

2nd International Workshop on Linguistics of 'Ba'

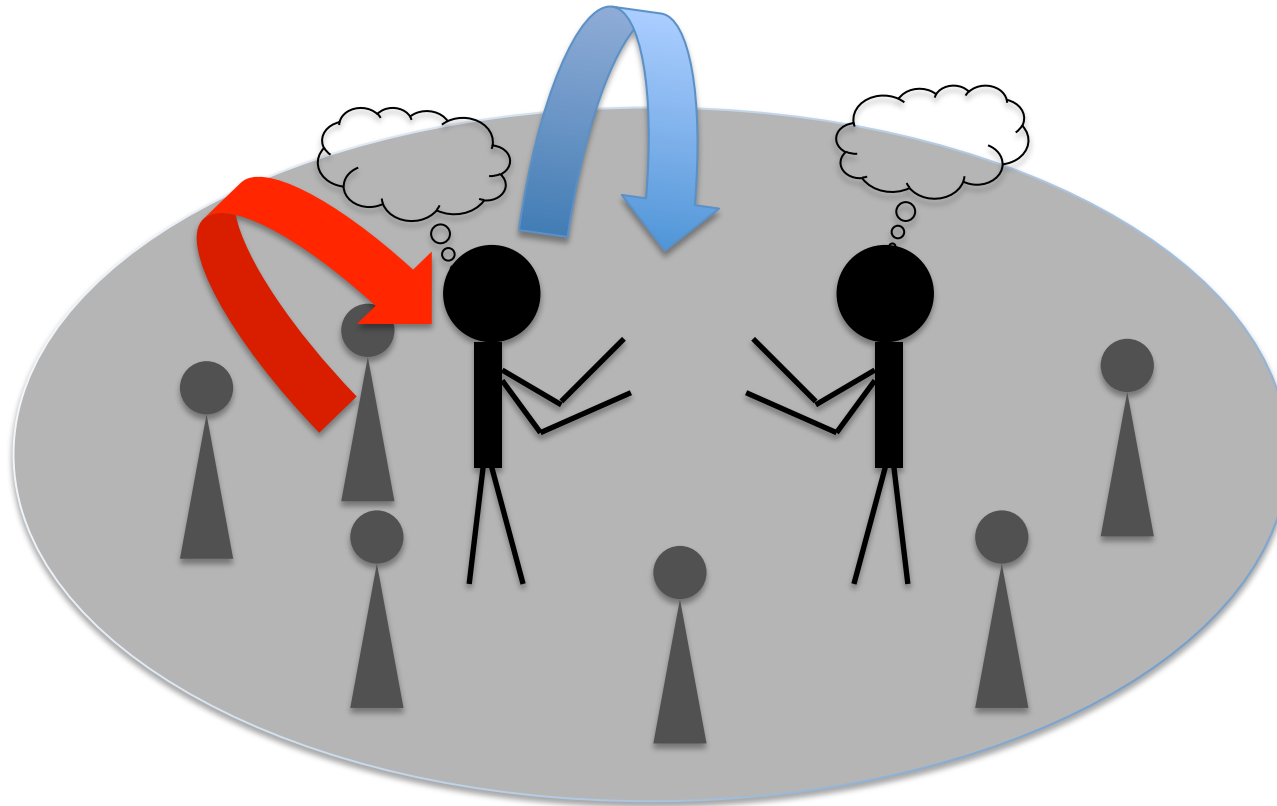
Future University Hakodate
July 4th – 5th, 2015

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Toward Linguistic of ‘Ba’

Yasuhiro Katagiri
(Future University Hakodate)

Conception of 'Ba' of interaction



A place/environment/situation (physical and mental) in which interaction takes place, which is collaboratively created/maintained and exerts influence on interaction behaviors.

inspired by ideas in physics/biology

Research Issues

- How to characterize 'Ba'?
 - elements/structures/properties of 'Ba'
- What/How does agent behavior change 'Ba'?
 - linguistic/para-linguistic/non-linguistic behaviors
- What/How does 'Ba' change agent behavior?
 - informational/affective/prescriptive influence

Types of 'Ba'

- Microscopic behavior coordination
- Sharing/accumulation of information
- Collaborative/coordinated decision-making

Microscopic Behavior

- Interactional synchrony (Condon 1967)
 - dialogue participants unconsciously exhibit bodily movement synchrony
- Collaborative speech rate management (Koiso 1998)
 - jointly formed acceleration/deceleration patterns indicate information units
- Syntactic alignment in dialogue (Branigan 2007)
 - ‘give John a book’ vs. ‘give a book to John’

Information Sharing

- (Conditional) Grounding by repetition responses (Shimojima 1998)
 - repetition signals acknowledgment/request for repair depending on prosody
- Cross-speaker anaphora (Francez and Berg 1994, Poesio 1998)
 - A: There is an engine at Avon.
 - B: ?? It is red.
 - B: We should send it to Bath.
 - B: Right/Yeah/I see it. It is red.
 - B: Is it in working conditions?

Coordinated Decision-making

- Cross-cultural differences in interaction styles
- Fostering trust through consensus building

Let the teacher speak (J)



R: Ah, almost falling off

L: off, gets angry

R: gets angry

L: well, do it

R: one more time

R: one more time, finds a stick

L: and, made it

R: un

L: cr, cr, cried alone

R: made it {laugh}

L: did it

R: made it, joyous cry

R: un, what is it

Teacher:
Proposal

L: Ah, but,

R: made it, huh

L: made it, here is actually

R: ah, made it

L: But, he had nowhere to go, maybe

R: Ah, ah, he successfully jumped the gap, only to find it's a deadend and

L: {laugh}

R: he cried

L: {laugh} that's what I thought, is it good?

R: Ah

Teacher:
Proposal

Japanese exchange



Japanese

R: teacher

L: student

R: うーん

R: 棒が二回あったとか

toka : Could It be the case?

L: [あ、うん

R: [そんなことはないのかしら

kasira : I wonder

R: で、一回目は折れちゃったとか

R: [で、二回目はうまくいったとか

L: [ああ、そうか

L: ああ、あああ

R: そうねー、どうやってつないだらいい [のかしら

L: [折れて、助かって、もう一回見つけに行く

R: うーん、で今度は成功

L: 助走して成功した [とか

R: [あ、じゃ、今度こ、じゃこちらが先かしら

L: そうですかね

kane : Is it the case?

Teacher[R] and student [L] are symmetric in

Signaling tentativeness with modality expressions

Making contributions in proposal fragment expansion

English exchange



Let the teacher speak (J)



Let the teacher speak



R: ああ、落っちそうになって

L: なって、怒って

R: 怒って

Teacher:
Proposal

L: よし、やってやるか

R: もう一回

R: もう一回、棒を見つけてきて

L: で、飛べて

R: うん

L: ひ、ひ、一人で泣いた

(cried alone)

R: 飛べて{笑い}

L: できた

R: {息}飛べて、嬉し涙 (joyous cry)

R: ん、なんだろ

L: あ、でも、

R: 飛べて、あれ

L: 飛べて、実はここは

R: あ、飛べて

L: なんか、どこも行くところなかったの
かなと (nowhere to go, maybe)

R: あ、ああ、また、ゆ、せっかく飛べた
けどゆき止まりだったから

L: {笑い}

R: 泣いた

(he cried because he successfully jumped
the gap only to find it's a deadend)

L: {笑い}とかかな、とか思ったんですけど、
どうですかね

(that's what I thought)

R: ああ

Teacher:
Proposal

Student didn't wait for teacher to get it (T)

R หรืออันนี้แหละที่ตรงนี้รีเปลา ขี้้นมา
แล้วกร้องให้

Or this one should be inserted here? It was back
and then cried.

R อี้ม::แต่ว่า มันก็ไม่มีทางไปแล้วนะคะ

Mhm:: But... there's no way out.

R เค้าน่าไปหาไม้ได้ใช่ปะ

It's likely that he couldn't find a new stick, right?

L อ้อ::ใช่ เพราะว่าตรงนี้เป็นภาพเกาะ

I see:: Yes, because this is the picture of the
island..

R อี้ม::ไม่ใช่ งั้น::เอาออก

Mhm:: No... So:: take it out.

R ข้ามได้ก็ดีใจ

It could cross so it was happy.

R เอ::

Uhh::

R แล้วอันนี้ล่ะะ ยิ้มดีใจ

What about this one? It smiled happily.

L อ้อ::อ้อ ถ้าสมมติว่า

I see:: Suppose...

L เอาอันนี้เป็นตอนจบได้ไหมคะ ว่าพอข้าม
มาได้

this one is the end? After it could cross,

L ก็ (.) ดีใจ

it was (.) happy.

R ก็นี่ก็รอดแล้ว

It thought it would survive.

L ใช่::

Yes::

L แต่พอรู้ว่าติดเกาะก็เลยร้องไห้::

But when it knew it was stuck on the island, it
cried::

R อาฮะ::

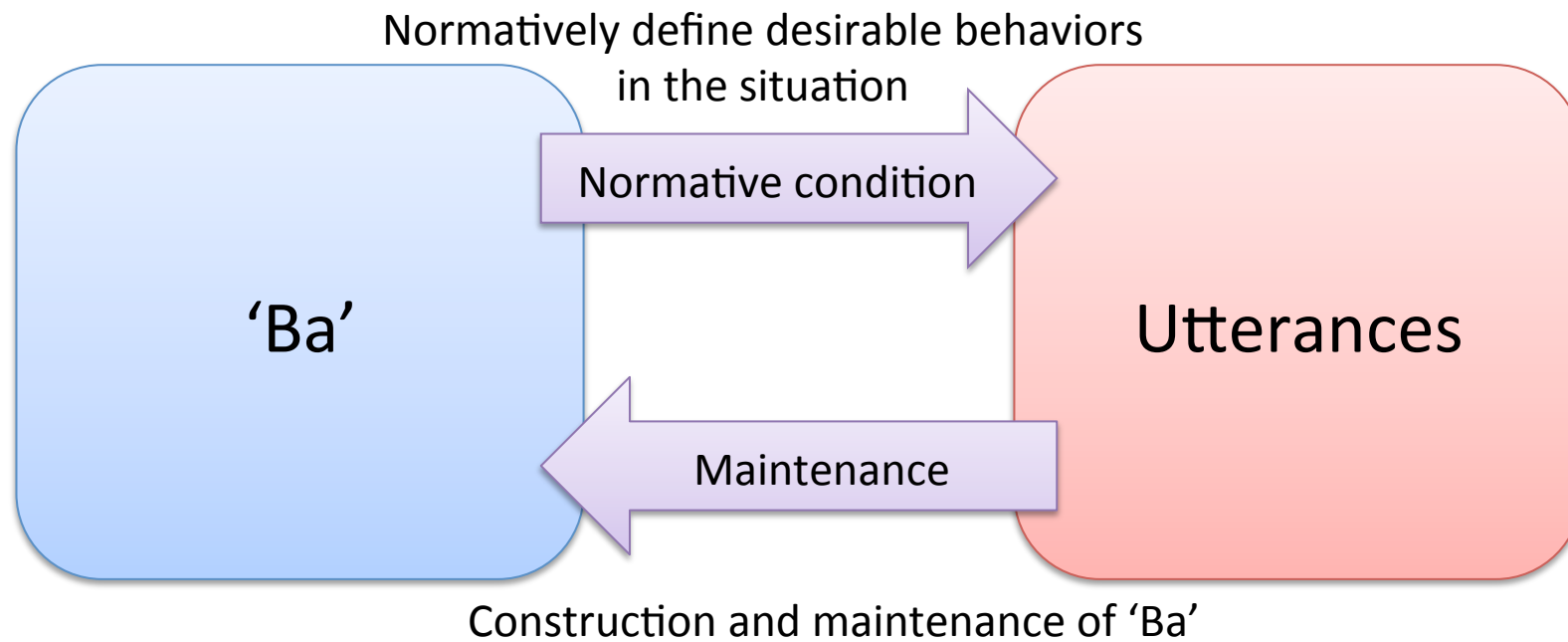
Aha::

L แล้วก็เอาอันนี้ไปแทรกไว้ตรงอื่น

Then take this one to somewhere else.

Student didn't wait for teacher to get it



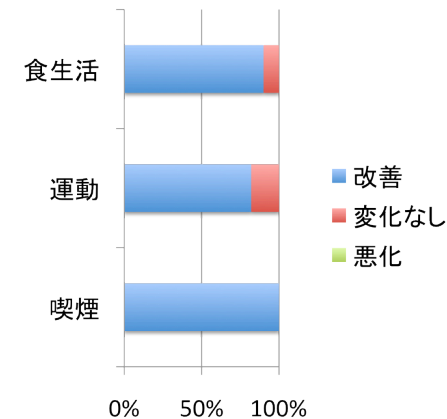


Exchange of utterances dynamically construct, modify and maintain
'Ba' (social status, behavior norms, society boundaries ...)

Interaction – Trust - Consensus



特定保健指導対話



関心擦り合わせ
(Concern alignment)

From Concerns to Proposals

Negotiations to agreement

A-B: C-introduce: stop smoking => C-eval/negative: no intention

A-B: C-introduce: reduce smoking => C-eval/negative: already tried

A-B: C-introduce: use non-smoking pipe => C-eval/negative: tongue tingling

B-A: C-introduce: cost money => C-eval/positive: acknowledge

B-A: C-introduce: choose tobacco rather than eating => C-eval/negative: not good

B-A: C-introduce: consider when short on money => C-eval/positive: good

B-A: C-introduce: no withdrawal syndrome => C-eval/positive: acknowledge

B-A: C-introduce: smoker communication => C-eval/positive: acknowledge



A-B: P-introduce: consider stop smoking when prices go up

B-A: P-accept: stop smoking when prices go up

Concern Alignment

Reference to shared experiences leads to empathy

配慮要因表示: 間食

- B うん。だから今週、僕は目標にね、「間食やめる」
って。
A そうです。
C おっ。
B 書いた。
C 素晴らしい。
A 「間食やめる」って書いたんです。
C じゃあ、この食後の純米はやめるんですね。
B そう。
- ...
- B でも、せん。
C 純米は、純米は続いてるんですか。
B せんべいはね。
C せんべいはいける。ふふふふ。
...
- B 純米って、せんべいがうまいんだよ。ははは。
C はははは。
- ...

- C でも、すみません、私が食べちゃいますって感
じするんだよね。ふふっ。
B あれ、おいしいよね。
C あれ、おいしいですね。
B うん。
- 共通体験言及
- C ちょっとサラダ味でね。
B そうそうそう。
C うっすら、しょ、塩味でねえ。
B そうそう、そうそう。
C マツヤマさんに言われて買って食べたら、
おいしかったんですけど。
全 あははは。
B おいしいですね。
C そうですね、目標もう決まってて。
A 目標決まってて。
C うん。
A で、間食、だいたい間食減らすと、おせんべい
でも 100 ぐらい減らせるかなあって思いますね。
はい。

Some observations

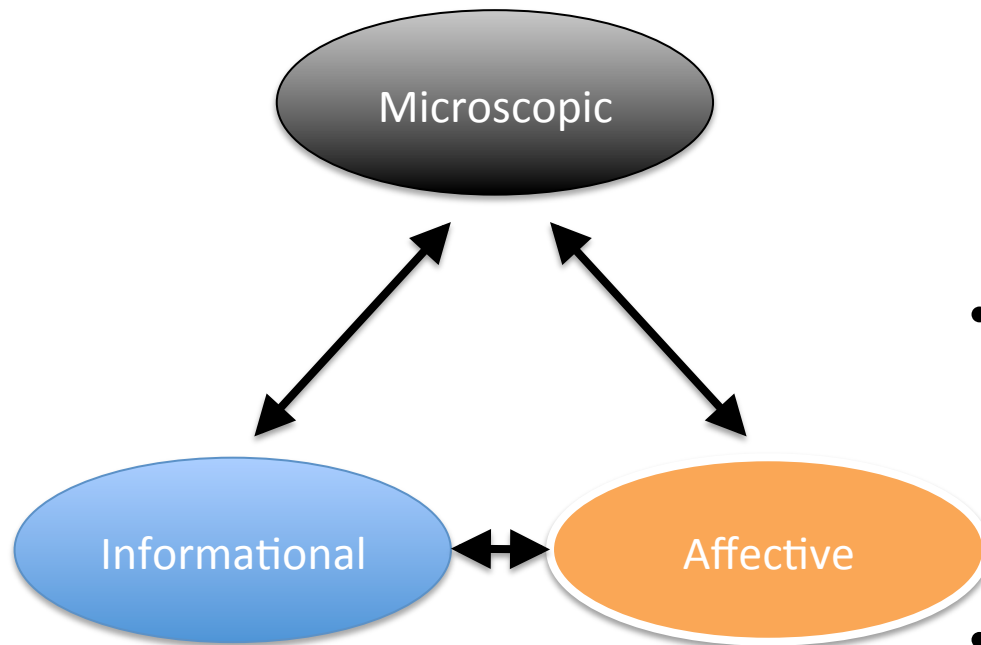
- Temporal scale

- utterance of a single sentence is the unit of context change at information sharing level.
- pattern over extended sequence of actions brings about a change in 'Ba' at microscopic and coordinated decision-making levels.

- 'Ba' reification

- discourse context and scoreboard for information sharing level
- not clear for microscopic / coordinated decision-making level
 - physical/physiological perception-action states
 - aligned emotional state, egg model ???

Inter-Layer interference



- Microscopic – Informational
 - both speech rate alignment and syntactic alignment enhance understanding
- Microscopic – Affective
 - couples show gait synchrony in walking
- Informational – Affective
 - knowledge and rapport correlation (Enfield)

Speakers

- Daisuke Bekki (Ochanomizu University)
 - Context in Dependent Semantic Types
- Norihiro Sadato (National Institute for Physiological Sciences)
 - (TBA)
- Toshiyuki Sadanobu (Kobe University)
 - BA in Japanese grammar and communication
- Yoko Fujii (Japan Women's University)
 - Ba-Oriented Culture and Predicate-Oriented Language
- Kishiko Ueno (Tokyo Metropolitan University)
 - Speaking as Parts of a Whole : Wakimae Utterances in Japanese Conversation
- Sachiko Ide (Japan Women's University)
 - How is spoken Japanese more ba-oriented than English?
- Yoshihiro Miyake (Tokyo Institute of Technology)
 - Relationship between empathy and multi-layered embodied synchrony in the communication process of consensus building