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Politeness Strategies Used in Invitations in Japanese

by

Natsuko Llewellyn

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

Master of Arts
in
Japanese

Thesis Committee:
Suwako Watanabe, Chair
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Portland State University
2021

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ABSTRACT

This study explored how Japanese as Foreign Language (JFL) utilize politeness strategies compared to native speakers of Japanese (J1) in invitation discourses within the framework of Interlanguage Pragmatics (ILP). Invitation is one of the speech acts that requires careful consideration when conveying speakers' intentions through speech. It is assumed that JFL will struggle with appropriately inviting friends in different culture while utilizing the politeness strategies in their invitation discourse in Japanese. Szatrowski (1993) revealed that there are thoughtful utterances to each other, the discernment utterance by the inviter and considerate utterance by the invitee, in the Japanese invitation discourse. Native Japanese speakers create the invitation discourse mutually unlike English turn-taking discourse.

In order to analyze JFL and J1's discourse, data were collected from a roleplay conversation with four different scenarios. The participants invited the researcher to act as their friends, both close and distant, for two types of events, a group event and a one-on-one event. In all variations, the invitee showed slight hesitation and said she had an exam the next day. The discourse was analyzed in terms of the invitation discourse and the follow-up discourse after the invitee's hesitation.

The data showed that (1) intermediate level of JFL used the polite speech styles with the close friend and the distant friend carefully for the invitation, although J1 utilized a casual style and a mixed style tactfully to their friends, (2) JFL differentiated the invitation structures between the negative and affirmative forms depending on the level of intimacy, while J1 used mainly a negative style and various indirect ways in their invitation, (3) the negative politeness strategy used the most by JFL gave deference

in the invitation utterance, while J1 minimized the imposition of the invitee the most, (4) JFL used less than half the amount of the politeness strategies of J1 for the follow-up utterances, (5) for the one-on-one invitation, more than half of JFL gave up their invitation after the invitee's hesitation in the follow-up utterance, and (6) J1 used more politeness strategies with the close friend than the distant friend in the follow-up utterances both for the group event and the one-on-one event. From the results of these findings, I suggest four steps that instructors can use to teach Japanese invitation discourse.

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CHAPTER 1:

INTRODUCTION

The goal of this study was to examine how Japanese as Foreign Language (JFL) learners utilize politeness strategies compared to native speakers of Japanese (J1) for the occasions of invitations in the framework of Interlanguage Pragmatics (ILP). The study of invitation in Japanese in the field of ILP conducted on limited research and it will contribute to the field by demonstrating the tendencies of JFL's usage of politeness strategies and implication for practical pedagogy.

CHAPTER 2:

LITERATURE REVIEW

2. 1. Interlanguage Pragmatics

Interlanguage Pragmatics (ILP) is an empirical study of the speech act and designed to explain the process of second language acquisition focused on cross-cultural language use (Blum-Kulka, House, Kasper, 1989). It was developed from the notion of Interlanguage that Selinker introduced as the linguistic system demonstrating how learners are acquiring a foreign language based on their native language (Selinker, 1972). In order to focus on cross-cultural language pragmatics, the concept of politeness has been emphasized to conduct appropriate and smooth discourse. Politeness in the field of ILP helps identify the pragmatic features in Japanese that guide language learners and teachers.

2. 2. Speech Act

Speech Act is a notion that philosopher Austin proposed (1962) that acts can be performed or shown by what people say. The Oxford Dictionary explains that speech act is “something that subject says, considered as an action,” that is, the action is carried out through speech. Austin claimed three types of speech acts: locutionary, illocutionary, and perlocutionary (Austin, 1962). The locutionary speech act means that the speaker makes a meaningful utterance with words. In other words, to utter sentences to express what people want to tell. The illocutionary speech act describes the force of speakers’ words or sentences, such as a request, decline and apology. In other words, the speaker expresses the function of the action by uttering the sentences. Perlocutionary act "refers to an act

performed by making an utterance which intrinsically involves an effect on the behaviour, beliefs, feelings, etc., of a listener." (Crystal, 2008) Examples are persuading and insulting.

The act of invitation is one example of the illocutionary speech acts which I explored, looking at how JFL's usage and tendencies compared to the native Japanese speakers.

2. 3. Politeness

According to Brown and Levinson, politeness is utilized to construct and retain the relationship among the interactants (Brown & Levinson, 1987). Politeness strategies are based on the notion of face that consists of two kinds of desires: One of the desires is to be understood or approved of by others, and the other is to be unimpeded. Brown and Levinson's (1987) notion of politeness is based on Goffman's (1959) facework, that is, the ritual element in social interaction in order to avoid threatening one's face or maintain face as well as correct the misleading face among the participants (Goffman, 1959). He explained that wherever society exists, the self-regulating participants are socialized through rituals. Brown and Levinson (1987) introduced strategies that a speaker takes to maintain face and mitigate a face threatening act (FTA). They introduced two types of politeness: positive politeness and negative politeness. Positive politeness can be utilized in the discourse as a redressive action to enhance the interlocutor's positive face based on his or her desire, whereas negative politeness strategies are implemented when people attempt to minimize the imposition to the interlocutor for his or her negative face. Brown and Levinson introduced 15 positive politeness and 10 negative politeness strategies.

2. 4. Previous Studies on Invitation in Japanese

In this section, I review previous studies on invitation by Szatrowski (1993), Nakai (2017), Suzuki (2003) and Huang (2016). Then, I examine Manabe's (2013) research on politeness on speech act.

2. 4. 1. Szatrowski

Szatrowski (1993) examined various invitation discourses on the phone in Japanese. She clarified that the purpose of the invitation discourse is not only to invite people, but also to receive interlocutors' responses whether they accept or decline as an invitee. Szatrowski also mentioned that both as an inviter and an invitee, the acts of inviting people as well as declining inviters' invitations are the acts that could threaten interlocutors' face as Brown and Levinson (1987) explained. Therefore, in order to maintain a good relationship among those discourse participants, they are required to utilize tactic utterances in the invitation discourse. Szatrowski analyzed strategies she called kikubari hatsuwa (discernment utterance) and omoiyari hatsuwa (considerate utterance) in her discourse data.

The "discernment utterance" (*Kikubari hatsuwa* 気配り発話) is the inviter's thoughtful approach to mitigate the imposition for the invitee, the "considerate utterance" (*Omoiyari hatsuwa* 思いやり発話) is provided by the invitee to respond politely to the inviter. Szatrowski demonstrates that those thoughtful utterances are the strategies to further the discourse of the inviter and the invitee by considering each other.

Szatrowski defined the strategy as follows;

<<気配り発話>>は勧誘者の発話であるが、断る理由や「勧誘」に不利な情報、否定的な評価を含む発話である。勧誘者は、被勧誘者が「勧誘」に対する否定的な態度を示し、話にあまり乗ってこない時にこの種の発話を用いて、被勧誘者に気を配り、被勧誘者が断りやすくする。(1993. p.76)

Discernment utterance (*Kikubari hatsuwa*) is an inviter's utterance, and it includes explaining the reasons for declining the invitation or information that works against the invitation and negative evaluation of the invitation. The inviter utilizes these kinds of utterances to show consideration and make it easier for the invitee to decline the invitation when they show a negative attitude and do not show their interests very much. (1993. p.76)

<<思いやり発話>>は被勧誘者の発話であるが、断わる可能性が高いにもかかわらず、「勧誘」に対する肯定的な態度を示したり、承諾する可能性を残したりする勧誘者の立場を配慮する発話である。「勧誘」に対する肯定的な評価を含む発話・興味を示す発話、新情報を要求する発話、「陳謝」等である。(1993. p.76)

Considerate utterance (*Omoiyari hatsuwa*) is an invitee's utterance. The utterances are utilized to discern the inviter's situation thoughtfully, show the affirmative attitude toward the invitation and leave the possibility to accept the invitation, although there is a high possibility that the invitee declines the invitation. It includes explanation of positive evaluation of the invitation, the utterances expressing interests, the utterances to request further information, and apologies despite that they are likely to decline. (1993. p.76)

In Szatrowski's analysis, she utilized the notion of discourse (*danwa* 談話) that is introduced by Minami. Discourse constructs and shapes the conversation as a whole between the opening and closing parts (Minami, 1981).

Minami defined *danwa* with the following six criteria (Minami, 1981 cited in Szatrowski p.60)

- There is a clear pause prior or after the *danwa* part.
- There is continuity in *danwa*.
- The participants of *danwa* are consistent.
- The function of the conversation is consistent.
- The speech style of *danwa* is consistent.
- The topic of *danwa* is fixed.

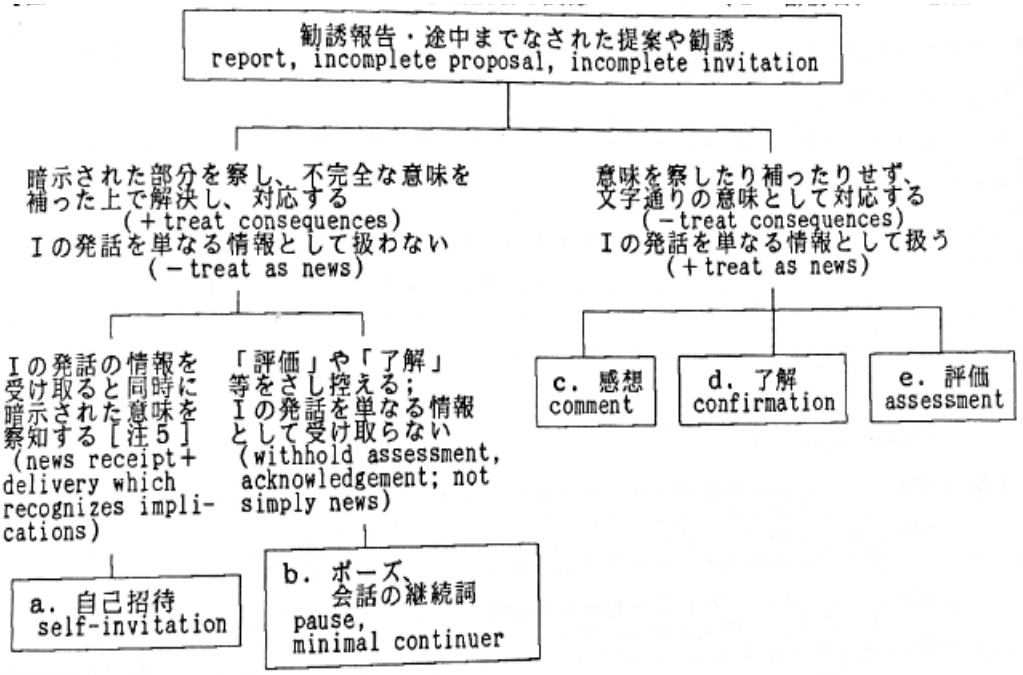
Each discourse consists of several consecutive utterances that Szatrowski introduced as *wadan* (話段), which is a corresponding utterance pair between two or more participants' utterances in discourse. Szatrowski explained the strategies in *wadan* are different between the invitation and the responses. I utilized Szatrowski's notion of *wadan* units to analyze discourse on invitation and focused on the inviter's utterances.

In order to understand the corresponding utterance pair of the invitation discourse process, Szatrowski introduced Drew's notion of invitation report (Drew,1984). In English discourse, Drew demonstrated that the inviter provides the contents or background information in the process of invitation in a report format. For example, simply stating that there will be a social event instead of inviting the interlocutor explicitly and directly in a question (Drew, 1984). Szatrowski explained that delivering background information about the invitation enables the inviter to avoid the impoliteness of inviting directly in the form of a question that requires a reaction from the invitee.

Additionally, Drew explained that using the reporting style in the invitation discourse can avoid making the invitee feel obligated to answer the direct questions. Figure A shows the invitee's reactions after the inviter's reporting utterance in the

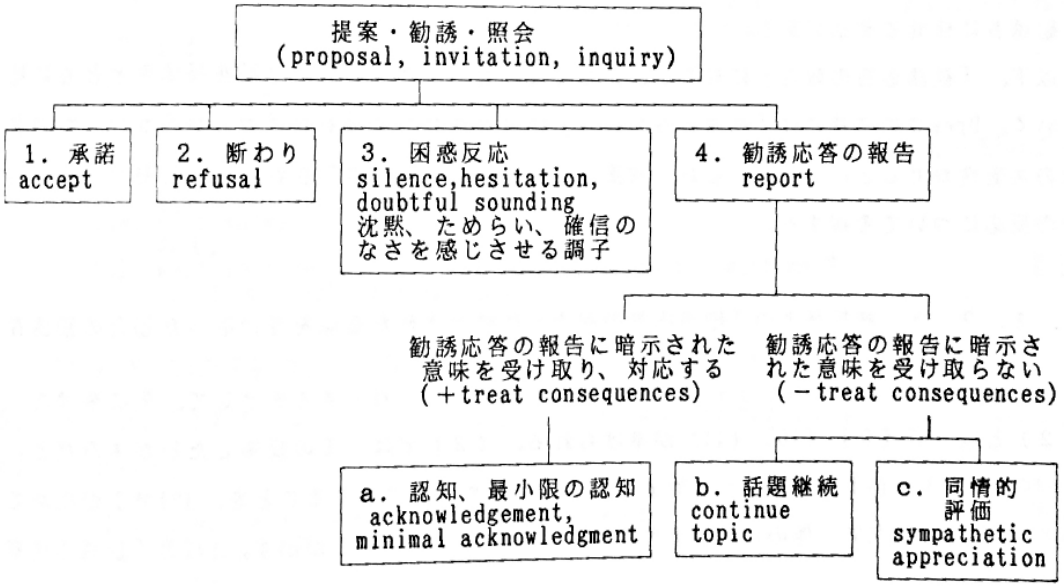
invitation discourse (Drew, 1984 cited in Szatrowski). According to Drew, the inviter's report can be understood as an implicit invitation and can elicit a self-invitation from the invitee. The inviter's report can also be treated and understood literally as delivered news. The invitee has choices on how to interpret the inviter's intention. The reporting style of the invitation utterance can be considered one kind of politeness strategy. [I = inviter, R = Invitee]

Figure A (p.43) Invitee's Reaction after Inviter's Incomplete Invitation



Furthermore, Szatrowski presents Figure B below indicating the invitee's four different responses following the invitation by the inviter. It also shows the further reactions of the inviter following the invitee's responses.

Figure B (p.47) Invitee's Reaction and Report after Inviter's Proposal, Invitation and Inquiry



Szatrowski indicated that the invitee's reactions are elicited by the report utterance in the invitation discourse. Invitation discourse with the report utterance has room to explore further as politeness strategies.

By comparing invitation strategies between Japanese and English, Szatrowski also found that the English discourse consists of turn constructional units in which each of the participants take turns to create the discourse. However, the participants in the Japanese discourse do not take turns, rather co-creating the sets of *wadan* by exchanging utterances. *Danwa* (Japanese discourse) consists of those sets of various *wadan* as a whole. (Szatrowski, 1993)

Szatrowski commented that her study can be applied to Japanese language education, especially to teach conversation. She emphasized that it is important to be aware of the fact that there are different discourse strategies based on cultural background. She mentioned that inviting people in Japanese by using English discourse

strategies could give some impression of directness and pushiness, causing the invitee to lose their motivation to accept the invitation. In my research, I analyzed the data to find those noticeable features by JFL.

2. 4. 2. Nakai

Nakai (2017) analyzed the discourse on how Japanese native speakers develop conversation tactfully when it comes to an invitation. She collected discourse data from two native speakers performing one roleplay situation to observe verbal and non-verbal tactics. In this situation, a younger male inviting a senior female who was told to decline the invitation.

Nakai's roleplay contained a general scenario where a younger male would enter the room and invite the senior female to Disneyland who was sitting on a chair. They were asked to improvise and talk as naturally as possible.

Nakai's analytical approach was based on Kabaya's definition of invitation that both the inviter and invitee take actions mutually, and they are aware that it is beneficial for both of them (Kabaya, 2007 cited in Nakai).

Furthermore, in order to analyze the organization of invitation discourse, Nakai applied Szatowski's (1993) three phases, Opening section, Main section and Closing section. For the main section, Nakai subdivided it into six different parts: Invitation (*Kan'yuu-bu* 勧誘部), Explanation (*Jijousetsumei-bu* 事情説明部), Confirmation of situation (*Jijousetsumei-bu* 事情確認部), Schedule-check (*Tsugoukakunin-bu* 都合確認部), Acceptance (*Shoudaku-bu* 承諾部) / Excuse (*Kotowaribenmei-bu* 断り弁明部),

and Consultation (*Soudan-bu* 相談部). Those six parts are defined by Wimonsarawong and Nakai (2017) as follows:

- Invitation includes the phases during which the inviter asks the invitee using invitation expressions or invitation structures.
- Explanation part / Confirmation of situation include the phases during which the inviter explains the background of the invitation and/or the phrase that the invitee uses to confirm the invitation.
- Schedule-check includes the phases during which the inviter or invitee makes an appointment or confirms the schedule as well as the location for the invitation.
- Acceptance includes the phases during which the invitee accepts the invitation.
- Decline / Excuse includes the phases during which the invitee declines the invitation and states the reasons.
- Consultation includes the phases during which the inviter and/or the invitee discuss and decide on the meeting location and time for the event.

In her analysis of the discourse data, Nakai (2017) found that the discernment utterance (*Kikubari* 気配り) was utilized by the inviter, and the invitee also employed the discernment utterance to express affirmative posture including apologizing and suggesting alternative ideas towards the invitation as the tactics of the invitation discourse. Nakai pointed out that both participants tend to develop the discourse by reading each other, reading between the lines (*Maai* 間合い), in the discourse while both of them pay attention to how they provide each utterance and react to each other.

In addition, Nakai paid attention to the negotiation tactics (*Kakehiki* 駆け引き) in the discourse, which is negotiating where the speaker acts for his/her own benefit depending on the interlocutor's attitude and situation. Nakai explained that there are verbal and non-verbal tactics for *kakehik*i. Verbal tactics are discernment utterances and considerate utterances that Szatrowski introduced. Examples include the inviter's negative comments about the invitation, the invitee's positive reaction toward the invitation in spite of their intention to decline, request for additional information, and mentioning the next opportunity. Non-verbal tactics are the attitudes that are expressed through movement, eye contact, nodding, posture changes and laughter. Furthermore, she emphasized that to implement these tactics, ascertaining *Maai* and understanding the circumstance both by the speaker and the interlocutor are crucial. I consider these *kakehiki* as a part of politeness strategies.

Nakai analyzed her data on how discernment utterances and considerate utterances are employed in the invitation flow. Some utterances may have occurred because of the hierarchical relation between the participants who are a young male and an older female. Nakai's research may show that the hierarchical relationship affects how the participants utilize the tactics in the Japanese invitation discourse.

2. 4. 3. Suzuki

Suzuki (2003) studied invitation utterances and structure, and suggested considering different stages of teaching. She explained that there are three different levels to examine the act of invitation for Japanese language education. They are utterance level, discourse level and verbal behavior level.

Suzuki emphasized that learning invitations in Japanese should not only focus on the phrases for invitation and responses of express acceptance or decline, but also include the process of consultation and negotiation to make the invitation an actual appointment to carry out. Suzuki suggested following three levels (2003. p.115):

発話のレベル：

発話のレベルの勧誘とは、「勧誘者が被勧誘者に一緒にある行為を行うように働きかけること」である。言語形式としては、「～ます？」「～ませんか」「～ましょう」など、 勧誘の文型が使われるが、常に勧誘の文型を使って働きかけが行われるとは限らない。なお、発話とは、会話の中で話者交代が起こってから次の話者交代が起こるまでに発せられたことばを指して用いる。

Utterance level:

Invitation at the utterance level is that the inviter encourages the invitee to take a certain action mutually. For the invitation structures, “-masu?”, “-masenka?”, “-mashou” etc. are used, however, they may not necessarily be included for the invitation. Additionally, the utterance is a portion that continues until the interlocutor takes their turn in the conversation.

談話のレペル：

談話のレベルの勧誘とは、「勧誘者が被勧誘者に一緒にある行為を行うように働きかけ、勧誘に関することがらについて合意形成を行う相互交渉の過程」である。勧誘の談話には、（勧誘一承諾／ 断り） だけのものから，長くて複雑なものまで様々あり、状況によって異なる談話構造をとる。

Discourse level:

Invitation at the discourse level is "a process of mutual bargaining in which the inviter encourages the invitee to perform an action together and to reach an

agreement on matters related to the invitation.” invitation discourse can be as simple as (invitation and acceptance / refusal) and long and complex with different discourse structures depending on the situation.

言語行動のレベル：
勧誘という言語行動の目的は、勧誘した相手と行動を共にすることであり，言語行動のレベルの勧誘とは，「勧誘された行動が実行可能な状態に至ること」である。
Verbal Behavior level:
The purpose of the verbal behavior of invitation is to act together with the person invited, and invitation at this level of verbal behavior is "to reach a state where the invited action can be realized”.

According to Suzuki, discourse is the process of negotiation to make an agreement in a conversation at the discourse level (Tsutsui, 2002 cited in Suzuki). Tsutsui defined invitation as a continuous process of actions asking for participation and negotiation to achieve the goal of joint action. Suzuki also explained that the verbal behavioral level indicates the invitation as a whole with several sequential discourse.

Additionally, Suzuki stressed that teaching how to make an invitation discourse in Japanese language education needs consideration to set a fully developed context and situation of the invitation scenario from the utterance level. This is because the context controls the discourse structure and vocabulary. Therefore, various types of structures and approaches can be applied to well-differentiated contexts in the utterance level. Although Suzuki divided the invitation discourse system into the three levels above, the verbal behavioral level can be combined with the discourse level and considered as two levels.

These multiple levels of the act of invitation for the Japanese language education can enable students to learn more systematically and scaffold the learning process. Suzuki's research can be explored further with an empirical examination of how JFL utilizes the invitation utterance and conducts discourse under various contexts with Japanese cultural elements such as intimacy and hierarchical relationships.

2. 4. 4. Huang

Huang's (2016) study compared the features of verbal behavior between native speakers of Chinese and Japanese through role-play in the invitation setting. Her scenario was to invite a close friend to a cherry picking. She focused on the follow-up phrase after the invitees' hesitation reacting to the initial invitation to find out what kind of verbal behaviors the inviter would take by utilizing semantic formula.

Semantic formula is a unit that has a pragmatic meaning or function of the utterance (Crystal, 2008). It is often used to analyze the discourse by categorizing the parts of the utterance into the coded formula in the interlanguage pragmatic research. Huang divided her codes into twenty-five codes for her research on invitation.

Huang (2016) found that the Chinese native speakers actively pushed the invitee to achieve their invitation successfully while utilizing various discourse tactics, such as leading the discourse, asking their preference, and blaming the interlocutor. The inviters had a tendency to prioritize achievement in their invitations rather than considering their relationships with the invitees. In contrast, Japanese native speakers prioritized taking the relationships into careful consideration in invitations and tried to avoid conflict. They implemented the discourse tactic, such as acknowledging the invitees' reactions and

showing understanding. Huang's research showed that Japanese native speakers did not push the invitees actively as Chinese native speakers did.

Huang concluded that cross-cultural miscommunications or conflicts can arise from the different cultural customs and communicative styles, and she recommended providing the information of the cultural differences to the students in the foreign language pedagogy. Huang's research can be explored further with the language learners and their verbal behaviors can be compared and analyzed.

2. 4. 5. Manabe

Manabe (2013) examined the function of request and decline spoken by JFL learners in the various situations which include different degrees of face threatening act (FTA), by analyzing their discourse from the point of view of politeness. She evaluated the JFL's language production based on the criteria of accuracy, complexity, fluency, and appropriateness.

Manabe divided four participants into two groups based on their Japanese language proficiency levels and gave each participant a total of eight situations, four tasks for the request and another four for the decline. The situations consist of two different degrees of FTA: the low weightiness of FTA (PDR-L) and high weightiness of FTA (PDR-H). Manabe applied the FTA weightiness to her research using the universal politeness theory of Brown and Levinson (1987). They defined the weightiness (W) of FTA as 'Wx=D(S, H) + P(H, S) +Rx' that "D (social distance) is the value that measures the social distance of speaker (S) and hearer (H), power (P) that H has over S, and ranking of imposition (Rx) that measures the degree to which the FTAx is rated an

imposition in that culture" (p.76). Therefore, the weightiness of FTA depends on those three factors.

The results showed that both students' language proficiency and the situation types affected their language production. Manabe explained that the students were able to utilize direct expressions and produce utterances with ease for the PDR-L situations. On the other hand, they had difficulties in utilizing indirect expressions and politeness strategies for PDR-H situations, especially for declining. From a politeness point of view, she mentioned that the way of addressing interlocutors may play an important role for the PDR-H task. Moreover, thorough consideration was necessary on the choice of the appropriate vocabulary, their utilization, and the implementation of the in-/outgroup relationship for the PDR-H situation task to decline. Manabe also found that the intermediate level of students tend to misuse politeness strategies or utilized strategies inappropriately in the PDR-H task.

Manabe analyzed her data based on the semantic formula that was used in research by Blum-Kulka et al. (1989). She found that the weightiness of FTA and the proficiency level affect JFL on production in their request and refusal discourse. The tasks that included high FTA required the indirect expressions and use of politeness strategies, and JFL had difficulties producing the utterances. She pointed out that the intermediate level of learners may not have reached the stage of acquiring the new forms and indirect expressions.

2. 5. Summary of the Research on Invitation

In this chapter, I explored the prior research related to invitation discourse and politeness strategies.

The research on invitation discourse in Japanese has found that Japanese native speakers use discernment utterances (*Kikubari hatsuwa*) to mitigate the invitee's imposition while the invitees implement considerate utterances (*Omoiyari hatsuwa*) to discern the inviter's situation thoughtfully in their discourse. Therefore, the participants create the invitation discourse mutually by implementing thoughtful utterances, unlike English turn-taking discourse (Szatrowski, 1993). Additionally, Japanese native speakers tend to pay attention and take careful consideration to maintain the relationship with the invitee in the follow-up discourse while utilizing verbal and non-verbal tactics (Huang, 2016).

Due to these characteristics of the invitation discourse in Japanese, performing an invitation in Japanese is expected to be challenging for JFL. According to Manabe, the proficiency level affected JFL's production of politeness strategies in the higher weightiness of FTA situations in request and decline discourse (2013). This indicates that invitation utterances may also require various types and degrees of politeness strategies depending on the weightiness of FTA and relational distance.

The previous studies helped inform the current study's role-play settings and identify which semantic formula to use to analyze the invitation discourse data in my research. Furthermore, informed by the previous research on Japanese invitation, speech act in the theoretical frameworks of interlanguage pragmatics, and the politeness theory by Brown and Levinson (1987), I formulated the following research questions:

1. Comparing the utterance of the intermediate JFL learners to the native speakers of Japanese (J1), what kind of politeness strategies do the JFL learners as an inviter implement in the invitation discourse?
2. How differently do the intermediate JFL learners use politeness strategies according to the degree of intimacy (close vs. distant) and the types of the invitation (group vs. one-on-one)?

CHAPTER 3:

RESEARCH METHODS

3. 1. Research Design

In order to explore the Japanese as a Foreign Language (JFL) speakers' use of politeness in invitation in interlanguage pragmatics, I analyzed invitation discourse data collected from the intermediate level of JFL and J1 speakers by utilizing semantic formula and politeness strategy. This focuses on the influence of the degree of intimacy and the invitation type compared with native speakers of Japanese. This study also aimed at identifying politeness strategies for invitations and to propose pedagogical implications and possible future studies for invitation and politeness.

For this study, discourse data of how to invite people were collected via an oral conversation with the participants. The participants were asked to perform invitations in Japanese according to four role play scenarios. (Appendix B) I played the role of invitee. Considering the weightiness of face threatening act (FTA) was a necessary instrument for my politeness research to identify the use of politeness strategies between JFL and J1. I prepared two different scenarios that differentiated the ranking of imposition and I also explored two different types of invitees that could differentiate social distance. Based on the provided role play scenarios (Appendix B), which explains the situation and the roles, they invited the researcher to two different events, a group flower-viewing picnic and a concert. As the invitee, I reacted to the participants' invitation and showed slight hesitation. I used the hesitation along with the reporting style, mentioning that I have an exam on the following day to elicit the inviter's further utterances based on Drew's study (Drew, 1984 cited in Szatrowski). They tried to convince me to fulfill their desire in the

request or reacted accordingly. After the role play, I asked about the participants' background information regarding learning Japanese and demographic questions (Appendix D). This procedure was audio recorded.

3. 2. Research Questions

My research questions are:

1. Comparing the utterance of the intermediate JFL learners to native speakers of Japanese (J1), what kind of politeness strategies do the JFL learners as an inviter implement in the invitation discourse?
2. How differently do the intermediate JFL learners use politeness strategies according to the degree of intimacy (close vs. distant) and the types of the invitation (group vs. one-on-one)?

My hypotheses were:

1. Both the intermediate JFL learners and the J1 speakers will utilize the negative politeness strategies more frequently in distant relationships as opposed to closer ones. For the one-on-one event, the invitation will be made more specific and the politeness strategies will appear more frequently than the group event invitation both for JFL and J1 speakers.
2. In the framework of Interlanguage Pragmatics, the JFL learners will utilize positive politeness strategies to try to fulfill the speakers' desire in invitation. On the other hand, the J1 speakers will use negative politeness

strategies to try to avoid imposing on the interlocutors in an invitation, especially to the interlocutor who has a distant relationship.

3. 3. Participants

The participants in this study consisted of a total of 18 people, 7 Japanese as Foreign Language learners (JFL) and 11 native speakers of Japanese (J1). The JFL participants are those who completed the JPN302 course at Portland State University in the Winter terms in 2018 or 2019. Those who took the JPN302 had already been introduced to linguistic structures of the discourse regarding how to invite people during the course. The J1 participants were those who studied as exchange students from Japan who had at least graduated from a Japanese high school and had arrived in Portland within three months. This helped to collect authentic Japanese discourse data which could also avoid influence from being immersed in the different language and culture.

3. 4. Data Collection Procedure

For this study, the participants' utterances for invitations were collected and analyzed. The participants were asked to interact with me in a role play scenario under two specific types of discourse with two distinct types of intimacy. The instructions including the content settings and the role relationships were explained after the consent form (Appendix A) was signed by the participants. Approximately an average 5-10 utterances from each participant were obtained, and in total about 160 utterances were analyzed. In addition to the discourse, they were asked follow-up questions.

3. 4. 1. Role Play and Follow-up Interview

For the speech act of the invitation, I set up a basic scenario in which the inviter invites the researcher to fulfill the inviter's desire.

In order to answer the second research question regarding the type of activity and the relational distance, a total of four role play situations were prepared (Appendix B). Two of them represent two different types of events: The first type is *hanami*, a group event in which the invitee can join multiple participants, and the second type is a concert, which I label a one-on-one event, to which the inviter expects to go with the invitee from the same workplace as a pair. For each event, the participants invited me who was acting as two different types of people who have different degrees of intimacy with the participants. One is a close friend and the other is a distant friend, a co-worker at the inviter's part-time job, however they have never talked to each other. The two people are both the same year at the same university. For the sake of the authenticity of the scenario, I set up the situation where it was the last day of the concert and the inviter did not want to miss the opportunity. Therefore, the inviter asked the distant friend who is also a part-time worker at the workplace and can use the ticket. Inviting different distant friends differentiated the imposition of the event. For both events, the inviter invited the friends for the own benefit.

After the roleplay, the participants were asked to answer follow-up questions (Appendix C) orally, specifically what they took into consideration when inviting people with different degrees of intimacy and about inviting people to different kinds of events.

3. 5. Procedure of Analysis

The collected discourses were transcribed and divided into invitation utterances, *wadan* that Szatrowski (1993) used for her analysis. One *wadan* was a set of the inviter's invitation utterance and the invitee's response (a slight hesitation and reporting utterance), and another one was the invitee's response and the inviter's follow-up utterance. In the previous study, Nakai revealed that there are verbal and non-verbal tactics to negotiate in the invitation discourse (Nakai, 2017), and I focused on the inviter's verbal tactics, including the speech styles and structural patterns. The inviter's utterances were categorized based on a semantic formula adapted from Huang's (2016) 25 semantic formulas. I modified them and used 14 codes for the invitation utterance and 20 for the follow-up as follows.

Semantic formula for the invitation utterance:

1) Apologies
2) Asking availability (indirect invitation)
3) Asking interests / awareness
4) Asking about the invitee's opinions (indirect invitation)
5) Explaining event details/information
6) Explaining the reason for the invitation
7) Expressing the inviter's want based on their reason/thoughts
8) Expressing the inviter's thoughts
9) Invitation (Affirmative)
10) Invitation (Negative)
11) Polite opening
12) Reducing imposition for the invitee's participation
13) Taking a moment to think about what to say next / pause
14) Confirming/asking the invitee's information/situation

Semantic formula for follow-up utterance:

1) Additional invitation – Negative invitation
2) Additional invitation – Positive invitation
3) Apologies
4) Asking about the invitee's thoughts = additional invitation
5) Confirming/asking the invitee's information/situation

6) Explaining event details/information to attract the invitee
7) Explaining the reason for the invitation
8) Expressing the inviter's want based on their reason/thoughts
9) Expressing the inviter's thoughts
10) Expressing the inviter's optimistic thoughts for the invitee's negative want
11) Expressing that the inviter gave up the inviting the invitee
12) Giving acknowledgement
13) Giving an option for the participation
14) Indicating next chance
15) Leading the invitee to participate ignoring the invitee's want
16) Reducing imposition for the participation
17) Showing understanding the invitee's situation
18) Taking a moment to think about what to say next
19) Neutral utterance to connect to the next utterance
20) Suggesting a return for the invitee

Additionally, I identified and counted positive and negative politeness strategies (Appendix C) introduced by Brown and Levinson (1987).

The data were analyzed by comparing J1 and JFL, and two additional components for the invitation were examined, which are the intimacy of the invitee and the type of the invitation. The inviter invited the two types of friends, close and distant. The invitation situations were set as a group event that the invitee can join as well as the one-on-one event that the inviter needs to go with the invitee together. This showed the differences in speech styles, invitation structures, and politeness strategies between J1 and JFL in their discourses.

CHAPTER 4:

ANALYSIS

In this chapter, the data of inviters' invitation utterances are examined. For the invitation utterance, the linguistic structures and pragmatic meanings were analyzed in the first section. Additionally, inviter's politeness strategies in their utterances are categorized based on Brown and Levinson's politeness strategies (1987). The data are compared between J1 and JFL.

4. 1. Invitation Utterances

4. 1. 1. Linguistic Structure for Invitation

Table 1 indicates the types of invitation structure that J1 and JFL utilized. They were divided into six types, negative questions, affirmative questions, indirect utterances asking availability, indirect utterances expressing opinions using the structure "__ to omotte (I think)", indirect utterances asking for opinions using the structure "dou (how / what), and other utterances asking interests. Some of the participants used multiple structures in their utterances.

According to Table 1, JFL was able to conduct the invitation with the functional structures in their discourse although the variety of invitation expressions used by JFL was less than J1. However, the use of negative and affirmative questions as an invitation is different between J1 and JFL. While J1 used more negative questions than affirmative questions both to the close and distant friends, JFL differentiated their structures depending on the relationship for both group and one-on-one event invitations. JFL

utilized more negative questions for the distant friend and more affirmative questions to the close friend.

The other noticeable difference between J1 and JFL was the use of indirect invitations. The indirect invitations include asking opinions, expressing the inviter's opinions and asking availability. Some of J1 asked the invitee about her availability instead of asking to join the events explicitly. On the other hand, JFL rarely utilized the indirect invitation structures. None of JFL used the way of asking "dou desuka? ("how is it?" or "what do you think about…?") whereas J1 used them tactfully both with casual and polite style questions along with the way of asking the invitee's opinion.

The types of discourse represent in the table as follows:

J1_1a: J1 invites a close friend for the group event
J1_1b: J1 invites a distant friend for the group event
J1_2a: J1 invites a close friend for the one-on-one event
J1_2b: J1 invites a distant friend for the one-on-one event
JFL_1a: JFL invites a close friend for the group event
JFL_1b: JFL invites a distant friend for the group event
JFL_2a: JFL invites a close friend for the one-on-one event
JFL_2b: JFL invites a distant friend for the one-on-one event

Table 1 Comparison of Invitation Structures in Invitation Utterances

%	J1_1a	J1_1b	J1_2a	J1_2b	JFL_1a	JFL_1b	JFL_2a	JFL_2b
1	36.4	36.4	72.7	54.5	42.9	85.7	28.6	57.1
2	18.2	27.3	0	9.1	42.9	14.3	71.4	14.3
3	36.4	0	36.4	27.3	14.3	14.3	0	0
4	0	9.1	9.1	27.3	0	0	0	14.3

5	18.2	27.3	0	9.1	0	0	0	0
6	0	0	0	0	0	0	0	14.3
Error	0	0	0	0	14.3	14.3	28.6	14.3

1. Negative questions
2. Affirmative questions
3. Asking availability (indirect invitation)
4. Expressing opinions "__ to omotte (I think __)" (indirect invitation)
5. Asking for opinions "dou (how/ what)"
6. Other (asking interests)

Table 2 shows the use of different speech styles by relational distance of JFL and J1. Invitation utterance for the close friend (a) and distant friend (b) were categorized into four different formalities of speech styles – casual, polite, honorific or humble polite expressions, and combination of casual and polite styles. The total numbers of each speech style usage for the invitation utterance were divided by the number of participants. 90.9% of J1 used a casual speech style for inviting the close friend whereas 57.1% of JFL used a casual style to invite the close friend. For inviting the distant friend, none of JFL used the casual style or mixed style. Contrastingly, some of J1 used a casual style or mixed style for the distant friend. Although some of JFL utilized a polite or mixed style for the close friend, J1 did not use the polite style with the close friend.

Table 2 Comparison of Speech Styles in Invitation Utterances

Formality %	**J1_a**	**J1_b**	**JFL_a**	**JFL_b**
Casual	90.9	13.6	57.1	0
Polite	0	50.0	21.4	86
Polite +	0	9.1	7.1	14.3
C+P	9.1	27.3	14.3	0
(Error)	0	0	(13.6)	(13.6)

The common structures that both JFL and J1 used were negative questions using Ikanai / Ikimasenka (Won't you go?) and its modification of the potential form, ikeru (can you go?) and koreru (can you come?). Moreover, some of JFL and J1 used other request patterns by using the combination of a gerund and a beneficial verb, for example, -tte kureru, -tte kuremasenka (will you do me a favor of), -te moraemasenka (can I have you) and -te kudasaimasenka (would you please) depending on the relationship.

Additionally, J1's invitation showed more morphologically complex utterances than JFL. J1 differentiated the degree of negative politeness with adding morphemes, such as adding "-tari suru (do things like)", "-sou dattari suru (looks like)" and "issho ni iketarana to omotte… (thought it'd be good if we can go together)". The J1's variety even includes the irregular honorific form "irasshaimasenka" and the passive polite form "ikaremasuka" and "koraremasu."

Invitation structures used by J1 and JFL

Ikanai (行かない)

Potential form: koreru (来れる), ikeru (行ける)

Verb with beneficial verbs: itte kureru (行ってくれる), Itte kuremasenka (行ってくれませんか), kite moraemasenka (来てもらえませんか), kite kudasaimasenka (来てくださいませんか)

Invitation structures used only by J1

1a. Aitetarisuru (空いてたりする), dou (どう)

1b. Koresoudattari shimasuka (来れそうだったりしますか) , irasshaimasenka (いらっしゃいませんか), dou desuka (どうですか), koraremasuka (来られますか), kitemoraeru to tasukaru (来てもらえると助かる)

2a. Aitetari suru (空いてたりする)

2b. Ikaremasu (行かれます), Doukana to omotte (どうかなと思って), Ikimasen deshouka (行きませんでしょうか), Issho ni iketara na to omotte (一緒に行けたらなと思って)

The analysis of invitation structures indicates that JFL are aware of the functional structures of invitation and differentiated the polite style depending on the relationship. Although they utilized more negative questions for a distant friend and affirmative questions to the close friend, J1 used the questions differently. The negative questions were used more to the close friend and affirmative questions to the distant friend by implementing the variety and style of structures tactfully. JFL was not able to utilize the wide variety of indirect questions for the invitation as J1 did.

4.1.2. Semantic Formula

I categorized the inviter's invitation utterances into 14 types of semantic formula that were modified based on the ones used in Huang's research (2016).

Comparing the used formula between J1 and JFL for the invitation in Table 3, J1 asked the invitee's availability (#2) and reduced the imposition of the invitee (#12) by approaching with a conditional opening, such as "Moshi yokattara ("if you would like")" and "Ojikan ga attara ("if you have time") whereas JFL did not use them much. Nonetheless, it was clear that JFL tried to be polite and not to impede the invitee by implementing a polite opening (#11) for the invitation discourse. JFL also showed their consideration of what to say appropriately within what they could describe by taking a moment (#13).

Table 3 Comparison of Semantic Formulas in Invitation Utterances

#	J1	AVRG	JFL	AVRG
1	3	0.3	0	0.0
2	12	1.1	2	0.3
3	2	0.2	4	0.6
4	11	1.0	0	0.0
5	36	3.3	17	2.4
6	20	1.8	10	1.4
7	2	0.2	5	0.7
8	7	0.6	2	0.3
9	6	0.5	10	1.4
10	25	2.3	15	2.1
11	2	0.2	9	1.3
12	17	1.5	2	0.3
13	0	0.0	6	0.9
14	1	0.1	1	0.1
SUM	143	13.0	83	11.9

1) Apologies
2) Asking availability (indirect invitation)
3) Asking interests / awareness
4) Asking about the invitee's opinions (indirect invitation)
5) Explaining the event details/information
6) Explaining the reason for the invitation
7) Expressing the inviter's want based on their reason/thoughts
8) Expressing the inviter's thoughts
9) Invitation (Affirmative)
10) Invitation (Negative)
11) Polite opening
12) Reducing imposition for the invitee's participation
13) Taking a moment to think what to say next / pause
14) Confirming/asking the invitee's information/situation

4.1.3. Politeness Strategies

Table 4 shows token counts of positive politeness (PP) and negative politeness (NP) strategies that were used by J1 and JFL participants in the invitation utterance. The number following PP or NP refers to the strategies (Appendix C) introduced by Brown and Levinson (1978). The amount of politeness strategies used by JFL was half of what J1 used. As for the negative politeness strategy, J1 utilized it approximately twice as much as the JFL (5.1 and 2.3 respectively), and specifically strategy #2 (Question, hedge) and #4 (Minimize the imposition, Rx) were noticeable tactics that JFL were not able to manage in their utterances. Additionally, positive politeness strategy #12 (Include both S and H in the activity) was also seen in J1's utterances to express inviters' intention for inclusion saying "issho ni (together)". The negative politeness strategy used by JFL most is polite expressions NP5 (Give deference) which counted 7 tokens.

Table 4 Comparison of Politeness Strategies in Invitation Utterances

	J1_1a	J1_1b	J1_2a	J1_2b	J1 SUM	JFL_1a	JFL_1b	JFL_2a	JFL_2b	JFL SUM
PP2	0	0	0	1	1	0	0	0	0	0
PP3	0	1	3	3	7	1	0	1	0	2
PP12	2	5	4	8	19	2	1	2	3	8
PP14	0	0	1	0	1	0	0	0	0	0
PP SUM	2	6	8	12	28	3	1	2	3	10
AVRG	0.2	0.5	0.7	1.1	2.5	0.4	0.1	0.4	0.4	1.4
NP2	6	4	5	8	23	0	0	3	3	6
NP4	4	7	3	10	24	0	1	0	1	2
NP5	0	4	0	2	6	1	3	0	3	7
NP6	0	0	1	2	3	1	0	0	0	1
NP SUM	10	15	9	22	56	2	4	3	7	16
AVRG	0.9	1.4	0.8	2.0	5.1	0.3	0.6	0.4	1.0	2.3
OR15	1	1	1	3	6	0	0	0	1	1

TOTAL	13	22	18	37	90	5	5	6	11	26
AVRG	1.2	2.0	1.6	3.4	8.2	0.7	0.7	0.9	1.6	3.9

4.2. Follow-up Utterances after the Invitee's Hesitation

In this section, the data of inviters' responses after the invitee's hesitation are analyzed.

4.2.1. Semantic Formula

In order to analyze the utterances after the invitee's hesitation, I categorized them into 20 types of semantic formula based on the modification of Huang's that she used in her research (Huang, 2016).

Among the 20 semantic formula, acknowledgement (#12) was the most frequently used one for both J1 and JFL. However, there were significant differences between the J1 group and JFL group as shown in Table 5. In the follow-up utterance, more than half of JFL expressed that they gave up inviting the invitee indirectly for situation 2 while J1 did not express to give up inviting the invitee (#11). The J1 inviters followed up with invitation details, background information of the invitation as well as the inviter's thoughts. In contrast, many of JFL did not give as much information as J1 did.

Table 5 Comparison of Semantic Formulas in Follow-up Utterances

#	J1_1a	J1_1b	J1_2a	J1_2b	J1	AVRG	JFL_1a	JFL_1b	JFL_2a	JFL_2b	JFL	AVRG
1	0	0	2	1	3	0.3	0	0	0	0	0	0.0
2	0	0	0	1	1	0.1	1	0	0	0	1	0.1
3	0	0	2	2	4	0.4	0	1	2	0	3	0.4
4	3	2	0	0	5	0.5	0	0	0	0	0	0.0

5	7	11	7	8	33	3.0	4	3	1	6	14	2.0
6	4	4	5	3	16	1.5	2	1	3	2	8	1.1
7	2	1	8	3	14	1.3	0	0	2	1	3	0.4
8	1	0	0	2	3	0.3	0	0	0	0	0	0.0
9	3	3	4	5	15	1.4	1	1	1	0	3	0.4
10	3	0	4	0	7	0.6	1	1	1	1	4	0.6
11	0	1	0	0	1	0.1	1	0	4	4	9	1.3
12	10	13	9	15	47	4.3	5	7	6	5	23	3.3
13	0	0	0	1	1	0.1	0	0	0	0	0	0.0
14	0	2	0	0	2	0.2	0	0	0	0	0	0.0
15	2	0	0	0	2	0.2	1	1	0	0	2	0.3
16	4	2	1	1	8	0.7	1	1	0	0	2	0.3
17	5	4	3	5	17	1.5	2	3	1	3	9	1.3
18	0	1	0	1	2	0.2	2	4	2	2	10	1.4
19	1	1	0	0	2	0.2	1	0	0	0	1	0.1
20	1	0	0	1	2	0.2	0	0	0	0	0	0.0
SUM	47	45	45	49	186	16.9	22	23	23	24	92	13.1
AVRG	4.3	4.1	4.1	4.5			3.1	3.3	3.3	3.4		

1) Additional invitation – Negative invitation
2) Additional invitation – Positive invitation
3) Apologies
4) Asking about the invitee's thoughts = additional invitation
5) Confirming/asking the invitee's information/situation
6) Explaining event details/information to attract the invitee
7) Explaining the reason for the invitation
8) Expressing the inviter's want based on their reason/thoughts
9) Expressing the inviter's thoughts
10) Expressing the inviter's optimistic thoughts for the invitee's negative want
11) Expressing that the inviter gave up the inviting the invitee
12) Giving acknowledgement
13) Giving an option for the participation
14) Indicating next chance
15) Leading the invitee to participate ignoring the invitee's want
16) Reducing imposition for the participation
17) Showing understanding the invitee's situation
18) Taking a moment to think about what to say next

19) Neutral utterance to connect to the next utterance
20) Suggesting a return for the invitee

4.2.2. Politeness Strategies

Table 6 presents the comparison between J1 and JFL in terms of politeness strategies used in the follow-up utterance. The most remarkable difference is that J1 used a total of more than double the amount of politeness strategies compared to JFL to follow-up after the invitee's hesitation. Looking at the total token counts of politeness strategies, both positive and negative combined, J1 group counted 162 while JFL 47. When the total tokens are divided by a number of participants, the average number of politeness strategies per person for the J1 group is 14.7 and the JFL group is 6.7. Although positive strategies are seen in J1 and JFL discourses, a greater number of negative strategies were implemented for both groups. JFL did not utilize PP7 (Presuppose / raise / assert common ground) and PP12 (Include both S and H in the activity) in their discourse. Moreover, NP4 (Minimize the imposition, Rx) and OR15 (Be incomplete, use ellipsis) strategies were not used as much by JFL as by J1.

Table 6 Comparison of Politeness Strategies in Follow-up Utterances

	J1_1a	J1_1b	J1_2a	J1_2b	J1 SUM	JFL_1a	JFL_1b	JFL_2a	JFL_2b	JFL SUM
PP2	0	0	2	2	4	0	0	0	1	1
PP3	2	1	10	6	19	1	0	3	2	6
PP7	1	1	1	1	4	0	0	0	0	0
PP8	0	0	0	0	0	0	1	0	0	1
PP9	0	1	0	0	1	0	0	0	0	0
PP10	0	2	0	0	2	1	1	0	0	2
PP12	1	1	2	3	7	0	0	0	0	0
PP13	1	0	0	0	1	0	0	0	0	0

PP14	1	0	1	1	3	0	0	0	0	0
PP SUM	**6**	**6**	**16**	**13**	**41**	**2**	**2**	**3**	**3**	**10**
AVRG	**0.5**	**0.5**	**1.5**	**1.2**	**4.3**	**0.3**	**0.3**	**0.4**	**0.4**	**1.4**
NP1	0	0	0	1	1	1	1	2	3	7
NP2	18	16	14	15	63	6	5	0	6	17
NP3	3	2	2	2	9	0	0	0	0	0
NP4	8	4	3	6	21	2	1	1	1	5
NP5	0	3	0	0	3	0	1	0	0	1
NP6	0	0	2	2	4	0	1	2	0	3
NP10	0	0	0	0	0	0	0	0	1	1
NP SUM	**29**	**25**	**21**	**26**	**101**	**9**	**9**	**5**	**11**	**34**
AVRG	**2.6**	**2.3**	**1.9**	**2.4**	**9.2**	**1.3**	**1.3**	**0.7**	**1.6**	**4.9**
OR15	7	5	6	2	20	2	0	1	0	3
Sum	**42**	**36**	**43**	**41**	**162**	**13**	**11**	**9**	**14**	**47**
AVRG	**3.8**	**3.3**	**3.9**	**3.7**	**14.7**	**1.9**	**1.6**	**1.3**	**2.0**	**6.7**

4. 3. Other Comparisons

In this section, I present other results based on the differences of intimacy and situations.

4. 3. 1. Comparisons on Relationship

While the role of the invitee is the inviter's friend who is in the same grade at the same university, I differentiated the intimacy level so the participants acted out the roleplay situations with (a) a friend who is closer to the inviter, labeled 'close,' and a (b) friend who has never talked with the inviter even though they know each other from their part-time job, labeled 'distant.'

Significant differences between the close friend and distant friend are the speech style and the structure for the invitation discourse. Even though the inviter and invitee are of equal status in the same grade at the university, more than half of JFL were careful and used polite speech style to a close friend, while more than 90% of J1 used a casual style to a close friend according to Table 2. It was clear that JFL avoided using the casual style to a distant friend.

Table 2 Comparison of Speech Styles in Invitation Utterances

Formality %	J1_a	J1_b	JFL_a	JFL_b
Casual	90.9	13.6	57.1	0
Polite	0	50.0	21.4	86
Polite +	0	9.1	7.1	14.3
C+P	9.1	27.3	14.3	0
(Error)	0	0	(13.6)	(13.6)

Table 1 Comparison of Invitation Structures in Invitation Utterances

%	J1_1a	J1_1b	J1_2a	J1_2b	JFL_1a	JFL_1b	JFL_2a	JFL_2b
1	36.4	36.4	72.7	54.5	42.9	85.7	28.6	57.1
2	18.2	27.3	0	9.1	42.9	14.3	71.4	14.3
3	36.4	0	36.4	27.3	14.3	14.3	0	0
4	0	9.1	9.1	27.3	0	0	0	14.3
5	18.2	27.3	0	9.1	0	0	0	0
6	0	0	0	0	0	0	0	14.3
ERROR	0	0	0	0	14.3	14.3	28.6	14.3

Additionally, Table 1 indicated that JFL had a tendency to use an affirmative invitation structural pattern for close friends and negative structural pattern for distant

friends while J1 used mainly negative structures to all and indirect invitations to the distant friend.

Another difference is that J1 used politeness strategies more with the distant friend than with the close friend, as shown in Table 4. This indicates that J1 took a more considerate approach to the distant friend for the invitation utterance. However, the data did not show the consistent tendency for JFL that J1 had. For the one-on-one event, JFL implemented the same number of positive politeness strategies for close and distant friends. Also, for the group event they used the same number of politeness strategies for both close and distant friends. This shows that the intimacy level did not play a consistent role in inviting their friends in JFL's invitation utterances.

Table 4 Comparison of Politeness Strategies in Invitation Utterances

	J1_1a	J1_1b	J1_2a	J1_2b	J1 SUM	JFL_1a	JFL_1b	JFL_2a	JFL_2b	JFL SUM
PP2	0	0	0	1	1	0	0	0	0	0
PP3	0	1	3	3	7	1	0	1	0	2
PP12	2	5	4	8	19	2	1	2	3	8
PP14	0	0	1	0	1	0	0	0	0	0
PP SUM	2	6	8	12	28	3	1	2	3	10
AVRG	0.2	0.5	0.7	1.1	2.5	0.4	0.1	0.4	0.4	1.4
NP2	6	4	5	8	23	0	0	3	3	6
NP4	4	7	3	10	24	0	1	0	1	2
NP5	0	4	0	2	6	1	3	0	3	7
NP6	0	0	1	2	3	1	0	0	0	1
NP SUM	10	15	9	22	56	2	4	3	7	16
AVRG	0.9	1.4	0.8	2.0	5.1	0.3	0.6	0.4	1.0	2.3
OR15	1	1	1	3	6	0	0	0	1	1
TOTAL	13	22	18	37	90	5	5	6	11	26

AVRG	1.2	2.0	1.6	3.4	8.2	0.7	0.7	0.9	1.6	3.9

As for the inviter's follow-up utterance after the invitee's hesitation, there were no significant differences in semantic formula between close and distant friends. However, Table 7, which is divided into the close friend (a) and the distant friend (b) presents the different use of the politeness strategies between the relational distance. J1 used a greater number of strategies with the close friend than with the distant friend unlike JFL's implementation. JFL utilized the same amount of positive strategies between different relationships. Furthermore, they used more negative politeness for the distant friend than the close friend. These results indicate that for the follow-up utterance, JFL inviter took careful consideration to the distant friend and implemented more politeness strategies while J1 was more careful to the close friend.

Table 7 Comparison of Politeness Strategies in Follow-up Utterances by Intimacy

	J1_a	J1_b	J1 SUM	JFL_a	JFL_b	JFL SUM
PP2	2	2	4	0	1	1
PP3	12	7	19	4	2	6
PP7	2	2	4	0	0	0
PP8	0	0	0	0	1	1
PP9	0	1	1	0	0	0
PP10	0	2	2	1	1	2
PP12	3	4	7	0	0	0
PP13	1	0	1	0	0	0
PP14	2	1	3	0	0	0
PP SUM	22	19	41	5	5	10
AVRG	2.0	1.7	3.7	0.7	0.7	1.4
NP1	0	1	1	3	4	7

NP2	32	31	63	6	11	17
NP3	5	4	9	0	0	0
NP4	11	10	21	3	2	5
NP5	0	3	3	0	1	1
NP6	2	2	4	2	1	3
NP10	0	0	0	0	1	1
NP SUM	50	51	101	14	20	34
AVRG	4.5	4.6	9.2	2.0	2.9	4.9
OR15	7	5	12	3	0	3
SUM	**79**	**75**	**154**	**22**	**25**	**47**
AVRG	7.2	6.8	14.0	3.1	3.6	6.7

Both J1 and JFL differentiated their politeness depending on intimacy. JFL was very careful about not being impolite to the distant friend both for the invitation and follow-up utterances and used the polite speech style and implemented more politeness strategies than to the close friend. However, J1 was careful and used more politeness strategies to the distant friend for the invitation utterance, they implemented more politeness strategies to the close friend for the follow-up utterance. In other words, J1 had a different determination of politeness for the close friend between the invitation utterance and the follow-up utterance.

4. 3. 2. Comparisons on Event Type

The roleplay scenario was given two different contexts. Situation 1 is to invite a friend to a group event that the invitee can join and situation 2 is to invite a friend to an event to which the inviter needs to go with someone.

According to Table 8, J1 utilized more negative and indirect ways of questions for the one-on-one event than the group event. On the contrary, JFL increased the usage of the affirmative questions and the error rate for the one-on-one event.

Table 8 Comparison of Invitation Structures by Event Type

%	JPN_1	JPN_2	JFL_1	JFL_2
1	36.4	63.6	64.3	42.9
2	22.7	4.5	28.6	42.9
3	18.2	31.8	14.3	0.0
4	4.5	18.2	0.0	7.1
5	22.7	4.5	0.0	0
6	0	0	0.0	7.1
Error	0	0	14.3	21.4

1. Negative questions
2. Affirmative questions
3. Asking availability (indirect invitation)
4. Expressing opinions "__ to omotte (I think __)" (indirect invitation)
5. Asking opinions "dou (how/ what)"
6. Other (asking interests)

Comparing the type of the events in terms of the number of semantic formula in invitation utterance as shown in Table 9, J1 implemented more semantic formula on an average for the one-on-one event than the group event (7.8 and 5.2 respectively) although both J1 and JFL utilized more of the formulas for the one-on-one event than the group event. The average numbers of semantic formulas used by JFL were 5.7 for the group event and 6.1 for the one-on-one event showing little differentiation.

Table 9 Comparison of Semantic Formulas in Invitation Utterances by Event Type

#	J1_1	J1_2	J1	JFL_1	JFL_2	JFL
SUM	57	86	143	40	43	83
AVRG	5.2	7.8	13.2	5.7	6.1	11.9

Another noticeable difference between the group event and the one-on-one event for the invitation utterance was the use of positive politeness strategies. J1 used an average of 0.7 tokens of politeness strategies for the group event and 1.8 for the one-on-one event shown in Table 10. The number increased more than twice as much as the group event. That difference was not seen by JFL.

Table 10 Comparison of Positive Politeness Strategies in Invitation Utterances by Event Type

	J1_1	J1_2	J1 sum	JFL_1	JFL_2	JFL sum
PP2	0	1	1	0	0	0
PP3	1	6	7	1	1	2
PP12	7	12	19	3	5	8
PP14	0	1	1	0	0	0
PP SUM	8	20	28	4	6	10
AVRG	0.7	1.8	2.5	0.6	0.9	1.4

Similarly, J1 used more than double tokens of positive politeness strategies for the one-on-one event than for the group event for the inviter's follow up utterance, while JFL did not have much difference as shown in Table 11. Both J1 and JFL used slightly more semantic formulas for the one-on-one event than for the group event in total in Table 12.

Table 11 Comparison of Total Number of Politeness Strategies in Follow-up Utterances by Event Type

	J1_1	J1_2	J1 sum	JFL_1	JFL_2	JFL sum
PP SUM	12	29	41	4	6	10
AVRG	1.1	2.6	3.7	0.6	0.9	1.4

NP SUM	54	47	101	18	16	34
AVRG	4.9	4.3	9.2	2.6	2.3	4.9
SUM	78	84	162	24	23	47
AVRG	7.1	7.6	14.7	3.4	3.3	6.7

Table 12 Comparison of Total Number of Semantic Formulas in Follow-up Utterances by Event Type

#	J1_1	J1_2	J1	JFL_1	JFL_2	JFL
SUM	92	94	186	45	47	92
AVRG	8.4	8.5	16.9	6.4	6.7	13.1

Both J1 and JFL changed their politeness level depending on the event types. Although the differences between the group event and the one-on-one event are smaller in JFL's utterance than J1's, it was clear that JFL attempted to differentiate the utterances by the type of the event.

CHAPTER 5:

DISCUSSION

In this chapter, I will discuss significant differences between J1 and JFL which were found in the data shown in Chapter 4.

5. 1. Invitation Utterances

The data showed that JFL attempted to be polite for the invitation utterance, and they differentiated their speech styles depending on the intimacy of the relationship and the event types. They also changed the linguistic structures although they knew that their friends were both in the same year at the same college. This indicated that the learners took the intimacy into consideration for the invitation discourse. However, how JFL differentiated the speech style according to the intimacy was different from the way J1 did. Additionally, J1 asked the invitee tactfully by using indirect questions in their invitation utterance that JFL did not implement well.

5. 1. 1. Use of Indirect Questions

Comparing the linguistic structures in the invitation utterance, JFL used more affirmative questions than negative questions to the close friend to make the conversations sound more casual for the invitation. It is clear that they understood that using negative questions can be more polite than using affirmative questions. However, J1 utilized more indirect ways of invitation to the distant friend than to the close friend that JFL did not implement.

J1 used a tactic of asking about the invitee's availability instead of asking directly to come to the event. To the distant friend, many of J1 used additional indirect ways that were either asking invitees' opinions with the structure of *dou* (how or how about) or expressing the inviter's opinions about the invitee joining in the event.

For instance, J1 used *dou* as follows:

1. Ohanami ni iku-n-da kedo, issho ni dou? お花見に行くんだけど、一緒にどう？ (J2-1a)
   I'm going for a flower-viewing picnic, how about going together?
2. Kore tara zettai tanoshii to omou-n-da kedo, dou kanaa? 来れたら絶対楽しいと思うんだけど、どうかなぁ？ (J10-1a)
   If you could come, it would be absolutely fun, but how about coming?
3. Kyou ga saigo no sono konsaatoibento ga aru-n-dakedo, kyou dou, issho ni ikanai? 今日が最後のそのコンサートイベントがあるんだけど、今日どう、一緒に行かない？ (J9-2a)
   There is the concert event that is the final day today, how about going today, would you like to go together?
4. Kono baito shiteiru gakusei to ikanakya ikenai-n-desu kedo, dou kana to omotte. このバイトしている学生と行かなきゃいけないんですけど、どうかなと思って(J5-2b)
   I need to go with the students who do this part-time job, I was wondering if you would like to go together.
5. Issho ni ikaremasu? Yokattara dou desuka? 一緒に行かれます？良かったらどうですか。 (J6-2b)
   Would you like to go together? How about going if you would like?

There are two different interpretations of *dou* that J1 used above. The words *dou* in #1, 2 and 4 are implying to join by not mentioning the previous part. *Dou* was replaced with the previous action words, which are "to go" in #1 and 4, and "to come" in #2. For #3 and 5, the inviter used both the invitation structure and *dou*. They can be interpreted as an additional push. The technique using *dou* avoids repeating the previous action words explicitly or pushing softly once more after the invitation.

There are two possible reasons why JFL did not use indirect ways of invitation including the use of *dou*. Firstly, JFL might not have known the concept of indirectness in the invitation discourse in Japanese. The JFL participants I interviewed used the text book *Japanese: The Spoken Language (JSL)* (Jorden & Noda, 1987) and there are four different invitation discourses utilized in the textbook. Here are the invitation utterances they used:

1. Lesson 11 Section A Core Conversation 2
   Attakaku natta kara, otaku to uchi no kazoku de, issho ni nani ka shimasen ka?
   Since it's gotten warm, wouldn't you like to do something together, your family and ours?
2. Lesson 16 Section B Core Conversation 1 Part 1
   Uchi e shokuji ni irasshaimasen ka?
   Won't you come to my home for dining?
3. Lesson 28 Section B Core Conversation 2
   Ni san nichi uchi no hou e irasshaimasen ka?
   Won't you come to my place for two or three days?
4. Lesson 28 Section B Core Conversation 3
   Choudo doyoubi no kippu ga aru-n-desu ga, <u>ikaga</u> desu ka?
   The fact is I just happen to have tickets for Saturday. <u>How about</u> it?

The utterance #4 with "ikaga (how about)," the polite form of *dou*, has been introduced as the polite invitation discourse. This is the closest usage that J1 applied to their invitation discourse. However, none of the JFL could successfully utilize either *ikaga* or *dou* even though the structure was covered in their class. This shows that JFL may not have internalized it to utilize it successfully in the conversation, unlike the other negative question patterns #1, 2 and 3. Additionally, the variety of indirect invitation utterances were not abundant for the invitation discourse. There are only two different patterns introduced in the textbook: negative questions and use of *ikaga*. Therefore, JFL may not have known other ways to express their wants without using the invitation structures tactfully, and they were not familiar with what kind of utterances could be indirect and appropriate for the invitation.

According to J1's data of semantic formula, their tactics for asking indirectly were after indicating there is an event, asking about the invitee's availability, asking the invitee's opinions with the structure of "what do you think" and "how about", and expressing the inviter's own thoughts about the invitee joining in the event by using the structure "I think you / the event…" with the ambiguous ending. These tactics were used along with providing the event information in the invitation discourse, so that the invitee can fill the gap that the inviter intended.

Secondly, JFL might not have known how to connect the structures by implementing *dou* with an invitation discourse. The structure of *dou* is usually introduced in the introductory level of Japanese courses. The various usages were shown in the dialogues in different settings in the JSL textbook. The word *dou* is applied to the dialogues as follows:

1. Lesson 4 Section A Core Conversation 5

   A: Ee… chotto ookiku nai desu ka?

   B: Jaa, kono aoi no wa ikaga desu ka?

   A: Yes… Isn't it a little big?

   B: Then how about this blue one?

2. Lesson 4 Section B Core Conversation 2

   A: Konna boorupen, arimasu ka?

   B: Shoushou omachi kudasai… Choudo onaji ja nai desu kedo, ikaga desu ka?

   A: Do you have this kind of ballpoint pen?

   B: Just a moment, please… It's not exactly the same, but how about this?

3. Lesson 6 Section B Core Conversation 3

   A: Are wa ryokan deshou ka nee.

   B: Saa, dou deshou ka nee… Yappari ryokan desu ne!

   A: I wonder if that's an inn.

   B: Hmm, I wonder… It is an inn.

4. Lesson 11 Section A Core Conversation 3

   A: Oyasumi wa dou sun no?

   B: Hokkaido e ikitai to omotte iru-n-desu kedo...

   A: What are you going to do about your vacation?

   B: I've been thinking that I'd like to go to Hokkaido, but…

5. Lesson 20 Section B Core Conversation 4

   A: Dou deshita – gakkai wa?

   B: Dou mo nee. Maa, iroirobenkyou-suru tsumori de itta-n-da kedo nee.

   A: How was it – the academic conference?

   B: Somehow – you know… It's that I went with the expectation of learning all kinds of things but…

6. Lesson 24 Section B Core Conversation 1

   A: Hirosa wa kanari aru ne?

   B: Un, Wan-ruumu da kara hirosoo ni mieru kedo, dou darou nee.

   A: It's pretty big, isn't it?

B: Yeah, It's one room, so it looks big, but I wonder.

7. Lesson 26 Section B Core Conversation 1

   A: Guamu wa, ikaga deshita?

   B: Iyaa, shigoto shi ni itta no ni, asonde bakari deshita.

   A: How was Guam?

   B: Oh, even though I went to do work, I did nothing but have good time.

8. Lesson 28 Section B Core Conversation 3

   A: Choudo doyoubi no kippu ga aru-n-desu ga, ikaga desu ka?

   B: Sekkaku desu ga, doyoubi wa zanen nagara senyaku ga arimasu no de…

   A: The fact is I just happen to have tickets for Saturday. How about it?

   B: Oh, thank you, but Saturday, unfortunately, I have a prior engagement.

For #1 and 2, both *dou* are introduced as a polite offer "ikaga (how about)." The shop clerk was softly offering the alternative item at the store by asking for the customer's opinions. This is similar to the "soft push" that is used in the invitation discourse. #3 "dou deshou" and #6 "dou darou" are translated as "I wonder" and they are to express speakers' uncertainty or wonder. They are often used as a set phrase. In #4, 5 and 7, all of the speaker As are asking about the content of what the interlocutor did or is going to do with *dou*. Lastly, #8 is the invitation dialogue where speaker A is implicitly asking to go together with *dou* by mentioning that speaker A has tickets.

To use *dou* structure in the conversation in Japanese, the speaker is required to give a context so that the invitee can understand what the speaker implies with *dou* question. This might be challenging for JFL to understand the intention from the context and the interlocutor's previous utterance. The ambiguity of *dou* might prevent JFL from using this structure in the discourse. For the smooth use of *dou*, JFL needs to understand

the usage well and be trained to think about the speaker's intentions and implement them appropriately in the various contexts.

5. 1. 2. Use of Complex Structures

In the invitation discourse, some structures were used by both J1 and JFL. The structures were both the negative and affirmative questions including the use of beneficial verbs. JFL used the -te form verb conjugation to add beneficial verbs. This indicates that JFL managed to utilize the appropriate structures for the invitation utterance.

The common structures are as follows:

1. Ikanai? (ika + nai)
   Ikimasenka? (iki + mase + n + ka)
   Won't you go?
2. Ikeru? (i + -keru) / Koreru? (ko + -reru)
   Koraremasuka? (ko + rare + masu + ka)
   Can you go? / Can you come?
3. Itte kureru? (i + -tte + kureru)
   Will you go for me?
4. Itte kuremasenka? (i + -tte + kure + mase + n + ka)
   Would you go for me?
5. Kite kudasaimasenka? (ki + -te + kudasai + mase + n + ka)
   Would you come for me please?
6. Kite moraemasenka? (ki + -te + morae + mase + n + ka)
   Would you come for me?

Ikeru and *Koreru* in #2 are the potential form questions and the plain style was used for the close friend and polite style was used for the distant friend to invite them in a straightforward manner.

While the negative question #1 is used to invite or ask people to do an action with the speaker (inviter), the structures with the beneficial verbs #3 - #6 became a request to do a favor for the inviter. The request style of the invitation can be more indirect than the structure #1 because the beneficial verb created the layer of asking permission to go or come. The inviter took this step to consider carefully not to impede the negative face of the invitee.

There were some structures that only J1 used and JFL did not. Many of the structures were morphologically more complex than that of JFL's invitation utterance, and some were combinations of the various structures. Additionally, different verb forms were also used for the invitation utterance as follows:

1. Aite tari suru? (ai + te + tari + suru) (1a, 2a)
   Would you happen to be available?
2. Koresou dattari shimasuka? (ko + re + sou + da + ttari + shi + masu + ka) (1b)
   Would you happen to be able to come?
3. Irasshaimasenka? (irasshai + mase + n + ka) (1b)
   Wouldn't you please come?
4. Kite moraeru to tasukaru (ki + te + mora + eru + to + tasukaru) (1b)
   It would be helpful if you could come for me.
5. Ikaremasu? (ika + re + masu) (2b)
   Would you like to go?
6. Dou kana to omotte (dou + ka + na + to + omo + tte) (2b)
   I wonder what you think.
7. Ikimasen deshouka? (iki + mase + n + desho + u + ka) (2b)
   Wouldn't you like to go?
8. Issho ni iketarana to omotte. (isshoni + ike + tara + na + to + omo + tte) (2b)

I was hoping I could go with you.

The use of *-tari* structure #1 and 2 indicated that the inviter avoided being direct in their questions. The structure expresses an inexhaustive listing of actions. A dictionary of Basic Grammar explains "'inexhausitive' means that in a given situation there may be additional, unstated actions or states." (Makino, 1989, p.460) In #1, the "additional unstated action" would be the state that the invitee is not available. The unstated possibility for #2 would be the action that it would be unlikely that the invitee would be able to come. In the JSL textbook that JFL used, the *-tari* structure is introduced in Lesson 26 section B as "the representative" where "two representative forms X and Y (which occur in sequence with or without preceding modifiers) are immediately followed by a form *suru*" (Jordan & Noda, 1987, p.71). However, their explanations are associated with grammatical usages, and they are not associated with a politeness strategy to be indirect in an invitation context, and it may be why JFL did not use it or know the usage.

In the utterances #4, 6 and 8, the inviters expressed their thoughts as their invitations and did not use the structure for asking questions. They mentioned if the invitee could come or wanted to join. By expressing the inviters' opinions without using a question format, the inviters did not force the invitee to respond. This shows that the inviter took the invitee's negative face into consideration. Additionally, the end of the utterances #6 and #8 were ambiguously faded. In the omitted parts, it can be assumed that the inviter would like to ask the invitee to go together. This omission and having the invitee read between the lines from the utterance were the invitation tactics that J1 used to reduce the invitee's imposition.

These morphologically complex structures that J1 used were mainly addressed to the distant friend and resulted in the invitation being more indirect and polite. To be extra polite for the distant friend, some of the J1 implemented the honorific polite styles in the invitation #3 and #5. As J1 demonstrated, there are various possibilities to invite indirectly and to be polite. However, JFL did not utilize them.

5. 1. 3. Respecting Invitee's Negative Face

In addition to the tactics of the invitation structures, J1 implemented various considerate strategies, that is, discernment utterance that Szatrowski introduced (1993), to avoid impeding the invitee in the invitation. The discernment utterance includes asking about their availability, asking about their opinions regarding the event, and asking about the invitee's participation without questioning them directly to join the event in semantic formula. The discernment utterances were also analyzed by the politeness strategies by Brown and Levinson (1987).

Based on the politeness strategies, there were noticeable differences in the use of negative politeness strategies (NP) between J1 and JFL. J1 utilized double the number of NP2 (Use hedge or question) and NP4 (Reduce H's imposition) to reduce the imposition of the invitee than JFL did for the invitation. According to Brown and Levinson, "a 'hedge' is a particle, word, or phrase that modifies the degree of membership of a predicate or noun phrase in a set." (p145) The frequently implemented word as a hedge both by J1 and JFL was "a little… (chotto)," however, J1 used far more frequently than JFL. Additionally, Brown and Levinson mentioned Quality of the Cooperative Principle from Grice's Maxims (1975). Quality Maxim provides the truth of the utterance.

Therefore, the degree of the quality of the utterance can be determined by hedge. By utilizing NP2, J1 made the utterance more indirect in the following examples:

1. Nanka issho ni kite mo ii mitai na kanji
   なんか一緒に来てもいいみたいな感じ (J1a-10)
   It seems like it is okay to come together
2. Minna de ohanami ikanai kanaa to omotteru-n-desu kedo
   みんなでお花見行かないかなぁと思ってるんですけど (J1a-11)
   I am thinking if we wouldn't go for a flower-viewing picnic all together
3. Soko kara ato tte iu kanji ni naru to omou
   そこからあとっていう感じになると思う (J1b-10)
   I think it might be after that
4. Aite tari suru 空いてたりする (J2a-3)
   Would you happen to be available?
5. Iketara iina to omotte 行けたらいいなと思って (J2a-7)
   I am thinking it would be good if you could go
6. Dou kana to omotte どうかなと思って (J2b-5, 9)
   I am thinking what you would think

Implementing hedges, #1 and 3 "kanji (seem like)", #2, 5 and 6 "...to omotte (I think that)" and #4 "tari suru (do things like)" weaken the quality of the utterance. #1 avoided asserting the statement. By adding "...to omotte (I think that)" also change the utterance to be indirect in #2, 5 and 6. #4 used the structure to imply the possibilities of being not available. The indirectness in these expressions seem to have the effect of not impeding on the invitee's negative face using hedge (NP2).

For the strategy NP4 (Minimize the imposition, Rx), J1 frequently used the conditional construction, that is, "do if…" indicating the outcome of going to the event if a certain condition is met. The examples that J1 implemented were as follows:

1. Jikan attara… 時間があったら (J1a-4)
   If you had time
2. Moshi yokattara もし良かったら (J1a-6, 11, J2b)
   If you would like
3. Hima dattara 暇だったら (J1b-8)
   If you had a spare time
4. Yotei aitetara de ii 予定空いたらでいい (J2a-10)
   If you were available

The conditional structure was used with verbs, attara in #1 and aitara in #4, adjective, yokattara in #2, and -na noun/adjective in #3. The phrase #2 "Moshi yokattara (if you would like)" was most common in the data to reduce the invitee's imposition and was used as a set phrase. By using the -tara structure, the inviter presupposed that the invitee may not be available or may not have time, and that resulted in the invitee not needing to provide the negative response to the inviter.

On the contrary, JFL used strategies both NP2 and 4 significantly less frequently than J1 for the negative politeness strategies. Alternatively, some of JFL implemented the strategy NP5 (Give deference) by using honorific polite styles to reduce the imposition of the invitee, and attempted to be polite in the discourse.

1. Kite kudasai masen ka 来てくださいませんか (E1a-3)

2. *Yoroshii no shou ka *Grammatically incorrect よろしいのしょうか (E1b-2)
3. Gozonji desu ka ご存知ですか (E2b-2)

These utterances with the honorific polite style indicate that JFL had a notion that giving deference (NP5) expresses politeness. However, they may not have fully understood that indirect utterances can express politeness or they did not know the variety of the indirectness. In JFL's data, the use of negative structures as well as the honorific polite style were observed in the question format, however, the indirect ways of invitation were rarely found.

This showed evidently that JFL were not aware of how to use the negative politeness strategies to be indirect to respect the invitee's negative face as J1 implemented. JFL may not know the degree of how much imposition the inviter can reduce with implementing the strategies or they may not know the variety of the expressions for the appropriate contexts. Although the structures were covered in the Japanese language class, they might not be associated with politeness strategies for the invitation discourse because the appropriate contexts and the usage for the invitations are not introduced in the textbook.

5. 1. 4. Other Politeness Strategies

Other noticeable strategies were seen in positive politeness strategies (PP). J1 implemented the PP12 (Include both S and H in the activity) more often than JFL did. For this strategy, the inviter frequently used the word "issho ni (together)" for the invitation. According to Brown and Levinson (1987), by including the speaker (inviter)

oneself collectively in the action, the cooperative assumption can redress the Face Threatening Act (FTA).

In my research, two different contexts were given: 1) Inviting a friend to a group event and 2) inviting a friend to an event that requires one-on-one pair participation (dubbed as one-on-one event).

J1's usage of the word "issho ni (together)" were as follows:

1) Inviting a friend to a group event

1. Gaikoku sentaa de gaikokujin to hanami mi ni iku-n-da kedo, issho ni ikanai?
   外国センターで外国人と花見見に行くんだけど、一緒に行かない？ (J1a-9)
   I'm going to a flower-viewing picnic with foreigners at the foreign center, but won't you go together with me?
2. Ashita no ohanami no, ettoo, kikaku o shiteiru-n-desu kedo yokattara issho ni ikaga desukaa?
   明日お花見の、えっとぉ企画をしているんですけどよかったら一緒にいかがですかぁ？ (J1b-10)
   I am organizing a flower-viewing picnic for tomorrow, but if you would like, how about going together?

2) inviting a friend to a one-on-one event

3. Kyou no yoru, muryou no konsaato no chiketto o moratta-n-da kedo, issho ni ikanai?
   今日の夜、無料のコンサートのチケットをもらったんだけど、一緒に行かない？ (J2a-1)
   I received a free concert ticket for tonight, but won't you go together?
4. …dare ka tsurete ikanai to ikenai-n-desu kedo yokattara issho ni itte moraemasen ka?

...誰か連れていかないといけないんですけどよかったら一緒に行ってもらえませんか (J2b-2)
... I need to take someone, but if you would like, wouldn't you go together?

In utterance #1 and #2, the word “issho ni (together)” was used to express that the invitee is included as a part of the group. The inviter in #1 explained explicitly that there are also participants other than the invitee. Although other participants were not mentioned in utterance #2, the inviter expressed that he organized the event and that implied that it was a group event. By mentioning “ohanami” as an event, most Japanese people can imagine that it is a group event. Therefore, when the inviter invited the friends to join the event, the inviter took careful consideration and implied that the invitee will not feel alone with other participants at the event.

On the other hand, the word “issho ni (together)” may have had an important indication in #3 and 4 because the inviters needed someone to accomplish their desires to go to the concert in situation 2). Because the Japanese language does not use “you” to address the invitee explicitly when the inviter invites people, the word “issho ni (together)” can be a clue that the invitee is addressed explicitly as two of us, which is you and me.

The following sentences #5 and #6 are the examples of the comparison with the word “issho ni (together)” and without it.

5. Kafe ni ikimasen ka.
   カフェに行きませんか

Would you like to go to a cafe?

6. Issho ni kafe ni ikimasen ka.
   一緒にカフェに行きませんか
   Would you like to go to a cafe together?

Comparing the question #5 and 6, #5 appears to be a regular straightforward invitation, while adding the word “issho ni (together)” including explicitly that among the inviter and the interlocutor alone are going, the invitation seems to be convincing. Therefore, the importance of the interlocutor’s participation was expressed including the word “issho ni” and this explains why J1 used PP12 (Include both S and H in the activity) more often in situation 2 (one-on-one event) than in situation 1 (group event). Although J1 utilized a greater number than JFL, JFL also differentiated the implementation of the word “issho ni” depending on the types of the event.

In the JSL textbook, the word “issho ni” is introduced in the dialogue in Lesson 11 as follows:

7. Lesson 11 Section A Core Conversation 2
   A: Attakaku natta kara, otaku to uchi no kazoku de, issho ni nani ka shimasen ka?
   B: Aa, ii aidea desu nee.
   A: Since it’s gotten warm, wouldn’t you like to do something together, your family and ours?
   B: Oh, that’s a good idea!

In this utterance #7, by adding the word “issho ni,” it emphasizes the limited participants between ‘otaku to uchi no Kazoku (your family and ours)’ which can be categorized into a one-on-one event. JSL explains that “The invitation to do something

together is extended in terms of its 'being your and our family' who will constitute the participants" (Jordan & Noda, 1987, p.295). However, no distinction about the invitation between the group and the one-on-one setting has been pointed out with the term "issho ni (together)" in the textbook.

By including the invitee using the word "issho ni (together)", it can include the invitees as a collective group and promote their participation by directing their positive face. However, the degree of emphasis for the invitation appears different from the situations of what type of event the inviter invited the invitee to.

5. 1. 5. Summary of Invitation Utterances

The close analysis of the invitation utterances revealed that there are noticeable differences between J1 and JFL in the use of linguistic elements and implementation of politeness strategies.

J1 used various indirectness and negative politeness strategies in the invitation utterances. J1 utilized *dou* questions and hedges tactfully for the invitation. That resulted in making the utterances vague and morphologically complex which created more indirect utterances. There were also conditional constructions in the invitation utterance that mitigated the impositions. These indirect utterances and conditional structures could reduce the impositions of invitees, however, JFL could not manage to use them.

In order to respect the invitee's negative face in the Japanese invitation setting, the inviter is required to implement indirectness tactfully. JFL might not have understood the concept of indirectness as a part of politeness well, or they may not be familiar with a variety of indirect invitation structures, especially without using the question format. It is

clear that adjusting the degree of the indirectness and ambiguity with the grammatical structures were challenging for JFL from what they had learned.

5. 2. Follow-up Utterances after Invitee's Hesitation

In the analysis of follow-up utterances, there were some noticeable differences between J1 and JFL. Categorizing the utterances based on the semantic formula, it was clear that J1 made efforts to follow up with the invitee about their hesitation while JFL expressed their intention to give up inviting the invitee explicitly (#11: Expressing that the inviter gave up inviting the invitee) more frequently than J1.

In order to follow up with the invitee, the J1 inviter asked or confirmed the invitee's situation (#5:Confirming/asking invitee's information/situation), explained the background why the inviter invited the person (#7: Explaining the reason for the invitation) and revealed inviter's thoughts for the invitation or event (#9: Expressing inviter's thoughts) in their utterances. J1 may have been considered that following-up is a polite gesture not immediately comprehending the hesitation as invitee's decline.

5.2.1. Interpretation of Hesitation

With regard to J1's semantic formula used after the invitee's hesitation, many of J1 explained the reasons for the invitation or expressed the inviter's thoughts as their follow-up discourse. As for the use of the politeness strategies, while J1 implemented PP3 (Intensify interest to H), JFL did not use them well to motivate the participation further and explain the advantages to attend or reasons why the invitee should attend. The data showed that JFL did not make an effort to follow up and rather expressed verbally

that the inviter gave up inviting. More than half of JFL gave up their invitations to the one-on-one event both for the close and distant friends.

This indicates that JFL may believe that hesitation means a polite refusal to the inviter, and they might have thought that it would be polite to understand the invitee's intention and not impede them any longer. Then, JFL might have made a decision to give up inviting quickly to end the discourse. Therefore, it is clear that JFL used much shorter follow-up utterances than J1. Alternatively, they may not know how to follow up politely without impeding the invitee's negative face. Following up on the hesitation may require some tactics in terms of politeness. Because refusal is one of the speech acts that contains FTA (Brown and Levinson, 1987), J1 inviter may have taken careful consideration on how to respond to the invitee.

5.2.2. Politeness Strategies for Follow-up

For the follow-up discourse, both J1 and JFL used politeness strategies. However, the following politeness strategies were not observed in the JFL's utterances as much as J1's: Off Record (OR) #15 (Be incomplete, use ellipsis), PP3 (Intensify interest H), PP12 (Include both S and H in the activity), PP13 (Give or ask reasons), NP2 (Use hedge or question) and NP4 (Reduce H's imposition). As J1 implemented tactfully, it was clear that there were certain strategies to make the sentence more polite and culturally appropriate for the follow-up utterance in Japanese.

5.2.2.1. Off Record (OR)

Off Record is one of the communicative acts that is not mentioned verbally and whose interpretations are left up to the interlocutor. Therefore, the interlocutor needs to "read the speaker's mind" or intentions that were not explicitly expressed (Brown and Levinson, 1987). Brown and Levinson categorized the off record strategies into fifteen types.

J1 frequently used the strategy OR15 (Be incomplete) that cut the ending of the utterances and made the inviter's intention ambiguous as follows:

1. Yokattara 良かったら (J1a-6)
   If you would like.
2. Sokka, chotto nee… そっか、ちょっとねぇ (J1a-10)
   Is that so. That would be a bit...
3. To omottari shite… と思ったりして (J1a-11)
   That is what I thought and…
4. Minna de tanoshinde moraereba naa tte iu kanji nan-desu kedo...
   みんなで楽しんでもらえればなぁっていう感じなんですけど (J1b-5)
   It would be great if you could have fun with others and…
5. Jaa mata jikai. じゃあまた次回 (J1b-6)
   Well then, next time again.
6. Ma, ryuugakusei no arubaito tte koto de...
   ま、留学センターのアルバイトってことで (J1b-9)
   Well, it is the part-time job at the center for the exchange students, so…
7. Kono baito shiteru hito janai to ikenaku te…
   このバイトしてる人じゃないと行けなくて (J2a-1)
   People cannot go unless they do this part-time job, so…
8. Yokattara to omotta-n-dakedo…
   良かったら行けたらと思ったんだけど (J2a-3)

I thought if you could go, so…

9. Osoku made nai to omou-n-da kedo…
   遅くまでないと思うんだけど (J2a-8)
   I think it would not last until late, so…
10. De shika mo, issho ni ittara muryou de ikeru karaa…
    でしかも、一緒に行ったら無料で行けるからぁ (J2a-9)
    And then, it will be free if we go together, so…
11. Yokereba issho ni ikitai naa to omotte…
    良ければ一緒に行きたいなぁと思って (J2b-5)
    I thought I would like to go if it is good for you and…

For J1's use of OR15, three types of the omission were seen in their utterances. They may be categorized into implying additional invitation or extra push, showing understanding, and creating ambiguous endings. In the utterances #1, 4, 6, 7, 8, 9, 10, the similar omissions were seen which include an additional push or invitation that was implied in the missing parts. The phrases were cut after the conjunctive part, such as "therefore (-kara)", "however (-kedo)", "and (-te, -de, -shi)". Although the inviter indicated that there would be some additional intentions coming after the conjunctive words, the inviters did not explicitly mention. For #2, the inviter expressed his sympathy and understanding that they were not available by responding with the word "sokka (I see)" and ending with the final particle "nee" for the shared understanding. With #3, 5 and 11, the end of the sentence were modified to make them ambiguous to avoid a clear ending to be polite.

On the other hand, in JFL's data, four incomplete utterances were seen. Three of them were used for the additional push by expressing the reasons to invite or providing

the details of the invitations. The other case was that the JFL inviter could not find words to say and could not finish the sentence. Additionally, JFL only used the OR15 for the close friend, while J1 used the strategies for both the close and distant friend. JFL might have thought that this strategy can be used for a close friend or they were not aware of how it can be used to the distant friend.

For example, JFL participant #12 responded more directly and explicitly as follows:

12. Aa, ashita wa tesuto nan-desu ka! A sou, ittara komarimasu ne. Jaa, watashi, betsu no hito ni sagashite mimasu ne. あー、明日はテストなんですか！あそう、行ったら困りますね。じゃあ私、別の人に探してみますね (E2b-2)
Oh, your test is tomorrow! I see, it would be a problem. So, I will look for someone else.

JFL Participant #12 did not continue the invitation and declared that he would look for another person. Compare the previous utterance with the following by J1 Participant #2.

2. Sokka, chotto nee… そっか、ちょっとねぇ (J1a-10)
Is that so. That would be a bit...

Both of them expressed sympathy and understanding that the invitee was not available. They used the word “sokka (I see)” and ended with the final particle “ne” for the shared understanding. However, JFL explicitly mentioned quickly that he would give

up and ask another person. This shows that JFL might not have known how to implement OR15 tactfully to the invitee.

According to the J1's utterances performing the strategy OR15, J1 seemed like they discerned and acknowledged the invitee's intentions while conveying the inviters' intentions implicitly. Among J1's omissions, many of them were used to avoid expressing the inviters' intentions of an additional push. Since the invitee showed her hesitation toward the invitation, the inviter might have approached carefully and used the technique to carry out their additional invitation off record. This may be one of the important strategies for the follow-up utterance as a part of the invitation discourse in terms of politeness.

5. 2. 2. 2. Positive Politeness (PP)

Brown and Levinson explained that positive politeness is used for the redressive action to direct the interlocutor's positive face to promote his or her desire.

J1 implemented certain positive politeness strategies such as PP3 (Intensify interest H) and PP12 (Include both S and H in the activity) for the follow-up utterance. PP3 was used often to motivate the invitee to join the event. By using this strategy, the inviter was hoping that the invitee would feel enticed and willing to join the event. Many of J1 used the positive politeness strategies to attempt to motivate the invitee although the invitee had shown her hesitation to the invitation.

Here are some examples:

1. Aa, demo kore mo ma, ryuugaku sentaa no arubaito tte koto de, anou okane mo demasu shi…
   あーでもこれも、ま、留学センターのアルバイトってことで、あのうお金も出ますし (J1b-9)
   Ah, but this will also be compensated as a part of the part-time job and…
2. Aa, souna-n-daa, demosaa, kore, dareka tsurete ikanai to ikenakutte, Kabuki tte nakanaka muryou de mirenai jan
   あーそうなんだぁ、でもさぁ、これ、誰か連れて行かないといけなくって、歌舞伎ってなかなか無料で見れないじゃん (J2a-2)
   Ah, I see, but as for this event, I need to take someone with me and we can rarely see Kabuki for free, right?
3. Sokka, demo kono konsaato saa, ano kyou ga saishuubi de…
   そっかぁ、でもこのコンサートさぁ、あの、今日が最終日で (J2a-6)
   Is that so, but this concert, well, it is the last day today and...
4. Tanoshii yo 楽しいよ (J2a-11)
   It will be fun.
5. Sokkaa, sore jaa, chotto muri ni onegai suru no wa moushiwakenai-n-desu kedo, kyou ga chotto saishuubi dee
   そっかぁ、それじゃあ、ちょっと無理にお誘いするのは申し訳ないんですけど、今日がちょっと最終日でぇ (J2b-4)
   I see, well then, I'm sorry to ask you a bit forcibly, however today is the last day…
6. A, soussu ka, ano, moshi, moshi yokattarana-n-desu kedo, muryou na-n-de shikamo Wanoku na-n-de…
   あ、そうっすか　あの、もし、もし良かったらなんすけど、無料なんで、しかもワンオクなんで (J2b-5)
   Ah, is that so, well, if, if you would like, it will be free and moreover the artist will be Wan-oku*, so…

*Wan-oku is a short version of a Japanese band “One OK Rock”

This strategy was utilized especially for the one-on-one event where the inviter needed to find someone to go to the event with. More than ninety percent of J1 used PP3 (Intensity interest) to invite their close friend. When J1 used this strategy, many of them implemented two additional components along with the strategy; the acknowledgement and the conjunctive word to express opposite opinions. The expressions for their acknowledgement in the examples are “aa (ah)”, “aa, souna-n-daa (ah, I see)”, “sokka (is that so)” and “a, soussu ka (ah, is that so)”. The inviter acknowledged the invitee's hesitation to show understanding before using the strategy. Then, the conjunctive word such as “but” or “however (demo / kedo)” was used to change the direction of the utterance from the sympathy to the additional push in the utterances #1, 2, 3, 5 and 6 above. These words might make the transition smoothly to provide additional information that could promote the invitee’s interests despite the invitee’s hesitation. Some of JFL used the same method to implement acknowledgement and the conjunctive word before promoting the event for the invitee’s participation.

For PP3 (Intensify interest H), a variety of reasons were used to attract the invitee such as, compensation (#1), rare opportunity (#2), very last opportunity (#3 and 5), gratis (#1 and 6) and the famous artist (#6). Moreover, the utterances #1, 2, 4 and 6 expressed the benefits for the invitee oneself. These elements may have been considered by the inviter what would be in the invitee’s interests to draw the attention of. Furthermore, for the distant friend in the one-on-one event, #5 and 6 had additional strategies to mitigate imposition to the invitee while commenting “moshi yokattara (if you would like)” from

NP4 and apologizing NP6 “moushiwakenai (I’m sorry)” while using positive politeness strategies.

The inviter tactfully utilized the politeness strategy PP3 (Intensity interest) when they were persuading and promoting their invitation. Most of the J1 inviters used it along with the acknowledgement toward the invitee’s hesitation and showed that they were listening to the invitee first. Furthermore, the inviter showed extra care for the distant friend and implemented additional negative politeness strategies. JFL may not have known the careful process to add acknowledgement to show understanding for the invitee's hesitation before intensifying interest, and the different ways of following-up to the close and distant friend when they used that strategy.

5. 2. 2. 3. Negative Politeness (NP)

Negative Politeness is used when people attempt to minimize the imposition on the interlocutor preserving his or her negative face want. NP2 (hedge) and NP4 (minimize the imposition) were the noticeable strategies that J1 implemented frequently in the follow-up discourse to invite additionally and explain the background of the invitation.

Both JFL and J1 used NP2 (hedges) to change the degree of the utterances such as the structures of “-kamoshirenai (may be)”, “-sou (seem like)” and “-to omou (I think) in addition to the word “chotto (a little)”. J1 utilized NP2 in the follow-up utterance more than twice as many times as in the invitation utterance. This indicates that the follow-up

utterance was more carefully produced than the invitation utterance by the inviter. Below are the follow-up utterance using NP2.

1. Minna to tanoshinde moraereba naa tte iu kanji nan-desu kedo
   みんなと楽しんでもらえればなぁっていう感じなんですけど (J1b-5)
   It is like if you could enjoy it with others
2. Ryuugakusei to issho ni nani ka hanami o yarou ka na to omotte te
   留学生と一緒に何か花見をやろうかなと思ってて(J1a-7)
   I was thinking about doing some flower viewing picnic together with the foreign students
3. Nihon no kankaku wakaru hito ite kureta hou ga tasukaru ka na to omottari shite
   日本の感覚分かる人いてくれた方が助かるかなと思ったりして (J1a-11)
   I was thinking that it would be helpful if there is someone who can understand the Japanese sensibility.

The expressions shown in utterance #1 “-tte iu kanji”, #2 “-kana to omottari shite” and #3 “-kana to omotte te” are the subtle nuances to change the degree of the predicate, and they are difficult to translate into English. JFL might not have learned the nuance of “-tte iu kanji” and “-kana to omottari shite” in their level of language class.

Furthermore, J1 mainly used NP4 (Minimize imposition) to conduct additional invitations. The structure that J1 employed was similar to the ones that were used for the invitation utterance in 5. 1. 3; “do if…” and “I wish if you could...”. The examples are as follows:

1. Ikesou dattara 行けそうだったら (J1a-11)
   If it seems like you can go
2. Minna to tanoshinde moraereba naa tte iu kanji nan-desu kedo
   みんなと楽しんでもらえればなぁっていう感じなんですけど (J1b-5)
   It's like I am wishing if I can have you enjoy it with others
3. Yokattara 良かったら (J2a-6)
   If it is okay (you would like).
4. Jikan chotto demo attara 時間ちょっとでもあったら (J2b-4)
   If you have even a little bit of time
5. Yokereba issho ni ikitainaa to omotte
   良ければ一緒に行きたいなぁと思って (J2b-5)
   I thought I would like to go with you if it is okay with you
6. Yoyuu ga arisou dattara 余裕がありそうだったら (J2b-9)
   If it looks like you have time to spare

The common structure used by J1 for NP4 was the conditional structures, such as "-tara" and "-reba". By using them, the inviters expressed their wish to have the invitee join while presupposing that the invitee was not available. The inviter gave an option to the invitee to choose as she liked. The combination with the word "if you would like" and presupposition structures, such as #3 and #5, are the common set phrases to reduce interlocutor's imposition when the speaker offers something or some actions in Japanese.

NP4 was used also by some of JFL and the use of conditional structures were as follows:

1. Tabetaku dake nara, anou 7ji made detemo ii-n-da to omou.* あのう食べたくだけなら、あのう７時まで出てもいいんだと思う* (E1a-2)
   If you just want to eat, well, I think it would be okay to participate until 7 o'clock.
2. Moshi himana tomodachi toka o shitte imasu nara zehi chiketto o agete mo daijoubu desu.* もし暇な友達とかを知っていますなら、是非チケットをあげても大丈夫です* (E2a-1)
   If you know someone who has time, it is absolutely okay to give them the ticket.
3. Asou, ittara komarimasu ne. あそう、行ったら困りますね。(E2b-2)
   I see, it would be a problem for you if you go.
4. Ikemasen nara, ano, hoka no kurasumeito o kikimasu.* 行けませんなら、あの、他のクラスメイトを聞きます* (E2b-7)
   If you cannot go, I will ask other classmates.
   *Grammatically incorrect

In JFL's utterance, there was a variety of usage of *-tara* and *-nara*. The utterance #1 gave an option to the invitee to participate for a limited time. In utterance #2, 3 and 4, the inviter avoided pushing the invitee further to join the event and reduced the imposition for the participation. Moreover, the inviter showed understanding and sympathy in utterance #3 by mentioning the inconvenience of going to the event for the invitee. In both #2 and 4, the alternative plans were mentioned and that could make the invitee feel easy to decline.

While J1 used *-tara* and *-reba* for presupposing to participate, there was no provisional "*-reba*" structure found in JFL's follow-up utterance. Most of them did not use the conditional structures as J1 did to have the invitee make the decision to join under

a condition the inviter mentioned. However, JFL also used thoughtful utterances with sympathy, so that the invitee would have felt it easier to decline the invitation.

Compared to the JFL follow-up utterances, J1 implemented a greater amount of negative politeness strategies in their utterances, such as NP2 (hedges) and NP4 (Minimize imposition). They also included complex and certain linguistic structures that JFL could not use well. These strategies were used to be indirect to reduce the invitee's imposition and to maintain the relationship with the invitee.

5. 2. 2. 4. Summary of Politeness Strategies in Follow-up Utterances

Reviewing the follow-up utterance produced by J1 and JFL, J1 demonstrated tactics and multiple politeness strategies, such as omitting the end of the utterances (OR15), utilizing phrases that reduced the imposition on the invitee (NP4) and utilizing multiple grammatical structures to change the degree of the utterance to be indirect (NP2). In contrast, JFL showed a tendency of giving up on invitations. This indicates that these techniques that J1 used might not be introduced to JFL in their classes. Alternatively, they may not have been aware of what the polite follow-up strategies were, what the appropriate degree of politeness is, and what is expected in Japanese culture. Furthermore, JFL participants may not have known to what extent the structures can be indirect, how to create them, and for whom they could use them for.

Neglecting to provide decent follow-up utterances can be perceived as impolite in the Japanese culture. Inserting politeness strategies in the follow-up discourse can protect the invitee's negative face and they can maintain the relationship through the discourse.

5. 3. Pedagogical Implication for Invitation Discourse

This study has shown that invitation discourse requires multiple politeness strategies and tactics. In order to reduce the imposition of the invitee, the J1 inviter implemented various degrees of indirect utterances through a variety of linguistic elements. Additionally, the omission and ambiguity were also used that the JFL participants in this study did not utilize. Based on the previous discussions, I would like to propose four steps for teaching Japanese invitation discourse for the intermediate JFL learners:

1. Instructors should teach the facts about the differences in invitation discourse between Japanese and English, including the various degrees of imposition, social distance and power balance that are affected between the inviter and the invitee
2. Increase exposure to the authentic usage of native speakers' invitation dialogues by listening to audio files and watching videos
3. Teach the variety of structures, words and phrases to achieve politeness strategies and tactics used for invitation
4. Present and practice various forms of making invitations in various contexts incorporating different degrees of imposition, social distance, and difference in power

As for the first step, the learners need to realize how they normally invite others in their own culture. For this step, I support Huang's statement that the cultural differences need to be mentioned explicitly in pedagogy. She emphasized that the

differences of the communication styles of both native and target languages should be shared first as fact information. With that being said, the students need to receive information about how different the invitation is in the Japanese language and culture. For example, the inviter needs to be considerate with politeness strategies while approaching the invitee. Ambiguity and indirectness are part of politeness strategies and are crucial even though the invitee is their close friend. The learners need to be aware of the important elements of the utterances that determine the degrees, such as the relational distance and the power balance among the participants. Furthermore, the imposition of the task also affects the use of politeness strategies, that is to what type of event, activity, etc. the inviter invites. The follow-up utterance after the invitee's reaction also needs to be considered separately. For the hesitation of the invitee, the inviter needs to provide the acknowledgement and show understanding before their second push for the additional invitation in the follow-up utterance and protect the invitee's negative face. However, the follow-up utterance requires different politeness strategies and tactics depending on how the invitee responds to the invitation, such as acceptance or refusal. The relational distance is also one of the important elements that needs to be considered. The close relationship requires more careful follow-up with politeness strategies to maintain the relationship. This step should be taught to the learners in their native language and have them understand the cultural differences separately from the language sessions, so that the learners can focus on language acquisition knowing the cultural background.

After receiving the background information, the students need to experience the authentic invitation dialogues through audio or video materials. In this second step, they need to encounter the various types of invitations, so that they can differentiate the use of

politeness strategies and tactics depending on the contexts with various discourse participants and types of event or activity. Watching the actual contexts will provide the precise understanding, such as how the invitee reacts to the hesitation and how the inviter receives it in the real dialogue. Additionally, the instructors need to encourage their students to use the audio materials to listen to each utterance carefully, so that they become familiar with the authentic utterance and its usage. Step #2 will help students understand the authenticity and enhance their fluency to produce their utterances.

Then, in step #3, the students will learn the components of the polite utterances, such as structures, words, speech styles, and phrases. Based on the authentic dialogues they have listened to or viewed, the utterances with politeness strategies and tactics can be analyzed by the learners. Because the learners know the basic structure for the invitation from the novice level, they need to realize that there are a variety of modifications that can change the degrees of politeness, such as using multiple hedges, and using set phrases. For example, for the invitation utterance with the *dou* structure, after students watch the video or listen to the audio of the dialogue, the instructors explain the structure of how the *dou* was utilized. In order to have students understand the structure and the context, having students analyze the context of the dialogue would help, such as the implication of *dou* in the context, relationship of the interactants and imposition of the invitation. Additionally, the instructor also needs to check other usage of the structure *dou* to differentiate various functions, such as asking what the interlocutor did, what the situation is, and what the plan is from their knowledge. After students understand the usage of *dou*, the instructor can introduce other possible structures for the indirect invitation utterances, such as a structure using a hedge. It is important to provide

information about what is meant by “indirect” for the invitation utterance when the instructor introduces other structures. For example, one of the useful structure is to add “__ to omotte (I thought).” This expresses the speaker’s opinion less straightforwardly and it is easy to create the indirect structure for the students. Additionally, the *-tari* structure can be explained as given an unstated option and resulting in an indirect way of questioning for the interlocutor. The students can try to change the speech style and differentiate the relationship of the interactants, for example, “Aite tari shimasu ka? (Would you happen to be available?)” to “Aite tari suru? (Would you happen to be available?)”

The set phrases to reduce the imposition (Negative Politeness #4) also need to be introduced and the functions need to be explained by the instructors, so that the learners can utilize them effectively to implement in their utterances. For example, “Moshi yokattara (if you would like),” “Ohima dattara (if you had spare time),” and “Ojikan ga attara (If you had time).” Moreover, the learners need to learn how to omit their utterances appropriately and explore how they can express their intention without explicitly uttering it in their discourse. In order to differentiate the utterances depending on the intimacy or imposition, the implementation of the appropriate numbers of politeness strategies need to be mentioned explicitly by the instructors. For example, the word “issho ni (together)” can differentiate the emphasis on the group or one-on-one event invitation. Additionally, the inviter needs to take into consideration the distant relationship for the invitation, while the inviter needs to follow-up more carefully and politely with the close relationship than the distant one. This step may need to be taught

in the learners' native language because they need to understand grammatical explanations well.

In the final step, the learners need to utilize what they have understood. The importance of this is that the instructors give them varied contexts for which they can use politeness strategies and tactics. The contexts of the dialogue need to be carefully considered, including who is participating in the conversation and what type of activity the inviter is inviting to. Furthermore, the follow-up discourse is also necessary to cover as a part of the invitation discourse because the inviters have a room to conduct an additional push to convince the invitee after the invitees show hesitation and cannot be decisive. The students can learn that showing acknowledgement and using the negative politeness strategies including the set phrases can mitigate the imposition of being pushed. In addition to the students' learning, the instructors' feedback plays an important role in having students reflect on their tactics if they use them appropriately. Practicing ambiguous endings and omissions especially requires feedback because this relies on how the hearer receives the speaker's implication. The instructors should inform students if the speaker's intention does not match the hearer's interpretation.

The invitation requires the invitee's reactions and responses. Responses to an invitation require politeness strategies and tactics whether the invitee accepts or refuses. Therefore, the instructors should plan the context carefully and work on each speech act of invitation, acceptance and refusal separately.

CHAPTER 6:

CONCLUSION

This study aimed at addressing the following research questions.

1. Comparing the utterance of the JFL learners to J1, what kind of politeness strategies do the JFL learners as an inviter implement in the invitation discourse?
2. How differently do JFL use politeness strategies according to the degree of intimacy and the types of the invitation?

The analysis of the discourse data revealed that JFL were aware of the necessity of polite responses and implemented politeness strategies although the amount of the implementation and their utilization were different from J1's. JFL paid careful attention to make the polite utterances and intended to use a polite speech style for the distant friend and occasionally for the close friend whereas J1 used a casual speech style to the close friend and a mixed style to the distant friend. The result shows that the negative politeness strategy used by JFL the most was utilizing polite expressions that give deference in the invitation utterance. Despite their casual speech style to the close friend, J1 utilized other politeness strategies tactfully in their invitation utterance to avoid impoliteness.

For the invitation utterance, JFL used only about half the numbers of the negative politeness strategies than J1 did. J1 used the strategy of minimizing the imposition of the invitee the most, whereas JFL implemented polite expressions with honorific or humble expressions. The result shows that JFL could not manage utilizing various negative polite

strategies to reduce the invitee's imposition in their utterances well although they could make the utterances polite. This is because JFL may not have known what could be the negative politeness strategies or how to reduce the invitee's imposition for different types of events.

For the follow-up utterances after the invitee's hesitation, JFL used a total of less than half the amount of politeness strategies compared to J1. Many of JFL did not give as much information about the invitation or event as J1 did for the follow-up. Some of JFL rather gave up the invitation quickly. Moreover, positive politeness strategies were not utilized much in the JFL's utterance. This shows that JFL may not know if and how they were expected to follow up the hesitation using the politeness strategies appropriately. Alternatively, they may not have been aware of the importance of the follow-up utterance to maintain the relationship of the discourse participants in Japanese culture.

Furthermore, the research shows that the type of event did not have an impact on JFL's use of politeness strategies whereas the intimacy played an important role for them to determine the politeness level of invitation structures. When we look at J1's politeness strategies, both the type of event and intimacy were the crucial components to determine the use of politeness strategies. For the close friend, even though the speech style was casual, J1's follow-up utterance was carefully given with politeness strategies. This shows that the inviter tried to maintain the relationship by not impeding the invitee's negative face that the inviter perceived through the invitee's hesitation. Moreover, comparing the event types, J1 was more careful and implemented more politeness strategies to invite the invitee for a one-on-one event than to a group event. Therefore,

both relational distance and event types were the important factors for J1 to determine the politeness strategies in the invitation and follow-up utterances.

The act of invitation requires various ways of approaching the invitee depending on the invitation types and the relational distance. Adjusting the degrees of appropriate politeness and utilizing the politeness strategies to maintain their relationship with the invitee were the challenges for JFL.

This study has some limitations. JFL participants are all from one academic institution and they used the same textbooks. There may be a tendency on how they react to the invitation discourse. Additionally, one of the scenarios included a Japanese cultural event called *ohanami* (flower viewing picnic) that is usually held with a group of people. It is possible that some of JFL participants did not know the type of event they were inviting friends to, and its ranking of imposition. It may have not been clear enough to differentiate the responses between the group event and the one-on-one event. Another limitation was that the act of invitations focused only on the verbal politeness strategies although Nakai claimed (2017) that there are both verbal and non-verbal politeness strategies for the invitations. Despite these limitations, the findings such as implementation of a variety of structures to reduce the invitee's imposition, the different use of *dou*, and various strategies of maintaining the distant and close friend relationships for the follow-up utterances have implications for Japanese language instruction.

In Japanese communication, the concepts of politeness and its varied degrees are important. Although the learners may have been aware that politeness could make discourse more culturally appropriate, the various levels of politeness and the actual

linguistic forms to achieve it may not be explicit. Producing the appropriate utterances requires a good understanding of what the hidden intentions in the action are and how they can be implied. Moreover, the variety of politeness strategies and tactics for the different ranking of imposition needs to be taught to the learners separately. Without demonstrating different types of contexts, they cannot grasp the subtle nuances and necessity of politeness strategies in different cultures. Contexts need to be considered carefully to differentiate the level of imposition in various activities as well as the relationships, so that the learners are made aware of the various factors that help them use appropriate politeness strategies and tactics.

As Brown and Levinson (1987) introduced, the weightiness of FTA is determined based on the factor of social distance and power balance of the speaker and hearer, and the ranking of the imposition. Although my research on invitation was focused on the relational distance among the friends and the events with different rankings of imposition, the politeness utilized by J1 varied clearly. This indicates that further research that incorporates the power balance between participants can be conducted to examine types of politeness strategies. Furthermore, the analysis of non-verbal politeness strategies, the use of sentence final particles, and the use of extended predicates can be explored in the further research into the invitation discourse. Lastly, gender may also be an important factor to consider in future research regarding the politeness strategies in Japanese invitation discourse.

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APPENDIX A: INFORMED CONSENT FORM

Language Use between Learners of Japanese Language and Native Speakers of Japanese

You are invited to participate in a research study conducted by Natsuko Llewellyn from Portland State University, the department of World Languages and Literature.
The goal of this study is to discover how Japanese as Foreign Language learners utilize Japanese language compared to native speakers of Japanese.

This study is being conducted in partial fulfillment of the requirements for a Master's degree program, under the supervision of Dr. Suwako Watanabe of the Department of World Languages and Literatures at Portland State University.

You were selected as a potential participant in this study because you are either a learner of Japanese who is enrolled in 300/400 level Japanese class or a native speaker of Japanese.

If you participate in this research, you will interact with the researcher verbally using a role play scenario in two different situations exclusively in Japanese. After each situation, you will be asked what kinds of things you took into consideration based on your interaction with the researcher. As you finish the two different types of discourse, you will be asked general background questions. No preparation is required and the interview will be voice-recorded. Recording starts from the moment that the researcher starts reading a description until you leave the room, using an audio recorder [SONY IC Recorder ICD PX-370]. The estimated length of time for the role play and the interview is 20 minutes. The recorded data will be deleted once Llewellyn finishes her transcriptions. After completing the whole project, you will be able to read Llewellyn's thesis if you wish.

The minimal risks of the participation in this study might include general discomfort with being recorded, acting in a role play scenario, and the potential concerns of making mistakes while using Japanese. Please remember that there is no right or wrong answer and you can respond normally and as appropriate for the given situations.

Any information that is obtained in connection with this study that can be linked to you or identify you will be kept private. The information you give me will be kept confidential to the extent permitted by law. Copies of the recordings, the transcriptions, and the consent forms will be kept in a secure locker in one of the private office at PSU or in a secure folder on the researcher's personal computer.

When the researcher reports the findings of the study, she will use pseudonyms for any personal names. Your participation is voluntary. You do not have to take part in this study, and it will not affect your academic grade or your relationship with Portland State University or the researcher. You may also withdraw from this study at any time without

affecting your academic grade or relationship with Portland State University. Nor would there be any penalty or negative consequences as a result.

If you have questions or concerns about your participation in this study, contact Natsuko Llewellyn, e-mail Lnatsuko@pdx.edu. If you have concerns about your rights as a research subject, please contact The PSU Office of Research Integrity, 1600 SW 4th Ave., Market Center Building, Ste. 620, Portland, OR 97201; phone (503) 725-2227 or 1 (877) 480-4400; email hsrrc@pdx.edu.

Your signature indicates that you have read and understand the above information and agree to take part in this study. The researcher will provide you with a copy of this form for your own records.

Printed Name _____

Signature _____

インフォームド・コンセント・フォーム

日本語学習者と日本語母語話者の日本語の使用について

あなたは、ポートランド州立大学外国語・文学部（Department of World Languages and Literatures at Portland State University）に所属するルウェレン奈津子が行う研究の参加に招待されています。この研究の目的は、日本語学習者がどのように日本語を使うかを日本語母語話者と比較して調べるものです。この研究は、修士プログラムの一環として、ルウェレンの指導教官であるポートランド州立大学外国語・文学部Dr. Suwako Watanabe の監督のもと行われています。

あなたはこの研究において、研究の対象者となる300/400レベルの日本語学習者または、日本語母語話者として参加の対象になる可能性があるとして選ばれています。

この研究に参加される場合、ロールプレイ形式で二つのシチュエーションにおいてルウェレンと日本語で会話をしていただきます。会話後、ルウェレンがあなたに会話に関連する質問をします。その後、あなたのバックグランドについて質問をします。このインタビューに関して、準備の必要はありません。この会話は、ルウェレンが説明を行うところから、あなたが部屋を出るまで録音をさせていただきます。録音には [SONY IC Recorder ICD PX-370]
という音声録音機を使用します。このロールプレイと質問は約２０分程度です。録音されたデータは、音声の書き起こしが完了したら削除します。修士論文が完了した際には、研究の内容をお読みいただけます。

この研究の参加には、音声の録音やロールプレイでの会話に不快を感じたり、日本語を話すにあたり間違いをしてしまうことに対する心配や不安を感じたりするリスクが存在します。この会話は、回答の正誤を図るものではありません。シチュエーションに対して自分が思ったようにできるだけ自然に会話をするようにしてください。

この研究において得たあなたに関する、またはあなたが特定される情報は秘密情報とします。あなたが提供した情報は法律において許可がない限り秘密にされます。録音された情報、それを文字化した書類、このコンセントフォームはPSU内の、あるオフィスの鍵のついたロッカー、またはルウェレンの個人パソコンの鍵コードがついた確実なフォルダーに保管されます。
ルウェレンが研究の発表を行う際は、すべての個人名について仮名を使用します。この研究への参加は自由で、自己決定によるものです。参加をしなくても構いませんし、この研究への参加がポートランド州立大学やルウェレンが関わる成績や友好関係に支障をきたすことはありません。また、この研究の参加をいつ辞退

しても構いませんし、それによって成績や友好関係などに影響が出たり、ペナルティーが課されたりすることはありません。

この研究に関して何かご質問やご心配がありましたら、ルウェレン奈津子（Natsuko
Llewellyn）Lnatsuko@pdx.eduまでご連絡ください。もし研究対象となるにあたっての権利についてご質問がある場合は、ポートランド州立大学のオフィス・オブ・リサーチインテグリティー（The PSU Office of Research Integrity）、 1600 SW 4th Ave., Market Center Building, Ste. 620, Portland, OR 97201; 電話 (503) 725-2227、または 1 (877) 480-4400; メール hsrrc@pdx.eduまでご連絡をお願いします。

あなたの署名はあなたがこのコンセントフォームを読み、上記の内容を理解し、研究の参加に同意するということを示しています。ルウェレンがこの書類のコピーを控えとしてお渡しします。

ローマ字氏名 _____

署名_____

APPENDIX B: ROLEPLAY SENARIOS

Situation 1a

This is a situation to invite people to a cherry blossom viewing picnic (お花見). Imagine, you are studying at Heisei University in Japan. You work as a part time student worker at the Exchange Program Center(留学生センター). You are organizing a cherry blossom viewing picnic (お花見) for students in the center after school tomorrow. You would like to invite other part time student colleagues to the event as well. The classes at the university finish at 5:30pm.

You can make up your own reasons to invite people as well as the details of the picnic.

About your friend

Maki Yamaguchi (山口まき), a Japanese student majors in Foreign Languages at Heisei University, is the same age as you and have the same part time job. Maki Yamaguchi is one of your close friends and you call her 'Maki-chan.'

Situation 1b

This is a situation to invite people to a cherry blossom viewing picnic (お花見). Imagine that you are studying at Heisei University in Japan. You work as a part time student worker at the Exchange Program Center(留学生センター). You are organizing a cherry blossom viewing picnic (お花見) for students in the center after school tomorrow. You would like to invite other part time student colleagues to the event as well. The classes at the university finish at 5:30pm.

You can make up your own reasons to invite people as well as the details of the picnic.

About your friend

Keiko Tanaka (田中けいこ), a Japanese student majors in Economics at Heisei University, is the same age as you and have the same part time job. You know her name, but you have never had an opportunity to speak to her because you take different classes and have different work schedules. Everyone calls her 'Tanaka-san.'

Situation 2a

This is a situation to invite people to an event.
Imagine that you are studying at Heisei University in Japan. You work as a part time student worker at the Exchange Program Center(留学生センター). You received a pair of free admission tickets for [name of the event (concert, theater etc.)] for the part time workers at the center. It's the last day of the event today. To use these tickets, you need another part time worker from the center to go with. You finish your work at 5pm.

You can make up your own reasons to invite people as well as the details of the event.

About your friend

Maki Yamaguchi (山口まき), a Japanese student majors in Foreign Languages at Heisei University, is the same age as you and have the same part time job. Maki Yamaguchi is one of your close friends and you call her 'Maki-chan'

Situation 2b

This is a situation to invite people to an event.
Imagine that you are studying at Heisei University in Japan. You work as a part time student worker at the Exchange Program Center(留学生センター). You received a pair of free admission tickets for [name of the event (concert, theater etc.)] for the part time workers at the center. It's the last day of the event today. To use these tickets, you need another part time worker from the center to go with. You finish your work at 5pm.

You can make up your own reasons to invite people as well as the details of the event.

About your friend

Akiko Hayashi (林あきこ), a Japanese student majors in Economics at Heisei University, is the same age as you and have the same part time job. You know her name, but you have never had an opportunity to speak to her because you take different classes and have different work schedules. Everyone calls her 'Hayashi-san.' When you finish your work, you see Akiko Hayashi at the center.

シチュエーション１a

これは、相手をお花見に誘うシチュエーションです。
ここは日本の平成大学で、あなたは大学の留学生センターでアルバイトをしている外国語学部の学生です。現在、あなたは留学生センターの学生のためにお花見を企画・担当をしてるので、このイベントに他のアルバイトの学生も誘おうと思っています。お花見は明日の放課後で、大学の授業は５時半に終わります。

誘う際の理由や花見の他の情報は自由に想定して話してもらって構いません。

相手について

「山口まき」は同じアルバイトをしている同級生で、「まきちゃん」と呼んでいて、とても親しい友人です。

シチュエーション１b

これは、相手をお花見に誘うシチュエーションです。
ここは日本の平成大学で、あなたは大学の留学生センターでアルバイトをしている外国語学部の学生です。現在、あなたは留学生センターの学生のためにお花見を企画・担当をしてるので、このイベントに他のアルバイトの学生も誘おうと思っています。お花見は明日の放課後で、大学の授業は５時半に終わります。

誘う際の理由や花見の他の情報は自由に想定して話してもらって構いません。

相手について

「田中けいこ」は平成大学の経済学部の学生で、同級生です。留学センターでアルバイトをしていて、存在は知っていますが、学部もシフトも違うのでまったく話したことはありません。みんな「田中さん」と呼んでいます。

シチュエーション 2a

これは、相手をコンサートに誘うシチュエーションです。
ここは日本の平成大学で、あなたは大学の留学生センターでアルバイトをしている外国語学部の学生です。あなたは、今夜が最終日の
[コンサート、ライブ、などのイベント]
の無料ペアチケット（センターのアルバイトの学生用）をもらいました。このイベントには、留学生センターでアルバイトをしている学生と行かなくてはいけません。アルバイトは５時に終わります。

誘う際の理由やイベントについての情報は自由に想定して話してもらって構いません。

相手について

「山口まき」は同じアルバイトをしている同級生で、「まきちゃん」と呼んでいて、とても親しい友人です。

シチュエーション 2b

これは、相手をコンサートに誘うシチュエーションです。
ここは日本の平成大学で、あなたは大学の留学生センターでアルバイトをしている外国語学部の学生です。あなたは、今夜が最終日の
[コンサート、ライブ、などのイベント]
の無料ペアチケット（センターのアルバイトの学生用）をもらいました。このイベントには、留学生センターでアルバイトをしている学生と行かなくてはいけません。アルバイトは５時に終わります。

誘う際の理由やイベントについての情報は自由に想定して話してもらって構いません。

相手について

「林あきこ」は平成大学の経済学部の学生で、同級生です。留学センターでアルバイトをしていて、存在は知っていますが、学部もシフトも違うのでまったく話したことはありません。
みんな「林さん」と呼んでいます。５時にアルバイトが終わった時、ちょうど留学生センターに彼女がいました。

APPENDIX C: POLITENESS STRATEGIES

Brown and Levinson' Politeness Strategies (1987)

Positive Politeness Strategies (p.102)

1. Notice, attend to H (his interests, wants, needs, goods)
2. Exaggerate (interest approval sympathy with H)
3. Intensity interest to H
4. Use in-group identity markers
5. Seek agreement
6. Avoid disagreement
7. Presuppose/raise/assert common ground
8. Joke
9. Assert or presuppose S's knowledge of and concern for H's want
10. Offer, promise
11. Be optimistic
12. Include both S and H in the activity
13. Give (or ask for) reasons
14. Assume or assert reciprocity
15. Give gifts to H (goods, sympathy, understanding, cooperation)

Negative Politeness Strategies (p.131)

1. Be conventionally indirect
2. Question, hedge
3. Be pessimistic
4. Minimize the imposition, Rx
5. Give deference
6. Apologize
7. Impersonalize S and H: Avoid the pronouns 'I' and you
8. State that FTA as a general rule
9. Nominalize

10. Go on record as incurring a debt, or as not indebting H

Off Record (p.214)

1. Give hints
2. Give association clues
3. Presuppose
4. Understate
5. Overstate
6. Use tautologies
7. Use contradictions 8. Be ironic
9. Use metaphors
10. Use rhetorical questions
11. Be ambiguous
12. Be vague
13. Over-generalize
14. Displace H
15. Be incomplete use…

APPENDIX D: POST INTERVIEW QUESTIONS

For the JFL learners

Question 1: As you invited people, were there any specific things you took into a consideration? What did you care about? (For each situation and each relationship)

Question 2: What is your mother tongue?

Question 3: When did you take JPN301/302?

Question 4: What kind of Japanese course are you taking this term?

Question 5: Have you been to Japan? If yes, when and for how long?

Question 6: How long have you been studying Japanese?

Question 7: Where did/do you study Japanese?

Question 8: Which textbooks have you used or have you been using?

Question 9: Did you notice politeness when you invite or you were invited in Japan?

For Native speakers of Japanese

Question 1: 誘う時に何か気遣いましたか。それは何でしたか。

Question 2: アメリカに来てどのくらいですか。

Question 3: おいくつですか。

Question 4: 日本でのご職業は何ですか？

APPENDIX E: TRANSCRIPTIONS OF THE INTERVIEWS

Japanese as Foreign Language learners (JFL) E1-E7

E1
Situation 1-a
S: すみません、まきちゃん、あの、明日は留学センターのイベントでお花見をしますが、まきちゃんも一緒に行きませんか
L: あぁ、お花見？えぇっと、明日、、、うーん、明日は暇なんだけど、明後日テストがあるんだよね
S: そうですか、大変そうですよね
L: うーん
S: そうですよね、明日、明後日は忙しそうです...ね？
L:うーん、 行きたいんだけどね
S: もしかして、明日は暇でしたら、電話でも携帯電話でもで、メッセージ届、送っても大丈夫ですよ、もし暇でしたら
L: あーありがとうございます、じゃあちょっと考えてみます
S: はい、でも、行けない場合は、是非、写真でも送りますから
L: あ、ありがとう

Situation 1-b
S: 田中さーん、明日は大学の授業が終わったら、お花見をしようと思っていますが、あの、留学生センターのイベントですが、田中さんも行きませんか
L: あー、明日ですかぁ、うーん、予定がない訳じゃないんですけど、明後日テストなんですよ
S: あ、明後日テストですね、はい、あの、そうですよね
L: はい
S: （pause）うーん
L: 楽しそうですけどね
S: はい。お花見は、うーん、ちょっと暇があったら、ちょっとだけ付き合っても大丈夫ですよ。すぐ帰って勉強しても是非大丈夫です
L: あ、そうですか、ありがとうございます、じゃあちょっと考えます
S: はい

Situation 2-a
S: すみません、まきちゃん、あの、（pause）明日はマリオン５のコンサートがあって、一緒に行きませんか
L: えぇ、明日？あぁ、予定がないんだけど、明後日テストなんだよね（S 内容を誤解）
S: もし、このチケットは二人でいかなきゃいけないチケットですが、もし暇な友達とかを知っていますなら、是非チケットをあげても大丈夫です

L: あぁ、それ、明日？明日のチケット？
S: あぁ、明日？あぁ、今日ですね
L: 今日かぁ、ちょっと考えてみる
S: はい
L: ありがとう

Situation 2-b
S: 林さん、はい、今日はマリオン５のコンサートがありますが、あのう、今日は仕事か授業が終わったら一緒に行きませんか。
L: あぁ、今日ですか、、、
S: はい
L: あぁ、いいですね、チケットがあるんですか？フリーのチケットですか？
S: はい、なんかイベントからもらいました
L: えーそうですか。あの一実は、明日テストなんですよ
S: そうですか、明日は結構大変なテストですか
L: うーん、そうですねぇ、ちょっと大事なテストですけどー　うーん、
S: 大丈夫
L: でも、コンサートもいいですねぇ
S: はい、でもまだ何時間もありますから、もし行きたい,,, 行きたかったら、あの、あのメールでも大丈夫です
L: はい、わかりました（発話が S と被り気味）
S: はい、テストも結構大事ですから
L: ありがとうございます

E2
Situation 1-a
S: まーきちゃん！あのう、あー、もうすぐ、あのう明日ね、なんかピクニックがしたいです、あのさ、その一学生、留学生のみなさんに、ピクニックはあん？？なしたいで、あのう、ま、まきちゃん行ってみる、行ってもいいのか？
L: 明日？明日は、予定がないわけじゃないんだけど、ん一明後日試験があるの
S: あ、そうなの！
L: うーん
S: なら大変だろうか、まー、でもー、あのー、早く出てもいいんだよ、だからね、あのー、あー明日の授業は５時半までなので、あのー、ピックニックはあのー６時半からだし、あのー、なんかー、あのー食べたくだけなら、あのー７時まで出てもいいんだと思う、
L: じゃあ、ちょっと考えてみる、ありがとう
S: お願いね、
L: ありがとう

Situation 1-b
S: あのー田中さん
L: はい
S: あのー、ちょっとお聞きしたいことがありますが
L: はい
S: あのう、明日は、あぁ、お花見なピクニックが、あのう、してますが、あのう、あぁ、他の留学生センターの人々にご案内したいんですが、あのう、もしお暇があります、あぁ、お暇があるなら、あのう、来てよろしいのしょうか
L: あぁ、明日ですかぁ、うーん、明日ぁ、予定がないわけじゃないんですけど、あのう、テストがあるんですよ
S: あぁ、そうなんですかぁ、いつのテストなんですか
L: あのう、明後日テストがあるんです
S: 明後日でしょうか、そうですかー、明後日なら困りますねぇ、あぁ、でも、あのう、あーちょっと早いなイベントなんですから、６時半からなので、その初めだけに来てもよろしいですよ
L: あ、そうですか！わかりました、じゃあちょっと考えてみます
S: お願いします
L: ありがとうございます

Situation 2-a
S: おーい、まきちゃん！
L: はーい
S: あのう、あぁ、おれぇ、あのう、エクスチェンジ・プログラム・センターに働いているんだな
L: うんうんうん
S: そして、そこに働いててから、あのう、この、あー、２枚チケットがもらったんだよ
L: いいねぇ
S: このワンオクロックというコンサートにチケットだよ
L: うんうん
S: でもさ、あのう、おれ、他の誰かといかなかったらいかないよね、だからまきちゃん行ってもいいの、か？
L: うーん、いつのコンサート？
S: あー、ごめんな、今日は最後の日なんだよ、あ、だからーあのー今日はね、あのー俺の仕事は５時までなので、あのーそして、コンサートは８時からから、あのー、来てもいいか
L: うーんそっか今日の８時かぁ、あのう、明日テストなんだよねぇ
S: （重なり）明日テストなのー！？あぁ、困ったなぁ、あーはい、別の誰かに探してみよう
L: あぁ、そっかぁ
S: ごめんね

L: 行きたいんだけど、ありがとう
S: はい

Situation 2-b
S: すいません、林さん？
L: はい
S: あのう、あぁ、ちょっとお聞きしたいことがあるりますが、あの、あー、今日のワンオクロックというコンサートはご存知ですか
L: はい、知ってます
S: あのう、あー私はね、あの一仕事からはこの、あーこの二枚チケットがもらいましたけど、私だけがいけませんね、だけれ、だから他のアルバイトな人がと一緒に行か行くことにしたんですよ
L: あ、はい
S: ８時からなイベントなので、今日はあー、あのう行ってもいいでしょうか
L: えっとぉ、今日ですかぁ、実はあの明日はテストがあるんですよ
S: あぁ、明日はテストなんですか！あそう、行ったら困りますね。じゃあ私、別の人に探してみますね
L: でも、行きたいんですけどねぇ
S: 大丈夫ですよ
L: ありがとうございます
S: ありがとうございました

E3
Situation 1-a
S: まきちゃーん、すいません、えーっと、僕が留学生センターにバイトしているんから、
L: うんうん
S: 明日に
L: うん
S: えっと、お花見のためにイベントを (pause) ごめんね、その単語をちょっと忘れてもーたんだ
L: うんうん
S: そのイベントは、えっと明日にあるんですけど
L: うんうん
S: えーっと、pause あのー pause あー、えっとー、そのイベントはえっと一午後５時半の後で始めて欲しんだ、おれ、
L: うんうん
S: だからさ、まきちゃんは来てくださいませんか
L: あぁ、お花見いいねぇ
S: うん

L: 明日かぁ、うーん、あの一明後日テストがあるの
S: うーん、そう、いいよいいよ、たぶん勉強の方が
L: でも、面白いよねー、お花見
S: うん、たぶん、お花見さぁ　えっとーまだぁ、うーん、ま、７時からちょっと遅くないと思う
L: うん、そっかぁ
S: て考え
L: じゃ、ちょっと考えてみる
S: うん
L: ありがとう
3:28

Situation 1-b
S: あ、すいません、田中さん
L: はい
S: あの、ちょっと伺いますが
L: はい
S: えっと、あのう、明日に、
L: はい
S: えっと、お花見のためにイベントがあります　えっとー、あのう田中さんも来てくださいませんか
L: はい
S: そのイベントはたぶん、６時にからかもしらへんけどぉ
L: あ、そうですかぁ、お花見いいですねぇ、でもあの明後日テストがあるんですよ
S: あぁそっかそっか、いいよいいよ、たぶん勉強の方がいいと思いますねぇ、ね
L: いやぁでも面白そうですねぇ
S: うーん、えっとぉ、あの、（笑）ごめん、えっと、うん、あのう、来なくてもいい、ほんまに　気にしへんで
L: ありがとうございます
S: はい
L: 考えておきます
S: はい

Situation 2-a
5:32
S: まきちゃーん、すいませーん
L: うんうん、何？
S: ちょっと質問聞いていい？
L: 何？

S: えっと、あの、僕があの、安室奈美恵のチケット、あの、あの、無料チケットを、あの、もら、もらったんだけど
L: うんうん
S: えっと、他のバイトしてるの人も
L: うんうん
S: あの、一緒に、あの、行かなきゃ、だからさ、えっと、まきちゃんもあの、来てくれる？
L: えー
S: 一緒にあの安室奈美恵のコンサートに
L: えー、いいね、いつ？
S: えっとぉ (pause) いつか... いつか（checking the description sheet）、、、あ、おぉ、今日（笑）
L: えー、そっかぁ、実は、ね、明日テストがあるんだけどー
S: あそっかぁ、ね
L: うん
S: そっかぁ、ねぇ、えっと、あー、あのね、そう
L: でも
S: どうしようかなぁっていう
L: うーん、でも、安室奈美恵のコンサートだよねぇ
S: うん、まだまだ引退してないねぇ
L: うーん、そっかぁ、でもなぁ、テストがあるしなぁ、うーん
S: ま、たぶん他のバイトを見つけるんだ、えっと、あの、勉強ね、勉強は大切でね
L: うん、そうだよね、安室奈美恵のコンサートだもんね
S: えっと、そのコンセートはたぶん、えっと、俺がバイトの後で行くつもりだけど、
L: うんうん
S: はじま、始まる時には（pause）たぶん、あ、たぶん、えっと、７時半くらいに始まるだけど
L: うんうん
S: たぶん６時からその時まで勉強して、後でさ、コンセートの建物の前に集めると
L: 分かった、じゃあちょっと考えとく
S: はい
L: ありがとう
S: 連絡してくださーい
L: 連絡する
S: ありがとうございます

Situation 2-b

S: 林さん、すいません
L: はい
S: ちょっと伺いますが、
L: はい
S: えっと、(pause) えっと、あの、あの、せー、一昨日に、安室奈美恵のコンサートのチケットをもらいますんですが、
L: はい
S: えっと、ほんまに行ってほしいだけど、でも、他のバイトの人もあの一緒に行かなきゃ、あの、だからさ、えっと、林さん、あの、林さんとあの一緒に、あの、行きたいんですが
L: あぁ、そうですか、いつですか
S: いつはね、えっと、今日（笑）
L: 今日ですか
S: 今日の、んー、夜、午後８時半に
L: あ、そうですか
S: ですね
L: 実は、あの、明日テストがあるんですよ
S: あ、そうなんですが、えっと今日はあの、あの僕がバイトが午後５時に終わります、えっと、林さんは？
L: 今日は私も５時にバイトが終わるんですけど
S: あ、そう
L: はい
S: んー、たぶん、あの、でも今からあの、ちょっと（笑）始め時の前に考えてみたらどう？
L: あ、そうですね、んー、行きたいだけど、、、テストがあるから
S: うーん
L: うーん
S: そうね、まぁ、まぁ、本当にさ、あの、来なくてもいい、いいんですね、ほんま
L: あ、分かりました、ありがとうございます
S: すいません
L: 考えてみます
S: ありがとうございます
L: どうも
S: 失礼します

E4
Situation 1-a
S: あのう、授業終わってから、
L: うんうん

S: ５時半ごろ、あの、お花見に行きませんか、まきちゃん
L: え、いつぅ？
S: たぶん、あのう、５時半の後で。
L: 今日？
S: 今日です。あ、明日です。
L: 明日？
S: 明日ですね。授業終わってから。
L: 明日ぁ、あの、実は
S: はい
L: 明後日テストがあるんだよねぇ
S: でも、お花見では（笑）勉強できるでしょ？
L: そう？
S: はい
L: そうかなぁ
S: 教科書持って行ってね
L: あそっかぁ、分かった、じゃちょっと考えてみる
S: はい、お願いしまーす
L: ありがとう

Situation 1-b
S: あの、すみません、田中さん
L: はい
S: あのう、会ったことありませんけど、私は [E4] と申します
L: はい、こんにちは
S: あのう、実は、お花見に行くけど、あのう、行きませんか
L: あ、お花見、いつですか？
S: あ、明日の５時半です　授業終わってから
L: 明日ですかぁ
S: はい
L: 実は、明後日試験があるんですよ
S: あーそれは大変ですね
L: はい
S: でも、お花見では、勉強できるかもしれません
L: あ、そうですかねぇ、できますかねぇ
S: 手伝ってあげますよ（笑）
L: そうですか？
S: 笑
L: わかりました　じゃあちょっと考えてみます
S: はい　お願いします
L: ありがとうございます
2:54

Situation 2-a
S: まきちゃん、
S: うん
S: あの、コンサートは最後の日ですから
L: はい
S: あの、今日行かないの？
L: 今日？
S: 今日５時のあと
L: 今日かぁ、そっかぁ、実はね、明日ね、試験があるんだよねぇ
S: でも、最後の日だし、チケットも買いました
L: あ、そうなんだ、そっかぁ、うん、どうしようかなぁ
S: 明日、明日の朝で勉強できますね
L: でもね、試験が８時なの、明日の朝
S: あー、大変ですねぇ
L: うーん
S: でもコンサートはビートルズ（笑）ですよ（笑）
L: えー、そうなのぉ！そっかぁ、それはいいなぁ、でもちょっと
S: 笑
L: そっかぁ、考えてみる
S: お願いします
L: ありがとう

Situation 2-b
S: すみません
L: はい
S: あのう、（笑）会ったことありませんけど
L: はい
S: あ、私は [E4] と申します
L: どうも
S: あ、実は、
L: はい
S: あー、今日は、コンサートの最後の日ですけど
L: はい
S: チケットを買いましたけど
L: はい
S: 興味がありますか？
L: あー、面白そうですねぇ
S: そうですね
L: はい
S: あの、５時のあとでたぶん行きますけど

L: あ、今日ですか、んー、あの、実は明日試験があるんですよ
S: あーそれは大変ですね
L: はい
S: でも、コンサートは（笑）ビートルズですよ
L: えー、そうなんですね！いいですねぇ
S: 最後のコンサートです
L: あぁ、そうですかぁ、でも試験も大事だし、、、んー
S: 考えて（笑）みてくれませんか？
L: 分かりました、考えてみます
S: はい（笑）お願いします
L: ありがとうございます
S: よろしくお願いします

E5
Situation 1-a
S: 山口ちゃん、ハロー
L: あ、こんにちはー
S: やぁ、笑、お花見に来てぇ
L: あ、お花見？いつ？
S: 明日ね
L: うん
S: pause
L: 明日？　明日かぁ
S: 楽しそう！
L: 楽しそうだねぇ、うん、そっかぁ、実はね、明後日ね、テストがあるんだよねぇ
S: んあー、ちょっと時間ですけど
L: あの
S: 一瞬だけ
L: あ、そっかぁ、楽しそうだねぇ
S: pause
L: んー　何時から？
S: いやー、５時半、あ、です
L: そっかぁ、そっかぁ、でもなぁ、テストあるしなぁ
S: あ、分かる
L: ありがとう

Situation 1-b
S: 田中さん、
L: はい

S: すみません
L: はい、（F8 名前）さん
S: あ、お元気ですか？
L: はい、元気です
S: いいお天気ですね
L: そうですね　はい
S: えっと、明日の天気はいいも（pause）だそうです
L: はい
S: だから、明日、お花見に、来て（pause）お花見と私とお花見に来てもらえませんか？
L: あー、お花見ですか！面白そうですねぇ、楽しそうですねぇ、えっと、明日ですかぁ、いや、あの実は、明後日テストがあるんですよ
S: あ、そうですかぁ！
L: はい
S: （pause）お、失礼しました。
L: あの、でも楽しそうですねぇ
S: たぶん、他の日にお花見に来てもらえませんか？
L: あ、はい、他の日だったら行けると思います
S: テストあとでお花見に来てもらえませんか？
L: あ、はい、でもお花見は明日ですねぇ
S: そうですかぁ、けど、他のお花見、
L: あ、
S: たぶん、あ
L: はい、じゃあ、他のお花見の時に行きます
S: ありがとうございます
L: ありがとうございます

Situation 2-a
S: まきちゃん
L: あー
S: えっと、うん、ビヨンセのコンサートをあ、（pause）知りま、あ、(pause) 知るですか？
L: えー、ビヨンセのコンサート、いいね！
S: はい、ええと、明日、無料の切符があるけど、
L: うん
S: あ、もう一つ（pause 笑）人（pause）が、うー（困って）、私と明日のコンサートにきる、の？
L: あれ、コンサートは明日？
S: はい
L: そっかぁ

S: 仕事あとで
L: そっかー、実はね、明後日テストなんだよねー
S: うーん、なるほどぉ、けど
L: うん
S: ビヨンセだった！
L: ねー、ビヨンセ、行きたいなぁ、でもなー試験、テストあるからなぁ
S: え、最後のコンサートです
L: あー、そっかぁ、あー、じゃあちょっと考えてみる
S: （無言）
L: ありがとう
S: うん

Situation 2-b
S: 林さん
L: あ、はい、あ、E8 さん
S: おはようございます
L: おはようございます
S: お元気ですか？
L: はい、元気です、ありがとうございます
S: 質問がありますか
L: はい
S: あの、明日はビヨンセのコンサートに来てもらえませんか？
L: あ、ビヨンセですか？！いいですねぇ、あの
S: 知りますか？
L: 知ってます、知ってます、あの実はね、あの、明後日テストがあるんですよ
S: あーそうですか？
L: はい
S: あの、ビヨンセのカンサートは一人で行かなくてはいけません
L: あー、そうですかぁ
S: だから、他の人と（pause）行きて、、、はいけません
L: あーそうですか、んーでもテストも、テストがちょっと難しいんですよ
S: あーそうですか
L: はい
S: 失礼します
L: じゃあちょっと考えてみます
S: あ、本当？ですか？
L: はい
S: ありがとうございます
L: じゃ、失礼します

E6
Situation 1-a
S: あ、まきちゃん
L: あ、(E6's name)！
S: こんにちはー
L: こんにちはー
S: あ、あの、明日、お花見のグループを作ろうと思うけど、一緒に見よう、、見ようか？
L: えっとぉ、お花見楽しそうだね！いつ？
S: んー、明日、授業の後で
L: あーそっかぁ　あのー実は、明後日、あのーテストがあるんだよね
S: あぁそうだ、あぁそうか
L: うーん
S: うーん、どうしようかなぁ
L: でも楽しそうだね
S: うーん、他の人を (pause) あ、言葉を忘れちゃったぁ、あー、(pause) あー、(pause) んー、さん日後、
L: うんうんうん
S: 他の人と、予定を変えようと、あー、聞こうか？
L: あ、そっかぁ、分かった、じゃあ私もスケジュール考えてみる
S: うん、分かった
L: ありがとう
S: うん、ありがとう

Situation 1-b
S: あの、田中さん、おききたいことがあるんですが、
L: はい
S: あー、週末、お花見をしようと思っていますが、あのーあー(pause)、うーん、小さなグループを作ろうと思ったので、あー、一緒に見ませんか？
L: あー、そうですかー、いいですねぇ、お花見！えーっと、いつですか？
S: 土曜日の６時はどうですか？
L: あーそうですか、土曜日ですか、、、　実は、あのー、月曜日に試験があるんですよ
S: あーそうですかぁ　うーん
L: はい　でも面白そうですねー
S: うん、あー、だったら、うーん、試験の後はどうですか？例えば、うーん、火曜日の６時です
L: あぁそうですか！じゃあちょっと考えてみます！
S: あ、はい
L: はい、ありがとうございます

Situation 2-a
S: あーまきちゃん、
L: はーい
S: あ、あの、だが、実は、んー、二つのチケットがあるんですが
L: うん
S: あ、あるんだが、
L: うん
S: あー、このチケットは太鼓のイベントのためで、興味ある？
L: うん、面白そうだね
S: うん、そのイベントは今日の七時があるんだが、いけます、うー、行ける？
L: そっかぁ、今日かぁ、えっとねぇ、予定はないんだけど、明日試験なんだよねぇ
S: あーそうだよね
L: うーん
S: んー、だったら、んー、他の友達は、んー、もし興味があったら、誰かが、ん一誘うか？
L: うんうんうん
S: 実は
L: そっかぁ
S: 友達を引き連れしなくちゃので
L: そっかそっか、分かったぁ　私もちょっと考えてみる
S: うん　ありがとう
L: ありがとう

Situation 2-b
S: あ、林さん、
L: はい
S: あ、ちょっと聞きたいことがあるんですが、
L: はい
S: あー今日、あー太鼓のイベントがあるんですが、
L: はい
S: あー、私は、あー二つのチケットがあるんだですけど、誰かが、誰かが連れて、あー、連れてはいけませんので、あー、一緒に行きませんか？
L: あー、面白そうですねぇ
S: うん
L: えっとぉ、何時ですか？いつですか？
S: 今日の、７びです、７時です
L: あー、今日ですかぁ、あの、実は、明日試験があるんですよー
S: あ、そうですかぁ？
L: はい

S: うーん、うーん、じゃあ、うーん、他の、他の、バイトさんとか、あー、興味があった人を　あー　分かりますか？　あ、知っていますか？
L: あー、ちょっと分からないですけどぉ、うーん、じゃあ私も聞いてみますね
S: うん、頼みます
L: はーい、分かりました
S: ありがとうございます
L: はい

E7
Situation 1-a
S: あ、ね、まきちゃん、明日暇？
L: あ、明日、え、何かあるの？
S: うん、お花見に行きたいんだ
L: あ、お花見楽しそうだねぇ
S: でしょ？
L: うん
S: このクラスメートも、あの、あ、来たいだけど、
L: うんうん
S: あの、このクラスメートをあんまり知らないから、あの、手伝ってくれる？
L: あ、うん、いいよぉ、いつー？
S: あの、明日の、あのう　５時半ぐらい
L: あ、明日かぁ、実は、明後日テストがあるんだよねぇ
S: あーじゃあ、あのーテストの後で大丈夫？
L: あ、テストの後は大丈夫だよ
S: じゃあ、明後日テストの後で、あの、お花見に行こう！
L: うん、分かった、ありがとう！
S: うん

Situation 1-b
S: あの、すみません、田中さん、
L: はい
S: 明日お暇ですか？
L: 明日ぁ、えっと、何かあるんですか？
S: あの、ちょっとお花見に行きたいんですが、あの、田中さんも見てくれませんか？
L: えっと、明日ですかぁ、そうですねぇ、明日は、えっと、予定がないんですけど、明後日試験があるんですよ
S: あーそうなんですかぁ
L: はい

S: あの、じゃあ、あの、他の、あー他の日で、あのう、（笑）他の日で、大丈夫ですか。
L: あー、そうですね、あの、テストのあとは大丈夫です
S: あ、はい、じゃあ、５時半はどうですか
L: えっと、時間も５時半は大丈夫です
S: はい、わかりました。あの、他のあ、他のクラスメイトを、あの、誘う、誘わ、他のクラスメイトも来てもいいですか
L: はいはい
S: あ、ありがとうございます
L: じゃあ、イベントは明日ですか。
S: あの、田中さんのテストの後でいいですか
L: あ、ありがとうございます
S: はい

Situation 2-a
S: あのね、まきちゃん
L: うん
S: 実はね
L: うん
S: あの、歌舞伎の、あ、イベントがあるんだけど、今日
L: うん
S: あの、行ってくれる？　私と
L: あ、面白そうだね、えっと、何時？
S: あの、イベントは、あの、６時ぐらいです
L: あそっかぁ、あのう、面白そうだね
S: そうだよ
L: 実はね、明日ね、テストがあるの
S: あー、そうなんだぁ、じゃあ、あの、他のクラスメイトを、あの、聞きます、or 聞く、ごめ、はい
L: あ、そっかぁ
S: うん
L: ごめんね、ありがとう
S: うん

Situation 2-b
S: あの、すみません、林さん、
L: はい
S: あの歌舞伎が好きですか？
L: はい、歌舞伎、、、面白そうですねぇ
S: あの、実はね、あの、フリーティケットがあります
L: えー、そうですか

S: はい、あのう、今日の歌舞伎イベントのティケットです、あの、よろしければ、あの、あたしと行ってくれませんか？
L: あ、面白そうですねぇ、あー、でも、実は、あの、明日試験なんですよね
S: あー、そうです、あのう、実は、このチケットは今日だけなのですが、あの、林さんが、あの、行け、行けませんなら、あの、他のクラスメイトを聞きます、誘います
L: あーそうですか、ありがとうございます
S: 大丈夫です、はい、ありがとうございます

Native Speakers of Japanese (J1) J1-J11
J1
Situation 1-a
S: まきちゃん、明日の学校の後なんだけど、お花見にお花見行かない？
L: お花見？明日かぁ、うーん、明日予定がないわけじゃないだけど、明後日テストがあるんだよねぇ
S: あぁそっか、それは止めといた方がいいね
L: うーん、そうかなぁ、でもお花見楽しそうだよね
S: んとぉ、授業が５時半に終わるから、もし行きたくなったら後で連絡してくれれば
L: うん、ありがとう、じゃあ考えとく
S: はい
L: ありがとねー

Situation 1-b
S: 田中さん、明日、大学の授業の後、お花見に行こうと思っているんだけど、一緒にどう？
L: あぁ、明日（time）うぅ、予定がないわけじゃないんだけど、明後日テストなんですよね
S: 分かりました、じゃあ、今度また何かあったら誘いますね
L: あぁ、ありがとうございます、すいません

Situation 2-a
S: まきちゃん、今日の夜、無料のコンサートのチケットをもらったんだけど、一緒に行かない？
L: コンサートか？今日？いやぁ、予定がないわけじゃないんだけど、明日テストなんだよね
S: そっかぁ、このチケット、このバイトしてる人じゃないと行けなくて、
L: あぁそっか、そっかぁ、いいねぇ、どうしようかなぁ、うーん、今日だよねぇ、うーん
S: まぁ、テストならやめとくかぁ

L: あぁちょっと考えてみる、ありがとう！
S: はい

Situation 2-b
S: 林さん、今日の夜なんだけど、何か用事あるかな？
L: 今日？うーん、ないわけじゃないんだけど、あの、明日テストなんですよねー
S: そう、５時、あぁ、今日の夜、無料のコンサートのチケットもらって、そのチケットが、同じバイトの人、同じバイトの人としか行けないから、できたら一緒に行きたいと思って、、
L: えぇ、今日ですか、うーん、どうしようかなぁ、でもーテストもあるし、、、
S: そっか、分かりました、じゃあ、他頑張って探してみます
L: でも私も考えときます、ありがとうございます
S: はい

J2
Situation 1-a
S: ねね、まきちゃん、今日ね、お花見に行くんだけど、一緒にどう？
L: あ、お花見かぁ、うーん、予定がないわけじゃないんだけど、あの、明日、明後日テストがあるんだよねぇ
S: あぁそうなんだぁ、そっかぁ、忙しいっかぁ（pause）でも、５時半に大学の授業が終わって、その後行く予定なんだけど、１−２時間くらいちょっとだけでもどう?
L: そっかぁ、じゃあちょっと考えてみる、ありがとう！
S: はーい

Situation 1-b
S: あ、田中さん
L: はい
S: はじめまして。（はじめましてでいいのかな？）
L: あ、はじめまして
S: わたくし、あのー同じ大学の(J2)と言うんですけど、
L: あ、はい
S: あのう同じバイトをしていて、
L: はい
S: で、明日５時半に授業が終わった後に、
L: はい
S: お花見をやる予定なんですけど、
L: はい

S: 一緒にどうですか
L: あ、お花見ですかぁ、楽しそうですねぇ、あのう、明日予定がないんですけど、明後日テストあるんですよね
S: あ、そうなんですか、お忙しいんですね
L: うーん、でもお花見も楽しそうですね
S: そうなんですよ、留学生センターのためにみんなで企画したやつなんですよ、いろんな学生も来るのですごい楽しいと思うんですよ。もしお時間があったら是非寄ってください
L: ありがとうございます、考えておきます
S: お願いします

Situation 2-a
S: ねね、まきちゃん、
L: うん
S: 今日が最終日の歌舞伎のライブチケットをもらったんだけど、
L: うんうんうん
S: 一人じゃ行けなくって、誰か連れて行かなくちゃいけないんだけど、
L: うんうん
S: 今日の５時以降ひま？
L: えぇ、暇ぁなんだけど、明日テストなんだよね
S: あぁそうなんだ1あ、でもさぁ、これ、誰か連れて行かないといけなくって、
L: うんうん
S: 歌舞伎ってなかなか無料で見れないじゃん
L: あぁそうだよねぇ、そっかぁ
S: だからさぁ、一緒に行ってくれないかなぁ
L: あぁそっかぁ、面白そうだねぇ、うーん、どうしようかなぁ、ちょっと考えてみる！ありがとう
S: はい、じゃあ待ってまぁす！

Situation 2-b
S: あ、林さん
L: はい
S: あ、こんにちは
L: こんにちは
S: 同じ学部の J2 と申します
L: あ、はじめまして
S: はじめまして、あの実は、今日が最後の
L: うんうん
S: 歌舞伎のペアチケットもらったんですけど
L: はい

S: 一人じゃいけなくて、
L: はい
S: 誰か連れていかないといけないんですけど
L: あぁ、はい
S: よかったら一緒に行ってもらえませんか
L: あ、今日ですかぁ、あぁ面白そうなんですけど、あの一明日試験があるんですよ
S: あ、そうなんですかぁ、じゃあちょっと今日の５時から行くんですけど、
L: はい
S: 難しいですか
L: あぁそうですねぇ　うーん、うーん、面白そうなんですけど、どうしようかなぁ
S: あ、じゃもし、早めに勉強が終わって、行けそうだったら連絡もらえますか？
L: あ、分かりました、はい
S: はい。じゃあお待ちしてまぁす
L: ありがとうございます

J3
Situation 1-a
S: まきちゃん、明日、放課後空いてたりする？
L: 明日かぁ、予定がないわけじゃないんだけど、明後日テストなんだよね
S: あぁ、そうなんだぁ。お花見の企画を今しようとしていてー、あそっか、テストって何時くらいから？
L: テストはね、朝から
S: 朝からかぁ
L: うん
S: pause 笑（あのう、これどのくらいまであの一質問すればいいんですか）
L: （もう。。。）
S: （自由？）
L: （うん）
S: （そっか。）テストって今厳しい感じ？
L: うーん、どうかなぁ　あーでも、お花見も良さそうだねぇ
S: せっかく、ね、海外の友達と一緒に行ける機会だから、一緒に働いてるし、いい機会かなーと思ったんだけどぉ
L: うんうん
S: ま、テストも大変だから、できれば、来れそうだったらまた連絡して
L: うん、ありがとう、考えとく

Situation 1-b

S: 田中さん
L: はい
S: あの、今回話すのすごい初めてだと思うんですけど、
L: はい
S: あの実は、明日、あのう、お花見をみんなでしようと企画をしているんだけど、来れそうだったりしますか？
L: えぇと、予定がないわけじゃないんですけど、あのう、明後日テストなんですよねぇ
S: あぁ、そうなんですねぇ
L: はい
S: 経済学部ってやっぱ忙しいですか？
L: そうですねぇ
S: そうですかぁ
L: でもお花見、楽しそうですねぇ
S: あの、もし、あのう来れそうだったら、あのう連絡してほしくて　あのうもし良かったらライン交換してもらえませんか？
L: はい、分かりました。
S: で、もし来れそうだったら、また LINE してください。いつでもウエルカムなんで
L: あ、ありがとうございます
S: じゃ、これからもよろしくお願いしまぁす
L: こちらこそ、ありがとうございまぁす　考えときまぁす

Situation 2-a
S: えっと、まきちゃんさぁ、今夜空いてたりする？
L: 今夜？
S: うん
L: あのう、いや、空いてないわけじゃないんだけど
S: うんうん
L: 明日テストなんだよねぇ
S: あぁ、そっかぁ
L: うん
S: 今夜ね、コンサートのま、無料ペアチケットがあって
L: うんうん
S: ま、それ一緒に行けたらいいなぁって思ってて
L: うんうん
S: その、留学センターのその所長さんからもらったから、
L: うんうん
S: その良かったら行けたらと思ったんだけど
L: あぁそっかぁ、面白そうだねぇ

S: うん
L: そっか
S: （笑）
L: そっか　うーん、どうしようかな
S: なんか、もし、厳しそうだったら、他の子もしかしたら誘っちゃうかもだけど
L: うんうん
S: もし大丈夫だったら、また声かけて
L: あ、ありがとう　じゃあ考えとく

Situation 2-b
S: あ、初めまして
L: あ、初めまして
S: なんか、いつもすれ違っててなかなか声かけれないかなぁと思ってて
L: あ、はい
S: 林さんですよね？
L: はい、そうです
S: あのう、なんか今夜、あのさっきコンサートのその無料のチケットもらって、一緒に行けたらいいなぁと思ってたんですけど、もしよかったら行きませんか？
L: あ、えっと、いつですか？
S: あ、今夜ですねぇ
L: 今夜ですかぁ　あのう、予定がないわけじゃないんですけど、あのう、明日テストなんですよねぇ
S: あぁ明日テストなんですねぇ　それは大変ですねぇ
L: うん
S: なんか、もし林さんの知り合いの方でなんか行けそうな子がいたら、教えて欲しいです
L: あ、分かりました
S: はい

J4
Situation 1-a
S: まきちゃん、えっと、明日の放課後、
L: うん
S: あの、お花見があるんだけど、
L: うんうん
S: うーんと、授業終わってから時間あったら行かないかなぁ
L: 明日かぁ
S: うん

L: あの実は、
S: うん
L: 明後日
S: うん
L: 試験があるんだよねぇ
S: あ、本当に
L: うん
S: あのね、５時半から始まって、別にいつ来ていつ帰っても大丈夫な感じなんだけど、
L: うんうんうん
S: うん、どうかなぁ？
L: そっかぁ
S: 試験
L: 面白そうだけど、試験も結構大変な試験なんだよねぇ
S: そっかぁ　笑　うーん、じゃあまたの機会で。うん、またお花見とかあったら誘うね
L: あ、ありがとう、でもちょっと考えとく
S: うん、はーい　いつでも来て大丈夫だから
L: ありがとう

Situation 1-b
S: えっと、田中さん、あし、もし明日の放課後、
L: はい
S: お花見があるんだけど、
L: はい
S: もしお時間があったら、お花見とかいらっしゃいませんかぁ？
L: あ、えっと、明日ですかぁ
S: はい
L: あの、実は、明後日大事な試験があるんですよね
S: あ、そうなんですかぁ？
L: はい
S: えっと、５時半から始まって、えっと、別にちょっと顔だしてくださるだけでもいいんですけど、
L: はい
S: もしお時間あったら、あの、ちょっとだけでもどうですかぁ？
L: あ、そうですかぁ　うーん　そうですねぇ　面白そうですしねぇ
S: うん、もし時間があったらで構わないので、はい
L: 分かりました、ちょっとじゃあ考えてみます
S: はーい、よろしくお願いしまぁす
L: ありがとうございます

Situation 2-a
S: まきちゃん、あのね、こないだね、
L: うん
S: コンサートのチケットをもらってね
L: うんうん
S: 二人で行けるチケットなんだけど、
L: うんうん
S: タダでクラシックのコンサートに行けるんだけど、もしお時間、時間あったら行かないかな？
L: あ、いつのコンサート？
S: えーとねぇ　うーんとねぇ　あ、今日だ、ごめんなさい　今日なんだけど、
L: 今日？
S: ちょっと急でごめんねぇ
L: あ、うん
S: でもなんかね、これ二人で行くとタダになるらしくって、誰かと行かなくっちゃいけなくってぇ
L: あ、そうなんだぁ
S: もし行けたら、と思ったんだけど
L: そっかぁ、じゃあ、あぁでもね、明日ね、大事な試験があるんだよねぇ
S: あ、そっかぁ
L: うん
S: 残念だなぁ、じゃあ、うん、しょうがないよねぇ　ごめんね、急で
L: ううん、でもなんか、せっかくだから行きたいなぁ
S: 本当？じゃあ、ちょっとだけ顔出してみる？面白くなかったら帰ってもいいし
L: うん、ちょっと考えてみる
S: うん（笑）分かりま、わかったぁ
L: ありがとう
S: うん、じゃあ、また連絡してねぇ
L: はーい、ありがとう

Situation 2-b
S: あ、林さん
L: はい
S: あの、ちょっと急なんですけど、
L: はい、
S: 今日、コンサートのチケットをもらってて、
L: はい
S: 今日が最終日なんですけど、
L: はい

S: 誰かと一緒に行けるペアのチケットで、もしお時間あったら５時から一緒に行きませんか？
L: あぁ
S: 突然でごめんなさい（笑）
L: いえいえ、あのう、いや、予定がないわけじゃないんですけど
S: はい
L: あの、明日、大事な試験があるんですよ
S: あぁ、そうなんですかぁ？
L: はい
S: そっかぁ、それじゃあ、ちょっと無理にお誘いするのは申し訳ないんですけど、今日がちょっと最終日で一笑
L: はい
S: ちょっと今日しか行けないから、もし時間ちょっとでもあったらなと思ったんですけどぉ
L: あぁそうですかぁ
S: うーん
L: なるほどぉ
S: 無理ですかねぇ？
L:うーん、ちょ、うーん、でも無料ですもんねぇ
S: そうなんですよねぇ、あの、コンサートは、クラシックのコンサートで、
L: はい
S: あんまりなかなかこういうチケットってもらえないかなぁと思うんで（笑）
L: あぁ確かに なるほどぉ
S: うん
L: でも試験もあるし
S: そうですよねぇ　ごめんなさい急にこんな突然お誘いしちゃって、申し訳ないですぅ
L: いえいえ　ちょっと考えてみます
S: あ、ありがとうございます
L: はい、ありがとう...
S: もし良かったらまた連絡してください
L: はい、ありがとうございます
S: よろしくお願いします

J5
Situation 1-a
S: 明日さぁ、あのーお花見するんだけど
L: うんうん
S: まきちゃん来れる？
L: 明日かぁ　えっとねぇ、明後日テストがあるんだよねぇ

S: 明後日、まぁ、ね、明日来て、
L: うん
S: ちょっと顔出して勉強すればたぶん行けると思うから、来てほしいんだけど
L: あ、そっかぁ、わかったぁ、じゃあ考えてみる。ありがとう
S: はい

Situation 1-b
S: えっと、今度花見があるんですけどぉ
L: はい
S: えっと、他のみんなも誘いたいと思っているので、あのう、田中さんにも来て欲しいんですけど、
L: はい
S: 来てもらえますか。
L: あ、いつですか？
S: えっと、来週なんですけど、
L: あ、そうですか。来週のいつぐらい？あ、（無言で指摘）
S: （あ、ごめんなさい。ひひ。）えっと、明日の放課後で、
L: はい
S: えーっと、大学の授業５時半に終わると思うんで、
L: はい
S: えっと　その１時間後ぐらいから始めようと思っているんですけど
L: あぁそうですかぁ　えーっとぉ、明日ですかぁ...えっと実は、明後日テストがあるんですよねぇ
S: あ、そうなんですねぇ
L: はい
S: えぇっとぉ、うーん、テストは朝早いですか？
L: そうなんですよぉ
S: あ、そうなんですねぇ
L: はい
S: ちょっともう来れない感じですか？
L: うーん、結構
S: できればまぁ、なんか３０分くらいでも来てもらって、みんなと楽しんでもらえればなぁっていう
L: あ、なるほど
S:感じなんですけど
L: わかりました、じゃあ、ちょっと考えてみます。
S: あ、わかりました。
L: はい、ありがとうございます。
S: ざいまぁす

Situation 2-a

S: 今日さ、ワンオクのライブあるんだけど、
L: うんうん
S: あのう、一緒のアルバイトの人しかいけなくて、
L: うんうんうん
S: ま、バイト５時に終わると思うんだけど、
L: うんうん
S: まきちゃん行かない？
L: あぁ、今日かぁ　実はね、明日テストがあるんだよねぇ
S: あぁ、ま、テスト、テスト、ま、たぶんいけると思うし（笑）あ、ま
L: そうかなぁ
S: このライブは今日しかないし（笑）
L: うん
S: テストはまたあるし（笑）
L: そっかぁ、でもテスト結構厳しいかもしれないんだよねぇ
S: そうなんだぁ
L: うーん　でもワンオクだよねぇ
S: うん、他のバイトの人より、まきちゃんと一緒に行きたいと思ってぇ、仲良いし
L: そっかそっかぁ　うん
S: そ、だから、どうかなと思って
L: うん、ちょっと考えてみる
S: 分かった
L: ありがとう
S: はい

Situation 2-b
S: 林さん、このバイト終わった後空いてますか？
L: 今日ですか？
S: はい
L: はい、一応予定はないんですけど
S: あの、今日実は、ワンオクのライブあって
L: はい
S: チケットがあるんですけど
L: はい
S: 一緒に行く人がいなくて、
L: はいはい
S: で、このバイトしている学生と行かなきゃいけないんですけど、
L: はい
S: あの、どうかなと思って

L: あぁ、なるほど　いや、予定がないんですけど、実は、明日試験があるんですよね
S: あ、そうなんですね
L: はい
S: あの、どんくらい、あのう勉強されてますか
L: あぁ、ちょっとどうかなぁ　ちょっと分からないです、まだ
S: あ、そうっすか　あの、もし、もし良かったらなんすけど、
L: はい
S: この後、あの、無料なんで、しかもワンオクなんで
L: はい
S: 良ければ、緒に行きたいなぁと思って
L: あぁ、分かりました　ちょっと考えてみます
S: あ、分かりました
L: ありがとうございます
S: はい、ありがとうございます

J6
Situation 1-a
S: まきちゃん、
L: うん
S: 明日さぁ、明日の放課後にお花見の企画してて、もし良かったら来る？
L: お花見かぁ
S: うん
L: 明日、うーん、実はね
S: うん
L: 明日テストなんだよねぇ
S: あ、本当？
L: うーん
S: そっかぁ、でもあ、たぶん、二時間ぐらい？二時間か三時間ぐらいだから、うん
L: そうなんだぁ
S: もし良かったら、うん
L: うん、わかったぁ、ありがとう
S: うん
L: ちょっと考えてみるぅ
S: うん

Situation 1-b
S: 田中さん、
L: はい

S: 明日の放課後は時間ありますか？暇ですか？
L: えっと、明日ですか？
S: はい
L: はい、あのう、予定はないんですけど、
S: はい
L: はい、
S: あ、そうですか　あの、良かったら、明日の放課後にお花見を企画していて、
L: はい
S: 良かったら来られますか？
L: あ、そうですか
S: はい
L: あの実は、明後日テストがあるんですよね
S: あ、そうなんですねぇ
L: はい
S: そうですかぁ　じゃ... （笑、すいません）そうですかぁ　じゃ、ちょっとまた次回
L: あぁ
S: お花見とかイベントを今あの企画してるので、
L: はい
S: その時またお声かけさせてもらってもいいですか？
L: はい、ありがとうございます　楽しそうですね
S: はい
L: そうですか　はい、じゃあ、はい、ありがとうございます
S: はい

Situation 2-a
S: まきちゃん、今日の５時
L: うん
S: あ、今日の夜ひま？
L: えっとねー、ま、暇って言ったら暇なんだけど、うん
S: なんか今日の夜、あのう、アリアナ・グランデのライブがあって、で私チケット、無料のチケットを
L: うんうん
S: ペアの、やつをもらってるんだけど
L: あ、そうなんだぁ
S: うん　一緒に来ない？
L: あそっか、
S: うん
L: 実はね、

S: うん
L: 明日の朝テストがあるんだよねぇ
S: あ本当？何時から？
L: 朝のね、９時ぃ
S: ９時？
L: うん
S: そっかぁ、でもこのコンサートさぁ　あの、今日が最終日で
L: うんうんうん
S: しかも、セン、あの留学生センターのアルバイトの学生じゃないとあの使えないんだよね
L: あそっかぁ
S: だから良かったら
L: そうなんだぁ
S: うん　来ない？
L: うーん、でもね、テストもあるしねー
S: うん、そっかぁ
L: うーん、でもねぇ
S: うーん
L: でもねぇ
S: うーん
L: コンサートも楽しそうだしなぁ
S: 他に行きたいっていう人いるかなぁ
L: うーん、どうだろう　ちょっと分かんないなぁ
S: そっかぁ、あ、じゃあごめんねぇ
L: ううん、ありがとうわざわざ　じゃあちょっと考えてみる
S: うん
L: ありがとう

Situation 2-b
S: あ、林さんこんにちは
L: あ、こんにちは
S: すみません
L: はい
S: あのう、私、留学生センターでアルバイトしているんですけどぉ
L: はい
S: ちょっと今、あのう　アリアナ・グランデの
L: はい
S: コンサートの、ライブのチケットを、の無料のペアチケットを持ってて
L: はい

S: で、留学生センターのアルバイトの学生しか一緒にいけないので、あの、林さん今夜もし空いていましたら一緒に行かれます？
L: あぁ
S: 良かったらどうですか？
L: 今夜ですかぁ
S: はい
L: あの実は、明日試験があるんですよ
S: あ、そうですか、すみません
L: あ、いえいえ
S: じゃあちょっと難しいですかねぇ、今夜は
L: うーん、でも楽しそうですね
S: そうです、あの、今夜が最終日のライブらしくて、
L: あ、そうなんですねぇ
S: 本当にいい機会だと思うので、もし良かったら、一緒に、無料のチケットなので
L: あぁそうですかぁ
S: はい
L: あ、じゃあちょっと考えてみます
S: はい、お願いします
L: ありがとうございます
S: はい、すみません

J7
Situation 1-a
S: まき、明日大学終わったらひまなん？
L: 明日、いやぁ、暇って言えば暇なんだけど、
S: 暇だよね？
L: あぁまぁね、
S: 笑
L: 明後日テストなんだよねぇ
S: まー大丈夫っしょ
L: うん、ま、まーねー、なんかあるの？
S: いや、留学生と一緒になんか花見をやろうかなと思ってて
L: うん
S: ま、来たかったら
L: うん
S: ま、楽しいし、
L: うんうん
S: ま、まき来た方がいいと思って
L: うんうんうん

S: 誘ったけど、テストはまぁ大丈夫っしょ
L: うん、まぁまぁちょっと考えてみるぅ
S: はい
L: ありがとう

Situation 1-b
S: え、田中さん
L: はい
S: 田中さんですよね？
L: はい、そうです
S: あのちょっと自分、明日の放課後、明日の放課後？
L: はい
S: に、ちょっとお花見を企画してるんですけど
L: はいはい
S: （スクリプトを見ながら確認）学、バイトしてる？　学生のためにですよね、留学してる学生のためにしてるんですけど、
L: はいはい
S: えっと、良かったら来ませんか？
L: あ、えーと、いつですか？
S: え、大学、５時半以降ですね、５時半以降に
L: 明日ですか？
S: 明日の放課後です
L: あぁ、そうですかぁ　あのう、明後日試験があるんですよ
S: はい　試験（笑）それは何の何の試験？
L: あのう、ちょっと経済学部のあの、試験なんですけど、はい
S: あ、それは結構大事ですか
L: あぁ、そうですねぇ　ま、はい、一応
S: 笑
L: 単位が必要なので
S: あなるほど
L: はい
S: え、全然
L: でも楽しそうですよね、お花見
S: いや、たぶん、きっと楽しいと思います
L: はい
S: 無理強いはしないんですけど
L: はい
S: ま、できればという形で
L: はい
S: 来てくれたらありがたいなという

L: あ、分かりました　ありがとうございます、
S: はい
L: 考えておきます
S: お願いします
L: はい

Situation 2-a
S: まき、このバイト終わった後暇なん？
L: えぇとね、暇って言えば、、、うーん　なんかあるの？
S: え、なんか、コンサートのなんかチケットをなんかもらって
L: うんうん
S: そのチケットが、このバイトの学生用、学生しか使えないみたいで
L: うんうん
S: で、なんかま、ちょうど今一緒に働いてるのまきだったから
L: うんうん
S: もし暇だったら　今日、今夜か、今夜が最終日らしくて
L: うんうん
S: ま、せっかくだし、もったいないから行けたらいいなと思って
L: そっかー　いや、明日テストなんだよねぇ
S: 笑　テスト～
L: うん
S: でもこのコンサートやっぱ今日しかないし、
L: うん
S: テストはまぁまぁまぁ挽回がきく
L: うーん　そっかぁそっかぁ
S: 笑
L: そうよね
S: やっぱ自分次第で
L: うん
S: (pause) 明日のテストは何時からなん？
L: 明日ね、８時から
S: 夜の？
L: 朝
S: あ、朝、それはあれだね
L: うん
S: 寝なきゃいい話だよ
L: 笑　そっかぁ　分かった　じゃ、ちょっと考えてみる
S: うん
L: ありがとう
S: じゃ、よろしくぅ

Situation 2-b
7:41
S: 林さん、お疲れ様です
L: お疲れ様です
S: 今バイトちょうど終わりました？
L: はい
S: この後ってちょっと時間とかってありますか？
L: あの、いや、ないわけじゃないんですけどー　何かあるんですか？
S: いやなんか、ちょっとライブのチケットをこの学生用にってことでちょっといただいて、
L: はい
S: いや、今夜が最終日らしくて
L: はいはい
S: ちょっと、あの周りを見渡したら林さんしかいなくて
L: はい
S: ちょ、でもせっかくだし、今日しかないらしくて
L: はいはい
S: ま、よろ良ければ、一緒に行けたらなと思って
L: あぁそうですか　あのう　明日テストがあるんですよねぇ
S: あ、それは大変ですねぇ
L: はい
S: 明日何時からですか？
L: 明日８時からなんですけど
S: 一限？
L: はい
S: 早いっすね
L: そうですね
S: それは確かにちょっときついっすねぇ
L: はい、でもコンサート面白そうですねぇ
S: いや、全然全然でも、そんな、ま、自分で、どっちが大事か心の中で決めてもらって
L: あ、はい、分かりました、考えてみます
S: はい
L: ありがとうございます
S: はい

J8
Situation 1-a
S: あ、まき、明日午後暇？大学終わったあと？
L: あ、明日ねぇ、暇なんだけど、明後日テストなんだよねぇ

S: 明後日？
L: うん
S: 何時から？
L: 朝ね、８時
S: ８時？
L: 何かあるの？
S: なんか、留学、今バイトやってんじゃん、留学センターで
L: うんうんうん
S: そこでお花見しようと思ってんだけどぉ
L: うん
S: ８時ならイベント来れるっしょ？
L: うーん、楽しそうだしね
S: うん
L: いやでも、うーん、テストもあるしなぁ
S: まー、夜やればいいんじゃないの、勉強は
L: かなぁ、うん、ちょっと考えてみる
S: あ、うん、オッケー　了解
L: ありがとう

Situation 1-b
S: 田中さん
L: はい
S: なんか今度、あ、明日
L: はい
S: ５時半に授業終わって、
L: はい
S: みんなで留学センターの学生でお花見しようと思っているんだけど、
L: はい
S: ま、暇だったら、来ないすか？
L: あぁ、明日ですかぁ　いや、あの一明後日テストがあるんですよね
S: あ、そうなんだぁ
L: はい
S: あ、じゃあしょうがないよねぇ
L: はい
S: テストって何時から？
L: 朝８時なんですよ
S: ８時かぁ
L: はい
S: じゃぁ無理だな
L: はい、でも楽しそうですね

S: そうだねぇ、みんな来るし、
L: はい
S: その留学生の人たちも来るから
L: はい
S: みんなと仲良くなるためにどうかなーと
L: あ、なるほど
S: はい
L: わかりました、じゃあちょっと考えてみます。
S: あ、はい
L: ありがとうございまーす
S: 了解でーす

Situation 2-a
S: まきちゃんさ、
L: うん
S: なんかコンサートとかライブって興味ある？
L: うんうん　あるよ
S: なんか今日
L: うん
S: アルバイト終わってから
L: うんうん
S: なんかコンサートあるんだけど
L: うんうんうん
S: なんかペアチケットもらっちゃって、
L: うんうん、いいじゃん
S: 行かん？
L: 今日かぁ、いや実は明日、テストあるんだよねぇ
S: ほんま？
L: うん
S: 何時まであるんだろうなぁ　たぶんそんな遅くまでないと思うん、いかない、ん？遅くまでないと思うんだけど
L: うーん
S: なんか二人で行かないといけないらしくって
L: うーん、そっかぁ　でもなぁ、明日の試験厳しいしなぁ
S: そお？
L: うん、でもコンサートも
S: ね、今日で終わりらしいよ
L: そうだよねぇ
S: うん
L: そっかぁ

S: どうする？笑
L: うーん、どうしようかなぁ (pause) うーん、ま、ちょっと考えてみる
S: うん、オッケー
L: ありがとう
S: 了解

Situation 2-b
S: 林さん、林さん
L: はい
S: 林さんさぁ、ラットとか興味ある？
L: 結構好きです
S: あ、結構好き？えなんか、今日コンサートあって、
L: はい
S: このバイト終わりに
L: はいはい
S: あのペアチケットで二人で行かないといけないんだけど、
L: はい
S: めっちゃ行きたいんだけど
L: はい
S: 一緒に来てくれませんか？
L: あぁなるほど　いや、暇なんですけど、明日ね、朝から試験なんですよぉ
S: あそうなんだぁ
L: はい
S: あ、そっかぁ　行きたいんだけどなぁ
L: あぁ、そうですかー　うーん
S: なんかおごるから、
L: あぁ
S: 来てくれない？
L: あ、ちょっと、うーん、そっかぁ、試験もあるしなぁ、じゃあちょっと考えてみます
S: あぁそうだよねぇ、了解
L: はい

J9
Situation 1-a
S: え、まきちゃんさぁ、明日、明日の放課後にさぁ
L: うん
S: 外国センターで外国人と花見見に行くんだけど、
L: うんうん
S: 一緒に行かない？

L: あぁ明日かぁ　あの実は、明後日試験なんだよねぇ
S: あぁ、ま、そうだね、でも、したら、じゃあ、試験、試験勉強のレジュメ見せるから、
L: うんうん
S: 明日どう、一緒に。（笑）
L: おっ、
S: 笑
L: そっかぁ　ありがとう、そっかぁ、ちょっと考えてみるわ
S: うん
L: うん
S: ありがとう　そしたら、じゃあもし、まぁ行けるようだったら連絡して
L: うん、分かったぁ
S: オッケー　ありがとう
L: ありがとう！

Situation 1-b
S: あ、田中さん、こんにちは。
L: あ、こんにちは。
S: あのう、留学センターでバイトしている（名前）と言います。
L: あ、どうも。
S: どうも初めまして。
L: 初めまして。
S: すいません、あのう（pause）明日の放課後に
L: はい
S: お花見あるんですけど、
L: はい
S: そのお花見一緒に行きませんか。
L: あ、明日ですか？
S: はい
L: あぁ実は、明後日試験があるんですよねぇ
S: あーでもこれも、ま、留学センターのアルバイトってことで
L: はい
S: あのうお金も出ますし
L: はい
S: あとはそのう、お互い留学センターでバイトしてるから分かると思うんですけど
L: はい
S: やっぱりこの一外国人とこういう風に交流するっていうのはすごいためにもなると思うんで
L: はい

S: ま、もちろん、テスト勉強も大事だと思うんですけど、
L: はい
S: その、ま、自分の将来のために色々外国人と交流するっていいかなって思うんで
L: はい
S: どうですか、一緒に。参加するのは
L: ありがとうございます。ちょっと考えてみます。
S: あ、はい
L: ありがとうございまぁす

Situation 2-a
S: え、まきちゃんさ
L: うん
S: 今日最、今日が最後のそのコンサートイベントがあるんだけど
L: うんうん
S: 今日どう一緒に行かない、今日の夜
L: 今日かぁ、実は明日試験なんだよねぇ
S: あぁ、あそう
L: うん
S: でもま、このコンサートさ、
L: うん
S: 本当に今、今日で最後で終わっちゃって
L: うん
S: でしかも、すごい有名なアーティストもたくさん来て
L: うんうんうん
S: でしかも、その、ま、留学センターの人とじゃなきゃ一緒に行けなくて、
L: うんうんうん
S: でしかも、一緒に行ったら無料で行けるからー、どう？
L: あ、そうなんだぁ　いや、いいねー、でもさ明日試験だし、うーん、どうしようかなぁ　うーん
S: したら、じゃあじゃあ、このコンサートまでに
L: うん
S: 俺も一緒に試験勉強手伝うから
L: うん
S: そっからこのライブ行くっていうのどう？
L: あぁ、なるほどね、うん、じゃあちょっと考えてみる
S: オッケー、したら分かったらじゃあ連絡して
L: うん分かったぁ、ありがとう！

Situation 2-b
S: あ、林さんこんにちは

L: あ、こんにちは
S: こんにちは、その留学センターで一緒にバイトしてる(J10)っていうんだけど、
L: あ、どうも
S: あの今日の夜、その、留学センターが主催の本当にもう今夜が最終日のコンサートがあるんだけど、どう？なんか一緒に行かない？このイベント無料で、そう、留学センターの人とじゃないと一緒に行けなくて、
L: あぁ、そうなんだぁ、えぇ
S: そうもう今夜が最後だから、急にどうかなと思って
L: あぁ、なるほど、いや、面白そうなんですけど、実は明日試験なんですよね
S: あぁそっか、試験かぁ
L: うーん
S: うーん　でも今夜のイベント、すっごい、ま、たくさんいろんな有名なアーティストとかも来るから、ま、もし、試験勉強とかに余裕がありそうだったら、そしたら、ま、連絡して
L: あ
S: そしたら一緒に行こうよ
L: あ、どうもありがとうございます。ちょっと考えてみます
S: はい
L: はーい、どうも

J10
Situation 1-a
S: まきちゃんまきちゃん、
L: あぁ、(name of J10)ちゃん、
S: えっとね、明日
L: うん
S: 私がアルバイトしてる留学センターでお花見の企画があるんだけど
L: うんうんうん
S: 予定空いてたりする？なんか一緒に来てもいいみたいな感じで、友達誘ってもいいみたいな感じだから
L: うーん
S: 来れたら絶対楽しいと思うんだけど、どうかなぁ？
L: そっかぁ　あのう　明日ねぇ、実は、あ、明日だよね、それ？
S: あ、そうなの　そうそうそう、明日　明日なのう　ちょっと急なんだけどね。
L: 明後日ね、テストがあるんだよねぇ
S: あぁねぇ　笑　それはねぇ　ちょっとねぇ
L: うーん
S: ちょっ、そっかぁ

L: 楽しそうだよねぇ
S: そうなんだよねぇ　うーん　途中で全然抜けてもらってもいいし　なんかもし本当に気が向いたらでいいから
L: うんうん
S: 連絡ちょうだい
L: うん、ありがとう　考えてみる
S: うんうんうん

Situation 1-b
S: こんにちは
L: こんにちは
S: あのう（J10 名前）と申します。
L: あ
S: 一緒に、一緒の留学センターでアルバイトをしているんですけども、
L: はい
S: たぶん、会ったことはないですけど、
L: そうですね。
S: 初めてだと思おうんですけど、えっと、明日に
L: はい
S: 明日の放課後にお花見のぉ（これはプライベートみたいな感じですか？）
L: （あ、はい、あのう、プライベートで。）
S: （あぁ、なるほど！）えっと、明日お花見の、えっとぉ企画をしているんですけど
L: はい
S: よかったら一緒にいかがですかぁ？
L: あ、そうです、、、
S: 明日えっとぉ５時、大学５時半に終わると思うんですけど、
L: はい
S: そこからあとっていう感じになると思うんですけども
L: はい、あ、
S: どうですか？
L: そうですかぁ、実は、
S: はい
L: あのう明後日試験なんですよねぇ
S: あぁなるほど
L: はーい
S: それに関しては結構もう勉強してます？それとも、かつかつでやってます？笑
L: あぁそうですねぇ、ちょっと
S: 厳しそう？

L: どうだろう　でも、楽しそうですねぇ
S: そうなんですよねぇ　どのぐらいかかるかは、どのぐらいそこにいて　あのう、お花見するかはまだわからないんですけども
L: はい
S: 全然途中で抜けていただいてもいいので
L: はい
S: なんかちょっと顔出して、こんにちはーみたいなぐらいでも全然いいので
L: あっ
S: 本当に気が向いたらでいいので　あのう連絡ください
L: あ、ありがとうございまぁす　考えてみまぁす
S: はい

Situation 2-a
S: ちょっと今日今夜なんだけど、
L: うんうん
S: ちょっと急で申し訳ないんだけど、
L: うんうん
S: 今日ジャズのコンサートがあの、ダウンタウンの方であって、
L: へぇ
S: 私めっちゃジャズ好きなんだけどさ、
L: うんうんうん
S: 一緒に聞けたら楽しいと思うんだよね　だから
L: うんうん
S: （笑）無料のペアチケット持っているんだけど、
L: うん
S: そのチケットっていうのが、同じアルバイト先の人としか行かなくちゃ、と行かなきゃいけなくて
L: うん
S: で、もし予定空いてたらでいいんだけど、行かない？笑
L: そっかぁ　え、今日？
S: そう、今夜なんだよねぇ　今日が最終日みたいな感じで
L: そっかぁ、実はね、明日試験があるんだよねぇ
S: あぁ明日そっかぁ
L: うーん
S: 試験あるのかぁ　結構もう　まだ勉強したいよね
L: うーん、まぁねぇ、明日８時だし
S: 朝８時なの？
L: うん
S: それは早く起きて、起きた方がいいからちょっと微妙かも　今夜だから、夜だからね、ちょっと

L: そっかー
S: 遅くなっちゃうと申し訳ないな
L: そっかぁ、じゃあちょっと考えてみる
S: オッケオッケ、大丈夫大丈夫
L: ありがとう

Situation 2-b
S: すみません、林さん
L: はい
S: あの、急で申し訳ないんですけど、
L: はい
S: 今夜、あの、ダウンタウンの方でジャズのコンサートがあるんですけれども
L: はい
S: 私ちょうどその無料のペアチケットを持っていて、
L: はい
S: で、そのチケットっていうのが、同じアルバイトの先の人と行かなきゃいけないっていうもので
L: はい
S: もし良かったらなんですけど、林さんスケジュール空いてましたら行きませんか、一緒に
L: あ、今夜ですか？
S: そうなんですよ（笑）今夜が最終日らしくて
L: うーん
S: 本当急で申し訳ないです
L: あの実は、明日試験なんですよねぇ
S: あぁなるほど　それは結構大事なやつですよね？笑
L: んーまぁ、朝８時なので
S: 朝８時は確かにきつい
L: うーん
S: そっかぁ
L: そうなんですよー
S: なるほど
L: でも面白そうですねぇ
S: そうなんですよ、結構有名な方が来ているそうで
L: はい
S: いいんですけど、でもそうですね、ちょっと勉強したいですよね（笑）
L: うーん　そうですねぇ
S: あのちょっとあのう、そこらへんでまだ時間あるんで、
L: はい
S: カフェで時間つぶしてるんで

L: はい
S: あの、連絡先、たぶん知ってると思うんですけど（笑）
L: はい
S: あの、連絡、もし気が向いたらでいいんで連絡ください
L: あ、ありがとうございます
S: はい

J11
Situation 1-a
S: あのさぁ
L: うん
S: 明日、あのう、今ちょっと桜が結構きれいな時期になってきたじゃんね
L: うんうん
S: で、あのぉう今学生も結構留学生が来てて、今年しか見れない人もいっぱいいると思うから、
L: うんうん
S: ちょっとお花見を今企画をしてて
L: うんうん
S: で、えぇとちょっと急なんだけど、
L: うん
S: 明日
L: うんうん
S: に、授業５時半に終わるからそのあとみんなでお花見行かないかなーと思ってるんですけど
L: うんうん
S: よかったら来ません？
L: あぁ、明日、あのう予定がないわけじゃないんだけど　あのうテストが明後日あるんだよねぇ
S: あーなるほど、なるほど
L: うーん
S: 誰のテストだっけ？
L: えっと、あのう難しい英語のクラスの先生の
S: あーあの先生の
L: うん
S: そっかぁマジかぁそうねぇ　じゃあまぁ明日、ま勉強しないとねぇ取れないと大変だしね
L: うーん
S: ほっかぁ　まぁまぁでもそれは全然仕方ない　でももしあの、今日勉強して
L: うんうんうんうん
S: 行けそうだったら

L: うんうんうん
S: 明日来てくれると
L: うんうん
S: すごい助かるっていうとあれだけど、ね、やっぱり日本のなんかマナーとかもあるだろうから、あのう周りの人に迷惑かかんないようにするためにも、日本の感覚分かる人いてくれた方が助かるかな
L: あー分かった
S: と思ったりして　はい
L: じゃあ考えとく
S: うん
L: ありがとう
S: あの、本当こちらこそ、突然ごめんなさい
L: ううん
S: なので、ま、もし来れればで
L: あ
S: ちなみに結構今のところ、あのー来るメンバーがもう２０人ぐらいになってて
L: うんうんうん　そっかそっかぁ
S: はい
L: 楽しそう
S: そう、楽しいん、楽しいと思う
L: 分かった、ありがとう！
S: うん
L: 考えとく
S: はい、お願い
L: うん
S: しまーす

Situation 1-b
S: 田中さん、あのすみません　ちょっと今お時間少しいいです？
L: はい
S: あのぅですね、今ここでバイトしているじゃないですか
L: はい
S: で、明日、ちょっと急なんですけど、あのう、まぁせっかくこう花見のシーズンなもんですから、
L: はい
S: できれば　あのう　ちょっと留学生をお花見に連れて行きたいなぁと思ってて
L: はい
S: その企画をちょっと担当してるんです

L: はい
S: で、あのう、先生も一緒に来てもらって
L: はい
S: で、あとは、誰だろうな、あのう、私の他にも、今あのう、まきちゃんとかにも声をかけたりとかもしているところなんですけど
L: はい
S: で、学生が今、留学生２０人ぐらい来たいなと言っているところで、で、あの、もし良ければですね、あの、ちょっと一緒にあの来ていただいて、
L: うんうん
S: あの、ま、全然あの、楽しんでもらって構わないですけど、
L: はい
S: ま、ちょっとそのぉ、一緒に来てもらえると色々あのう、イベントやるにあたって助かるので、もし良ければ、来てもらえると助かるんですが
L: あ、そうですかぁ、いつでしたっけ？
S: えっと、明日の、ごめんなさいそうですね、えっとぉ、一応授業がたぶん５時半に終わると思うので、
L: はい
S: 終わってからあのう学生連れて行こうと思ってます　まぁ６時くらいからかなぁと
L: んー、あぁそうですかぁ　いやー予定がないわけじゃなくって　あのう明後日試験があるんですよ
S: あーなるほど
L: はーい
S: そっかぁ、それはちょっと難しいっすね
L: うーん
S: なるほどなるほど
L: はーい、でも楽しそうですね
S: いや、はい、そう思います　私も是非、あの、田中さんと仲良くなりたいので（笑）あのう
L: あぁはい
S: この機会にもし来ていただければ、あの一本当に、ね、お世話するとかだけじゃなくて、あの、楽しんでもらえればいいと思うので
L: はい
S: あの、もし可能なら
L: はい
S: 私も同じようなテストがあったりまぁ無かったり（笑）があるんですけど、ま、良ければ是非お願いします
L: ありがとうございます。考えておきます
S: よろしくお願いします

Situation 2-a
S: あ、まきちゃんまきちゃん
L: うん
S: あのさぁ
L: うんうん
S: えっと、今度
L: うん
S: そう、今日なんだけど、
L: うん
S: えっと、あのう、ベネズエラの
L: うん
S: あの、有名なオルケスタ・デラ・ルスっているバンドのコンサートがあってさ
L: うんうんうん
S: あのう、今チケットがただ一枚あって
L: うん
S: あの、一緒に行きません？
L: あー、今日？
S: 今日今日今日、ごめん本当に、今日の今日であれなんだけど
L: あの、実はね明日ね、試験があるんだよねぇ
S: いや、まじで
L: うーん
S: マジっすか
L: そう
S: いやぁ、大丈夫っしょ、大丈夫っしょ（笑）
L: あぁ、かなぁ
S: 楽しいよ、たぶん、あの
L: うん
S: なかなかね、日本でこのオルケスタ・デラ・ルスの音楽聞けないから
L: あ、そうなんだぁ
S: そうそうそう
L: そっかぁ、でもなぁ、行きたいけど試験もあるしなぁ
S: 試験あるかぁ
L: うん
S: じゃぁねぇ、そうっすかぁ、いやいやいやいや、ま、分かった、じゃあちょっとケイちゃん、ケイちゃん誘ってみるわ（笑）
L: 分かったぁ
S: 笑
L: ごめん、ちょっと考えてみる

S: いやいや、もし来れれば何枚かあるから、一緒に来てもらえばいいし、で、またたぶんこのオルケスタ・デラ・ルスはなかなか来ないけど
L: うん
S: また別の時にでも
L: はい
S: 声かけるから
L: ありがとうわざわざ
S: いえいえ

Situation 2-b
S: 林さん、林さん
L: はい
S: お疲れ様です
L: お疲れ様です
S: お疲れ様です、あのこないだ、あのちょっと変な話なんですけど、林さん、なんか南米の音楽に興味があるとかって前ちょっと言ってたと思うんですけど
L: はい
S: あの実は、手元にですね、あのベネズエラのあの、オルケスタ・デラ・ルスっていうですね
L: うん
S: あのバンド、バンドなのかな
L: うん
S: バンドのチケットがあって
L: はい
S: それがちょっと急なんですけど、今日、今夜あの、開催される予定
L: はい
S: なんですね、で、あの、ちょっと学生、えーアルバイトの学生用にもらってるチケットなんで、ま、自分は行けて、で、田中さん（林さんの間違い）も行けると思うんですけど
L: はい
S: あの、もし良かったら、一緒に行きませんでしょうか？
L: あぁ、いつですか？
S: えっとねぇ、今日、今日が最終日で、今夜なんです
L: そうですかぁ
S: うーん
L: いや、あの、実は、あの明日ね、試験があるんですよ
S: なぁ、そうですかぁ
L: はい
S: マジ、そうかぁ、ね、せっかくいい機会かなぁと思ったけど、ま、試験なら仕方ないすねえ

L: はい、面白そうですけど、ねぇ　うーん
S: 分かりました分かりました、でもまたもしね、あの、試験大丈夫そうかな（笑）とか思えたら、また言っていただければと思うので、はい
L: すいません
S: いえいえ
L: わざわざありがとうございます
S: すいません突然
L: こちらこそ、ありがとうございました
S: ありがとうございます