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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:
Suwako Watanabe, Chair
Patricia J. Wetzel
Emiko Konomi

Portland State University
2014
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 formalness 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.
ACKNOWLEDGEMENTS

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.
# TABLE OF CONTENTS

ABSTRACT.................................................................................................................. i
DEDICATION.................................................................................................................. iii
ACKNOWLEDGEMENTS................................................................................................ iv
LIST OF TABLES........................................................................................................... vi
LIST OF FIGURES......................................................................................................... vii
CHAPTER 1: INTRODUCTION....................................................................................... 1
CHAPTER 2: LITERATURE REVIEW............................................................................ 3
CHAPTER 3: RESEARCH METHODS............................................................................ 19
CHAPTER 4: ANALYSIS............................................................................................... 26
CHAPTER 5: DISCUSSION............................................................................................ 60
CHAPTER 6: CONCLUSION........................................................................................ 68
REFERENCES.............................................................................................................. 71

APPENDICES

A. TRANSCRIPTION CONVENTIONS............................................................................. 75
B. INFORMED CONSENT FORM.................................................................................. 76
C. CONVERSATION DATA [J-1]................................................................................... 79
D. CONVERSATION DATA [J-2]................................................................................... 94
E. CONVERSATION DATA [J-3]................................................................................... 112
F. CONVERSATION DATA [J-4]................................................................................... 129
LIST OF TABLES

TABLE 1
Three clause types in formal and informal styles in present tense........................................8

TABLE 2
Three clause types in formal and informal styles.......................................................................9

TABLE 3
Participants’ information.............................................................................................................21

TABLE 4
Frequency of style shifts by each speaker in each conversation..............................................27
LIST OF FIGURES

FIGURE 1
Two axes of distinction in Japanese (Watanabe & Wetzel, 2010) ..........................6
CHAPTER 1:  
INTRODUCTION

In formal analysis, speech styles in Japanese are categorized as distal and direct (Jorden & 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 formalness (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 vender 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 Jorden 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

(Jorden & 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, Jorden 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](image)

<table>
<thead>
<tr>
<th>Axis of Reference</th>
<th>Polite</th>
<th>Humble</th>
<th>Plain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exalted</td>
<td><em>okakininaru</em></td>
<td><em>okakininarimasu</em></td>
<td></td>
</tr>
<tr>
<td><em>okakisuru</em></td>
<td><em>okakisimasu</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informal</td>
<td><em>kaku</em></td>
<td><em>kakimasu</em></td>
<td></td>
</tr>
<tr>
<td>Formal</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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” (Jorden & Noda, 1987). On the other hand, informal style indicates intimacy (Jorden & Noda, 1987; Niyekawa, 1991). The informal style, for example, typically occurs in conversations among close friends.
(Jorden & 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 (Jorden & 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 Jorden 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

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

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

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

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 (Jorden & 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 formalness) 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, 19991; 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 formality) 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 formalness) 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 vendor 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 vendor. Thus, it will be meaningful to investigate style
shifting in the first encounter conversation where there are no socially established role-
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

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

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。

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 Jorden & 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 kugaitsu 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 (Jorden & 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

<table>
<thead>
<tr>
<th>Label</th>
<th>J-1</th>
<th>J-2</th>
<th>J-3</th>
<th>J-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name (age)</td>
<td>Yuko (30)</td>
<td>Eri (22)</td>
<td>Megumi (29)</td>
<td>Haruna (20)</td>
</tr>
<tr>
<td>Number of Style Shifts</td>
<td>31</td>
<td>10</td>
<td>51</td>
<td>22</td>
</tr>
<tr>
<td>Length of Speech (min. s)</td>
<td>11:48 (708 sec)</td>
<td>7:30 (450 sec)</td>
<td>11:53 (713 sec)</td>
<td>8:12 (492 sec)</td>
</tr>
<tr>
<td>Rate of Shift</td>
<td>once per 22.8 sec</td>
<td>once per 45.0 sec</td>
<td>once per 13.9 sec</td>
<td>once per 22.3 sec</td>
</tr>
</tbody>
</table>

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 えコミニティーカレッジ、[なのに取れるんですか？] 
   *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 1500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?

    *[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
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。
   =ichou 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
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 [hatte 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、どこ行ったたら楽しいかな？結構、あ\n   っぱーール ((Pearl district in Portland))にある=\n   atone:: anone:: demo, doko ittara tanoshii kana? kekkou, ah\n   paaru ni aru=\n   And, well, but, I wonder if you have fun. Oh, it is in the Pearl\n   [district]=

2. **H** うんうん\n   un un\n   Yeah, yeah.

3. **M** =あのトレーダービックスっていうところ行ったことあるかな？
Have [you ever] been to a restaurant called Trader Vic’s [Portland]?

No, I have not.

Well, it's on the 12th [Ave.] and Flanders [street]? Davis [street]?

Anyway, it is in the Pearl [district].

Trader Vic’s [Portland] is something like a Hawaiian [restaurant].

Like [a Hawaiian restaurant].

Yeah, yeah. They serve Hawaiian Mai Tai and something like that.

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かなかで、そこは結構ハッピーアワーとか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 happiiawaa 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))
i kin masu ((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、休みとかなかったら=
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 もしもですね、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]ショッチャっありますけどね。
   =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 あほんとですか？
a honto desu ka?
Oh, really?

4. N はい。
hai
Yes.

5. A 結構安いですかね。
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))))

9. N (((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 あ寮みたいかなじですね=
   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、なぁ、あんまり学生なのに賛沢言っちゃい
    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こ行きたい[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 記念にお持っててもいいし
kinen ni ne mottetemo iishi
Getting [a license] would be nice as a memento.

12. A そうですよね((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 kojin 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すか。
   *mainaa o toru noni kojin 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、やってました、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 よかったですね、あなたが中国人の先生で
   *yokatta desu, a nanka chuugokujin no sensei de*
She was great. My teacher was a Chinese and

7. S 〜:
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 あそうですかぁ
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.
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 (*sausu 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、私あのう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=
   *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 っっ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?
In line 6, Eri seems unsure about the location of South Waterfront when she hesitates to say *sasu 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 コミュニティー[カレッジ]
   *MNO kominit(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個しかコミュニティーカレッジがないんですよ
   *[seeramu]ni ikko shika kominit(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 kominitt(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::とねぇ飲むのが好き[なんで]、構造カクテル::とかばっかいいってるんですけど。
   *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 かっこいいですね((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
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 [ u::n] [u::n]
Yeah.

5. E [ u::n]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))
8. Y ((laugh)) ((laugh)) ((laugh))
9. Y あのう、あたらしいなんか建物がさあ、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 =なんか新らしいと、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.

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 naruhodo ne]
Yes, yes, yes. I see.

28. E =で友だちがあの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, u::n
= 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 いい “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 (Jorden & 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].


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[ところ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ね 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 (*woorumaatoo 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 (Jorden & 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 stars
] 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
bold formal style
underline 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)  [よろしくお願いします]
Eri (E)  [よろしくお願いします]、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、あっ山本さんと同じで
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 2 日から=
Y  うん
E  =え::と通っていて、春から来てるんだけど。
Y  あそうなんですね
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  [あっそうなんだ]
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
なので] 1 2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  あっ
E  はい
Y  そうなんですね
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、あなか私あのクラブあのその森本先生=
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
E 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
E では=
Y うん
E =4年生[なんですねけど]=
Y [あそうなん]-
E =え::と日本に帰ってまた1年、大学行って=
Y うん
E =卒業[っていう]はいですね、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
E [ 思って]
Y 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]
Y 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
Y 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))= 
あ、そうなんですか？
=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=
え、小さいですね？それは\[
=1才の子がいて、なんかちょっとまあなんとかちょっと色々あって=\nはい
=あの予定通りに進んでなくて、でも希望としては=
はい
=来学期[卒業したいなって思って][(laugh)]
[(laugh)]
((inaudible))
もしあんまり[延びても]大変そうですよね、う::ん
【そうそう】
4:00
今はどういうクラスを取ってるんですか？
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=
うん
=ビジネスを夏取りたかったんですけど=
うんうん
=夏の授業が思ったよりも、なんでしょう[少なくて]=
【うんうん】caps
=その生徒も
うんうんcaps
=なんかこうみんな[帰っちゃうので]
【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]
【今年からみたいですね、はい】
日本語のクラスも前までは=
はい
=たくさんあって仕事もあったんですけど[(laugh)]=
はい、
【=減っていて】
【あ、それ言ってました。】私あの通訳のクラスを取ってたんで
すけど::
あそうなんだ
そのときにあの結構日本語のクラスを取っている子が
あつまどかちゃんとか
はい？
まど、あ、なんだろ、たていし[さん]とか
はい、一緒に取ってきました。(laugh)一緒に取っていたんですけど、やっぱりその話をしたときも
うん
=多く ABC 大学の=
うん
=日本語の授業の予算がカットされて[いるのも]あって、秋も少なくなったかもしれないって[話をしたので]
[うんうん] [あそうなんだ]
であとは、オンデマンド=
うんうん
=ウェブ=
うんうんうん
=のクラスがメインになってしまったので=
う:::
=あまりビジネスがなくて=
うん
=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
あって、秋も少なくなっても
[うんうん]
うん
それが先生がアメリカ人の方なんですねけど=
うん
5:30 =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:::
=されてる-
えっ、えブラウン先生？
[あブラウン先生]
ブラウン先生] (laugh))
あ::そうだろうそうなんだ
へ:::
はい、で
ブラウン先生の[アメリカン]
[授業]は今終わったところで=
あ::そうなんだ
=で、はい取っていて、でもそれぐらいですね、[あまり]取るな、と取るようなか取らない方が=
[あ::]
うん
=夏はすごく短いので
うん、ぎゅうってなってる[もんね]
はい、だからもう宿題がいっぱいあるから。
うん
まあと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。
うん
はやしく言われ[してくれ]、あのブラウン先生と。
うん
英語の授業だけにしました。
はい、東ですね。
そうじゃほんとはビジネスもする授業とかで。
((laugh))
取れなかった。
取れなかったんです。
だから秋まあと。
でも秋は一番[授業が多いから、多分取れると思う]
そうですね、もう願ってます、はい。
もう登録しました。
ほんと、うん
((聞き取れない))はやったので、あとはまあいうかんじですね
で今は、ど、ポートランドに住んで[て]るってことですよね
うん
今ね、私のうち最近引っ越したんですけど、こっち、あ今引っ越し
したところはなんか川の方、サウスオーターフロントです。
はい
っていうところなんだけど。
あサウス、サウスイースト？
うん、こっち側
[まだこっち側]あ近いんですか？
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
どこに住んでいるんですか？
私は前から::とモリソン=
うんうん
っていうえ::と寮だったんですけど、引っ越しをして=
うん
=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=
[あほんとに][うんうん]
うん
=それも契約があの友だちのを=
うん
=引き継いだので
うんうん
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=
[うんうん]
あっそうなんだ
=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
[うんうんうんうん]
あっそうなんだ
はい
ホームステイはどの辺?
ホームステイは残念ながらまだ結果が[来ていないので、]
[ああわからないんだ]
まあ多分どこか、[空いてるとは思うんですけど]
[あるよね、そうだよね]
あまりまあ遠くないことを=
そうだよね
=祈ろうかなと思って
なんか念をしてうまくいくといいよね
はい
まあ、まあポートランドの人は
うん
いい人だろうという
((laugh))
((laugh))
願ってますけど=
[そうだよね]
=[あまり]悪い家族にあたっていたらのは、ここでしてた人
からは=
うん
=あまり[聞いてなかったので]はい
[う::ん]
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
[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=
あっそうなんだ
それでも楽しいんですけど=
うん
=あのやっぱりそのそれぞれしご、仕事というか学校があって=
うん
=あのあんまりそのアメリカの=
うん
=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=
うんうん[うんうん][うんうん]
あのやっぱり[やっぱり]ホームステイの方が=
うん
うん
=アメリカの文化を知る上では=
うん
=多分大きいのかなって思って=
うん
=1回[やりたいなと]思って、はい。
うん
はあい
なんか普段どういう生活してんのかわかるもんね
((laugh)) そうですね
あとはそうですね
私アメリカではホームステイしたことなくて
はい、別の
なんか昔、つうかすごい昔なんだけど、
((laugh))
((laugh))
ニュージーランドに中学校で=
はい
=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って、そうときにしました。
とううちに、小さい時=
う::ん
=来てた、アラスカから=
へ::
=高校生かな
結構そのご両親も[こうウエルカムな]
[なんか]母親が母が興味が、あ英語が好きで
はい
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
[う::ん]
多分それでやってみたかったんだと思う((laugh))

う::ん、ああいいですねでも、うんうんうん、なるほど

マーシャルね

はい

私私前はあのマーシャルの=

はい

=横にデイビスがあるじゃないですか？

9:45

はい

その前にあるアパートに住んでいました((laugh))

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-

うまく言えない。ここにスタバがあるとして

ありますね、はい

ここにマーシャルがあるとして

はい

ここに住んでた

あ寮みたいだね

時間そうそう((laugh))

10:00

=もはや、[あ::それだ、アパートの]

[そこ一応アパートなんだけど]=

はい

=なんかあんま、なぁ、あんまり学生なのに贅沢言っちゃいけない

いんだけど=

はい

=なん引っ越したくて((laugh))

10:15

はいはい

でちょっと日が当たる部屋を、が見つけたから。[川の方]

[あ::それは]一人で住まれてたんですか？[シェアして]-

[うん]、あっそのときはうちの主人と=

はい

=子どもと 3人[で住んでたんだけど。]

[あ::]

え::とそうそう、で今(1.3)結局何かね、その主人のお友だ

ちがまた留学でこちらに=

はい

=来ることになって=

うんうん

=で、そこで場所が便利=

[はい、そうですよ。寮を借りてるようなもんですよね]

=[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
入れてて

[うん]

E あ代わり、あとに

Y そうそう((laugh))

E じゃあまあうまくいって

Y そうそう、で、で私たちはちょっと川の方の、なんかね、庭、

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

E う:::}

Y うちの方がいいですか？やっぱり

E いい

Y ((laugh))

E ((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

Y [モリソンでしょう？]

E てあとはそのキッチンを[使い]たかったんすけど=

Y [うん]

Y うん

E =もうすべて共用[だったので] じんくく[さいなあっていうの

E =う:::}

Y [うんうん] [ああなるほどね]

E =で友だちがあの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:::ン

E えこちらに来る前は=

Y うん
もう日本語を勉強されて[たんですか？]
あ::
=うん5年間出版社で働いて=
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]=]
[はいはい]
=Y =それ::それで、なんかあのね自分は大学を選ぶのね
はい、あその会社-
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、なんか行って言うんだろ、ちょっと待って、そのパークの、え::と
人が試験をするのね。
うんうん
13:00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=
[うんうん]
派遣?
=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。
=う::ん
=ね
へ::
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て((laugh))
=あ::
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))=
はい
=でまだ卒業してないんですけど。
はい
うん
でもあとは論文=
うん
=だけで
そうそうそう
=なるほど、卒業論文[っていう形ですか？]
[そうそうそう修士論文]やっています
なるほど
そうなんですね
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？
うん
この ABC 大学の。
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と、多分学部と=
う::ん
一応私たちはランゲージだから、そのウエストが多い。
あ::
うん、で事務所もウエストに((inaudible))
あそうですね、あの田中先生とかって
うんうん CAPS
ああはい、あそうですね、事務所が[入ってますもんね]
【そうそうそうそう】あの辺
なるほど::
そうそう
大学院、うふふふ((laugh))
大学院行きたいですか？
いやこっち来てから[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って[いうのは]、はい、語学も含めて。
【うん】[あうんうん][うんうん]
あ::大学、私も学部4年生の時に=
はい
=大学院に行きたかったんですけど=
はい
=なんか大学院には行きたいただけだね=
はい
=なになんかも勉強したい[かがわからなくて]
【うんうんうんうん】
でできれば留学したかったけど=
はい
=結構お金かかるし=
そうですね
=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))
【はいはいはいはい】
なんか一応 TOEFL の勉強はしたんだけど=
15:00

E はい

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))= あ:::あ:::

E =して決まったのが(2.3)の12月とか

Y あ:::でも秋でうもう冬で

E うんそう

Y 終わったって[ことですよね]

E [うんそうそう]うまあでもラッキーだったとは思うけど、そんな人あんまりいないと思う((laugh))

Y ((laugh))でもじゃあ次の年から

E うん

Y え:::と[働き始めて]

E [そうそう]5年間そこで働いてたけど、なんか、で私は働いて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でも考え[なきゃいけないし]、とかなんかなんとか色々思ってやっぱりおっさんにも結婚するのいいけど、私は留学した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 =ででもなんかしたいなら早くすればいいんじゃないみたいなことになって

E う::ん

Y でそう、でその、それまではあんまり日本語の教師とか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、学費がすごい安いなんのね

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くらいは払わなくて[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[みたいなんかじゃなくて]、で来たんですけど=

E [う::ん]

E [うんうんうん]

E はい
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

う::ん

それがすごい(1.5)緊張してて

う::ん、教えられるってことですもんね。

う::ん、そうそうそう

私1回だけ、2回だけその日本語の=

うん

=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？

うんうんうん

うんうんうん

あ::

基本的にみんなすごいいやる気[あるし]、なんか(2.6)すごい日本に興味ある(2.1)=

う::ん

う::ん

=なあって思う((laugh))

((laugh))

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]

はい、はい、会わなかったです]

そうそうそうだから、わかんないうけと、やっぱりさあ、ここで逆に考えてそこにずっと、生まれて育って(1.1)きる人にとっては、なんとか全然違う文化の=

うんうんうんうん

=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も[とか]もあるのかもみたいね、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

うん

う::ん

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っぱりゃいけないじゃん((laugh))

そうですね、もう、違いますよね]

だからちょっと違うと思う

私たちが英語を勉強するのと=

うん

=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]
うん
うんそうそう、だからやっぱりなんとかきっかけで、まあ、まあアニメとかかもしれないし=
はい
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あ？
う::ん
なんかきっかけがないと多分=
う::ん
=ならなくて-
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))
((laugh))
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]
[いえいえいえいえ]
なんか今、今なんかせん、なんか例えば、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=
うんうんうん
[((laugh))]　うん
=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ね、思ったことはある=
うん
うん
=からなんかアメリカ人の学生でも=
はい
=もそういう子もしかしたらいるかなあと思う。
いると、もしかしたら=

20:00
Appendix D:  
CONVERSATION DATA [J-2]  

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

<table>
<thead>
<tr>
<th>経過時間</th>
<th>発話</th>
</tr>
</thead>
</table>
| 0:00     | Haruna (H) 関西の方ですか？
Megumi (M) そうです、はい。
H 私も大阪出身で=
M あっ
H =GHI大学にいて=
M あっ
H =一人暮らしして、
M あ::
H GHI大学からのプログラムでこっちに来たんですけど。
M へ::今どれくらいはるんですか？
H 今で４ヶ月経って=
M うん
H =今で５ヶ月目です。
M どうですか？
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。
M [((laugh))]
M でもそう、あっという間のは、いいから=
H う::ん
M =ってかんじですか？
H まあでもちょっと速すぎて=
M うんうんうんうん
H =英語と[どうかなあって]かんじなんですけど((laugh))。
M [((laugh))]
H もう長いんですか、こっち来られて
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。
H 7年((ななねん))経つんですか？すごい
M 7年((ななねん))経ってもいっぱいね、やっぱり英語って=
H ((laugh))
M ==もう永遠のテーマ[っていうか]、私7年((ななねん))おんのにこのレベル[とかって思う時]しっかりありますけどね。
H [::ん][((laugh))、::ん]
H えいつから、いつ、え、ずっとポートランドですか？
M そうですねえ、うん、7((なな))年前にね、あの、うん、あ
M え、じゃ今まだでも大学生[やから]、うん、帰ってまた授業が[あら、卒業まで]、ああですね
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::うううん]
M うううん
H でこっちに来ちゃったんで((laugh))。
M ああはいはい、うううん
H 帰ってあと2年(1.3) GHI大学で授業受けないと[いけなんで]結構大変なんですねけど。
M [ううううううん]
M ううううううううん、そうですねえ。じゃあなんかこっちにおる間に、てか勉強してほ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、[何ですかけど]=
M [ううううううん]
H =でもそんななんか、好きに授業取れるんで=
M うううううん、[あそうなんだ]
H =[英語は]絶対リクアイアントで=
M ううううん
H =あとは、今だったらアメリカンカーチャーのクラス取ってで、[そう]なんかカー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ーチャーってクラス取ってて]、結構カーチャーなことできて、
M [うううん、うううん、うううん]
あなたがちょうど
は 秋はでもドイツ語取るのでですね（笑）。
[へ::また結構冒険ですね、うんん]
((laugh))
ドイツ語は[GHI大学]で1年やってて、
[うん]
うん
そしたら続けないといいじゃない（inaudible）
うんうんうんあそっか
だから単位変化の関係で。
あ::へ::、ドイツ語ね。ドイツ語の先生って誰のクラスか知ってますか？
わかります、調べたら分かりますけど。
あ::まあ別に大丈夫。
((laugh))
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=
へえ::]
((inaudible))
彼は、うんうん、彼はおもしろそう、[うんうん、((laugh))]
へえ::いいですね((laugh))
そう1年やってたんですけど=
うん
=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
そうだねえ、[うんうんうん]
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]。
[うんうんうん、あ::]
だからもうファーストグレードで
うんうんうん、[うんうんうん]
取って一応((laugh))
でもいい刺激ですねよ、[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い]
うんうんうん、そうそうそうそう((laugh))
うんうんうん
そこでですね
そっか
あと少年法取ろう[かなって]感じで。
[ほう]、ほんまに色々なんか[語学から法律から]
((laugh))), GHI大学のメジャーは=
うん
H  =Y 学なんですよ
M  あっそうなんだ。じゃあ Y 関係の仕事をしたいとかそういる
H  ((inhale))一応外務省受けようかなあとは思っては[いるんですけど]
でもなんかまぁそんなにがんばらんでも
いいかなあとか[思ったりとかして]((laugh))
M  [かっこいいじゃん]  ((laugh))
M  いやねえがんばれる時にがんぼっとした方がいいですよ
H  やっぱそうですかねえ((laugh))
M  う::n
M  なんかだってやっぱりさあ、今私２９でしょう。で最近なんか将来のこと考えるんですけどね、やっぱりねぇ馬力って[減っていくですね]((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かな？これもやろうかなあって、ほんであれもようかなあって=
H  [うんうんうん]
H  うんうん
M  =それでやっぱ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ね
H  ((laugh))、[なるほど]
M  [なんか]こういう結構がむしゃらになれるっていうか=
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ですかね、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思う。なんか自分がやりたくないんやったら=
H  うんうん
M  =やられんでいいけど、なんかやっ、おもしろそうや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近だったら((0.8)こう構えようからね。
H へえ::
M なんかこれからもう30代やろ、じゃあちょっとそんななんか[こう]冒険できひんかなとかさぁ思ってきて=
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
[i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、なんか外務省を受けるんだったら[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ぁ]みたい((laugh))
M [うんうんうんうん]
M 今だってまだ20代前半でしょう？
H 20です
M 20、[20とかもうねえ、もうそう]、うらやましいわ
H [((laugh))]
M なんか20やったら、うん、これから2年3年経っても2
3でしょう？
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 =うんやから早め方が早め方、
H 早め方((laugh))
M うん早め方が早め方、うん、もし万が一すべてって浪人とかなってもまだ[早め方まだ早め方、うん]
H [早め方((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、ねぇこう、どれだけ投資をして投資期間って結構にどけけどね。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 そっからやぁ、そっか、20歳((はたち))かぁ 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
H [そうそう((laugh))]
M [((laugh))]
H 日本人の友だちは[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年かぁみたいな
((laugh))=
M あはははは((laugh))
H =なんかで[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、もうなん
やろ、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
[コンコンやってて]
M [うんうんうんうん]
M [あ::ほんとに、やさしいじゃない]
でもむしろ暇で7時まで((laugh))

M　誕生日やのに暇やな[みたいな、うんうん]
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

M　[へ::]
H　[ちょっと]時間かかり過ぎじゃない？[みたいな]((laugh))
M　[((laugh))]
M　いやいいよ、そっから楽しんだんでしょう？
H　そうですね((laugh))
M　へ::、そっか
H　うん
M　どう？二十歳((はたち))の目で見るポートランドは？
H　いやぁ、どうですかね？((laugh))学校自体は楽しんですけど、みんななんか(0.0)活力ありますよね[ポートランドって]。
M　[活力]((laugh))[活力ね::]
H　[なんかみんな]
M　うん
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？
M　うんうんうんうんうん
H　だからこっちに人と話しているとなんか、ああすごいなぁって[思うこと結構ありますね]
M　[確かにお確かね]
H　((laugh))
M　うんうんうん
M　でもなんかどう、どうなんかな、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ね？]
H　[うんうん、うんうんうん]
M　それはものすごい、いい、いい風潮やと思うんですけど、でも私見てるとか、結構卒業しても悠長な人が多いですよ
H　((laugh))
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]
H　[うんうんうん]
H　[あ::]
H　むしろ[そっちで]
M　[そうそうそう]
M　だから決まってはいるけど=
H　うんうんうん
M　=なんかいやちょっと1年旅して[来ようかなとか]
M なんか私学生と話してても[なんか結構悠長やなぁって思うんですけどよね]。
H [うんうん、((laugh))] 
M でもなんか日本人って
H うんうん 
M 確かに大学のメジャーは全然ねぇ= 
H うんうん 
M =もう遊びみたいで選んで、こう将来全然関係ないという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？
H つきますね 
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とするので、なんかどっちが[いいんかなっていう、ね]
H [((laugh)) 確かに] 
M ((laugh)) 
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= 
M そうそう 
H =仕事いつか[できるやろみたいな], うんうん 
M [これ関係]、これ関係をする[みたいなぁ] 
H [うんうん] 
M それはめっちゃすばらしいと思うねけど= 
H [((laugh))] 
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、
H はいはいはいはい 
M 学生とかもたまに、そのなんか、卒業する時何すんのかとか言ったら、まあとりあえずなんかちょっとからへんから旅とか、[とりあえずからへんから]=
H [((laugh)), 旅多いですねね] 
M =旅行くんですよね 
H [((laugh))] 
M なんか多分その本気で社会に出る前に= 
H うんうん 
M =一回旅したいみたいない 
H [((laugh))] 
M なんかこう大学の間って=
H うんうん
M =こっちの子めっちゃ勉強するじゃないですか？
H うんうんうんうん
M だから日本人の人ほど大学の間に遊べ[ない](0.9)じゃないかって思うんですよ
H [あ::]
M でも逆に日本人は確かに大学の間に旅行したりとかな、結構したりしてる人もいるから、それで違うんかなぁとか[思うんですけど、でもstructure旅](1.0)((laugh)) 旅行きますね
H [[[laugh]]]
H いいですね、((laugh))
M はい、うん
H 日本語 ABC 大学で教えてるん、はるんですか？
M ABC 大学だったんですけど、[私]2008 年 9 年からここであのマスターやり始めて、
H [うん]
H うんうんうん
M それでその間ちょっとアシスタントで教えてて、そっから 4 年::かな、結局だからトータル 4 年ぐらいここでお世話になっただんな
H [う::ん]
M [うん]、それでいたんですけど、でも今は別の大学[行って]
H [あ::]そうなんですか？
M [うん]、[そうなんですね]
H [楽しいですか？]
M めっちゃ楽しいです[よ、お金ないけど]
H [あいいですね]
H (laugh)
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]
M [うんうんうんうん]
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))
M う::ん
H =言われて=
M はいはい
H =どうかなぁみたいな
M まぁ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貧乏なのよ、((laugh))
H [うんうんうんうん]
H (laugh)
M だからなんかほんまに::、まそん、まぁ貧乏っていってもそ
こまでねぇ、そのまぁ食べて行けるぐらいは[もらえるけど]、でもやっぱり\[行けるチョイスがあるんやったら\]、\[行ったほうが楽かもねて[いう、うん]\]

M なんかそういうこと考えたら、まぁ関係に[行けるチョイスがあるんやったら]、\[行ったほうが楽かもねて[いう、うん]\]

H [((laugh)))、うんうんうん]
H [あ::]
M まぁでも日本語教員はやりがいできる仕事やからね。まぁそれにどれだけ自分がエネルギーを注げるかゃけどね::
H そのなんか今やる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って]
M [うんうんうんうん]
M [うんうんうん、うんうんうんうん]
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]

M [うんうんうんうん]
M [うんうんうん、うんうんうんうん]
H もう教えてあげるよみたいな((laugh))\[なんでも聞いてみたい\]

M [((laugh)))う::んおもしろいよね]
H そう。すごいおもしろくて、
M うんうんうん
H なんか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、
M うんうんうんうん
H なんでやってなって((laugh))
M そうですね
H そう。教えてあげたりしたら[楽しいなぁって思って]
M [うんうんうん、うんうんうん]
H 秋プラクティカムの授業とって=
M お::そうだなや
H =そう。日本語のクラスのお手伝いみたいな=
M あ::[いいじゃない]
H =[するんですけど]=
M うんうんうんうん
H =そうですね、楽しいですねかね((小さい声)))、((laugh))
M なんか私もそれがきっかけで[小さい声]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ね
H [うんうんうん]
H そうですね
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[思って]、だから突き詰めてみようかなと思って[ここまでやったんで]
H [うんうんうん((laugh))]
H [う::ん]
H [は::]
M 確かにあの楽しい[ですけど]、なんか楽しげさをとると、うんおぬめできるんだけど、お金がね、お金が、((laugh))]
H [うんうんうん]
H [((laugh))]
M う::んだから 20代前半1.8は::そうやね今までは楽しかったかな
H う::ん
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に、なんか教えてるだけですごい結構[幸せみたいな]
H [うんうんうん]
M 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))=
H [((laugh))]
M =かんじになって[きて、やっぱり色々お金のことでてくるから=
H [うんうんうん]
H うんうんうん
M =て考えるからね。でもY関係だったら、Y学部ってどんな道があるんですか？
H Y学部は公務員が多いですね、やっぱり、[都庁とか]
M [あ::あ::そうなんやぁ]
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))ところが多いですけど]。
M [あ::あ::いはいはいはい、いいね]、私もそんなそんなオプション欲しかったです
H いえいえ((laugh))
M うんうん
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って、なんか
M それじゃそうですね
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って、4年で卒業できるみたいな学部なんですねけど、そこにほんとは行こうと思ってて、でもそこで
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
M [あ::]
M うんうんうん
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ぁと思って](laugh)
M [うんうんん、そうやね、うんうんうん]
M [まぁ悩むよね]
H [難しいですね、うんうん]
H 大学って選べて=
M うん
H =すぐこっちのその教員で来られたんですか？
M そうそう。私はもううね大學２年生ぐらいの時から日本語
教えてってのが結構堅くて=

14:30
H うんうんうん
M =だからもうずっとそこで直って目指して来たんで、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]=
H [((laugh))]
M =うん、ってかんじ[やってますよね、うん]
H [へ::すごいですね]
M うん今まではね、結構ありがたいかんじやったけどね=
H うんうんうんうん
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[んですよね]
H [う::ん]
M 実は数学やってたとか
H [((laugh))]
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[がでてきて]、ねえ色んな分野からの知識と言
かこうなんか柔軟性みたいないな=
H [うんうんうん]
H うんうんうん
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ね。だから色んなことやっていいと思
いますよ
H う::ん、((laugh))
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[いうことも]あ
るかもしれないし、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ょっとあるから=
H [うんうん]
H うんうんうん
M =あれけど、でも=
H ((laugh))
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::なんかんじで、((laugh))
H [うんうん]
H そうですねぇ
M うんうんうん
M そう、いやぁもう CAPS [20才((にじゅっさい))もうやりたい放題やんもう]、((laugh))
H [((laugh)))]
H [まぁそうなんですけどね]
M [う::ん、とか]言われへん？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]、そんな、ほんまそう思うで、私も二十歳((はたち))のときはなんか、まぁちょっと言われてきて=
H [言われます、言われます]
H [うん]
M =あぁそうそうですかね[みたいな、そんなだぐらいしか思ってなかったけど]、ほんとにそう、だからもう興味あること全部やった方がいいと思う
H [((laugh))、うん]
H [う::ん、そうですね]
M [う::ん]
M [((laugh))]
H [((laugh))]
H なんだ話やなんの話、[((laugh))]の
M [((laugh))]
H あとから先生聞いてびっくりしはる((laugh))
M そやね、そやね((laugh))
M ねぇまあこれ聞かれてるんやってあとから思った[ちょっとおもしろいかもね、山ちゃん((山本))が笑ってるやろみたいだ]((laugh))
H [((laugh))]
M 山本さんはどうやって知ってはるんですか？
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=
M あぁ[はいはいはい]
<table>
<thead>
<tr>
<th>Time</th>
<th>User</th>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>16:40</td>
<td>H</td>
<td>[ビジネス]の先生持てはる[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い =</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>[あ::あ::うんうんうん]</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>あ::[そうななや]</td>
</tr>
<tr>
<td></td>
<td>H</td>
<td>=[をさしてもらって]</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>あ::そうななや、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い</td>
</tr>
<tr>
<td></td>
<td>H</td>
<td>そう::なんかそのビジネスのクラスの人は一人だけ[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い((laugh))</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>[うんうんうんうんうん]</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>ああそうななや</td>
</tr>
<tr>
<td></td>
<td>H</td>
<td>でなんか他は偶然((laugh))、あっこめんなさい、出会っ街で[出会ったりとかして]</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>[うんうん]、すごい、偶然街で出会うねんや</td>
</tr>
<tr>
<td></td>
<td>H</td>
<td>偶然((laugh))</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>うんうん</td>
</tr>
<tr>
<td></td>
<td>H</td>
<td>そんな街で出会ったら偶然日本語を取ってたとか。</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>あ::なるほどね、すごい偶然やね((laugh))</td>
</tr>
<tr>
<td></td>
<td>H</td>
<td>((laugh))</td>
</tr>
<tr>
<td></td>
<td>H</td>
<td>そうんですねけど、あとなんかコーヒーーアワー分かります？</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>あ::はいはいはい</td>
</tr>
<tr>
<td></td>
<td>H</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>[う::うんうんうんうんうん]</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>あぁそうななや</td>
</tr>
<tr>
<td></td>
<td>H</td>
<td>そうですね、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=</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>はいはい[はいはい、うんうん]</td>
</tr>
<tr>
<td></td>
<td>H</td>
<td>=[頓まったりなんかして]、なんで引き受けちゃうからもう。</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>[((laugh))]</td>
</tr>
<tr>
<td></td>
<td>H</td>
<td>[((laugh))]</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>結構明るいもんね、[なんか聞いてると]</td>
</tr>
<tr>
<td></td>
<td>H</td>
<td>[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=</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>[根は関西人やから]</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>((laugh))</td>
</tr>
<tr>
<td>17:35</td>
<td>H</td>
<td>=まだ関西人なんですよ((laugh))</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>海外生活しようと思ったら=</td>
</tr>
</tbody>
</table>
うんうん

う::ん

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]

う::ん

う::ん

う::ん

う::ん

う::ん

う::ん

う::ん
H [う::ん、うんうんうん]
H [そう]
H [((laugh))、[そうですね]
M [へ::]ふ::ん、そっか
M なんかこうどっかこっ tanggal、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]
H [え::]
H あやっぱ日本食食べたくて、どうとしても。
M [あ::]
H [サブロー]行ったことあります？[サブロー]
M [ありますあります][((laugh))、サブローね。
H やっぱサブローかなと思いますけど、でもちょっと遠いか
ら((laugh))。
M う::ん、確かにね、あとサブローは大人数でいかないと=
H うんうんうん
M 一人前が入らないんですよね私。
H [((laugh))]  
M [((laugh))]  
M [めっちゃあるじゃないですか？ロールとか]
H [ですね、めっちゃある、((laugh))]
M そうだから[2、2個ぐらいで結構なんかおいしいかなこれ
みたいな]
H [((laugh))]
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ね]
H [う::ん((laugh))]
M そっかあ。
H なんかおいしいお店とかあります？
M 私::？(2.3)う::んとねぇ飲むのが好き[なんで]、結構カクテ
ル::とかばっかいってるんですけど。
H [あ::]
H かっこいいですね((laugh))
M ((laugh))、であっまだ[飲めないんで::まだ飲めないのね残
念] CAPS
H [そうですねよ]
M そっかでも好きですか？飲むの
H 好きです、[((laugh))]
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
H 帰ってきます21で
((laugh))
M あとね::あのね::でも、どこ行ったら楽しいかな？結構、あ
されていた((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行ったことあるかな？
H ないですね
M なんね、1 2((じゅう::に))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＝
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 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 うちゅううん
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んかじで、そこは結構ハッピーーアワーとかって安いしおいしいみたいな
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 えっ：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
H でなんかほんと２１超えてる人多いんで飲みにいったり[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))]【あ：】
M 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
ようとか[言って友だちの家で]
M [あ::うんうんうん]、宅飲みならできるもんね、[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[あかんしこ]
H [う::ん]
M そう。私ははじめすごいなんかへ::とか思って[さぁ、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、そう。めちゃめちゃ厳しいですよね]
M 他んとこゆるゆるのくせにね((laugh))]
H [((laugh)))、ほんとに、((laugh))
M [((laugh))]
M そうか
H そうですね。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 結構たいへんですね、ほんとに[なんか]
M [うんうんうん]
M でもさやっぱりさぁなんか、あのうん簡単じゃない[じゃない？やっぱり]こっちのそのねぇ人、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

<table>
<thead>
<tr>
<th>経過時間</th>
<th>発話</th>
</tr>
</thead>
</table>
| 0:00     | Nana (N) あお願いします  
Ayaka (A) お願いします。えっとあやかっていいます。  
N ならんです、お願いします  
A 宜しく[お願いします]  
N [お願いします]  
N [えっと]  
A [あっ]  
N [((laugh))]  
A [((laugh))]  
A すいません。えっと私は=  
N はい  
A =GHI大学から来て=  
N はい  
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  
N [ああそうなんですか]  
A で角谷さんは？  
N 私はえっとここで働いてて=  
A はい  
N =先生してるんですけど=  
A あっ[そうですね]  
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。  
A ああすごいですね  
N ようえいているえ  
A 長い((laugh))  
N そうですねえ  
A はい  
N はあい  
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？]  
N [う::ん]、病院とか不便ですね  
A あ::  
N うん
保険とかですか？
そうだですね、あの::お医者さん行かれたことありますか？
こちらではないです、まだ。
なんかこちらではあの予約しないといけなくて-
ああ、えっ、緊急とかでもダメですか？
多分緊急だと緊急のお医者さんに[いかなくちゃいけなくて]
[ああなるほど]
だからなんか、どこどこ行きたいなぁって思ってても、その日にこう行くのは無理で、
はい
ちょっと予約してからでないといけないので-
ああそれが無理なんですね
週末も[ないし]
[はい]
[そう]、仕事を休んでいくとか[しかなくて]
[あっそう]なんですね
不便かな、それが。
ああ
はい
あと食べ物とかは？
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]
[ああ]
[(()laugh))、そうですね]
何か不便なことありますか？
(()inhale))こちら来てなかなか自販機がないのが[不便だな]と
思いますね、なんかやっぱり常にこう水筒、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でちょっとめんどくさいなと[思ったり]
[あ::]
[うんうん]
[ああそうですね]、う::ん
あっそう、なんか田舎のほうとか行くとやっぱもっとないと
ので=
うんうんうん
=それはが不便ですね。あとは結構ここの方が好きだったり
します(()laugh))
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、そうですねえ
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があるんですけど。
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んです、難しいんで
N う::ん、そうですか
A はい
楽しいですか、留学生活は。
A すごい楽しいです((laugh))
N そうでしょうね、[う::ん]
A [はい]、バイトとかしなくていいので=
N うん、うん
A =それも楽だし、オンキャンパスに住んでるんで=
N うん
A =すごいもう色々な場所が近いので、もうなんかルーズな
[生活を]((laugh))
N [うん]
N [(laugh)]
A えどちらに暮らしてるんですか？住んでるんですか？
N 今ですか？
A はい
N ノースイーストに住んでいます
A あノースイースト
N はい
A じゃあ川渡ります
N 渡ります、[はい]
A [よね？]
A へ::ちょっと遠い(0.5)ですか？
N でもダウンタウンまでやったらまぁ、う::ん車で15分ぐらい
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。
A [車]
A 車持ってらっしゃるんですか？
N はい
A あっそうですよね。4年も住んでたら
N そうですね
A [((laugh))]
N [((laugh))]
A ほんと車欲しいなあって思います、こっちで
N う::ん
A マウントフッドとか行きたいし
N [((laugh))]
A [((laugh))]
N あそこ((laugh))
A ((laugh))
((話を探しているような間があり))
N 今は大学何年生ですか？
A 4年です
じゃあ帰ったら就活？
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))
N あ…そんなですか
A はい、遅れちゃいますけど。
N ふ…ん
A ((laugh))
A あと、なんか聞くと思ったんですけど((laugh))、なんだっけ、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？
N いやそんなに大変じゃないです。
A あほんとですか？
N はい
A 結構安いんですかね
N 私5ドルで取りました
A えっ安！
A [((laugh))]  N [((laugh))]  A な、えっ5ドルでテスト受けられるってことですか？
N そうです
A ～～なんか60ドルぐらいかかるって聞いたんですけど。
N あ私違う州で取ったんですよ
A あっそうなんですか
N ああ私5ドルで取れました
A ～～それは運転の試験もあるしペーパーもあるし
N そうです
A ～～5ドルで取れるんだ
N 5ドルでも、もし日本の免許持ってたら、すぐ取れるので
A あっそうなんですか
N はい
A えっ見て、み～
N あのなんかその筆記の試験があるけど=
A はい
N =でも全然難しいことじゃないと思うし=
A うっん
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=
A あ～
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=
A あ～
| 6:35 | 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 |
| 6:35 | A | あ:: |
| 6:35 | A | 抜かしごいけないみたいな |
| 6:35 | N | そう、あとはなんか表示のやつとかは一緒なので= |
| 6:35 | A | そうなんですか |
| 6:35 | N | =それをパスしたら実技で= |
| 6:35 | A | う::ん |
| 6:35 | 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 |
| 6:35 | A | へ::じゃあ結構簡単に- |
| 6:35 | N | 簡単に、はい取れます |
| 6:35 | 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] |
| 6:35 | N | [そうですね、う::ん] |
| 6:35 | A | 5ドルなら取ろうかな、((laugh)) |
| 6:35 | N | 記念に持っててもいいし |
| 6:35 | A | そうですよね((laugh)) |
| 6:35 | N | うん |
| 6:35 | 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 |
| 6:35 | N | そう |
| 6:35 | A | まあでも何年かは使えるってかんじ((inaudible))、2年ぐらい |
| 6:35 | N | う::なんとね、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。 |
| 6:35 | A | [あ::] |
| 6:35 | N | ((laugh)) |
| 6:35 | A | ((laugh))、なるほど |
| 6:35 | N | うん |
| 6:35 | A | へ:: |
| 6:35 | A | 日本ってどれぐらいの頻度で帰られるんですか？ |
| 6:35 | N | 私1年に一回だけですね |
| 6:35 | A | あ::なんか1年に1回だけならあまで、食料品とか調達して((laugh)) |
| 6:35 | N | そうですね |
| 6:35 | A | [う::ん] |
| 6:35 | 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- |
| 6:35 | A | えっいつ帰られるんですか？帰れるのは |
私夏に
あっ夏の方が安いですか？
夏の方が安いですね
[へ::]
[うん]
いいですね((laugh))
長いやっぱり夏休みの方が
う::んそうですね
はい
へ::、((laugh))
えこっちに旦那さんとかいるんですか？
いえ一人で=
あっそうなんですか
はいたくましく生きてます
*((laugh))*
そうなんですか
はい
じゃあ選んでというよりは
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
う::ん
いい場所ですね(よね)
そうですね、だからまあ運がよかったなあって((laugh))
う::ん思います
うん
ポートランドおいしいものも多いし=
うん
きれいだしね
そうですね
いいですねよね
うんうんうん
なんかニューヨークとか行った友だちが=
うん
ポートランドに寄ってくれたんけど=
うん
ニューヨークごみごみしいって(言ってて)=(((laugh)))
ああ確かに
う::ん
観光スポットはまあななんかバットしたとこないですから=
まあそう1日2日で、[((laugh)), うん]
=暮らすにはいいかもって
うん
((laugh))
そうだよね
じゃあう::ん今ルームメイトは何人((なにじん))ですか？
ああ私1人部屋なんですよ
ああいいですね、[じゃあ]
[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
[((laugh))]
[((laugh))]
そうなんかいたら喧嘩になりそうだなぁ[って思ったので]=((laugh))
[((laugh))]
=1人部屋選択したんですけど。
そっか
そうですねよ
でもまあななんか遊びに行く友だちとかがいれば全然問題ないし
[((laugh)])
[((laugh)])
今夏ってあんまりみんな家に帰って[たりするじゃないですか？]
[((laugh))]
[あ::うん]
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[ばっかり遊んでて]((laugh))日本語だらけなんですねけど。
[((laugh))]
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)[ですか？]
[((laugh))]
[そうだですねえ、はい]
ああ そうか
インターン取れればビザ延ばせるみたいなんで。
う::ん
((laugh))
ここだったらねまぁ色々日本語関係もあるかもしれないし
そうですね((語尾の声が小さい))
うん
えどちらで教えられてるんですか？
えっと私はね::あのZ中学校っていうところなんですね。
あ中学校ですか？((語尾の声が小さい))
はい
へ::え結構日本語って人気なんですか？
人気ですね
へ::
う::ん
でも難しいですよね、漢字もあるし=
そう
=ひらがなとか、そうですね
うちの小学、うちの中学校はええっとしょう、幼稚園から
かな、日本語を教えてるプログラム[なんで]
ええすごいですね
そう、公立学校なんですね=
う::ん
=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]
ええすごい
そうですね
はい、はい、で6年間毎日日本語やってたので、[それは]
[あ::まあ::]
そう。ハーフの子も多いし
あそうなんですね
[う::ん]
へ::なんかこっちで採点の授業みたいな-
採点？
授業というかなんかボランティアみたいなかんじなんですね
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
本語って難しいんだなぁって
N [うん]
N [へ::]
N 難しいですね
A =思いました
N う::ん
A なんか漢字ともか細かいところですごう、なんかここ棒2本
なのにみんな3本[書いてたりとか]難しいんだらうなあって
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がありますか？
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]を教えてる
し能力を伸ばしていいう、ここと、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して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
やっぱなんかそういう中学生とかとしゃべってると自分の英語力とか伸びますか？
いや伸びないですね、もう全部100%日本語なのでああそっか。
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ますかね
まあでも十分な英語力((laugh))はお持ちなんだろうなとは思うんですけど、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
電話緊張しますよね
緊張しますね((laugh))
なんかタクシーの予約をしようと思っているんですけど
なんかインターネットでできないかなあと思って((laugh))
なんか電話やだなぁと思って
わかりますわかります
((laugh))
なんかエアポートに行くのに
なんかインターネットでできないかなあと思って((laugh))
なんかインターネットでできないかなあと思って((laugh))
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なんかインターネットでできないかなあ(rawValue)
なんかインターネットでできないかなあと。
そうだよね
はい
うん
((laugh))
それがどうしようかなあって今すごい悩んでて。
拾えますかね？
えオンラインで予約できるんじゃないかね
あっほんとですか？
多分、シャトルバスとかになるんじゃない？
あそり調べたんですけど、なんだっけ、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。
うん
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んを1人で占領できるやつしかなくて。
えっ::
なんかもっとありそうなんだけどなぁ
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
うん
ダウンタウンからだったらありますかね
あると思う
う:::
デトロイト気をつけてください
恐いですよね
う:::
財政破綻して
う:::
やっぱ危ないですか？空港は危ないですか？
危ない-
空港は大丈夫だと思うけど、危ないっていうし
A そうですねよ、なんか空港からでないで友だちの迎えを待って((laugh))= 
N う::ん
A =で車で連れてってもらってっていう形にしようかなと((語尾の声が小さい))
A ((laugh))
N デトロイトか
A そうなんですよ、みんなに言ったらええ危ない危ない[みたいに言われるんで、はい]
N [う::ん、そういうイメージしかないかな]
A しかも1人なんだみたいになって、え1人は恐いよって((laugh))
N う::ん、友だちを待った方が
A そうですよ((laugh))
N う::ん
A なんか行ったらしい場所とかありますか？アメリカ本土で。
N 本土で？
A はい
N やっぱ、ニューヨークは行ったことないんですか？
A ニューヨークは行ったことあります
N う::ん、ボストンとか
A ああボストン行ったことないですね
A ボストンとかは
N ボストンよかったですね
A あ::
N あとはどこだろう？私真ん中は行ったことないんですけど。
A う::ん、真ん中田舎なイメージあり[ますよね]
N [そう]
N どっちがよかったかな、フィラデルフィアとか
A へ::あんまイメージないかな
N あそこ、えっと東に行ったたらほら色々行けるので=
A あ::
N =バスでね
A あっ
N D.C、D.C.は？
A D.C.はちっちゃいころ[行ったこと]あるんですよねけど
N [あ::]D.C.がいいと思います
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]
N =楽だと思うんですけど、ねどうせ行ったら色々なところに[行きたいし、う::ん]
A [そうですよね]、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こ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 =去年はバーチモア行ってて-
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、でバーチモアは港町なので=
A はい
N =こう海の上で花火が[((inaudible))]でした
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たところは普通に家で友だちと集まって[とか]
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。タイムズスクエアあたりとかねえと私のクラスのインターンの子が行ってて
えっ！(1.4)8時間？
ん
なんかおむつつけなきゃいけないみたいですねね。
えっ！(1.4)8時間？
うん
おむつほんなんですね
飲まなかったって[言ってたかな]
((laugh))
トイレに行かないように、でいいように
へっ：どっか違うところ行こうかな((laugh))
う：ん
まあそこまでしてね、見たかったら
う：ん
まあ一生に一度だって[行ってもいいと思うし]
((laugh))
ちょっとあんまりいいかな((laugh))
私もやったことないので((laugh))
でも港町ですね？
う：ん
うん
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。
あ：、オレゴンコーストとか
かな
でもあまり泳げないですよねあそこ？
う：ん
なんか寒違って聞きましたけど。
う：ん、[そんなイメージ]私も行ったこと[ないんですけど]
うん
((laugh))、へっ。
なんかポートランドのおすすめの場所とかありますか？
19:00

N 語尾の声が小さい
A いい
N おすすめの場所？
A はい
N [ええ、多分行ったことあると思うんですよね、たいがいので、こちらは((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、
A ポートランドだったら
N 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時間くらいかかるかって、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、遠い
N う::ん
A 車持ってる友だちがんまりいないんで=
N う::ん
A っこっち意外と少ないなと思いました、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 っすか
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((laugh))、ありがとうございます((laugh))
N ((laugh))連れて行きます]
A ええ楽しいな
N 私もいったに行かないし
N ((laugh))
A ((laugh))
A 土日とかですか？
N うん
A う::ん((laugh))
A 平日も1日中仕事お仕事ですか？
N 9時4時ですね
A 9時4時。あ1日中((whisper))
N 日中まあ
A う::ん
N うん、けっ、他の先生はすぐにパッと帰るからきっと慣れたら、やりやすい仕事だと思いませんけど=
A あ::
N =日本のねぇ先生に比べたら。
A う::ん、もう残業せずにパッって
N そう、パッて帰って
N [((laugh))]  
A [((laugh))]  
A アメリカ人そういうイメージありますね((laugh))
N う::ん
A なんか残業しないでかえ、家でもう帰って
N そうそう、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
A う::ん、なんかこっちの先生でなんかGHI大学のお世話し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=
N うん
A その二人ももうなんて4時っきりになったら、もうパッで帰って((laugh))
N ((laugh))  
A 早っ！て思((laugh))
N ((laugh))
### Appendix F:
CONVERSATION DATA [J-4]

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

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

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[なので]、あと音楽をやって
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 ピアノ？いいなぁ
H [(laugh)]
S [(laugh)]
H えもう長いんですか？
S いやぁでも3年経ったところ[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
H あ::
S =でこれからまた ABC 大学の Master に[入るんですけれど。]
H [ああそうなんですか？]
S はい
H 日本語教えてたのは=
S うん
H =なんかコミュニティーカレッジとかですか？
S それはあのう DEF College っていう=
H う::ん
S =あのう、ちっちゃいリベラルアーツの大学が[あって]
H [う::ん]
S はあい
S セーラムだったら何ですか？JKL？((University))
H MNO コミュニティー[カレッジ]
S [ああ]はいい聞いてることあり[ます]
H [セーラム]に1個しかコミュニティーカレッジがいなんですよ
S あそう[なんですか？]
H [そう、それで]そこで行ってて
S へ::高校卒業してそのまま？
H そうです
S あじゃあまだ若いんだ
H ((laugh))
S ((laugh))
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？]
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？=
S うんうん
H =行ってて、でそこが提携してる学校が何個かあって=
S う::ん
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[ですよ]、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=
S [うん]
S [うん]
S [へ::]
S はい
H =なんかオレゴン州は田舎でいいところだよって=
S あそうなんだ((laugh))
H =あの税金もないよ::って聞いて=
S: ほっ。
H: じゃあそこにしようかなぁ[幸せだった]。
S: [へ::]珍しいですね。
H: そうですね((笑))。
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？]
H: うん。
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とんど多く[ても::]=
S: [う::ん]
H: =日本語だけでも生活できるくらい=
S: うん。
H: =日本が栄えている[よくて聞いて見たんで]、なんかせっかくアメリカ行くのにもったいない[とかと思って]、うん。
S: [確かに]
S: [確かに]
S: じゃああえて？
H: そうです、((笑))
S: あえらいですね。
H: でもなんかほとんどに留学生がすごい少なくて=
S: うん。
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)[だったものですよ]
S: [あそうですか]
S: じゃあ英語を学ぶには[よかった]
H: [そうですね、うん]
S: でもセーラムも結構ちょっといいですよね？
H: かなり[小さいですね((笑))]
S: [((笑))]
S: [なんか]
H: [逆に]
S: うん。
H: なんか珍しいっていうか新しい体験が[できた]-
S: [あそうですか]
H: 東京出身だったんで
S: へえ[大丈夫]、あの退屈にならなかったですか？
H: [なんか]
H: すっごい退屈で[したね((笑))]、だけどでもこんなので、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=
S: [((笑))]

3:04
<table>
<thead>
<tr>
<th>Time</th>
<th>Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:04</td>
<td>S はあい&lt;br&gt;H =まああこんなの絶対東京では見られないから[いいなと思って((laugh)))&lt;br&gt;S [ああポジティブでいいですね((laugh))&lt;br&gt;S でもあそこ辺って私もほんとに何もない[とここにいたけど]、あの::ワイン畑とか[広がっててきれいっていいですよね]&lt;br&gt;H [う::ん]&lt;br&gt;H [あ::そうですね、う::ん]&lt;br&gt;H なんでマクミンビル((0.8))[だったんですか？]&lt;br&gt;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=&lt;br&gt;H うん&lt;br&gt;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]=&lt;br&gt;H [う::ん]&lt;br&gt;S =でそれでもあの::日本語教えながら[TAをすることで]&lt;、&lt;br&gt;H [あ::パークみたいな]&lt;br&gt;S あ[それです]&lt;br&gt;H [それはですか？]へ::&lt;br&gt;S ご存知ですか？&lt;br&gt;H なんか知り合いが ABC 大学でやって&lt;br&gt;S あ知り合いって&lt;br&gt;H なんかゆうこさんって[いう]んですけど、その人通して&lt;br&gt;S [あっ] CAPS&lt;br&gt;S あほんとう？ CAPS&lt;br&gt;H あの[山本さん、あほんとですか]&lt;br&gt;S [私もゆうこちゃんと]同じ時に来たんですけど。&lt;br&gt;H ああそうなん[ですか？] CAPS&lt;br&gt;S [うん]&lt;br&gt;H へ::&lt;br&gt;S そう。それでなんか自分で選べないんですよね、それが&lt;br&gt;H あ::で偶然マクミンビル&lt;br&gt;S [そう]。なんかお前ここ<a href="(laugh)">行けって言われて</a>最初オレゴンてどこだろう[から始まったん]ですかけど。&lt;br&gt;H [ふ::ん]&lt;br&gt;H [そうですよね]&lt;br&gt;S それで、うん、マクミンビルに飛ばされて&lt;br&gt;H う::ん&lt;br&gt;S ((laugh))&lt;br&gt;H へ::&lt;br&gt;5:03</td>
</tr>
</tbody>
</table>
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]、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 楽しみですね
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っ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 はあい
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::バチェラー[持ってたから]セカンドバチェラーって[いう、うんマスターはなかったので]、なりました
H [あ::]
H [う::ん]
H [あ::いいですね、へ::]
H えコミュニティーカレッジ、[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]、ちょっといけどね。
H [あ::]
H へ::
S はい((laugh))
S 1500人ぐらい(1.1)[生徒]
H [う::ん]
S はあい。
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 いやぁ全然、でそれで一応ピアノ科で=
S はい
H でもなんかピアノはもう辞めたいなぁ[と思って]
S [((laugh))]
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]やってりとか、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ぁって[思い始めて]、それで留学を決めたん[ですけど。]
S [ええええ]
S [プレッシャーがね、はい]
S [う::ん]
S [う::ん]
S [あ::なるほど]
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[弾きたいなぁって]思うようになってここでマイナーだけ取ってて。
S [((laugh))]
S [う::ん]
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
H [はい]
H [はい]
H う::ん
S でも私のいとこも体操を器械体操を親にず::っ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))=
H [う::ん]
H [あ::]
H [うんうん]
H そうです[よね]
S =[うん]、やっぱり楽しいって言ってました
H なんか今の方が楽しめるかんじですね、音楽を=
S う::ん
H =勉強してるっていうよりなんか楽しめる[なんかじがして]
S [やっぱ、ね]、離れると見えてくる[のかな]
H [そうですね]、((laugh))
S 私もずっと日本で吹奏楽を[やってて]=
H [あそう]なんてすか
S =でサクソホーンをやってたんです[けど]=
H [はい]
あのぅで、この前3年ぶり日本に帰って=

う::ん

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=

う::ん

なんとかやりたいと思って=

う::ん

おっ、バンドもあるし=

う::ん

なんか色々バントとかあり[ますよね]

ありますあります

そう。できたらいいなぁと思って]

クラスもあるし、う::ん]

クラスもありますか？

はい

ジャ、ジャズとかも

あっそうですか

う::ん、バンドもあるし=

う::ん

なんでもあるし、レッスンも一応個人レッスンみたいな

あそうですか

はい

そのピアノは::個人レッスンなんですか？

マイナーを取るのに個人レッスンが必要で=

そうですか

はい、やってました、もう終わったんですけど。

あそう。先生はどう？

よかったですね、なんか中国人の先生で

どこ、香港だったかな。から来る先生[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

はい

慣れてて((laugh))

((laugh))

あそうですかあ

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))にすごい教えやすいわ((laugh)))、私はいしか言え、[言われなかったんで((laugh))]

うん
S [ふ::ん]
S [((laugh))]
S [へ:: ((laugh))]
S [う::ん]
S へ::音楽でも、あそっか
H う::ん
S 自分の意見を押したりするん[ですね、こっちの人ってうん]
H [そうですよ、これを弾きたいたから私はこれでいくみたい
いな[かんじで、((laugh))]
S [あそうですかぁ]
S 私もあんまり::それはないかもしれない[ないですね]
H [そうですね((laugh))]
S ずっとなんかな、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 [そうですねね、う::ん]
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]
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::]
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?]((語尾の声が小さい))
S [そうそうそう]
H へ::よかった[ですね]
S [そうで]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、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 はいラッキーですね、((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 き基本的にほぼ全額[授業料免除して]もらって、[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
S はぁい
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[ところ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ね
H う::ん
S なんか、そんなにデカすぎもしないし= う::ん
S =なんか私はあの::まぁまぁ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 はぁい
S 東京もね1ヶ月ぐらい住んだこと[あるんですけれど]=
H [う::ん]
S =おっきいと思って=
H [((laugh))]
S =ちょっと疲れました
H そうですね
S はぁい
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
あるんだけどICSPって[って]、カルチャー、文化的なことに
で、ボランティアをしないといけなくて=
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 =それで今ポートランドはなんか小さな町だから=シ
S うん
H =来たかったみたいなことったら(laugh)=
S うん
H =なんかオーディエンスのみんなポートランドはオレゴン
では一番大きい町なのに(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れれば(laugh)]
H 一番なんか危なくておっきな都市ってわれてなんか、[オ
レゴンの中では]そんなのって言ってて。
S [危ないんだ(laugh)]
S あそう
H ((laugh))
S まあ::感じ方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ょっとよく見える[と思うけど]。
H [う::ん]
H そうですよね
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、籍を置いてこっちに2年きて、でまあそのに戻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ねよ
S あっ(そうなんだ)
H だから VWX 付属の方が-([laugh])
S 近い？
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 そうですよね([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]
H あ
H そうですねね
S はい、でもでも VWX 音大付属はすごくきれいです= H うん
S =お桜並木とか好きだったけど、 H [そうです]、あの頃(1.0)はこっちにいたんですけど、[地震の
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 はぁい
S あそう
H =クーラーもなんかきいてないし節電で=
S へ::クーラーもきかない
H =そう、なんかすごい暑くて=
S 暑い[ですね]
H =[みんなうちわ]とか扇子とかであおいで((laugh))]
S [(laugh)]
S へ::そんなにひどかったんだ
H なんかそれはまぁ市内の小さなバスだったん[ですけど]。
S [はあい]
S へ::
H だからすごいなぁって節電とか
S そうですねえ
S じゃ小金井にも家族の方[はみんな]
H [そうですね]はい

S [そっ]-
H [でも]一個((0.9)), 兄がいて、今はもう家出て新宿なんかに[住んでるんですけど]。
S [はあい、すごく::い]
H 仕事先が近いかからって
S へ::じゃあみんな東京の人なん[ですね]
H [そうですね]
S お母さんも東京の人[なんですか？]
H [はい]三鷹出身で
S ああそうですか
H ((laugh))
S へ::じゃあもう全員都会っ子ですね[((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 [あそっか]
S [う::ん]
S でもなんか、ゆったりしていっぱいとそそう、[小金井市、((laugh))]
H [そうですね、うん::]
H ちょっとポートランドくらいの大きさかなぁ[って((laugh))かんじですね]
S あそうですか
H うん
S う::ん
H もっと、でもちょっとまあ電車乗れば20分ぐらいで新宿とか行けるんで
S [う::ん]、便利ですよね、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
S [あ::]
S あっじゅん::?
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]
S [あそうなんですか]

S へ::あんかちからと(1.0)聞いたら、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]音楽がどうとかこう[とか言った]((laugh))]
H [あ::]
H [あ::そうですか？((laugh))]
S あ::そうなんですか？
H そう、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]
H 最初はまだハイハイもでき[なかったんですね]、もうなんか立ちって走って::。
S [そうですね]
S 走ってますよね
H 最近なんかノーノーとか[言うようになって((laugh))]
S [((laugh))]、早いよね::
H ほんとですね
S う::ん
H うん
S くちや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 そう。すごい成長がもうすごい[楽しみで]=
S [う::]
H =何話すようになるの[かなぁとかやっぱり((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[思って((laugh))]
H [そうですね((laugh))]
S でも英語が一番しっとりしたら入りやすいのかもしれません
H [そうですね:]住んでたらやっぱり
S [((inaudible))とかね]
H う::
S [((inaudible))]
S 頭::
H なんか学校、学校っていうか幼稚園みたいなの行き始めたら]やっぱり[周りの言うこととかでも]
S [う::]
S [((inaudible))]
H う::
S う::
H なんかいつもオッオーって最近言ってました((laugh))
S ほんとに？
H [だなぁって((laugh))]
S [ちょっと生意気なんですねけど]
H ちょっとなんかあるとオッオー[とか言ってて((laugh))]
S [((laugh))]
S あそう
H はい
S かわいい
H 学校で習ったのかなぁと思って。
S ねぇ
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、ですよ]
H [そうですね:]、たしかに
S センキーとかじゃなくて((laugh))
H たしか((laugh))、まぁ言いやすい[からですねけど]。
S [言いやすい((laugh))]
H じゃあベビーシッターしてボランティアして
S そうですね
S 忙しいですね
でもまぁ遊ぶときは遊んだり

ああそう([だ)sters]

う::ん、買い物行ったりとか

う::ん[といって]

う::んみたいな

(((laugh)))

う::ん

えっ学校、日本、メジャーってなにになるんですか？

ここ？

はい

[は::]R学。

ああティーチングとかでもなく

う::んなか::私もよく((laugh))分からんけど、[R]ってくくりがあって、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してみてみたい[ことができる]=　

うん

あ::

へ::

=あというのは、あの::言語学=

う::ん

=に詳しい先生もいるから=

あ::

=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だけど。

う::ん

へ::

=あやい、そんなかんじです

で卒業したらどうするんですか？

そうですねえ、まだ全然はっきりは決まってないけど=　

う::ん

=でもう::ん海外で教えられたらいいなぁ[と思います]けど。　

はい。

う::ん

でも、あんまりなんか今日日本語ちょっと下火なんですよ

(((laugh)))

(((laugh)))

中国語とかにおされて

あそうなんですか？
S はぁい
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]ねぇ、なんか日本が嫌ってわけでもないけど、
海外に住んでいる(0.8)のが結構好きです=
H う::ん
S なんで、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うちゃうんですけど。
H へ::
S はぁい
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くて、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::そんなですか？う::ん]
H [う::ん]
S はぁい