかろうがやんなきゃいけないじゃん((laugh))
- E [そうですね、もう、違いますよね]
- Y [だからちょっと違うと思う]
- E 私たちが英語を勉強するのと=
- Y うん
- E =私がここで生まれ育った人だったら、[は]たして日本語を勉強する気になっただろうかと思ったら、多分その確率は低い[かなと思って]

- Y [うん]
- Y [うんそうそう]、だからやっぱりなんかのきっかけで、まあ、まあアニメとかかもしんないし=
- E はい
- 19:00 Y =映画とか、なんかのきっかけで日本について知って、で、なんかちょっとやってみたいと[思うんじゃない]?
- E [う::ん]
- Y うん
- E なんかきっかけがないと多分=
- Y う::ん
- E =ならなくて-
- Y でも私なんか小さい時に(2.4)、なんかがい、外国があるから、外国((laugh))
- E ((laugh))
- Y なんか外国があるから、なんか今たとえ、なんだかちょっと[暗い話になってすいません]
- E [いえいえいえいえ]
- Y なんか今、今なんかぜん、なんか例えばね、なんか教室で学校行ってて、教室でなんか誰も気が合う人がいないなっていう((laugh))[時があっても]、なんか外国語、外国、なんか世の中には外国とか外国語も[あるんだから]、なんかまあそういう=
- E [うんうんうん]
- E [((laugh))]
- E うん
- Y =なんか自分がこの中で、この中で[全然]おんなじだって思う人が見つかんなくてもしょうがないかなみたいな、思ったことはある=
- E [うん]
- E うん
- Y =からなんかアメリカ人の学生でも=
- E はい
- Y =もそういう子ももしかしたらいるかなあと思う。
- 20:00 E いると、もしかしたら=

Appendix D:
CONVERSATION DATA [J-2]

Megumi×Haruna 2014, 8/12, PSU library study room 442

経過時間	発話
0:00	<p>Haruna (H) 関西の方ですか？</p> <p>Megumi (M) そうです、はい。</p> <p>H 私も大阪出身で=</p> <p>M あっ</p> <p>H =GHI 大学にいて=</p> <p>M あっ</p> <p>H =一人暮らしして、</p> <p>M あ::</p> <p>H GHI 大学からのプログラムでこっちに来たんですけど。</p> <p>M へ::今どれぐらいいいはるんですか？</p> <p>H 今で4ヶ月経って=</p> <p>M うん</p> <p>H =今で5ヶ月目です。</p> <p>M どうですか？</p> <p>H もうあっという間すぎて、[どうしよう((laugh))ってかん]、かんじですね。</p> <p>M [((laugh))]</p> <p>M でもそう、あっという間なのは、いいから=</p> <p>H う::ん</p> <p>M =ってかんじですか？</p> <p>H まあでもちょっと速すぎて=</p> <p>M うんうんうんうんうん</p> <p>H =英語と[どうかなあって]かんじなんですけど((laugh))。</p> <p>M [((laugh))]</p> <p>H もう長いんですか、こっち来られて</p> <p>M も::そうですね、私7年((ななねん))、こないださっき話してて、7年((ななねん))経つんで。</p> <p>H 7年((ななねん))経つんですか？<u>すごい</u></p> <p>M 7年((ななねん))経ってもいまだにね、やっぱり英語って=</p> <p>H ((laugh))</p> <p>M =もう永遠のテーマ[っていうか]、私7年((ななねん))おののこのレベル[とかって思う時]しょっちゅうありますけどね。</p>
1:00	<p>H [う::ん] [((laugh))、う::ん]</p> <p>H えいつから、いつ、え、ずっとポートランドですか？</p> <p>M そうですねえ、うん、7((なな))年前にね、あの、うん、あ</p>

2:00	<p>の::卒業後すぐこっち来て= H あはい M =それでもうずっとこっちで-((cough)) H お仕事ですか？ M そうです、はい H ああいいですねえ M [((laugh))] H [((laugh))] M え、じゃ今までも大学生[やから]、うん、帰ってまた授業が[ある、卒業まで]、ああそうですね H [今大学生です] [そうですねえ] H ((laugh)) M GHI 大学どうですか？ H GHI 大学はまあまあ楽しかったです。1年しか[いなくて GHI 大学に]、今2年生で、 M [あ::うんうん] M うんうん H でこっちに来ちゃったんで((laugh))。 M ああはいはい、うんうん H 帰ってあと2年(1.3) GHI 大学で授業受けないと[いけなくて]結構大変なんですけど。 M [うんうんうんうん] M うんうんうんうんうん、そうですねえ。じゃあなんかこっちにおる間に、てか勉強してはるものは何なんですか？ H どっち、こっちですか？ M え::と:: H GHI 大学で？ M え::まあじゃあこっちで。[うん] H [こっちの]専攻は言語学、アジア、[何ですけど]= M [うんうんうんうん] H =でもそんななんか、好きに授業取れるんで= M うんうんうん、[あそうなんだ] H =[英語は]絶対リクアイアントで= M うんうんうん H =あとは、今だったらアメリカンカルチャーのクラス取ってて、[そう]なんかカルチャーの違いみたいな M [ほうほうほう] M へ::おもしろそう H やって春もけっこうそのアメリカ[アメリカヨーロッパカルチャーってクラス取ってて]、結構カルチャーなことできて、 M [うんうん、うんうん、うんうんうん]</p>
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	M ああ <u>そうなんだ</u>
	H 秋はでもドイツ語取るんですけど((laugh))。
	M [へ::また結構冒険しますね、うんうん]
	H ((laugh))
	H ドイツ語は[GHI 大学]で1年やってて、
	M [うん]
	M うん
	H そしたら続けられないといけないじゃ((inaudible))
	M うんうんうんあそっか
	H だから単位変化の関係で。
	M あ::へ::、 <u>ドイツ語</u> ね。ドイツ語の先生って誰のクラスか知ってます？
	H <u>わかんない</u> 、調べたら分かりますけど。
	M あ::まあ別に大丈夫。
	H ((laugh))
	M 確かドイツ語にねえ、一人ものすごい楽しい[先生がいて]、モーガン先生って名前やったと思うんですけど=
	H [へえ::]
	H ((inaudible))
	M 彼は、うんうん、彼は <u>おもしろそう</u> 、[うんうん、((laugh))]
	H [へえ::いいですね((laugh))]
	H そう1年やってたんですけど=
	M うん
	H =こっちの生徒さんってすごいやるじゃないですか？語学を
	M そうだねえ、[うんうんうん]
3:00	H [だから]なんか1年 GHI 大学でやってても、[ちょっと無理だなあって思って]。
	M [うんうんうん、あ::]
	H だからもうファーストグレードで
	M うんうんうん、[うんうんうん]
	H [取って一応]((laugh))
	M でもいい刺激 <u>です</u> よね、[周りに勉強する人がたくさんいるとね、私もやろうみたいな]
	H [うんうんうん、そうそうそうそう]((laugh))
	M うんうんうん
	H <u>そうですね</u>
	M <u>そっか</u>
	H あと少年法取ろう[かなって]感じで。
	M [ほう]、ほんまに色々なんか[語学から法律から]
	H ((laugh))、GHI 大学のメジャーは=
	M うん

	H =Y学なんですよ
	M あっ <u>そうなんだ</u> 。じゃあY関係の仕事をしたとかそういう
	H ((inhale))一応外務省受けようかなあとは思っは[いるんですけど]、
	でもなんかまあそんなにがんばらんでも
	いいんかなあとか[思ったりとかして]((laugh))
	M [かつこいいじゃん] ((laugh))
	M いやねえがんばれる時にがんばった方がいいですよ
	H やっぱ <u>そうですか</u> ねえ((laugh))
	M う::ん
	M なんかだってやっぱりさあ、今私29でしょ。で最近なんか将来のこと考えるんですけどね、やっぱりねえ馬力って[減っていくんですよ]((laugh))
	H ((laugh))
	M だからなんか学生のときって=
	H うんうん
	M =なんかすごいエネルギーあるじゃない[ですか]?これもやろうかなあって、ほんでもあれもやろうかなあって=
	H [うんうんうん]
	H うんうん
	M =それでやろうかなあって思った時にやれるだけの力がまだあるんですよ
	H ((laugh)), [なるほど]
	M [なんか]こう結構がむしゃらになれるっていうか=
4:15	H うんうんうん
	M =とりあえず先はどうなるかわからへんけど、やってみよう[みたいな]、それはもう20代前半ならではの=
	H ((laugh))
	H うんうん
	M =宝ですよ=
	H ((laugh))
	M =ほんとに、宝宝。
	H がんばった方がいい <u>ですか</u> ね、じゃあやっぱり
	M がんばりながらがんばった方がいいと <u>思う</u> 。なんか自分がやりたくないんやったら=
	H うんうん
	M =やらんでいいけど、なんかやつ、おもしろそうやなって思うのはがんがんいったらいいと[思う]。
	H ((laugh))
	M もうねえ30近なったら(0.8)こう構えちゃうからね。

	H へえ::
	M なんかこれからもう30代やろ、じゃあちよつとそんななんか[こう]冒険できひんかなとかさあ思っけて=
	H [[(laugh)]]
	M うんうんうん
	M =なんかそういう風に思うよりは今の年でやっといた方が[いいかもねえ::]
	H [そうですね]
	M [うんうん((laugh))]
	H [[(laugh)]]
	H そうですね、なんか外務省受けるんやったら[GHI 大学]あと3年いかないといけないんですよ。
	M [うん]
	H [だから5年卒業みたいな]
	M [うん、うんうんうんうん]
	H なんかその資格たい、あの試験対応で
	M うんうん
	H 1年間予備校みたいな
	M うんうんうんうん
	H かん、[長くてどうしようかなあ]みたいな((laugh))
	M [うんうんうんうん]
	M 今だってまだ20代前半でしょ？
	H 20です
	M 20、[20とかもうねえ、もうそう]、 <u>うらやましいわ</u>
	H [[(laugh)]]
5:42	M なんか20やったら、うん、これから2年3年経っても23でしょ？
	H そうですね((laugh))
	M もう全然いい。だって私私ちゃんと働き始めたのを26ですから=
	H うんうんうん
	M うん
	M =うんやから早い方早い方、
	H 早い方((laugh))
	M うん早い方早い方、うん、もし万が一すべって浪人とかなくてもまだ[早い方まだ早い方、うん]
	H [早い方((laugh))]
	M まじね、なんか色々思うけど=
	H うんうん
	M =でも人生長いから、ねえこう、どれだけ投資をして投資期間って結構しんどいけどね。勉強して勉強してとか。けど最終

	的に、ねえ老後楽な方が[いいからねえ、やっぱり]。 [うんうん((laugh))]
	M [うんうん ((laugh))、うん]
	H [たしかに]
	M そう <u>なん</u> やあ、そっか、 <u>20歳</u> ((はたち))かあ CAPS
	H ((laugh)) こっちで20歳((はたち))むかえて、こないだ
	M うんうんうん
	H でもあんまり意味ないからこっちの20歳((はたち))って=
	M あ::
	H =21じゃないと
	M うんうん
	H だからみんな祝ってくれるけど=
	M うん
	H =なんかちょっと残念ムードみたいな((laugh))
	M 20歳((はたち))でいいみたいな
6:20	H [そうそう((laugh))]
	M [((laugh))]
	H 日本人の友だちは[結構]みんな盛大に祝ってくれて=
	M [うんうんうん]
	M うんうんうん
	H =それでこっちの友だちはなんかあと1年かあみたいな ((laugh))=
	M あはははは((laugh))
	H =かんじで[くるから、いやでも]帰ったらもう成人なんやけど みたいな((laugh))。
	M [そうなるよね、うんうんうん]
	M ((laugh))
	H なって
	M うん
	M なんかしたんですか？でもあの、パーティとか[お祝いと か]
	H [友だちが]パーティしてくれて=
	M うんうんうんうん
	H =でもなんかその友だちとかが時間かかりすぎて、もう <u>なん やる</u> 、7時ぐらいに呼び出されて夜の
	M ((laugh))
	H ((laugh))
	H なんか1日暇やったのに[みたいな]、みんなサプライズで [コソコソやってくれてて]
	M [うんうんうんうん]
	M [あ::ほんとに、やさしいじゃない]

	<p>H でもむしろ暇で7時まで((laugh))</p> <p>M 誕生日やのに暇やな::[みたいな、うんうん]</p> <p>H [そう、でペーパー]書いてて、ほんでなんか呼び出されて行ったら、実はみたいな</p> <p>M [へ::]</p> <p>H [ちょっと]時間かかり過ぎじゃない?[みたいな]((laugh))</p> <p>M [((laugh))]</p> <p>M いやいいよ、そっから楽しんだんでしょ?</p> <p>H そうですね((laugh))</p> <p>M へ::、<u>そっか</u></p> <p>H うん</p> <p>M どう?二十歳((はたち))の目で見るとポートランドは?</p> <p>H いやあ::どうですかね?((laugh))学校自体は楽しんでですけど、みんななんか(0.0)活力ありますよね[ポートランドって]。</p> <p>M [活力]((laugh))[活力ね::]</p> <p>H [なんかみんな]</p> <p>M うん</p> <p>H 将来のこととか決めてメジャー決めたりしてるじゃないですか?</p> <p>M うんうんうんうんうん</p> <p>H だからこっちに人と話しているとなんか、ああすごいなあって[思うこと結構ありますね]</p> <p>M [確かにね確かにね]</p> <p>H ((laugh))</p> <p>M うんうんうん</p> <p>M でもなんかどう、<u>どう</u>なんかな、こっちの人ってそのアメリカ::アメリカの人って大学で専攻したものをまあ将来に生かそうとする[ケースが多いですよ?]</p> <p>H [うんうん、うんうんうん]</p> <p>M それはものすごい、いい、いい風潮やと思うんですけど、でも私見てるとね、結構卒業ししても悠長な人多いんですよ</p> <p>H ((laugh))</p> <p>M なんかいや自分がこれこれこれを勉強してき[たから]、これを見つけるまではちょっとフラフラしようかな[とか]</p> <p>H [うんうんうん]</p>
8:20	<p>H むしろ[そっちで]</p> <p>M [<u>そうそうそう</u>]</p> <p>M だから決まってはいるけど=</p> <p>H うんうんうん</p> <p>M =なんかいやちょっと1年旅して[来ようかなとか]</p>

9:25	<p>H [(laugh)]</p> <p>M なんか私学生と話してても[なんか結構悠長やなあって思うんですよね]。</p> <p>H [うんうん、(laugh)]</p> <p>M でもなんか日本人って</p> <p>H うんうん</p> <p>M 確かに大学のメジャーは全然ねえ=</p> <p>H うんうん</p> <p>M =もう遊びみたいで選んで、こう将来全然関係ないことする人多いけど、でも CAPS 22で一応職に就くじゃないですか？</p> <p>H つきますね</p> <p>M それでなんかしよみたいな うん とりあえずお金を稼ごうってするので、なんかどっちが[いいんかなっていう、ね]</p> <p>H [(laugh) 確かに]</p> <p>M ((laugh))</p> <p>H なんかみんな自信こっちの人自信ありますもんね、これは専攻でやってきたからこれできるから=</p> <p>M そうそう</p> <p>H =仕事いつか[できるやろみたいな]、うんうん</p> <p>M [これ関係]、これ関係をする[みたいなさあ]</p> <p>H [うんうん]</p> <p>M それはめっちゃすばらしいと思うねんけど=</p> <p>H ((laugh))</p> <p>M =ただでも私の学生とかもね、たまに私日本語教えてるんですけど、</p> <p>H はいはいはいはい</p> <p>M 学生とかもたまに、そのなんか、卒業する時何すんのか言ったら、まあとりあえずなんかちょっと分からへんから旅とか、[とりあえず分からへんから]=</p> <p>H [(laugh)、旅多いですよ]</p> <p>M =旅行くんですよ</p> <p>H ((laugh))</p> <p>M なんか多分その本気で社会に出る前に=</p> <p>H うんうんうん</p> <p>M =一回旅したいみたいな</p> <p>H ((laugh))</p> <p>M なんかこう大学の間って=</p> <p>H うんうん</p>
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10:45	<p>M =こっちの子めっちゃ勉強するじゃないですか？</p> <p>H うんうんうんうん</p> <p>M だから日本人の人ほど大学の中に遊べ[ない](0.9)じゃないかって思うんですよ</p> <p>H [あ:]</p> <p>M でも逆に日本人は確かに大学の中に旅行したりとかね、結構したりしてる人もいるから、それで違うのかなあとか[思うんですけど、でも結構旅](1.0)((laugh)) 旅行きますね</p> <p>H [(laugh)]</p> <p>H いいですね、((laugh))</p> <p>M はい、うん</p> <p>H 日本語 ABC 大学で教えてるん、はるんですか？</p> <p>M ABC 大学だったんですけど、[私]2008 年 9 年からここでのマスターやり始めて、</p> <p>H [うん]</p> <p>H うんうんうん</p> <p>M それでその間ちょっとアシスタントで教えてて、それから 4 年::かな、結局だからトータル 4 年ぐらいここで<u>お世話になった</u>かな</p> <p>H [う::ん]</p> <p>M [うん]、それでいたんですけど、でも今は別の大学[行って]</p> <p>H [あ:]そうなんですか？</p> <p>M [うん]、[そうなんです]</p> <p>H [楽しいですか？]</p> <p>M めっちゃ楽しいです[よ、<u>お金ないけど</u>]</p> <p>H [あぁいいですね]</p> <p>H ((laugh))</p> <p>H なんか日本語をこっ、現地で教え、なんかアメリカとかで教えたいなって[思ってたんですけど]</p> <p>M [うんうんうんうん]</p> <p>H なんか親がどうしてもなんか GHI 大学、Y 学やってんねんから、ちょっとなんか使えるやつやってよみたいな((laugh))=</p> <p>M う::ん</p> <p>H =言われて=</p> <p>M はいはい</p> <p>H =どうかなあみたいな</p> <p>M まあたしかにその親御さんの意見も[わかるし]、ていうか日本語教員って<u>貧乏なのよ</u>、((laugh))</p> <p>H [うんうんうんうん]</p> <p>H ((laugh))</p> <p>M だからなんかほんまに::、まそん、まあ貧乏っていてもそ</p>
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11:48	<p>こまでねえ、そのまあ食べて行けるぐらいは[もらえるけど]、でもやっぱり Y 関係の仕事に就くことに比べたら給料は絶対低いから、</p> <p>H [うんうんうん]</p> <p>H うんうんうん</p> <p>M なんかもそういうこと考えたら、まあ Y 関係に[行けるチョイスがあるんやったら]、Y 行ったほうが楽かもねって[いう、うん]</p> <p>H [((laugh))、うんうんうん]</p> <p>H [あ::]</p> <p>M まあでも日本語教員はやりがいでできる仕事やからね。まあそこにどれだけ自分がエネルギーを注げるかやけどね::</p> <p>H そのなんか今やと日本語を習ってる友だちとか[いてまわりに]、なんか一緒に図書館とかで[勉強してて、これ教えてこれ教えてとかいって]</p> <p>M [うんうんうんうん]</p> <p>M [うんうんうんうん、うんうんうんうん]</p> <p>H もう教えてあげるよみたいな((laugh))[なんでも聞いてみたいな]、</p> <p>M [((laugh))う::んおもしろいよね]</p> <p>H <u>そう</u>。すごいおもしろくて、</p> <p>M うんうんうん</p> <p>H なんかも普段全然普通にしゃべってる子とかがなんでって聞かれたら、</p> <p>M うんうんうんうん</p> <p>H なんてやろってなって((laugh))</p> <p>M <u>そうですね</u></p> <p>H <u>そう</u>。教えてあげたりしたら[楽しいなあって思っ]</p> <p>M [うんうんうん、うんうんうん]</p> <p>H 秋プラクティカムの授業とって=</p> <p>M お::<u>そうなんや</u></p> <p>H =<u>そう</u>。日本語のクラスのお手伝いみたいな=</p> <p>M あ::[いいじゃない]</p> <p>H =[するんですけど]=</p> <p>M うんうんうんうん</p> <p>H =<u>そうですね</u>、楽しいですかね((小さい声))、((laugh))</p> <p>M なんかも私もそれがきっかけで[そもそも]自分がオーストラリアに高校の時留学して、でその時に日本語とか日本語日本人について聞かれて、でほんと意外に知らないんですよ</p> <p>H [うんうんうん]</p>
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12:55	<p>H そうですね</p> <p>M 言われてみると、[え::とみたいな]、でそれが私も楽しいなって[思っ]、だから突き詰めてみようかなって思っ[こ]までやったんで]</p> <p>H [うんうんうんうん((laugh))]</p> <p>H [う::ん]</p> <p>H [は::]</p> <p>M 確かにあの楽しい[ですけど]、なんか楽しさをとると、うんお勧めできるんだけど、[お金かね、お金か、((laugh))]</p> <p>H [うんうんうん]</p> <p>H [((laugh))]</p> <p>M う::んだから20代前半(1.8)は::<u>そうやね今までは楽しかったかな</u></p> <p>H う::ん</p> <p>M うんなんも別に文句ほんま一切なくて、お金なくてもほんとは、なんか教えてるだけですよ結構[幸せみたいな]</p> <p>H [うんうんうんうん]</p> <p>M <u>けど30代になってくるとねえ。それでいいのか私の[人生みたいな]((laugh))=</u></p> <p>H [((laugh))]</p> <p>M =かんじになって[きて、やっぱり色々]ねお金のことでくるから=</p> <p>H [うんうんうん]</p> <p>H うんうんうん</p> <p>M =て考えるからね。でもY関係やったら、Y学部ってどんな道があるんですか？</p> <p>H Y学部は公務員が多いですね、やっぱり、[都庁とか]</p> <p>M [あ::あ::<u>そうなんやあ</u>]</p>
13:50	<p>H 公務員とあとはもう銀行とか[その大手のとりあえず大手みたいな((laugh))]とが多いですけど]。</p> <p>M [あ::あ::はいはいはいはい、<u>いいね</u>]、私もそんなそんなオプション欲しかったです</p> <p>H いえいえ((laugh))</p> <p>M うんうん</p> <p>H いやそんなんですけどでもなんかやっぱり楽しいことしたいなって、なんか</p> <p>M そりゃそうですよね</p> <p>H なんかGHI大学の国際(0.8)教養ってのがあって、そこはもう国際関係で留学普通いって、4年で卒業できるみたいな学部なんですけど、そこにほんとは行こうと思っ[て、でもそこや</p>

14:30	<p>と英語しかできひんから、[なんか]1個欲しいなと思ってY学部にしたんですよ</p> <p>M [あ::]</p> <p>M うんうんうんうん</p> <p>H じゃあなんか将来的にはなんか自分のしたいことしたいなと思って[一番何がいいのかなあとと思って]((laugh))</p> <p>M [うんうんうん、<u>そうやね</u>、うんうんうん]</p> <p>M [まあ悩むよね]</p> <p>H [難しいですね、うんうん]</p> <p>H 大学って選べて=</p> <p>M うん</p> <p>H =すぐこっちのその教員で来られたんですか？</p> <p>M <u>そうそう</u>。私はもうねあ大学2年生ぐらいの時から日本語教えたっていうのが結構堅くて=</p> <p>H うんうんうん</p> <p>M =だからもうずっとそこだけをずっと目指して来たんで、なんの疑いもなくとりあえずこっち[来ようと思って来て]=</p> <p>H [((laugh))]</p> <p>M =うん、ってかんじ[やったんですよ、うん]</p> <p>H [へ::すごいですね]</p> <p>M うん今まではね、結構ありがたいかんじやったけどね=</p> <p>H うんうんうんうん</p> <p>M =でもね、あの::でも思うのは私は今まで日本語一本だけやったけど、先生の中にはバックグラウンドが全然違う人も結構いる[んですよ]</p> <p>H [う::ん]</p> <p>M 実は数学やってたとか</p> <p>H ((laugh))</p> <p>M 実はなんかコンピューターやってたとか、全然関係ない分野の人もいるんですよ。だから、そうなるとそれはそれで結構色んな引き出し[ができて]、ねえ色んな分野からの知識となんかこうなんか柔軟性みたいな=</p> <p>H [うんうんうん]</p> <p>H うんうんうん</p> <p>M =のができて、それはそれで先生としてすごい楽しい人格やったりとかするんですよ。だから色んなことやっていいと思いますよ</p> <p>H う::ん、((laugh))</p> <p>M 法学に関しても別にすぐそこにねえ行かんくても確かにそのバックグラウンドがあればいつか生かせるっ[ていうことも]あ</p>
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15:55	<p>るかもしれへんし、あでも日本やったらこうねえ新卒とかどうのこうのとかちよつとあるから=</p> <p>H [うんうん]</p> <p>H うんうんうん</p> <p>M =あれやけど、でも=</p> <p>H ((laugh))</p> <p>M =なんかこう好きなことがここにあったら[こんな]ふ:: CAPS になって行くよ、こうなんかこう、こうは行かない。こ::んなかんじで、((laugh))</p> <p>H [うんうん]</p> <p>H <u>そうですね</u></p> <p>M うんうんうん</p> <p>M <u>そう</u>、いやあもう CAPS [20 才((にじゅっさい))もうやりたい <u>放題</u>やんもう]、((laugh))</p> <p>H [((laugh))]</p> <p>H [まあそうなんですけどね]</p> <p>M [う::ん、とか] <u>言われへん</u>? 私らみたいな[こうお姉さん連中には言われるやろ、ほんまでも]、そんま、ほんまそう <u>思う</u>で、私も二十歳((はたち))のときはなんか、まあちょ言われてきて=</p> <p>H [言われます、言われます]</p> <p>H うんうん</p> <p>M =ああそうそうですかね[みたいな、そうなんだぐらいしか思っ てなかったけど]、ほんとに <u>そう</u>、だからもう興味あること全部 やった方がいいと <u>思う</u></p> <p>H [((laugh))、うん]</p> <p>H [う::ん、そうですね]</p> <p>M [う::ん]</p> <p>M [((laugh))]</p> <p>H [((laugh))]</p> <p>H なんの話やなんの話、[((laugh))]</p> <p>M [((laugh))]</p> <p>H あとから先生聞いてびっくり <u>しはる</u>((laugh))</p> <p>M <u>そうやね</u>、<u>そうやね</u>((laugh))</p> <p>M ねえまあこれ聞かれてるんやってあとから思ったら[ちよつと <u>おもしろいかも</u>ね、山ちゃん((山本))が笑ってるやろ <u>みたい</u> <u>な</u>] ((laugh))</p> <p>H [((laugh))]</p> <p>M 山本さんはどうやって知ってはる <u>んですか</u>?</p> <p>H なんかあのビジネスのクラスで日本人のボランティアを頼まれて=</p> <p>M ああ[はいはいはい]</p>
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16:40	<p>H =[ビジネス]の先生持ってはる[クラスに行って]むこう、学生さんと、にアドバイスするみたいな=</p> <p>M [あ::あ::うんうんうん]</p> <p>M あ::[<u>そうなんや</u>]</p> <p>H =[をさしてもらって]</p> <p>M あ::<u>そうなんや</u>、う::んへ::、あ::結構じゃあこっちで日本語取ってる学生さんと友だちで、仲良くやってるみたいな</p> <p>H <u>そう::</u>なんかそのビジネスのクラスの人是一人だけ[知り合いで]、でも全然知らなくて、でも今なんかみんな知り合いみたいなの((laugh))</p> <p>M [うんうんうんうんうん]</p> <p>M ああ<u>そうなんや</u></p> <p>H でなんか他は偶然((laugh))、あっごめんなさい、出会っ街で[出会ったりとかして]</p> <p>M [うんうん]、すごい、偶然街で<u>出会うねんや</u></p> <p>H 偶然((laugh))</p> <p>M うんうん</p> <p>H そなんか街で出会ったら偶然日本語を取ってたとか。</p> <p>M あ::なるほどね、すごい<u>偶然やね</u>((laugh))</p> <p>H ((laugh))</p> <p>H そうなんですけど、あとなんかコーヒーアワー分かります？</p> <p>M あ::はいはいはい</p> <p>H コーヒーアワーよく行ってて、[それでなんか出会った]人とか</p> <p>M [う::んうんうんうんうんうん]</p> <p>M ああ<u>そうなんや</u></p> <p>H <u>そうですね</u>、結構あとなんか友だちの友だちが漢字教えてほしいとか=</p> <p>M はいはい[はいはい、うんうん]</p>
17:35	<p>H =[頼まれたりなんかして]、なんでも<u>引き受けちゃう</u>からもう。</p> <p>M [((laugh))]</p> <p>H [((laugh))]</p> <p>M 結構<u>明るいもんね</u>、[なんか聞いてると]</p> <p>H [いやいや]((laugh))、根は関西人なんで、[まだ、まだ]東京に住んでるんですけど=</p> <p>M [根は<u>関西人やから</u>]</p> <p>M ((laugh))</p> <p>H =まだ関西人なんですよ((laugh))</p> <p>M 海外生活しようと思ったら=</p>

H	うんうん
M	=社交的な方が <u>得</u> よね
H	う::ん
M	うんやっぱり[色んな人に]、せっかくこっちおるん[やから、うんうん]
H	[(laugh)]
H	[う::ん、そうですよね]
M	<u>うんそっか</u> 、で結構あんまり <u>あれなん</u> ?、こう臆したりせえへんタイプなんですか? [新しい人とか]
H	[あ:::]そうまあまあ結構、そう[なんですかね多分](laugh)
M	[うんうんうんうん]
H	そうですね、基本的に GHI 大学でこっちにいる人 20 人同じプログラムで来てて=
M	うんうんうん
H	=なんかその生きて行こうと思ったら日本語だけで生きて行けるんですね
M	うんうんうん
H	GHI 大学のプログラムの人が(1.0)[多いから]=
M	[はいはいはい、うんうんうん]
H	なんかそれやったらちょっとあかんなあ[とって]=
M	[うんうんうんうん]
H	なんかもう新しい人に[声かけてみたりとか]=
M	[えらいえらい、ほんとえらい]
H	=(laugh)して
M	うん
H	そうなんです、[だからだいぶ]度胸は(laugh)こっちでついたかな[って思いますけど]。
M	[そうなんやあ]
M	[うんうんうん大事大事]
M	うん、 <u>そっか</u> 、[へ:::]
H	[コーヒーアワー]で私とかもなんか帰る時にあつ Facebook 教えてつって(laugh)=
M	うんうんうん
H	=ご飯行こつって、[仲良くなったりとかも]
M	[うんうんうん、うんうんうん]
M	そうしないとそうしないと
H	<u>そう</u>
M	それは留学経験としてはすごい[いい経験ですよ]、こう色んな人種の人に[こう]されていくってかんじがね

18:55	<p>H [う::ん、うんうんうん]</p> <p>H [そう]</p> <p>H ((laugh)), [そうですね]</p> <p>M [へ::]ふ::ん、<u>そっか</u></p> <p>M なんかこうどっかこっちいて、おも、おいしい店見つけたとかそういうのあります？どこが[好きとか]</p> <p>H [え::]</p> <p>H あやっぱ日本食食べたくて、どうしても。</p> <p>M [あ::]</p> <p>H [サブロー]行ったことありますか？[サブロー]</p> <p>M [ありますあります]((laugh))、<u>サブロー</u>ね。</p> <p>H やっぱサブローかなと思いますけど、でもちよっと<u>遠い</u>から((laugh))。</p> <p>M う::ん、確かにね、あとサブローは大人数でいかないと=</p> <p>H うんうんうん</p> <p>M =一人前が入らないんですよね私。</p> <p>H [((laugh))]</p> <p>M [((laugh))]</p> <p>M [めっちゃあるじゃないですか？ロールとか]</p> <p>H [ですね、めっちゃ<u>ある</u>、((laugh))]</p> <p>M そうだから[2、2個ぐらいで結構なんかもういいかなこれみたいな]</p> <p>H [((laugh))]</p> <p>M だから結構なんか、大人数でいっぱい頼んで、いっぱい[味見すんのがいいですよ]</p> <p>H [う::ん((laugh))]</p> <p>M <u>そっか</u>あ。</p> <p>H なんかおいしいお店とかありますか？</p> <p>M 私::？(2.3)う::んとねえ飲むのが好き[なんで]、結構カクテル::とかばっかやってるんですけど。</p> <p>H [あ::]</p> <p>H カッコいいですね((laugh))</p> <p>M ((laugh))、であつまだ[飲めないんだ::まだ飲めないのね残念] CAPS</p> <p>H [そうなんですよ]</p> <p>M そっかでも好きですか？飲むの</p> <p>H 好きです、[((laugh))]</p> <p>M [ああじゃあもうちょっと待ってください]、もうちょっと</p> <p>H 帰ってきます21で</p> <p>((laugh))</p> <p>M あとね::あのね::でも、どこ行ったら楽しいかな？結構、あ</p>
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	っパール((Pearl district))にある=
H	うんうん
M	=あのトレーダービクスっていうところ行ったことあるかな?
H	ないですね
M	なんかね、12((じゅう::に))となんとか、 <u>フランダス</u> ? デ-ビスやったかな?とにかくパールにあんねんけど=
H	うんうんうん
M	=トレーダービクスっていうのはなんかハワイの=
H	うん
M	=かんじの=
H	かんじの
M	=うんうん、[なんか]ハワイのマイタイとかそういう飲みもの もあるし=
H	[(laugh)]
H	うんうんうん
M	=なんか多分料理もそれっぽい多分フュージョン、フュージ ョン料理みたいなかんじで、そこは結構ハッピーアワーとって て安いおいしいみたいな
H	いいですね
M	う::ん
H	((laugh))
M	[是非是非こっちおる間に]、はい、行ってください
H	[うんうんうん]
H	行きます((laugh))
M	どうなんですか?留学生の生活ってなんかこう、あの、休 みとかなったら=
H	うん
M	=みんな何するもんなんですか?
H	え::なんか今はもうファイナルウィークぐらい[なんでみんな 勉強してるんですけど]=
M	[うんうんうんうんうんうん]
H	=それまでは結構みんな遊びに行ったり 23rd((Pearl district)) 行ったり
M	うんうんうんうんうん
H	でなんかほんと21超えてる人多いんで飲みにいたり[と かされて]
M	[うん]、されてね((laugh))
H	[置いてけぼりみたいな((laugh))]
M	[あ::]
H	でみんな帰って来てもう出来上がったからじゃあ宅飲みし

20:00	ようとか[言って友だちの家で]
	M [あ::うんうんうん]、宅飲みなら <u>できるもんね</u> 、[だって、うんうんうん]
	H [そうですね((laugh))]
	M そうでもこっちって路上も[あかんしね]
	H [う::ん]
	M <u>そう</u> 。私はじめすごいなんかへ::とか思って[さあ、なんか]なんか他のとこ緩いくせに[そのアルコールだけそんな厳しいんかって思うときもあって、ね::]
	H [((laugh))]
	H [うんうんうん、 <u>そう</u> 。めっちゃめっちゃ厳しいですよ]
	M 他んところゆるゆるのくせにね((laugh))]
	H [((laugh))、ほんとに、((laugh))]
	M [((laugh))]
	M <u>そうか</u>
	H <u>そうですね</u> 。やっぱ現地の友だちとなるべく遊ぶようにしたりとか
	M あ::
	H 結構たいへん <u>ですね</u> 、ほんとに[なんか]
	M [うんうんうん]
	M でもさやっぱりさあなんか、あのうん簡単じゃない[<u>じゃない?やっぱり</u>]こっちのそのねえ人、生粋のアメリカ人と=
H [うんうんうん]	
H うんうんうん	
M =本当に友だちになるっていうのが	

**Appendix E:
CONVERSATION DATA [J-3]**

Nana×Ayaka 2014, 8/23, PSU Japanese TA office

経過時間	発話
0:00	<p>Nana (N) あお願いします</p> <p>Ayaka (A) お願いします。えっとあやかっています。</p> <p>N ななです、お願いします</p> <p>A 宜しく[お願いします]</p> <p>N [お願いします]</p> <p>N [えっと]</p> <p>A [あっ]</p> <p>N [[[laugh]]]</p> <p>A [[[laugh]]]</p> <p>A すいません。えっと私は=</p> <p>N はい</p> <p>A =GHI 大学から来て=</p> <p>N はい</p> <p>A =ここに留学1年間、約1年間留学して、今5ヶ月ぐらい [になり-、はい]</p> <p>N [ああそうなんですか]</p> <p>A で角谷さんは?</p> <p>N 私はえっとここで働いてて=</p> <p>A はい</p> <p>N =先生してるんですけど=</p> <p>A あっ[そうなんですね]</p> <p>N =[中学校で、はい。]えっと9月から4年目になるんですけ ど。</p> <p>A ああすごいですね</p> <p>N いえいえいえ</p> <p>A 長い((laugh))</p> <p>N そうですねえ</p> <p>A はい</p> <p>N はあい</p> <p>A ええなんかここに住んでて不便なこととか、なんか[ありま すかね?]</p> <p>N [う::ん]、病院とか不便ですね</p> <p>A あ::</p> <p>N うん</p>

1:00	<p>A 保険とかですか？</p> <p>N そうですね、あの::お医者さん行かれたことありますか？</p> <p>A こっちではないです、まだ。</p> <p>N なんかこっちではあのを予約しないといけなくて-</p> <p>A ああ、えっ、緊急とかでもダメなんですか？</p> <p>N 多分緊急だと緊急のお医者さんに[いかになくちゃいけなくて]</p> <p>A [ああなるほど]</p> <p>N だからなんか、どこどこ行きたいなあって思っても、その日にこう行くのは無理で、</p> <p>A はい</p> <p>N ちょっと予約してからでないといけなくて-</p> <p>A ああそれが無理なんですね</p> <p>N そう。最後まで4時20分が最終なので-</p> <p>A えっ、[はや]</p> <p>N 週末も[ないし]</p> <p>A [はい]</p> <p>N [そう]、仕事を休んでいくとか[しかなくて]</p> <p>A [あっそう]なんですね</p> <p>N 不便かな、それが。</p> <p>A ああ</p> <p>N はい</p> <p>A あと食べ物とかは？</p> <p>N 食べ物もう::ん私はなるべく日本に帰ったら大量に日本食を買って帰って[くる]んですけど、やっぱり、[少ないし不便ですね、う::ん]</p> <p>A [ああ]</p> <p>A [(laugh))、そうですね]</p> <p>N 何か不便なことがありますか？</p> <p>A ((inhale))こっち来てなかなか自販機がないのが[不便だな]と 思いますね、なんかやっぱ常にこう水筒、水筒か[なんか]ペット ボトルか持ってかなきゃいけないのがちょっとめんどくさい など[思ったり]</p>
2:06	<p>N [あ::]</p> <p>N [うんうん]</p> <p>N [ああそうですね]、う::ん</p> <p>A ああそう、なんか田舎のほうとか行くとやっぱもっとないので=</p> <p>N うんうんうん</p> <p>A =それが不便ですね。あとは結構ここの方が好きだったり します((laugh))</p>

3:09	<p>N へ:: A はい N ご出身はどちらですか? A 東京です N えっ東京なのにこっちの方が、そうですね A 東京はごみごみしてて= N あ確かに、う::ん A =街もきたないしなんか[あまり]好きじゃないです((laugh)) N [う::ん] A えどこ、どちらご出身なんですか?((語尾の声が小さい)) N 私神戸です A あ神戸、関西 N はい A へ:: ((laugh)) A 関西弁とかこっちでもしゃべったりしますか? N う::んあんまりしゃべらない[ですね] A [あ::そう]- N やっぱりう::ん生徒の前では標準語だし= A あ::そうですね N =他の先生に対しては敬語で話すので[あまり関西弁使う機会ないんですけど]。 A [うんうんうん] A なんか関西の人ってこっちで関西の人とかと会うとすごいうれしいみたいなのを聞いたことあるんですけど。 N まあ確かに[ありますね、はい] A [((laugh))] A [え::] N [はい] A 先生ですか? N はい N こっちでは何を勉強されてるんですか? A こっちだと言語、なんていうんですか、言語[学みたいな] N [へ::楽しそう] A 一応なってるんですけど、別に何取ってもいいので((laugh))= N う::ん A =結構自由に取らせてもらっています((語尾の声が小さい)) A なんか全然国際系のものとか取ってないです、難しいんで N う::ん、そうですか A はい</p>
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4:15	<p>N 楽しいですか、留学生活は。</p> <p>A すごい楽しいです((laugh))</p> <p>N そうでしょうね、[う::ん]</p> <p>A [はい]、バイトとかもしなくていいので=</p> <p>N うん、うん</p> <p>A =それも楽だし、オンキャンパスに住んでるんで=</p> <p>N うん</p> <p>A =すごいもう色んな場所が近い[ので、もう]なんかルーズな[生活を]((laugh))</p> <p>N [うん]</p> <p>N [((laugh))]</p> <p>A えどちらに暮らしてるんですか？住んでるんですか？</p> <p>N 今ですか？</p> <p>A はい</p> <p>N ノースイーストに住んでいます</p> <p>A あノースイースト</p> <p>N はい</p> <p>A じゃあ川渡ります</p> <p>N 渡ります、[はい]</p> <p>A [よね？]</p> <p>A へ::ちょっと遠い(0.5)ですか？</p> <p>N でもダウンタウンまでやったらまあ、う::ん車で15分ぐらいなので、まあMAXもあるしバスもあるので[そんなに]不便じゃないんですけど。</p> <p>A [車]</p> <p>A 車持ってらっしゃるんですか？</p> <p>N はい</p> <p>A あっそうですよね。4年も住んでたら</p> <p>N そうですね</p> <p>A [((laugh))]</p> <p>N [((laugh))]</p> <p>A ほんと車欲しいなあって思います、こっちで</p> <p>N う::ん</p> <p>A マウントフードとか行きたいし</p> <p>N [((laugh))]</p> <p>A [((laugh))]</p> <p>N あそこ((laugh))</p> <p>A ((laugh))</p> <p>((話を探しているような間があり))</p> <p>N 今は大学何年生ですか？</p> <p>A 4年です</p>
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5:43	<p>N じゃあ帰ったら就活？</p> <p>A そうですね、だから5年目もやることになります((語尾の 声が小さい))</p> <p>N あ:::そうなんですか</p> <p>A はい、遅れちゃいますけど。</p> <p>N ふ:::ん</p> <p>A ((laugh))</p> <p>A あと、なんか聞こうと思ったんですけど((laugh))、<u>なんだっ け</u>、あっ((3.0))車って免許ってこっちで取る時って大変です か？</p> <p>N いやそんなに大変じゃないです。</p> <p>A あほんとですか？</p> <p>N はい</p> <p>A 結構安いんですかね</p> <p>N 私5ドルで取りました</p> <p>A えっ安！</p> <p>A [[[laugh]]]</p> <p>N [[[laugh]]]</p> <p>A な、えっ5ドルでテスト受けられるってことですか？</p> <p>N そうです</p> <p>A へ:::なんか60ドルぐらいかかるって聞いたんですけど。</p> <p>N あ私違う州で取ったんですよ</p> <p>A あっそうなんですか</p> <p>N ああ私5ドルで取れました</p> <p>A へ:::それは運転の試験もあるしペーパーもあるし-</p> <p>N そうです</p> <p>A へ:::5ドルで取れるんだ</p> <p>N 5ドルで、もし日本の免許持ってたら、すぐ取れるので</p> <p>A あっそうなんですか</p> <p>N はい</p> <p>A えっ見せて、み-</p> <p>N あのなんかその筆記の試験があるけど=</p> <p>A はい</p> <p>N =でも全然難しいことじゃないと思うし=</p> <p>A う:::ん</p> <p>N =あのまあ数字を覚えていればちょっと数字とかが違うだけ で=</p> <p>A あ:::</p> <p>N =そうなんかスクールバスが来たら、あのどれぐらいの速度 にしないといけないとかなんか=</p> <p>A あ:::</p>
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6:35	<p>N =止まらないといけないんだけどとかなんか霊柩車きたらどうするとか</p> <p>A あ::</p> <p>A 抜かしちゃいけないみたいな</p> <p>N <u>そう</u>、あとはなんか表示のやつとかは一緒なので=</p> <p>A そうなんですか</p> <p>N =それをパスしたら実技で=</p> <p>A う::ん</p> <p>N =で実技はなんかその教官の横に座って、まあ色々として、なので</p> <p>A へ::じゃあ結構簡単に-</p> <p>N 簡単に、はい取れます</p> <p>A へ::なんかレンタしてどっか行きたい[なあって思ってたんで、はい]</p> <p>N [そうですね、う::ん]</p> <p>A 5ドルなら取ろうかな、((laugh))</p> <p>N 記念にね持っててもいいし</p> <p>A <u>そうですね</u>((laugh))</p> <p>N うん</p> <p>A たしかに。えそれずっとつか、あれ更新しなきゃいけないんですかね</p> <p>N <u>そう</u></p> <p>A まあでも何年かは使えるってかんじ((inaudible))、2年ぐらい?</p> <p>N う::んとね、確かね留学生は1年で更新しなく[ちゃ]いけなかったよう気が。</p> <p>A [あ::]</p> <p>N ((laugh))</p> <p>A ((laugh))、なるほど</p> <p>N うん</p> <p>A へ::</p> <p>A 日本ってどれぐらいの頻度で帰られるんですか?</p> <p>N 私1年に一回だけです</p> <p>A あ::なんか1年に1回だけならまあ、食料品とか調達して((laugh))</p> <p>N <u>そうですね</u></p> <p>A [う::ん]</p> <p>N [まあもうちょっと]冬にも帰れたらいいんだけど、ちょっとそれは贅沢なので-</p> <p>A えっいつ帰られるんですか?帰れるのは</p>
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7:40	<p>N 私夏に A あっ夏の方が安いんですか？ N 夏の方が安いですね A [へ:] N [うん] A いいですね((laugh)) N 長いしやっぱり[夏休みの方が] A [う::ん]そうですね N はい A へ::、((laugh)) A えこっちに旦那さんとかいるんですか？ N いえ一人で= A あっ[そうなんですか] N =[はい]たくましく生きてます A [[[laugh]]] N [[[laugh]]] A へ::なんでポートランドに来ようと思ったんですか？((語尾の音が小さい)) N たまたま仕事がこっちで受かったんです A あそうなん[ですか] N [はい] A じゃあ選んでというよりは N そうですね、色んなところに申し込んだんですが、たまたまここが、[そう受かって]、ここに来ました A [う::ん] A いい場所です[よね] N [そうですね]、だからまあ運がよかったなあって((laugh)) A う::ん思います N うん A ポートランドおいしいものも多いし= N うん A =きれいだし= N そうですね A =いいですねよね N うんうんうん A なんかニューヨークとかに行った友だちが= N うん A =ポートランドに寄ってくれたんですけど= N うん A =ニューヨークごみごみしいって[言ってる]=((laugh))</p>
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9:00	<p>N [ああ確かに]う::ん A =なんかこっちの方が落ち着いて暮らせるって言ってました。 N うんうん、留学先としてはすごく[いいと思う] A [いいですよね] N う::ん A 観光スポットはまあなんかパットしたところないですけど= N まあそう1日2日で、[((laugh))、うん] A [そうですね((laugh))] A =暮らすにはいいかもって N うん A ((laugh)) N そうですね A ((laugh)) N じゃあう::ん今ルームメイトは何人((なにじん))ですか? A ああ私1人部屋なんですよ N ああいいですね、[じゃあ] A [はい]、なんかルームメイトいた方が英語の勉強になるかなと思ったんですけど、ちょっと潔癖性なところあるので N (((laugh))) A (((laugh))) A そうなんかいたら喧嘩になりそうだなあ[って思ったので]=((laugh)) N (((laugh))) A =1人部屋選択したんですけど。 N <u>そっか</u> A そうなんですよ N でもまあなんか遊びに行く友だちとかがいれば全然問題ないし A [そうですね]((laugh)) N (((laugh))) A 今夏ってあんまりみんな実家に帰って[たりするじゃないですか]？ N [あ::うん] A なんで今すごい日本人の同じGHI大学から来たプログラムの子たちと[ばっかり遊んで]((laugh))日本語だらけなんですけど。 N (((laugh))) N じゃあまた9月から秋学期が終わって日本に帰国で(0.4)[すか]？ A [そうですねえ、はい]</p>
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10:00	<p>N ああ<u>そう</u>か</p> <p>A インターン取ればビザ延ばせるみたいなんで=</p> <p>N う::ん</p> <p>A =インターン取りたいなとは思<u>う</u>んですけど。</p> <p>N う::ん</p> <p>A ((<u>laugh</u>))</p> <p>N ここだったらねまあ色々日本語関係もあるかもしれないし</p> <p>A <u>そうですね</u>((語尾の声が小さい))</p> <p>N うん</p> <p>A えどちらで教えられてるんですか？</p> <p>N えっと私はね::あのZ中学校っていうところなんですけど。</p> <p>A あ中学校<u>ですか</u>？((語尾の声が小さい))</p> <p>N はい</p> <p>A へ::え結構日本語って人気なんですか？</p> <p>N 人気<u>です</u>ね</p> <p>A へ::</p> <p>N う::ん</p> <p>A でも難しい<u>です</u>よね、漢字もあるし=</p> <p>N <u>そう</u></p> <p>A =ひらがなとか、<u>そうですね</u></p> <p>N うちの小学、うちの中学校はええっとう、<u>幼稚園から</u> <u>かな</u>、日本語を教えるプログラム[なんで]</p> <p>A [ええ]すごい<u>です</u>ね</p> <p>N <u>そう</u>、公立学校なんですけど=</p> <p>A う::ん</p> <p>N =だからまあ私6年生を教えてて、6年生に来るまでにはま あ日本語で全部(0.7)授業が分かるぐらいに[なってるので]</p> <p>A [ええ]すごい</p> <p>A <u>そう</u>なん<u>です</u>ね</p> <p>N はい、はい、で6年間毎日日本語やってたので、[それは]</p> <p>A [あ::まあ::]</p> <p>N <u>そう</u>。ハーフの子も多いし</p> <p>A あ<u>そう</u>なん[<u>です</u>ね]</p> <p>N [う::ん]</p> <p>A へ::なんかこっちで採点の授業みたいな-</p> <p>N <u>採点</u>？</p> <p>A 授業といふかなんかボランティアみたいなかんじなんです [けど、一応]クレ、ワンクレジットぐらい [くれる]のを取って採点してたんですけど、なんかやっぱり日</p>
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11:08	<p>本語って難しいんだなあって= N [うん] N [へ:] N 難しいですね A =思いました N う::ん A なんか漢字とかも細かいところでこう、なんかここ棒2本なのにみんな3本[書いてたりとか]難しいんだろなあって N [そうそうそうそう] N そうですね A なんか教えてて大変なことありますか? N 私はやっぱり6年生はこっちの中学校1年生なので= A はい N =難しい、まあ授業よりちょっと手前なんですけど= A はい N =やっぱりあのう中学自体が難しいので、[言葉]を教えるし能力を伸ばすっていう、こと、ゴールもあるんですけどそれと同時に生徒指導もあるので= A [う::ん] A う::ん N =それが難しいですね A う::ん A 結構なんか問題児とかついたりするんですか?((laugh)) N います[ね((laugh))] A [あ::((laugh))] A 結構手がやける? N そうです、いますね A ((laugh)) N 毎日授業もあるし= A う::ん N =だからまあ、つらいんですが、まあ私も来週から新しく新学期が始まるので A あっ早いんですね N そうですね A う::ん、9月からとかじゃないんですか? N あっまあ授業は2週間後になる...来週、再来週か、9月2日3日から[なん]ですけど、なんかこう準備が始まるので。 A [うん] A ああそういうこと。へ::大変ですね N はい、またどんな生徒が来るか、まあ楽しみにしつつ</p>
12:07	<p>結構なんか問題児とかついたりするんですか?((laugh)) N います[ね((laugh))] A [あ::((laugh))] A 結構手がやける? N そうです、いますね A ((laugh)) N 毎日授業もあるし= A う::ん N =だからまあ、つらいんですが、まあ私も来週から新しく新学期が始まるので A あっ早いんですね N そうですね A う::ん、9月からとかじゃないんですか? N あっまあ授業は2週間後になる...来週、再来週か、9月2日3日から[なん]ですけど、なんかこう準備が始まるので。 A [うん] A ああそういうこと。へ::大変ですね N はい、またどんな生徒が来るか、まあ楽しみにしつつ</p>

13:08	<p>N (((laugh))) A (((laugh))) A やっぱなんかそういう中学生とかとしゃべっていると(1.7)自分の英語力とかも伸びますか？ N いや伸びないですね、もう全部 100%日本語[なので] A [ああそっか] N でも他の先生と話すときは英語だし保護者とも英語なので、まあちょっとずつ伸びてますかね A まあでも十分な英語力((laugh))は[お持ちなんだろうなどは]思うんですけど。 N [いやいやいやいやもう]まだまだ電話のときとか大変ですね A 電話緊張しますよね N 緊張しますね(((laugh))) A (((laugh))) A なんかタクシーの予約をしようと思ってるんですけど= N うん A =なんかインターネットでできないかなあと思って(((laugh)) N あ::わかりますね A なんか電話やだなあって思って N わかりますわかります A ((laugh)) N ((laugh)) A なんかエアポートに行くのに= N うん A =なんか飛行機が5時半出発の= N うん A =朝なんですけど5時半出発のとろう、取ってしまっ= N うん A =でも MAX の始発が4時40分ぐらいに着く= N う::ん A =のしかなくて、一応1時間前よりは前に着きたいんで、なんかタクシー呼ぼうかなと思ってるんですけど、ちょっと緊張します((laugh))、電話だと。 N そうです[よね] A [はい] N うん A ((laugh)) A それがどうしようかなって今すごい悩んでて。 N でもタクシー多分空港に行くタクシー、ダウンタウンからだったら-</p>
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14:10	<p>A 拾えますかね？</p> <p>N えオンラインで予約できるんじゃない[かな]</p> <p>A [あっほんと]ですか？</p> <p>N 多分、シャトルバスとかになるんじゃない？[シャトル]</p> <p>A [あ]それ調べたんですけど、<u>なんだ</u>っけ、えっとスーパーシャトルっていうのを調べ、いつもロサンゼルスとかで使ってたんで=</p> <p>N うん</p> <p>A =それを使おうかなと思ったんですけど、なんかそれはすごいバンみたいな人を1人で占領できるやつしかなくて=</p> <p>N うん</p> <p>A =なんかそれ::だと80、90ドルなんか100ドル近くかかったんで、それだとちょっとタクシーの[方が安いのかなと]</p> <p>N [え::]</p> <p>N なんかもっとありそう<u>なんだ</u>けどなあ</p> <p>A 多分スーパーシャトルじゃないやつを調べれば[いいんですかね]</p> <p>N [う::ん]なんかダウンタウンからだったら=</p> <p>A ありますか</p> <p>N =あると思う</p> <p>A [う::ん調べてみます((laugh))]</p> <p>N [((laugh))]</p> <p>N <u>そう</u></p> <p>A ((laugh))</p> <p>N えどちらに行かれるんですか？</p> <p>A ちょっデトロイトです</p> <p>N え::旅行で？</p> <p>A 旅行::旅行なんですかね、一応旅行なんですけど友だちがPQR 大学に[行ってて]=</p> <p>N [うん]</p> <p>A =それで会いに行こうかなって思って</p> <p>N へ::</p> <p>N デトロイト気をつけてください</p> <p>A 恐いですよね</p> <p>N [う::ん]</p> <p>A [財政破綻して]</p>
15:03	<p>N うん</p> <p>A やっぱ危ないですか？[空港も]危ないですか？</p> <p>N [危ない]-</p> <p>N 空港は大丈夫だと思う[けど]、危ないっていうし</p>

16:00	<p>A [あ:]</p> <p>A そうですよ、なんか空港からでないで友だちの迎えを待って((laugh))=</p> <p>N う::ん</p> <p>A =で車で連れてってもらってていう形にしようかなと((語尾の音が小さい))</p> <p>A ((laugh))</p> <p>N <u>デトロイト</u>か</p> <p>A そうなんです、みんなに言ったらええ危ない危ない[みたいと言われるんですよ、はい]</p> <p>N [う::ん、そういうイメージしかないかな]</p> <p>A しかも1人なんだみたいになって、え1人は怖いよって((laugh))</p> <p>N う::ん、友だちを待った方が</p> <p>A そうですよ((laugh))</p> <p>N う::ん</p> <p>A なんか行ったらいい場所とかありますか？アメリカ本土で。</p> <p>N 本土で？</p> <p>A はい</p> <p>N やっぱ、ニューヨークは行ったことないんですか？</p> <p>A ニューヨークは行ったことあります</p> <p>N う::ん、ボストンとか</p> <p>A ああボストン行ったことないです</p> <p>A ボストンとかは</p> <p>N ボストンよかったですね</p> <p>A あ::</p> <p>N あとは<u>どこ</u>だろう？私真ん中は行ったことないんですけど。</p> <p>A う::ん、真ん中田舎なイメージあり[ますよね]</p> <p>N [そう]</p> <p>N どっちがよかったかな、フィラデルフィアとか</p> <p>A へ::あんまイメージないかな</p> <p>N あそこ、えっと東に行ったらほら色々行けるので=</p> <p>A あ::</p> <p>N =<u>バス</u>でね</p> <p>A あっ</p> <p>N D.C.、D.C.は？</p> <p>A D.C.はちっちゃいころ[に行ったこと]あるんですけど</p> <p>N [あ:]D.C.がいいと思います</p>
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17:20

A あっほんとですか？何、ホワイトハウス？
 N ホワイトハウス行ってなんかこう、リンカーンのいる[あそこ行ったりとか全部]こうほとんどタダで見れるし=
 A [あ::]
 A あそうなんですか
 N =歩いて行けるし
 A へ::
 N きれい、ジョージタウンとかきれいだったの覚えています
 A へ::ジョージタウン、えなんか建物がきれいなんですか？
 N なんか町並みが港町かなんかで=
 A はい、[へ::港町]
 N =[おしゃれな雰囲気だったのを]うん覚えてます
 A へ::行きたい、((laugh))
 A 西から東だと結構時間かかりますか？
 N [う::ん]
 A [5時間とか]6時間とか
 N そうですね、
 A うん
 N まあ行ったらまああとなんかバスで[移動ができるから]=
 A [うんうんうんうん]
 N =楽だと思んですけど、ねどうせ行ったら色んなところに[行きたいし、う::ん]
 A [そうですね]、折角なので、へ::冬休み行きたいな
 N 是非、(((laugh)))
 A (((laugh)))
 N アメリカにいる間に[行ってもらって]
 A [そうですね]、へ::カウントダウンとかってどっかに行かれたりしますか？
 N カウントダウンはう::ん、毎年違う場所にいるんですけど=
 A はい
 N =去年はバルチモアに行ってて-
 A えっなんかかっこいい((laugh))
 N いや友だちがいたから=
 A ああそうなんですか
 N =行ってるんですけど、そう、でバルチモアは港町なので=
 A はい
 N =こう海の上で花火が(((inaudible)))ました
 A [へ::]いいですね。え他の年はどこですか？
 N 他はあとは前留学してたところは普通に家で友だちと集まって[とか]

18:00	<p>A [う::ん]</p> <p>A ニューヨーク行こうかなって思ったんですけど、ヤバいで すかね、タイムズスクエアあたりとか</p> <p>N えっと私のクラスのインターンの子が行ってて</p> <p>A はい</p> <p>N 8時間並んだって言った[かな]</p> <p>A [えっ](1.4)8時間?</p> <p>N うん</p> <p>A なんかおむつつけなきゃいけないみたいなのわさが流れて てさあ-</p> <p>N そうトイレに行け[なくて]、そうです</p> <p>A [行けない((laugh))]</p> <p>A おむつほんとなんですね</p> <p>N 飲まなかったって[言ってたかな]</p> <p>A [((laugh))]</p> <p>N トイレに行かないように、でいいように</p> <p>A へ::どっか違うとこ行こうかな((laugh))</p> <p>N [う::ん]</p> <p>A [((laugh))]</p> <p>N まあそこまでしてね、見たかったら=</p> <p>A う::ん</p> <p>N =まあ一生に一度だと思って[行ってもいいと思うし]</p> <p>A [((laugh))]</p> <p>A ちょっとあんまりいいかな((laugh))</p> <p>N 私もやったことないので((laugh))</p> <p>A [((laugh))]</p> <p>N [((laugh))]</p> <p>A でも港町ですね?</p> <p>N う::ん</p> <p>A うん</p> <p>N まだポートランドではそういうところ行ったことないん ですけど。</p> <p>A あ::、オレゴンコーストとか</p> <p>N かな</p> <p>A でもあまり泳げないですよあそこ?</p> <p>N う::ん</p> <p>A なんか寒いって聞きましたけど。</p> <p>N う::ん、[そんなイメージ]私も行ったこと[ないんですけど]</p> <p>A [うん]</p> <p>A [う::ん]、へ::</p> <p>A なんかポートランドのおすすめの場所とかありますか?</p>
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19:00	<p>((語尾の声小さい)) N おすすめの<u>場所</u>? A はい N [え::多分行ったことあると思うんですよね、たいがいのところは((laugh))] A (((laugh))) A ガイドブックに載ってるところは(2.6)、うんホーソンとかミシシッピとかアルバータとか[は]行きましたけど。 N [うん] A なんか車で行かなきゃいけない場所はあるまり行ってないですね。 N でも、まっ、あのバスでたいがいのところ行けますよね、[ポートランドだったら] A [そうですね::う::ん] A なんかウッドバーンにも1回行きたい[なと思って] N [あ::]アウトレットの A はい、でなんか電車でいけないかなと思って調べたら2時間強ぐらいかかっ[て、かかる]って書いてあって、ちょっと車かなと思うんですけど。 N [わあ<u>遠い</u>] N う::ん A 車持ってる友だちがあるまりいないんで= N う::ん A =こっち意外と少ないなと思いましたが、アメリカ人ってみんな持ってるイメージあったんですけど。 N あ学生、ああいらないから持っ[てないのかな] A [う::ん多分そうだとおもう::ん] N <u>そっか</u> A ((laugh)) N じゃ今度機会があったら是非一緒に行きましょう A ああ、[ありがとうございます((laugh))], ありがとうございます N (((laugh))連れて行きます] A ええ<u>楽しいな</u> N 私もめったに行かないし N (((laugh))) A (((laugh))) A 土日とかですか? N うん A う::ん((laugh))</p>
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20:00	<p>A 平日も1日中仕事お仕事ですか？</p> <p>N 9時4時ですね</p> <p>A 9時4時。あ1日中((whisper))</p> <p>N 日中まあ</p> <p>A う::ん</p> <p>N うん、けっ、他の先生はすぐにパッと帰るからきつと慣れたら、やりやすい仕事だと思うんですけど=</p> <p>A あ::</p> <p>N =日本のねえ先生に比べたら。</p> <p>A う::ん、もう残業せずにパッと</p> <p>N そう、パッと帰って</p> <p>N (((laugh)))</p> <p>A (((laugh)))</p> <p>A アメリカ人そういうイメージありますね((laugh))</p> <p>N う::ん</p> <p>A なんか残業しないでかえ、家でもう帰って</p> <p>N <u>そう</u>そう、そうですね、だから4時になったら学校はシーンとしてますね</p> <p>A う::ん、なんかこっちの先生でなんか GHI 大学のお世話してくれる先生がアメリカ人で二人ぐらいいるんですけど=</p> <p>N うん</p> <p>A =その二人ももうなんか4時きっかりになったら、もうパッと帰って((laugh))</p> <p>N ((laugh))</p> <p>A <u>早っ!</u>て思((laugh))</p> <p>N ((laugh))</p>
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Appendix F:
CONVERSATION DATA [J-4]

Sayaka×Hitomi 2014, 8/25 PSU library study room 20

経過時間	発話
0:00	<p>Hitomi (H) ((inaudible))遅くなってしまって Sayaka (S) いえいえいえいえ、<u>T</u>さん? H <u>T</u>です S <u>T</u>? H <u>T</u> S <u>めずらしい</u>ね H <u>そうですね</u> S どこ、どうやって書くんですか? 漢字 H XのXに= S うん H =YのYです S あっそう[<u>ですかあ</u>] H [はい] S 聞いたことないです H <u>そうですね</u>((laugh))なん、Kさん?= S はい H =<u>ですか?</u> S 出身どちら[<u>ですか?</u>] H [東京です] S あっ<u>そう</u>ですか。私あのう四国の[愛媛県ってわかりますか?] H [へ::あ::<u>そう</u>なんですか、はい] S 田舎[<u>ですけど</u>((laugh))]. H [うちのお父さんが]高知[<u>県で</u>]育ってて S [あほん<u>と?</u>] S お隣<u>です</u>ね H <u>そうですね</u>((laugh)) S 高知行ったことありますか? H 1回<u>だけ</u>あります S あ<u>そう</u>なんだ H 車で<u>ちっちゃい</u>頃 S あ<u>そう</u>. H [はい] S [おばあちゃん]とかおじいちゃんはいない<u>んですか?</u> H は、両方東京だったん[<u>ですけども</u>]、みんな亡くなって</p>

1:00	<p>S [あ::] S そうですか？ H はい S 残念 H ((laugh)) S ここ長いんですか？ H 4年ちょっとです S あほんと H 2010年にきて S へ::ABC大学の学生[さん]ですか？ H [A] H 最初セーラムに住んでたんですよ S あはい M 2年間、[それで]卒業して、でABC大学にトランスファーしてきて S [うん] S [あそうですか？] H [はい] S お勉強は？ H ((laugh))、なんか幼児教育みたい[なのが]、あと音楽をやってて S [幼児教育] S へ:: H はい S なんの楽器ですか？ H ピアノです S <u>ピアノ？いいなあ</u> H [((laugh))] S [((laugh))] H えもう長いんですか？ S いやあでも3年経ったとこ[ですかね] H [う::ん] S 2年間あの::セーラムからちょっと近いんですけど= H うん S =マクミンビル[っていう] H [ああ]わかります S わかります？((laugh)) H はい S あの小さな[町の学校に]あの::日本語教えながら勉強してて、[で]それを卒業して1年間OPTして= H [へ::] CAPS</p>
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2:08	<p>H [へ:]</p> <p>H あ::</p> <p>S =でこれからまた ABC 大学の Master に[入るんですけど。]</p> <p>H [ああそうなんですか?]</p> <p>S はい</p> <p>H 日本語教えてたのは=</p> <p>S うん</p> <p>H =なんかコミュニティーカレッジとかですか?</p> <p>S それはあのう DEF College っていう=</p> <p>H う::ん</p> <p>S =あのう、ちっちゃいリベラルアーツの大学が[あって]</p> <p>H [う::ん]</p> <p>S はい</p> <p>S セーラムだったら何ですか? JKL? ((University))</p> <p>H MNO コミュニティー[カレッジ]</p> <p>S [ああ]はいはい聞いたことあり[ます]</p> <p>H [セーラム]に1個しかコミュニティーカレッジがないんですよ</p> <p>S あそう[なんですか?]</p> <p>H [そう、それで]そこに行って</p> <p>S へ::高校卒業してそのまま?</p> <p>H そうです</p> <p>S あじゃあまだ若いんだ</p> <p>H ((laugh))</p> <p>S ((laugh))</p> <p>S そうですか。なんでまたオレゴンのセーラムにな、[したんですか?]</p> <p>H [なんか]高校の時にあの英会話のジオスってわかります?=</p> <p>S うんうん</p> <p>H =に行って、でそこが提携してる学校が何個かあって=</p> <p>S う::ん</p> <p>H =で西海岸に行きたかったん[ですよ]、で西海岸だとまあシアトルとか LA とかいっぱいあったん[ですけど]、オレゴン州は一つだけなぜか[セーラムの学校]((laugh)) 1 個だけしかなくて=</p> <p>S [うん]</p> <p>S [うん]</p> <p>S [へ:]</p> <p>S はい</p> <p>H =なんかオレゴン州は田舎でいいとこだよって=</p> <p>S あ<u>そう</u>なんだ((laugh))</p> <p>H =あの税金もないよ::って聞いて=</p>
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3:04	<p>S ほ::</p> <p>H =じゃあそこにしようかなあ[ってなったんですよ]</p> <p>S [へ::]珍しいですね</p> <p>H そうですね((laugh))</p> <p>S みんな大体カリフォルニアとか[シアトル]に流れちゃう[じゃないですか?]</p> <p>H [うん]</p> <p>H [そうなんか]やっぱりシアトル、カリフォルニアはほとんど日本人の留学生がほんとに多く[て::]=</p> <p>S [う::ん]</p> <p>H =日本語だけでも生活できるくらい=</p> <p>S うん</p> <p>H =日本が栄えている[よ::]って聞いたんで、なんかせつかくアメリカ行くのにもったいなあ[とか思って]、うん</p> <p>S [確かに]</p> <p>S [確かに]</p> <p>S じゃああえて?</p> <p>H そうです、((laugh))</p> <p>S あえらいですねえ</p> <p>H でもなんかほんとに留学生がすごい少なくて=</p> <p>S うん</p> <p>H =セーラムの学校が、日本人も学校で全員で5人くらい(0.7)[だったんですよ]</p> <p>S [あそうですか]</p> <p>S じゃあ英語を学ぶには[よかった]</p> <p>H [そうですね、うん]</p> <p>S でもセーラムも結構ちっちゃいですよ?</p> <p>H かなり[小さいですね((laugh))]</p> <p>S [((laugh))]</p> <p>S [なんか]</p> <p>H [逆に]</p> <p>S うん</p> <p>H なんか珍しいっていうか新しい体験が[できた]-</p> <p>S [あそうですか]</p> <p>H 東京出身だったんで</p> <p>S へえ[大丈夫]、あの退屈にならなかったですか?</p> <p>H [なんか]</p> <p>H すっごい退屈で[したね((laugh))], けどでもこんなの、なんかそういう、すごいきれいな景色とか見るのが大好きで=</p> <p>S [((laugh))]</p>
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4:04	<p>S はい</p> <p>H =まあこんなの絶対東京では見れないから[いいなと思って ((laugh))]</p> <p>S [ああポジティブでいいですね((laugh))]</p> <p>S でもあそこら辺って私もほんとに何もない[とこにいたけど]、あの::ワイン畑とか[広がっててきれいでいいですよ]</p> <p>H [う::ん]</p> <p>H [あ::そうですね、う::ん]</p> <p>H なんでマクミンビル((0.8))[だったんですか?]</p> <p>S [あ::それはね::]あの::とりあえずあの::海外、大学、あの海外の大学で=</p> <p>H うん</p> <p>S =デグリーを取りたいなと思って、で日本で奨学金に応募[したんですけど]=</p> <p>H [う::ん]</p> <p>S =でそれがあの::日本語教えながら[TA をすることで]、</p> <p>H [あ::パークみたいな]</p> <p>S あ[それです]</p> <p>H [それですか?]へ::</p> <p>S ご存知ですか?</p> <p>H なんか知り合いが ABC 大学でやってて</p> <p>S あ知り合いって</p> <p>H なんかゆうこさんって[いう]んですけど、その人通して</p> <p>S [あっ] CAPS</p> <p>S あほんとう? CAPS</p> <p>H あの[山本さん、あほんとですか]</p> <p>S [私もゆうこちゃんと]同じ時に来たんですけど。</p> <p>H ああそうなん[ですか?] CAPS</p> <p>S [うん]</p> <p>H へ::</p> <p>S そう。それでなんか自分で選べないんですよ、それが</p> <p>H あ::で偶然マクミン[ビル]</p> <p>S [そう]。なんかお前ここ[行けて言われて]((laugh))最初オレゴンってどこだろう[から始まったん]ですけど。</p>
5:03	<p>H [ふ::ん]</p> <p>H [そうですね]</p> <p>S それで、うん、マクミンビルに飛ばされて</p> <p>H う::ん</p> <p>S ((laugh))</p> <p>H へ::</p>

6:06	S でもなんかそうですねえ、あの::自分は日本語のティーチングアシスタント[で]、であのドイツ語とかフランス語とかスペイン語の TA さんと[一緒に]住んだりとか=
	H [はい]
	H [う::ん]
	H あそうなん[ですか?]
	S =[できたから]=
	H 楽しそうですね
	S =うん、楽しかったです
	H [へ::]
	S [まあなんにも]ないけど友だちが[いたから]楽しかったですね
	H [う::ん]
	H えその教えるのって何年ていうのは決まってるんですか?
	S うん、とりあえず2年[で]教えて、もうデグリーも取りなさいっていう[形]だったんですけど。
	H [あ::]
	H [ふ::ん]
	S はい
	H あそっか、じゃあ2年でアソシエイツデグリーみたいな、[なんか]
	S [えっとねえ]、私日本でもバチェ[あの::]バachelor[持ってたから]セカンドバachelorって[いう、うんマスターはなかったの]で]、になりました
	H [あ::]
	H [う::ん]
	H [あ::いいですね、へ::]
	H えコミュニティカレッジ、[なの]に取れるんですか?]
	S [それは大学かな]、[カレッジ普通の]、 <u>ちっちゃいけどね</u> 。
	H [あ::]
	H へ::
	S はい((laugh))
	S 1500人ぐらい(1.1)[生徒]
	H [う::ん]
	S はい。
	S あとピアノはいつからやってる[んですか?]
	H [ピアノ]日本にいた時に音大付属に行ってたん[ですよ]
S [は::]すご::い	
H いやあ全然、でそれで一応ピアノ科で=	
S はい	

7:16	<p>H =でもなんかピアノはもう辞めたいなあ[と]思っ</p> <p>S [((laugh))]</p> <p>H なんかすごいだんだんピアノを好きで始めたのに[なんか]学校に行ったら[なんか強制的に]やったりとか、なんか自分でがんばっても試験でちょっと失敗したらなんかDとか[もらったり]、そういうのがすごい嫌になってきて、もうピアノ辞めたいなあって[思い始めて]、それで留学を決めたん[ですけど。]</p> <p>S [ええええ]</p> <p>S [プレッシャーがね、はい]</p> <p>S [う::ん]</p> <p>S [う::ん]</p> <p>S [あ::なるほど]</p> <p>H で2年間全然弾いてなかったら、やっぱりなんか[やっぱりなんか]ひき[弾きたいなあって]思うようになってここでマイナーだけ取ってて。</p> <p>S [((laugh))]</p> <p>S [う::ん]</p> <p>S あそうなん[です]か、よかったですね、[でも]チャンスがあって</p> <p>H [はい]</p> <p>H [はい]</p> <p>H う::ん</p> <p>S でも私のいとも体操を器械体操を親にず::とちっちゃい頃から[やらされて]、でもなんかもう泣きながら[やってたんですけど]、大学入って辞めて、もうなんにもしない期間が何年か[あったら]自分で始めて((laugh))=</p> <p>H [う::ん]</p> <p>H [あ:]</p> <p>H [うんうん]</p> <p>H そうです[よね]</p> <p>S =[うん]、やっぱり楽しいって言ってました</p> <p>H なんか今の方が楽しめるかんじですね、音楽を=</p> <p>S う::ん</p> <p>H =勉強してるっていうよりなんか楽しめる[かんじがして]</p> <p>S [やっぱ、ね]、離れると見えてくる[のかな]</p> <p>H [そうですね]、((laugh))</p> <p>S 私もずっと日本で吹奏楽を[やってて]=</p> <p>H [あそう]なんですか</p> <p>S =でサクソホーンをやってたんです[けど]=</p> <p>H [はい]</p>
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8:05	<p>S =あのうで、この前3年ぶり日本に帰って= H う::ん S =帰って来たんですけど、で自分の楽器を持って来たんですよ= H う::ん S =なんとかやりたいと思って= H へ:: S =たしかABC大学ってなんか色々バンドとかあり[ますよね] H [ありますあります] S [そう。できたらいいなあと思って] H [クラスもあるし、う::ん] S クラスもありますか? H はい H ジャ、ジャズとかも S ああそうですか H う::ん、バンドもあるし= S へ:: H =なんでもあるし、レッスンも一応個人レッスンみたいな S あそうですか H はい S そのピアノは::個人レッスンなんですか? H マイナーを取るのに個人レッスンが必要で= S あそうですか H =はい、やってみました、もう終わったんですけど。 S <u>あそう</u>。先生は<u>どう</u>? H よかったです、あなんか中国人の先生で S へ:: H どこ、<u>香港だったかな</u>。から来てる先生[で]、いつもインターナショナルスチューデントをこう教えてみたいで慣れてて S [はい] S 慣れてて((laugh)) H ((laugh)) S あそうですかあ H でもやっぱなんか日本人的にはこう(0.8)先生に言われたことをなんか‘はい’と言って[やる]ってかんじじゃないですか?でもこっちだとすごい自分の意見を押しってくる[みたいで]、なんかこんなに素直に聞いてくれた生徒すごく[久しぶりみたいで((laugh))、すごく教えやすいわ[みたいにすごい言われて((laugh))、私はいしか言え、[言わなかったんで((laugh))] S [うん]</p>
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9:15	<p>S [ふ::ん] S [((laugh))] S [へ:: ((laugh))] S [う::ん] S へ::音楽でも、あ<u>そ</u>っか H う::ん S 自分の意見を押ししたりするん[ですね、こっちの人ってうん] H [そうなんですよ]、これを弾きたいから私はこれでいくみたい いな[かんにで、 ((laugh))] S [あそうですかあ] S 私もあんまり::それはないかもしれ[ないですね] H [そうですね((laugh))] S ずっとなんか、吹奏楽ってクラシッ[クがメインだから]楽譜 どおりに[やれてかんじじゃないですか?] H [う::ん、あ::] H [そうですね、う::ん]</p> <p>S そしたらなんかアレンジの幅とかあんまり= H う::ん S =ないと思うん[ですけど((laugh))] H [あ::たしかに((laugh))] S へ:: H そうなんですよ((laugh)) S 楽しいですね H そうですね H えじゃあもう、ABC 大学を[まだ]始めてないんですか?[こ れから9月から] S [うん] S [そうですね、はい] S あの1年の OPT がここ[で::うん]教えてたんですよ、[日本語 を] H [あそうなんですか?] H [あっ]そうなんですか?[へ::] S [はあい] S 私あの::その::3年前に、DEF カレッジに行く直前にあの::日 本語教師養成トレーニングっていうのを[受けなきゃいけなく て]、それがたまたま ABC 大学[だったから]、ずっと知ってはい たん[ですけど、はあい] H [う::ん] H [あ::]</p>
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10:05	H [あ::そうなんですか]
	S [で縁があって]、うんまた TA シップ[がもらえるので ((laugh))、戻ってきました]
	H [へ::]
	H [う::ん、へ::]
	H いいですね
	S はあい
	H えじゃあまた教えながら学校[いくんですか?](語尾の音が小さい)
	S [そうそうそう]
	H へ::よかった[ですね]
	S [それで]ですね、ラッキー[ですね]
	H [それは]もうプログラムは関係ないんですか? パーク
	S もう基本的には関係ない[ですね、はい]
	H [う::ん]
	H [そうなんですか]
	S [うん、というか]それがうん手がかりになって
	H へ::
	S はいラッキーです、((laugh))
	H ほんとですね((laugh))[へ::]
	S 結構[バカに]ならないしね。[あの]学費とかが
	H [値段]
	H へ::どのくらいなんか安くなるんですか?
	S き基本的にはほぼ全額[授業料免除して]もらえて、[はあい]
	H [ふ::ん]
	H [へ::]いいですね
	S 助かります
	H ほんとですね
	H 自分の勉強したいことなんでも勉強できるんですか?
	S えっと::基本的にジャパニーズですね=
	H あ::
	S =勉強は。
	H う::ん
	S まあでも将来的にその日本語の先生をもうちょっと、レベルアップするならここで勉強したことは役に立ち[そうだから]=
	H [う::ん]
	S =まあとりあえずやってみようかなって((laugh))
H へ::	
S はあい、	
H そうなんですか	

11:07	<p>S はあい H いいですね((laugh)) S ポートランドに来たのは[いつ]- H [2年ぐらい]、2012年の[秋から来ました] S [あそうですか] S どうですか？セーラムと比べて H 楽し[いですね((laugh))] S [((laugh))] S [私もそう思う] H [((laugh))] S [なんでもある] H [なんでもある]ことはあるし((laugh))、なんでもできるし S [なんかおいしいお店が]いっぱい[あるし] H [外食も]- H [う::ん] H やっぱ食べ物とか、あとショッピングも全然する[とこがな かったんですよ] S [う::んたしかに] H ウォールマート[みたいなお店((laugh))] S [((laugh))] S 悲しいね H ((laugh)) S ((laugh)) H やっぱ楽しいですよ、ポートランドの方が。 S そうですね、ポートランドいいですよ H う::ん S なんか、そんなにデカすぎもしないし= H う::ん S =なんか私はあの::まあまあ田舎の方出身だから町のサイズが ちょっと似てて= H あ:: S =ちょっと落ち着くっていうか((laugh)) H そうですね S はあい S 東京もね1ヶ月ぐらい住んだこと[あるんですけど]= H [う::ん] S =おっきいと思って= H ((laugh)) S =ちょっと疲れまして H そうですね S はあい</p>
12:03	<p>S はあい</p>

13:00	H 前に、なんか今入っている奨学金のプログラムみたいなのが [あるん]ですけど ICSP って[いって]、カルチャー、文化的なこと で、ボランティアをしないとイケなくて=
	S [うん]
	S [へ::]
	S うん
	H =でプレゼンテーションとかしないといけないんですけど=
	S はい
	H =それでした時にポートランドはなんか小さな町だから=
	S うん
	H =来たかったみたいなこと言ったら((laugh))=
	S うん
	H =なんかオーディエンスのみんながポートランドはオレゴン では一番デカイ町なのに((laugh))そんな言い方されちゃったみた いなこと[言われて、((laugh))、そうなんですよ((laugh))]
	S [でもね東京出身の人から言わせれば((laugh))]
	H 一番なんか危なくておっきな都市っていわれてなんか、[オ レゴンの中では]そうなのって言ってて。
	S [危ないんだ((laugh))]
	S あそう
	H ((laugh))
	S まあ::感覚が違うん[でしょうねえ]
	H [そうですね]
	S まあ東京から見れば何でもちっちゃく見える[と思うけど]。
	H [う::ん]
	H そうですね
	S う::ん
	H でも私も東京でもなんかその区内じゃなくて=
	S あそうですか
	H =小金井市っていうところで。
	S あほんと、[私あの::]中野に住んで=
	H [知ってます?]
	H うん
	S =で国立((くにたち))に通って[たんですよ]
	H [へ::]あそうなんですか?
	S [だから終電、はい]
	H [学校ですか?どこ行って[たんですか?]
S [あの]STU 大学[に]、院にとりあえず入って=	
H [へ::]	
H へ::	

S	=その来る直前[に]、で籍を置いてこっちに2年きて、[でまあその]戻れるオプションをつくって[おいたんだけど]、結局こっちに残ったから、[一応中途退学]になってて、[はあい]
H	[う::ん]
H	[あ:]
H	[はあい]
H	[あ:]
H	[へ:]
H	私 VWX 音大付属だったんですよ
S	あっ[そうなんだ]
H	[だから VWX 付属の方が]-
S	[[((laugh))]]
S	<u>近い?</u>
H	はい
H	へ:: STU 大学なんか学際とか行ってましたよ
S	あそうなん[ですか]
H	[うん]
S	学際の時期はねえいなかった((laugh))
H	そうですね((laugh))
S	[でもなんか]あの地震の起こった=
H	[へ:]
H	はい
S	=月のほんとに、その月::含めて2ヶ月ぐらい=
H	うん
S	=いたから[常に]余震とかがあるし=
H	[あ:]
H	たしかに
S	=[なんか中央線も、はい、あの節電で]、あの電気が落ちて=
H	[あの頃いたんですか?へ::う::ん]
H	[へ:]
S	=[暗い]中央線に乗ってたり[とかして((laugh))]
H	[確かに]そうですね
S	はあい、ちょっとそれもあったのかな[東京がちょっと]イメージ[悪かったのは]
H	[あ:]
H	[そうですね]
S	はい、でもでも VWX 音大付属はすごいきれいで=
H	う::ん
S	=ね桜並木とか[好きだったけど]。
H	[そうですね]、あの頃(1.0)はこっちにいたんですけど、[地震の

14:25	<p>ときは]、でもその次の冬か夏に帰ったらなんかバスもなんか真っ暗だし((laugh))= S [はあい] S <u>あそう</u> H =クーラーもなんかきいてないし節電で= S へ::クーラーも<u>きかない</u> H =<u>そう</u>、なんかすごい暑くて= S 暑い[<u>ですね</u>] H =[みんなうちわ]とか[扇子とかであおいで((laugh))] S [((laugh))] S へ::そんなに<u>ひどかったんだ</u> H なんかそれはまあ市内の小さなバスだったん[<u>ですけど</u>]. S [はあい] S へ:: H だからすごいなあって節電とか S <u>そうですよねえ</u> S じゃ小金井にも家族の方[はみんな] H [<u>そうです</u>]はい</p>
15:04	<p>S [そっ]- H [でも]一個((0.9))、兄がいて、今はもう家出て新宿かなんかに[住んでるんですけど]. S [はあい、<u>すご::い</u>] H 仕事先が近いからって S へ::じゃあみんな東京の人なん[<u>ですね</u>] H [<u>そうですね</u>] S お母さんも東京の人[<u>なんですか?</u>] H [はい]三鷹出身で S ああ<u>そうですか</u> H ((laugh)) S へ::じゃあもう全員都会っ子<u>ですね</u>((laugh))] H [((laugh))] H でも私はその小金井市で[全然都会]にそんなに行かなかった[ので、((laugh))] S [<u>あそっか</u>] S [う::ん] S でもなんか、ゆったりしてて<u>いいところ</u>そう、[小金井市、((laugh))] H [<u>そうですね</u>、うん::] H ちょうどポートランドくらいの大きさかなあ[<u>って</u>((laugh))] かんじ<u>ですね</u>]</p>

16:18	S あそうですか
	H うん
	S う::ん
	H もっと、でもちよつとまあ電車乗れば20分ぐらいで新宿とか[行けるんで]
	S [う::ん]、便利ですよ、う::ん
	H そうなんですよ
	S こっちではあの::週末とか何してるんですか?[勉強以外で]
	H [う::ん]なんかその学期、学期中はそのボランティアとかもあって=
	S うん
	H =それをやってるんですけど、あでも今ベビーシッターしてるんですよ、[そういえば]、ゆうこさんの
	S [あ::]
	S あっ <u>じゅん</u> ::?
	H そうなんですよ、じゅん君のベビー[シッターしててそれで]知り合ったんですよ
	S [あそうなんですか]
	S へ::あなんかちらつと(1.0)聞いたわ、ゆうこちゃんから。
	H あほんとですか?
	H [(laugh)]
	S [ベビーシッター]が日本人の[学生で]音楽がどうかこう[とか]言ってた((laugh))
	H [あ::]
	H [あ::そうですか?((laugh))]
	S あ::そうなんですか?
	H <u>そう</u> 。そうなんですよ、なんか[6ヶ月]ぐらいのときからもうやってて、[じゅん君が]
	S [じゃあ]-
	S [はあい]
	H 最初はまだハイハイもでき[なかったんですよ]、もうなんか <u>立って走って</u> ::。
	S [そうですよね]
	S <u>走ってます</u> よね
	H 最近なんかノーノーとか[言うようになって((laugh))]
S [(laugh)]、 <u>早い</u> よね::	
H ほんとですね	
S う::ん	
H うん	

17:03	S めちゃくちゃかわいいですね、じゅん
	H かわいいですね、[すごい、((laugh))]
	S (((laugh)))
	S あそうですか
	H <u>そう</u> 。すごい成長がもうすごい[楽しみで]=
	S [う::ん]
	H =何話話すようになるの[かなあとかやっぱり((laugh))]
	S [私もそれ気になります]
	S ((laugh))
	S 日本語もおし、覚えてほしいなと[思っって((laugh))]
	H [そうですね((laugh))]
	S でも英語が一番ひよっとしたら入りやすいのかも[しれない ですね]
	H [そうですね:]住んでたらやっぱり
	S う::ん
	H なんか学校、学校っていうか幼稚園みたいな行き始めた ら]やっぱり[周りの言うこととかも]
	S [う::ん]
	S (((inaudible))るとかね]
	H う::ん
	S う::ん
	H なんかいつもオッオーって最近言っていました((laugh))
	S <u>ほんとに?</u>
	H うん、アメリカ人[だなあって((laugh))]
	S [ちょっと生意気なんですけど]。
	H ちょっとなんかあるとオッオー[とか言っって((laugh))]
	S (((laugh))), <u>あそう</u>
	H はい
	S <u>かわいい</u>
	H 学校で習ったのかなあと思っって。
	S ねえ
	H (((laugh)))
	S でもなぜよりによってそれをピックアップ[したのか、 <u>です</u> よね]
	H [そうですね]、たしかに
S センキューとかじゃなくて((laugh))	
H たしかに((laugh))、まあ言いやすい[から <u>です</u> けど]。	
S [<u>言いやすい</u> ((laugh))], へ::じゃあベビーシッターしてボラン ティアして	
H そうですね	
S 忙しいですね	

18:05	<p>H でもまあ遊ぶときは遊んだり= S ああそう[ですか] H =[うん]、買い物行ったりとか S う::ん、遊ぶって町にくりだして? H う::ん[といて] S [う::ん]みたいな H [((laugh))] S [((laugh))] S う::ん H えっ学校、日本、メジャーってなにになるんですか? S <u>ここ</u>? H [はい] S [は::]R 学。 H ああティーチングとかでもなく S う::んなんか::私もよく((laugh))分かんないけど、[R]ってくりがあって、その中であの::自分の専門をあの、文学にしたかったら文学[の先生]について、文学の論文を書いてその授業を中心に取ってみたいな[ことができるし]= H [うん] H [あ::] H へ:: S =あといるのは、あの::言語学= H う::ん S =に詳しい先生もいるから= H あ:: S =そっちについたりとか、私は多分、うん社会言語学とか[そっちに方向に]行こうかなと思ってるんですけど。 H [う::ん] H へ:: S はあい、そんなかんじです H で卒業したらどうするんですか? S そうですねえ、まだ全然はっきりは決まってないけど= H う::ん S =でもう::ん海外で教えられたらいいなあ[と思います]けど。 はい。 H [う::ん] S でも、あんまりなんか今日本語もちょっと下火なんですよ H [((laugh))] S [((laugh))] S 中国語とかにおかれて H あそうなんですか?</p>
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20:00	S はあい
	H へ::
	S だからちょっと難しい((laugh))
	H あ::、でも教えるならやっぱ海外がいい(0.7)[ですか?]
	S [そうです]ねえ、なんか日本が嫌いってわけでもないけど、海外に住んでる(0.8)のが結構好きで=
	H う::ん
	S =なので、もうちょっとうん、どっかにいれたらいいなと[思うんですけど]。
	H [う::ん]
	H アメリカじゃなくても?
	S そうですね、基本的に
	H へ::
	S うん
	H いいですね、[[laugh]]
	S [でもアメリカ]だったら、ほんとにポートランド好きだから=
	H う::ん
	S =ポートランドいいなと思っちゃうんですけど。
	H へ::
	S はあい
	H なんかそれだと大学生以外でも教えられるんですか?[高校生とか中学生とか]
	S [あ::でもね::]アメリカに関して言うと、高校以下で教えるとしたら、なんか特別な教員免許[を取らなきゃいけない、また違う]プログラムに入らないと[いけない]んですよ
H [あ::そうなんですか? う::ん]	
H [う::ん]	
S はあい	