

# Exploring Japanese as a Lingua Franca through Long Distance Education

## Tagging and Analyzing Conversation Data

Noboru OYANAGI, Yukie KOBAYASHI,  
Keiko MOCHIZUKI, Kana SHIMOTORI

- ✓ Outline of the previous research and the results
- ✓ Work in progress and in future
- ✓ Future goals

# Previous Research Projects and Results

- Kaken C government grant (16K02801)2016-2018
- Research Title : “Japanese language education beyond Japan – Exploring the possibilities of Japanese as a lingua franca through long distance learning with foreign universities”
- Research Team : Yukie KOBAYASHI, Chunchen LIN, Keiko MOCHIZUKI, Hiroko DATE, Etsuko TOYODA

# Previous Research Projects and Results

- Aims

- ① Reveal the current state and characteristics of JLF, and explore its possibilities.
- ② Consider “Japanese language education beyond Japan” for the purposes of JLF.

# Previous Research Projects and Results

- Methodology

Conduct discussion between TUFs and 3 foreign universities using Skype  
(Tamkang Univ., Fuzhou Univ., and Melbourne Univ.)



Transcribe audio data



Tag data



Construct a JLF corpus

# Previous Research Projects and Results

- Data Summary

- \* Discussion Topics

- ① BBC news

- “That drink is full of sugar: A sugar tax to combat obesity”

- ② Japanese animation “Wolf Children”

- \* Length of discussion: 45-60 minutes

- \* Size of data: 4,500-8,000 words per debate

\* 3 groups

	Topic ①	Topic ②
A : <b>NNS &amp; NNS</b> Total participants:6	TUFS(2) Tamkang(2) Melbourne(2)	Tamkang(2) Fuzhou(2) Melbourne(2)
B : <b>NNS &amp; NS</b> Total participants:6	TUFS(2) Tamkang(2) Fuzhou(2)	TUFS(2) Tamkang(2) Fuzhou(2)
C : <b>NS &amp; NS</b> Total participants:4	Tsudajuku(2) Hosei(2)	Tsudajuku(2) Hosei(2)

**NNS** : Non-native speaker    **NS** : Native speaker

\* Information about participants' native languages

	Topic ①	Topic ②
A : NNS & NNS	Chinese(4) English(1) Korean(1)	Chinese(6)
B : NNS & NS	Chinese(4) Japanese(2)	Chinese(4) Japanese(2※)
C : NS & NS	Japanese(4)	Japanese(4※)

※Same participants as in Topic ①

\* Japanese level of NNS

N2 or above (some students advanced level and above)



# Processing the Conversation Data

- Deciding Tag Categories

3 major categories

( 1 ) Japanese (J)

- • • basic vocabulary and grammar required for mutual understanding

( 2 ) Communication Strategies (CS)

- • • linguistic strategies for attempting mutual understanding

( 3 ) Japanese Culture (C)

- • • aspects of Japanese culture embedded in language use

- Deciding precise tags

## ( 2 ) Communication Strategies (CS)

1. Repetition (of speaker's own words)
2. Reiteration (of speaker's own words)
3. Asking Back
4. Inversion

## ( 3 ) Japanese Culture (C)

### 1. Fixed Expressions :

greetings, ways of broaching a topic, closing words,  
responding to the interlocutor

### 2. Style Shifts :

normal style ⇔ polite style,  
written language ⇔ spoken language

### 3. “Kyowa” and Phatic Expressions :

## “Kyowa” and Phatic Expressions :

“Kyowa” : (Nobuko Mizutani)

Lit. cooperative conversation

Linguistic phenomena where dialogue participants  
**work together to make a sentence or story.**

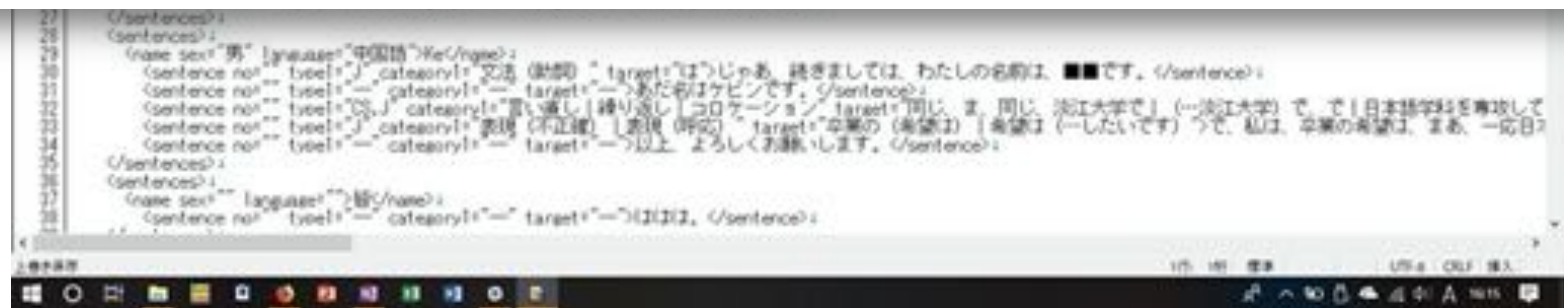
“Kyowa” often features repetition, reiteration or phatic expressions represented by interjections.

- Method of Tagging

Going forward, record data in xml format to allow online searches

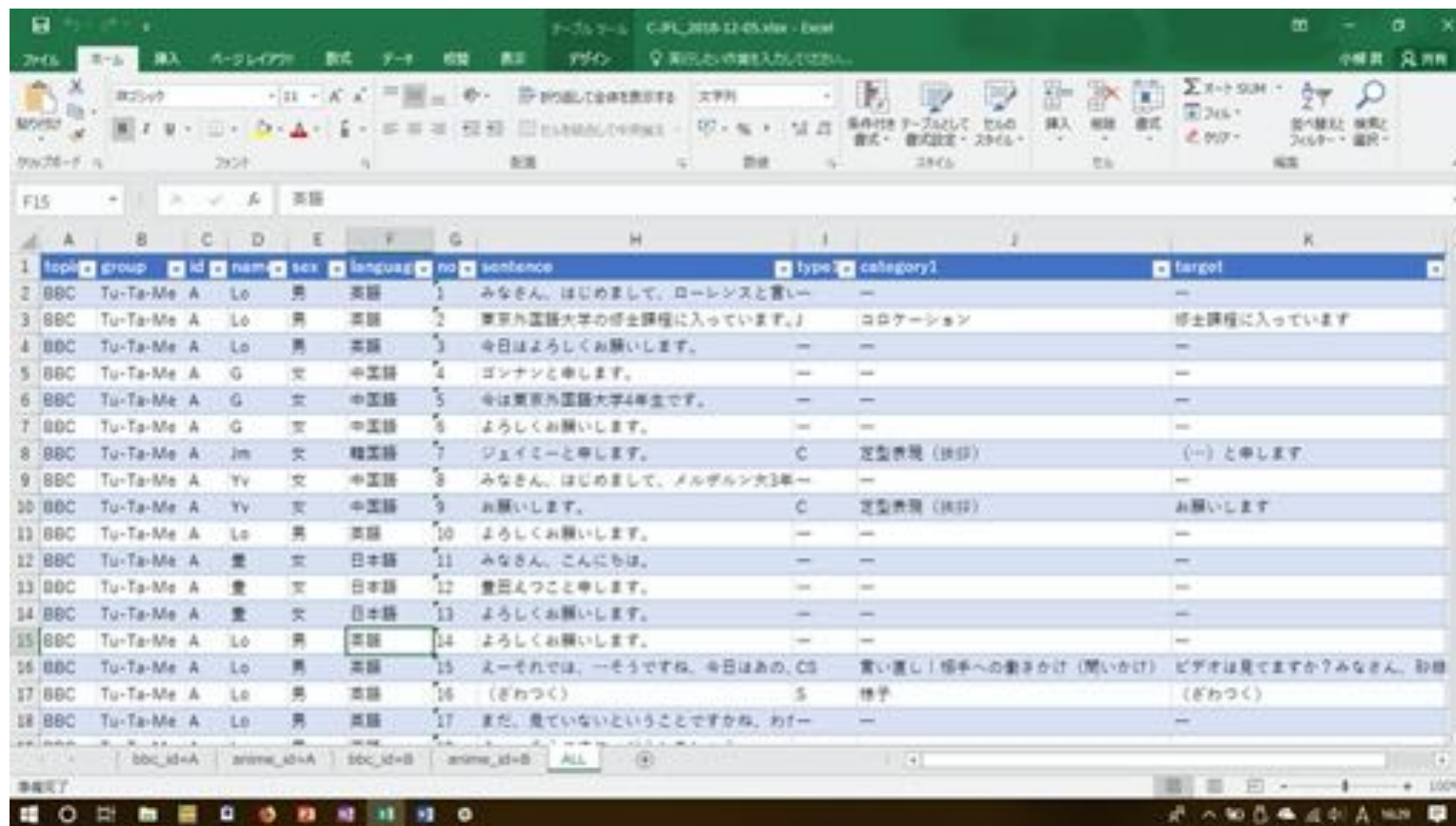


```
<sentence no="" type="" category="" target="">やっぱりかけない方がいいんじゃないですか。</sentence>
<sentence no="" type="C,J" category="文体 | 文体 | 相手への働きかけ (問いかけ)" target=" (甘い)</sentence>
<sentence no="" type="C,CS" category="文体 | 言い直し | 文体 | 相手への働きかけ (問いかけ)" target=""</sentence>
<sentence no="" type="J" category="表現 (呼応) | 表現 (不正確) | 文体" target="どのくらい | し</sentence>
<sentence no="" type="CS" category="聞き返し" target="そうですね。">そうですね。</sentence>
```



- Tools for Analyzing Tags

Open xml data in Excel to conduct analysis



1	src	group	id	nam	sex	language	no	sentence	type	category1	target
2	BBC	Tu-Ta-Me	A	Lo	男	英語	1	みなさん、はじめまして、ローレンスと言い			
3	BBC	Tu-Ta-Me	A	Lo	男	英語	2	東京外国語大学の修士課程に入っています。」	コロケーション		修士課程に入っています
4	BBC	Tu-Ta-Me	A	Lo	男	英語	3	今日はよろしくお願ひします。			
5	BBC	Tu-Ta-Me	A	G	女	中国語	4	ゴンナンと申します。			
6	BBC	Tu-Ta-Me	A	G	女	中国語	5	今は東京外国語大学4年生です。			
7	BBC	Tu-Ta-Me	A	G	女	中国語	6	よろしくお願ひします。			
8	BBC	Tu-Ta-Me	A	jm	女	韓文語	7	ジェイミーと申します。	C	定型表現 (挨拶)	(...)と申します
9	BBC	Tu-Ta-Me	A	Yv	女	中国語	8	みなさん、はじめまして、メルザン大3年			
10	BBC	Tu-Ta-Me	A	Yv	女	中国語	9	お願ひします。	C	定型表現 (挨拶)	お願ひします
11	BBC	Tu-Ta-Me	A	Lo	男	英語	10	よろしくお願ひします。			
12	BBC	Tu-Ta-Me	A	豊	女	日本語	11	みなさん、こんにちは。			
13	BBC	Tu-Ta-Me	A	豊	女	日本語	12	豊田えつこと申します。			
14	BBC	Tu-Ta-Me	A	豊	女	日本語	13	よろしくお願ひします。			
15	BBC	Tu-Ta-Me	A	Lo	男	英語	14	よろしくお願ひします。			
16	BBC	Tu-Ta-Me	A	Lo	男	英語	15	えーそれでは、一そうですね、今日はあの、CS			言い直し   相手への動きかけ (開いかけ)   ビデオは見えますか? みなさん、お機嫌
17	BBC	Tu-Ta-Me	A	Lo	男	英語	16	(ごわつく)	S	様子	(ごわつく)
18	BBC	Tu-Ta-Me	A	Lo	男	英語	17	まだ、見ていないということですかね、おけー			

# Data Analysis (partial introduction)

Focusing on Communication Strategies (CS)  
and Japanese Culture (C)

Observe data from Group A and Group B

	NNS	NS
Repetition	2 2 (1.0)	1 0 (0.4)

tag frequency

frequency per 10 units

## (2) Communication Strategies

Topic ① Group B <NNS & NS>

	NNS		NS	
Repetition	2	2 (1.0)	1	0 (0.4)
Reiteration	4	0 (1.9)	2	0 (0.8)
Asking Back	5	(0.2)	1	8 (0.7)
Inversion	2	(0.1)	1	2 (0.5)

Checking unclear points

Emphasis / Clear communication

Self-monitoring Function  
✂ may have negative influence on mutual understanding

Why so infrequent?  
Reserve? Due to the long distance environment?



### (3) Japanese Culture

Topic ① Group B <NNS & NS>

Marked difference

	NNS			NS		
“Kyowa” · Phatic	1	4	(0.7)	3	6	(1.5)
Style Shifts	1	3	(0.6)	7	8	(3.2)

Topic ② Group A <NNS & NNS>

	NNS		
“Kyowa” · Phatic	4	5	(2.1)
Style Shifts	5	3	(2.4)

Low proportion between NNS & NS / Higher proportion between NNS & NNS  
Is this due to different participants?

# Ongoing Work : Data Processing for Group C

( 2 ) Communication Strategies    Group C <NS & NS>

Group B <NNS & NS>

( 3 ) Japanese Culture

Group B <NNS & NS>



Are the same contrastive features observed in conversations between NS and NS ?

# Future Work : Collection of New Data for Groups A & B

Topic ① Group B <NNS & NS>

	NNS	NS
“Kyowa” · Phatic	LOW	HIGH
Style Shifts	LOW	HIGH

If collect data from the same learners, ...

Topic ② Group A <NNS>

	NNS	
“Kyowa” · Phatic	UP	?
Style Shifts	UP	?

Will there still be the same trend?

# Overview of the Project

