A comparative analysis of discourse behaviors in Japanese natural conversation and the Japanese skits from the TUFS dialogue modules: Implications for the development of conversation teaching materials

Yim XIE, Rie KIBAYASHI, Sachiko KIYAMA, Hsin-yii SHIH, Eunmi LEE, Kyonhun KIM, Koji MATSUMOTO, Mayumi USAMI (Tokyo University of Foreign Studies)

1. Introduction

As the first step for exploring the implications the analysis of Japanese natural conversation data would have for the development of conversation teaching materials, we, the COE language education study discourse group (Research Coordinator, USAMI Mayumi), set out to make a comparative analysis of several discourse behaviors in Japanese natural conversations (hereafter 'Corpus of Spoken Japanese') and the Japanese skits from the TUFS dialogue module (hereafter 'Japanese D-module') . The Japanese D-module is currently under development at Tokyo University of Foreign Studies as part of the 21st Century COE Project on Linguistic Informatics.

The Corpus of Spoken Japanese consists of natural Japanese conversations accumulated in Professor Usami's laboratory for the purpose of comparison with the Japanese D-module. It consists of 390 conversations which can be divided into 37 kinds of discourse behaviors (functions). The Japanese D-module consists of 40 conversations which can be divided into 40 kinds of discourse behaviors (functions). In addition to ideational function discourse behaviors, such as *'making a comparison', 'giving an example'*, etc., interpersonal function discourse behaviors, such as *'greetings', 'making requests'* and *'apologizing'* data are included in both the Corpus of Spoken Japanese and the Japanese D-module.

The purpose of this research is to establish Japanese native speaker's patterns of realization with respect to *'making requests'* at discourse level between the Corpus of Spoken Japanese and the Japanese D-module. After a brief discussion of the similarities and differences between the Corpus of Spoken Japanese and the Japanese D-module, we will consider the implications of using the Corpus of Spoken Japanese for development of JSL/JFL conversation teaching materials.

2. Methods

In present study, we analyze and consider how performative goals (functions) are realized in discourse behaviors, focusing on the relationship between typical forms and performative goals (functions) and between the discourse context which is not entailed in typical forms and performative goals (functions). This chapter then presents the outline of our data and methodology.

2.1 Data

In this study, we use the Corpus of Spoken Japanese in order to compare the Japanese D-Module with discourse behaviors in natural conversations.

The Corpus of Spoken Japanese consists of excerpts extracted from natural conversation data, containing 37 of the functions instituted in the Japanese D-Module. (For specific details of the process for developing the Corpus of Spoken Japanese, see Kim et al. 2003). From the Corpus of Spoken Japanese, 61 *'making requests'* conversations were extracted. Detailed definition of *'making requests'* is a discourse behavior in which 'A asks B to do something for A with an option'.

Transcription system

'Making requests' conversations from the Corpus of Spoken Japanese were transcribed following the Basic Transcription System for Japanese (Usami 2002, 2003) (hereafter 'BTSJ'). The Japanese D-Module consists of 40 functions as 40 video clips. For comparative analysis, the video clips of *'making requests'* (see Example 1) were transcribed following the BTSJ (Usami 2002, 2003).

Data designing

Before making our comparison, we present Table 1, which gives information about the content of requests, participants and place of requests for each source.

Table 1 : 'Making requests' in the Japanese D-Module and the Corpus of Spoken Japanese

Making requests	The Japanese D-Module	The Corpus of Spoken Japanese (61 conversations)
Requestor	A graduate student	Graduate/undergraduate students
Requestee	Professor	Junior and senior students, classmates
Imposition of requests	To have a recommendation letter written	To borrow notebooks, handouts or memos given in class
Place	At the university	At the university

Table 1 shows that the requestor and place are similar between the Japanese D-Module and the Corpus of Spoken Japanese for 'making requests'. However, the relationship between the requestor and requestee, as well as the imposition of requests, is different.

2.2 Coding schema

It should be noted that requests are by definition face-threatening acts (Brown & Levinson 1987); by making a request, the speaker impinges on the hearer's claim to freedom of action and freedom from imposition. And requests are always pre-event.

In their 1982 study, Blum-Kulka & Olshtain segmented sequences of utterances for making requests (results from a discourse completion test) into three parts. They are 'address terms', 'head act', and 'adjunct(s) to head act'. We will use this segmentation to analyze the speaker's utterances for 'making requests' both in the Japanese D-Module and the Corpus of Spoken Japanese.

The 'address terms' is an utterance which fulfils the function of drawing someone's attention. The 'head act' is the main utterance which fulfils the function of requesting and it can be used successfully without any peripheral elements. The 'adjunct(s) to head act' is the peripheral elements of 'head act'.

Blum-Kulka & Olshtain (1984: 200) showed the three parts as:

A B   C

3. Danny/ could you lend me £ 100 for a week/ I've run into problems with rent for my apartment.

The sequence in (3) would be broken down into three parts:

a: 'Danny' Address term

b: 'Could you…etc.' Head act

c: 'I've run into problems…' Adjunct to Head act

We will use the three parts to code the requestors' usages of 'making a request 'at discourse level both in the Japanese D-Module and the Corpus of Spoken Japanese.

2.3 The proportion of agreements

We assessed the proportion of agreements between two coders (Cohen's Kappa) in the classifying of above three parts. The results of the assessment were as follows:

1)	'address terms'	$K = 0.85$
2)	'head act'	$K = 0.95$
3)	'adjunct(s) to head act'	$K = 0.77$

3. Results from the comparison of the Japanese D-module and the Corpus of Spoken Japanese

The Japanese D-module is teaching material for beginners. In the Japanese D-module, *'making requests'* skits are always realized with typical linguistic forms.

On the other hand, the Corpus of Spoken Japanese includes 390 conversations which can be divided into 37 kinds of discourse behavior. Among the 37 kinds of discourse behavior, 17 kinds, such as *'making requests'* etc., are realized either with typical head act usages or not.

In this chapter, we will consider how functions like *'making requests'* are realized in the Corpus of Spoken Japanese versus the Japanese D-Module, focusing on the Japanese native speaker's patterns of realization with respect to *'making requests'* at discourse level, especially on the relationship between '(non-) typical usages of request head act and functions' at discourse level.

3.1 'Making requests' realization at discourse level between the Japanese D-Module and the Corpus of Spoken Japanese

Before our analysis, we transcribed the 'making requests' video clips in the Japanese D-Module following the BTSJ (Usami 2002, 2003) as seen below. Transcription conventions for BTSJ are given in the appendix (p. 14).

3.1.1 Japanese D-Module

Example 1: Transcription of 'making requests' in the Japanese D-Module

Line No.	Discourse Sentence No.	Discourse Sentence completion marker	Speaker	Utterance
1	1	*	Yoshida	*Sensei, oisogashii tokoro o moshi wake ari masen.* Excuse me for taking your time, Professor.
2	2	*	Yoshida	*Jitsu wa rainen, amerika no daigaku ni ryugaku shiyo to omotteiru no desu ga.* I plan to go and study in an American college next year.
3	3	*	Tanaka	*So desu ka, sore wa, ii desu ne.* Is that right? That's nice, isn't it?
4	4	*	Yoshida	*Sore de, sensei ni suisensho o kaite itadaki tai no desu ga, yorosii desho ka?. [suisensho no yoshi o watasu]* So, I'd like to ask you to write a letter of reference for me. Would you do it, please? [handing him a format sheet]
5	5	*	Tanaka	*Ii desu yo.* Certainly.
6	6	*	Tanaka	*De, shimekiri wa itsu made desu ka?.* When is the deadline?
7	7	*	Yoshida	*Sore ga, kanari isoide irun desu.* It's kind of urgent.
8	8	*	Yoshida	*Raishu no kinyobi made ni onegai deki masu desho ka?.* Could you do it by next Friday?
9	9	*	Tanaka	*Sore nara, daijobu desu yo.* Next Friday. That's fine.
10	10	*	Yoshida	*Arigato gozai masu.* I appreciate it.
11	11	*	Yoshida	*Kore de, hotto shimashita.* I was anxious about it.

In Ex.1, we find a 'making a request' discourse consisting of 11 discourse sentences. In order to understand how the request for writing a recommendation is realized, we analyze the requestor's (Yoshida) utterance at discourse level.

First, we find in Ex.1 that the speaker, Yoshida, makes a request two times. The first request utterance is in Line No. 4, '*Sore de, sensei ni suisensho o kaite itadaki tai no desu ga, yorosii desho ka?* (I'd like to ask you to write a letter of reference for me. Would you do it, please?)', and the second request utterance is in Line No. 8, '*Raishu no kinyobi made ni onegai deki masu desho ka? (Could you do it by next Friday?)'. We coded these utterances*
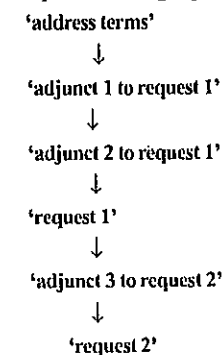
as request utterances in discourse with the interlocutor's compliance utterance, as in '*Ii desu yo* (Certainly)', or '*daijobu desu yo* (that's fine)'.

Yoshida's utterances and the utterances' roles in 'making a request'

Yoshida's utterances	Utterances' roles in 'making a request'
Sensei,	Address terms
Professor,	
oisogashii tokoro o moshi wake ari masen.	Adjunct to request 1
(cost minimizer)	
Excuse me for taking your time.	
Jitsu wa rainen, amerika no daigaku ni ryugaku shiyo to omotteiru no desu ga.	Adjunct to request 1
(grounder)	
I plan to go and study in an American college next year.	
Sore de, sensei ni suisensho o kaite itadaki tai no desu ga, yorosii desho ka.	Request 1
So, I'd like to ask you to write a letter of reference for me. Would you do it, please?	
Sore ga, kanari isoide irun desu.	Adjunct to request 2
(grounder)	
It's kind of urgent.	
Raishu no kinyobi made ni onegai deki masu desho ka.	Request 2
Could you do it by next Friday?	

The analysis of the requestor's (Yoshida) utterances' roles in 'making a request' was segmented into three parts following Blum-Kulka & Olshtain (1984), namely 'address terms', 'requests', and 'adjunct(s) to a request'. The ordering of the three parts at discourse level is discussed below. The numbers after request', or 'adjunct to a request' are expressing the order of that part used in a request conversation.

Yoshida's patterns of realization with respect to '*making requests*' at discourse level

'address terms'

↓

'adjunct 1 to request 1'

↓

'adjunct 2 to request 1'

↓

'request 1'

↓

'adjunct 3 to request 2'

↓

'request 2'

The first characteristic of the ordering above is the fact that the usage of 'address terms' comes first. This is intuitive because when we are going to talk with someone who is not prepared to communicate with us, we must draw his/her attention first. For this reason, in Ex. 1, Yoshida used 'address terms' at the beginning of 'making a request'.

The next point is that the usage of 'adjunct(s) to a request' precedes the 'request' in Ex. 1. The types of 'adjunct(s) to requests' used in Ex. 1 are a 'cost minimizer' and a 'grounder'. According to Blum-Kulka & Olshtain (1984: 205), a 'cost minimizer' type 'adjunct(s) to a request' is 'where the speaker indicates consideration of the "cost" to the hearer involved in compliance with requests', and a 'grounder' is 'where the speaker indicates the reasons for the request (Grounders may precede or follow the Head act)'.

Finally we turn to the point of the usage of the head act 'requests' in Ex. 1. As we have mentioned before, the head act 'request' was used twice. Why was the request used twice? Was the second request necessary? In order to answer these questions we first analyze what the differences are between the two 'requests' in terms of content and expression.

The utterance *'Sore de, sensei ni suisensho o kaite itadaki tai no desu ga, yorosii desho ka?* (I'd like to ask you to write a letter of reference for me. Would you do it, please?)' is the first request. The point of the first request is to ask the interlocutor to write a recommendation. The second request is *'Raishu no kinyobi made ni onegai deki masu desho ka?* (Could you do it by next Friday?)'. The point of this request is to ask the interlocutor to write a recommendation by a certain date. Both requests are related to writing a recommendation, so they are not irrelevant to one another, but the content of the second request utterance is more detailed because a certain date for the recommendation's completion is involved.

Another aspect of difference between the request utterances is how they are expressed. In each case, typical request forms are used: '...*kaite itadaki tai* (hope you write for me) *no desu ga, yorosii desho ka?', 'Raishu no kinyobi made ni onegai* (ask) *deki masu desho ka?*'.

3.1.2 Corpus of Spoken Japanese

According to Kibayashi et al. 2003, there are 61 instances of discourse behavior of 'making requests' in the Corpus of Spoken Japanese. As seen from the discourse level discussion above, in some instances, two request utterances are entailed as in the Japanese D-Module. In some instances, there is only one request utterance entailed. And in the rest of the instances, the request is realized, but not realized by any plausible request utterance. We will analyze these instances one by one.

First, let's look at an example in which two request utterances are entailed. BF02 is a female graduate student, and YM05 is a male undergraduate student.

Example 2: 'making requests' in the Corpus of Spoken Japanese - two request utterances entailed

Line No.	Discourse Sentence No.	Discourse Sentence completion marker	Speaker	Utterance
1	1	*	BF02	*A, ano ne, YM05kun, onegai ga arun dakedo....* Hi, YM5, do me a favor, will you?
2	2	*	YM5	*Hai.* What's that?
3	3	*	BF02	*Nan dakke, 1kai me no toki purinto, watashi wasure chatte, nakushite shimatte, tashika [jinmei_kan no purinto da to omoun desu kedo.* Let's see, the paper at the first round, I lost that. That was [a person's name]'s paper, I believe.
4	4	*	YM5	*[jinmei_]?.* [a person's name]?
5	5	*	BF02	*Un.* Yes, it is.
6	6	*	BF02	*Watashi, kondo, kashite moraeru?.* Can I borrow it next time?
7	7	*	BF02	*Toiu ka, kopi- sashite hoshiin dakedo....* Well, I want to copy it.
8	8	*	YM5	*Hai.* That's OK.
9	9	*	BF02	*A, ima, motteru?.* Do you have it now?
10	10	*	YM5	*Iya, motte nain desu.* No, I don't.
11	11		BF02	*Ja, kondo de iin de,,* Then, next time is fine.
12	12	*	YM5	*Hai.* OK.
13	11	*	BF02	*Raishu ni demo, kashite morae masu ka?.* Can I borrow it next week or so?
14	13	*	YM5	*E, a, ii desu yo.* Next week? OK.

In Ex. 2, we find that the speaker BF02 made a request two times. The first request utterance is in Line No. 6, *'Watashi, kondo, kashite moraeru?.* (Can I borrow it next time?)', and the second request utterance is in Line No. 13, *'Raishu ni demo, kashite morae masu ka?.*(Can I borrow it next week or so?)'. We coded such an utterance as a request based upon the interlocutor's response to it indicating that s/he received the utterance as a request.

BF02's utterances and the utterances' roles in 'making a request'

BF02's utterances	Utterances' roles in 'making a request'
A, ano ne, YM05kun, Hi, YM5,	Address terms
onegai ga arun dakedo....	Adjunct 1 to request 1 (getting a precommitment)

do me a favor, will you?

Nan dakke, Ikai me no toki purinto, watashi wasure chatte, nakushite shimatte, — Adjunct 2 to request 1 (grounder)

Let's see, the paper at the first round, I lost that.

tashika [jinmei_]san no purinto da to omoun desu kedo.

That was [a person's name]'s paper, I believe.

Watashi, kondo , kashite moraeru?. — Request 1

Can I borrow it next time?

A, ima, motteru?. — Adjunct 3 to request 2 (checking on availability)

Do you have it now?

Raishu ni demo, kashite morae masu ka?. — Request 2.

Can I borrow it next week or so?

The analysis of the requestor's (BF02's) utterances' roles in 'making a request' was segmented into three parts, following Blum-Kulka & Olshtain (1984), namely 'address terms', 'requests', and 'adjunct(s) to a request'. The ordering of the three parts at discourse level is discussed below.

BF02's patterns of realization with respect to *'making requests'* at discourse level

'address terms'
↓
'adjunct 1 to request 1'
↓
'adjunct 2 to request 1'
↓
'request 1'
↓
'adjunct 3 to request 2'
↓
'request 2'
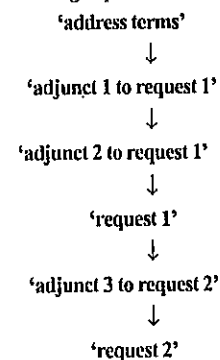
The first character of three part order above is that usage 'address terms' comes first. Next character is that usage 'adjunct(s) to request' precedes 'request' in Ex. 2. Last we find that the contents of the second request utterance are more detailed.

In two request utterances, plausible request forms, ‘*·kashite moraeru?* (Can I borrow?)' and ‘*kashite morae masu ka?* (Can I borrow?)' are used. Next, let's see an example in which one request utterance is entailed. BM12 and SM44 are the same age and they are both male undergraduate students.

Example 3: 'making requests' instance in the Corpus of Spoken Japanese - one request utterance entailed

Line No.	Discourse Sentence No.	Discourse Sentence completion marker	Speaker	Utterance
1	1	*	BM12	*E-to, senshu no, nandakke, sotsuron no shippitsu tebiki mitai na sasshi atta desho?.* Well, last week, which call, something like a how-to-write-a-dissertation book, you know.
2	2	*	SM44	*<Un>{<}.* Yeah.
3	3	*	BM12	*<sore->Mo, ima motteru?{>}.* Do you have it now?
4	4	*	SM44	*A, motteru yo.* Yeap, I do.
5	5	*	BM12	*Ja, sore, chotto kashite kun nai?.* Can I borrow it for a second?
6	6	*	SM44	*A, ii yo.* It's okay.
7	7	*	BM12	*Chotto nakushi chatte, kopi- suru kara.* I lost mine. I'll take a copy.
8	8	*	SM44	*A, wakatta.* Is that right?
9	9	*	SM44	*Sore ja, kasu yo.* Here it is.
10	10	*	BM12	*Un, arigato.* I appreciate it.
11	11	*	BM12	*Ja, kondo atta toki kaesu kara.* I'll return it when I see you next.
12	12	*	SM44	*A, yoroshiku.* That's fine.
13	13	*	BM12	*Un, arigato.* Ok, thanks.

First we find in Ex. 3, the speaker BM12 requested once. The request utterance is in Line No. 5, '*Ja, sore, chotto kashite kun nai?* (Can I borrow it for a second?)'. We coded Line No. 5 utterance as a request utterance in discourse based upon SM44's compliance utterance, '*A, ii yo* (It's okay)'.

BM12's utterances and the utterances' roles in 'making a request'

BM12's utterances	Utterances' roles in 'making a request'
E-to,	Address terms
Well,	
senshu no, nandakke, sotsuron no shippitsu tebiki mitai na sasshi atta desho?.	Adjuncts to request 1 (checking on availability)
last week, which call, something like a how-to-write-a-dissertation book, you know.	
<sore->Mo, ima motteru?{>}.	Adjuncts to request 1 (checking on availability)
Do you have it now?	
Ja, sore, chotto kashite kun nai?.	Request 1
Can I borrow it for a second?	

The result of the analysis of the requestor BM12's utterances' roles in 'making a request' was that three parts of segmentation in Blum-Kulka & Olshtain (1984), namely 'address terms', 'request', 'adjunct(s) to request' were all used. The ordering of the three parts at discourse level is discussed below.

BM12's patterns of realization with respect to *'making requests'* at discourse level

'address terms'
↓
'adjunct 1 to request 1'
↓
'adjunct 2 to request 1'
↓
'request 1'
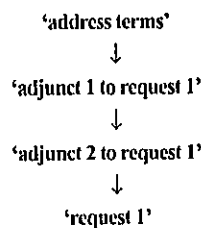
The first character of three part ordering above is that usage 'address terms' comes first. Next character is that usage 'adjunct(s) to request' precedes 'request' in Ex. 3. In the request utterance, a plausible request form as in ∴*kashite kun nai? (Can I borrow?)'* was used.
At last, we will analyze Ex. 4, in which a discourse behavior request is realized, but the plausible request forms are absent.

Example 4: 'making requests' instance in the Corpus of Spoken Japanese - request utterance not entailed

Line No.	Discourse Sentence No.	Discourse Sentence completion marker	Speaker	Utterance
1	1		BF02	*Ano ne, <warai>, sososo, 1 kaime no,.* Listen, (giggling), blab, blab, blab, the first round,
2	2	*	SF2	*Un.* Yea?
3	1		BF02	*[jinmei1_]san toki purinto o nakushi chatte,.* I lost [a person's name]'s paper at that time.
4	3	*	SF2	*Un.* Yes?
5	1	*	BF02	*[SF2_]san motteru?.* Do you have it, [SF2]?
6	4	*	SF2	*Honto ni nakushita no?.* Did you lose it really?
7	5	*	BF02	*Un.* Yes, I did.
8	6	*	SF2	*<warai>Motteru yo.* (giggling) Yes, I have.
9	7	*	BF02	*Honto?.* Are you sure?
10	8	*	SF2	*Un.* Yes, I am.
11	9	*	SF2	*kopi-<suru?>{<}.* Do you want to copy it?

In Ex. 4, why was the requestor BF02's intention conveyed to the interlocutor SF2? We should analyze the requestor BF02's utterances from beginning to Line No. 11. Request 0 below means that the request utterance in that conversation is absent.

BF02's utterances and the utterances' roles in 'making a request'

BF02's utterances	Utterances' roles in 'making a request'
Ano ne,,	Address terms
Listen,	
1 kaime no, [jinmei1_]san toki purinto o nakushi chatte the first round, I lost [a person's name]'s paper at that time.	Adjunct to request 0 (grounder)
[SF2_]san motteru?. Do you have it, [SF2]?	Adjunct to request 0 (checking on availability)
Honto?. Are you sure?	Adjunct to request 0 (checking on availability)

We found that in the requestor BF02's utterances of Ex. 4, there is not one plausible request utterance like ∴*kashite kun nai? (Can I borrow?)'* etc., but BF02's intention is conveyed to the interlocutor. We regarded the interlocutor's utterance *'kopi-<suru?>{<} (Do you want to copy it?)'* as an evidence that BF02's intention is conveyed to the interlocutor yet.

What makes BF02's intention of request be conveyed to the interlocutor? We compared BF02's utterances in Ex. 4 to other requestor's utterances in Ex. 1, 2 and 3. We found that the requestor's utterances are similar at discourse level. In other words, 'address terms' utterance precedes 'adjunct(s) to request' and 'request', and at the same time, 'adjunct(s) to request' precedes 'request' utterance.

3.2 Results

How requestors make requests at discourse level

After having compared the 'making requests' instances between the Japanese D-Module and the Corpus of Spoken Japanese, we found that 'making requests' are realized in two ways. Realization way A is shown both in the Japanese D-Module (Ex. 1) and the Corpus of Spoken Japanese (Ex. 2, 3). Realization way B is shown in the Corpus of Spoken Japanese (Ex. 4).

Requestor's patterns at *'making requests'*	Interlocutor's recognition
A: 'address terms→ adjuncts to request→ request'	= request
B: 'address terms→ adjuncts to request'	= request

Throughout our analysis we saw that discourse context, such as preceding utterances (address terms→ adjuncts to request) can affect the discourse behavior realization or goal performance without head act utterance (request).

In this paper, we analyzed discourse behaviors in natural conversation and the Japanese skits of the TUFS dialogue module, focusing on the functions *'making requests'* from a viewpoint of speaker's patterns of realization at discourse level.

We found that requestor's patterns on *'making requests'* in the Japanese D-module are that 'address terms→ adjuncts to request ' sequences precede request utterance. However, in the Corpus of Spoken Japanese, we found two patterns on *'making requests'*. One is the same as in the Japanese D-module, and the other is shorter with the lacking of request utterance.

What expressions are used in 'address terms', 'adjuncts to request', 'request'

	D-Module	Corpus of Spoken Japanese
Address terms	a. *sensei* (professor)	a. *sumimasen* (excuse me),
		b. name of interlocutor+*san/kun/chan*,
		c. *nee, anone ,anosa*,
		d. a combination of b and c.
Adjuncts to request	a. *oisogashii tokoro o moshi wake ari masen* (cost minimizer)	a. *ore chotto inakatta sa*
		(I'm absent.) (ground)
	Excuse me for taking your time.	b. *sore-, mo, ima motteru?*
		Do you have it now?)
		(checking on availability)
	b. *Jitsu wa rainen, amerika no daigaku ni ryugaku*	c. *karitai mono ga arun dakedo.*
	shiyo to omotteiru no desu ga. (grounder)	(Would you do me a favor?)

I plan to go and study in an American college next year. (getting a precommitment)
d. *moshi motteitara...*(If you have...)
(cost minimizer)

Request	a. *Sore de, sensei ni suisensho o kaite itadaki tai no*	a. *kashite kureru?*
		(Will you lend me your...?)
	desu ga, yorosii desho ka. (So, I'd like to ask you to write	b. *no-to karitain dakedo.*
	a letter of reference for me. Would you do it, please?)	(I'd like to ask you to lend me
		your notebook.)

4. Conclusion

This paper conducted a comparative analysis of discourse behaviors in natural conversation and the Japanese skits of TUFS dialogue module, in order to obtain insights for the development of conversation teaching materials.

We have found two patterns in 'making requests' at discourse level from the Corpus of Spoken Japanese. One is entailed with explicit request utterance, and the other is not. The latter usage can be used for teaching materials for advanced learners. On the one hand, these two discourse level patterns in 'making requests' can be used to understand the requestor's utterance of intentions, when the learners are requestees.

Although the number of discourse behavior instances we used is small, by carefully examining the characteristics of discourse behavior between Japanese native speakers in natural conversation data samples, we were able to demonstrate some of the complexities of real conversations, where speakers and hearers interact and affect each other. In the future, it would be describable to examine more types of discourse behavior.

Appendix / Key to Transcription Symbols

Among the symbols used in BTSJ (Usami 2002, 2003), only those relevant for this paper are listed here. Except symbol period, single comma, double comma and equal '=', all symbols are listed below cited from Usami 2002 (264-268).

. (period) At the end of a single discourse, a period (.) is used if it is narrative, and if it is interrogative or seeking information, a quest mark (?) followed by a period (?.) is used. However, even if the final particle indicating interrogation is missing, (?) is also used at the end of sentences in which intonation makes it clear that a question is being asked or confirmation being sought.

, Commas are used where they are conventionally placed to facilitate reading inside a complement sentence.

„ The mark „ is used when the conversation partner's utterance comes at the end of a mid-sentence phrase, for example, to indicate that the discourse is not yet complete. Then a new line is made and the partner's utterance is recorded. After the insertion of partner's utterance, another line is made, the continuing discourse is recorded, and (.) or (,.) is used at the end of the sentence.

... Used when word endings are muddled or mumbled, or when a sentence is grammatically cut off in the middle.

? Interrogative sentence. In discourse which is shown to function interrogatively by a rising

intonation, even though the sentence is not marked by an interrogative particle. ?. is used at the end of the sentence. Likewise, ?, is used when required in mid-sentence because of an inverted question of phrase with such a function. Furthermore, the question marker is the character for indicating a phrase's interrogative function, but does not necessarily indicate a rising intonation. As for intonation, ↑→↓ are used to indicate special stress that is out of the ordinary, etc., only on words and phrases requiring special notation.

= No or shorter-than-average pause between sentences.

< >{<} When utterances occur simultaneously, both of the overlapping parts are enclosed in < >. After < >, {<} is attached to the utterance that is overlapped by the other.

< >{>} Likewise, after < >, {>} is attached to the utterance that overlaps the other.

( ) Short interjections with no special meaning are enclosed in parentheses in the position that is closest to the actual utterance within the speaker's discourse.

< > Explanations of discourse spoken while laughing, as well as other laughter, for example, are enclosed in < >, such as <while laughing>, and <both laugh>. In the event that laughter itself functions as reply to something, for example, it takes its own line. Otherwise, it is generally noted at the end of the most recent discourse line.

(< >) When laughter overlaps with the partner's discourse while she or he is talking, it is recorded in the same way as short interjections: (<laugh>).

「 」 「 」are used when they enhance understanding by visually setting of a word or a phrase, such as the explanation of a kanji reading or the title of a book. Also, names and other proper nouns are rendered, for example, as 「person's name」 or 「man's name」 so as to protect the privacy of subjects.

This symbol is used when a portion of the discourse is inaudible. The number of # signs corresponds to the estimated number of syllables in that portion.

[ ] Paralinguistic and non-verbal information. In order to best understand the situation surrounding a certain discourse, special vocal characteristics will be noted, such as that thought to require special mention (e.g., accent, intonation, high or low voice, loud or quiet voice, speed), as well as non-linguistic information. Furthermore, "↑→↓" are used to indicate rise, no change, or fall in intonation.

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