

# 3<sup>rd</sup> International Workshop on Linguistics of 'Ba'

Waseda University  
March 26<sup>th</sup> – 27<sup>th</sup>, 2016

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# Exploration for Linguistic of 'Ba'

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# History

- Dec. 2009, Waseda
  - A Public Forum for Designing the Future in the Age of the Earth: development of the logic of Ba
- Nov. 2010, Tohoku
  - Symposium: Toward a Linguistic Theory of Ba: Semantics and Pragmatics of Ba, a special symposium in in PACLIC 24: The 24th Pacific Asia Conference on Language, Information and Computation
- Oct. 2011, Waseda
  - An International Workshop on Linguistics of BA
- Jan. 2013, UC Berkeley
  - Berkeley Workshop on Emancipatory Pragmatics
- Jul. 2015, FUN
  - The 2<sup>nd</sup> International Workshop on Linguistics of BA
- Mar. 2016, Waseda
  - The 3<sup>rd</sup> International Workshop on Linguistics of BA

場(Ba) ⇔ place, field

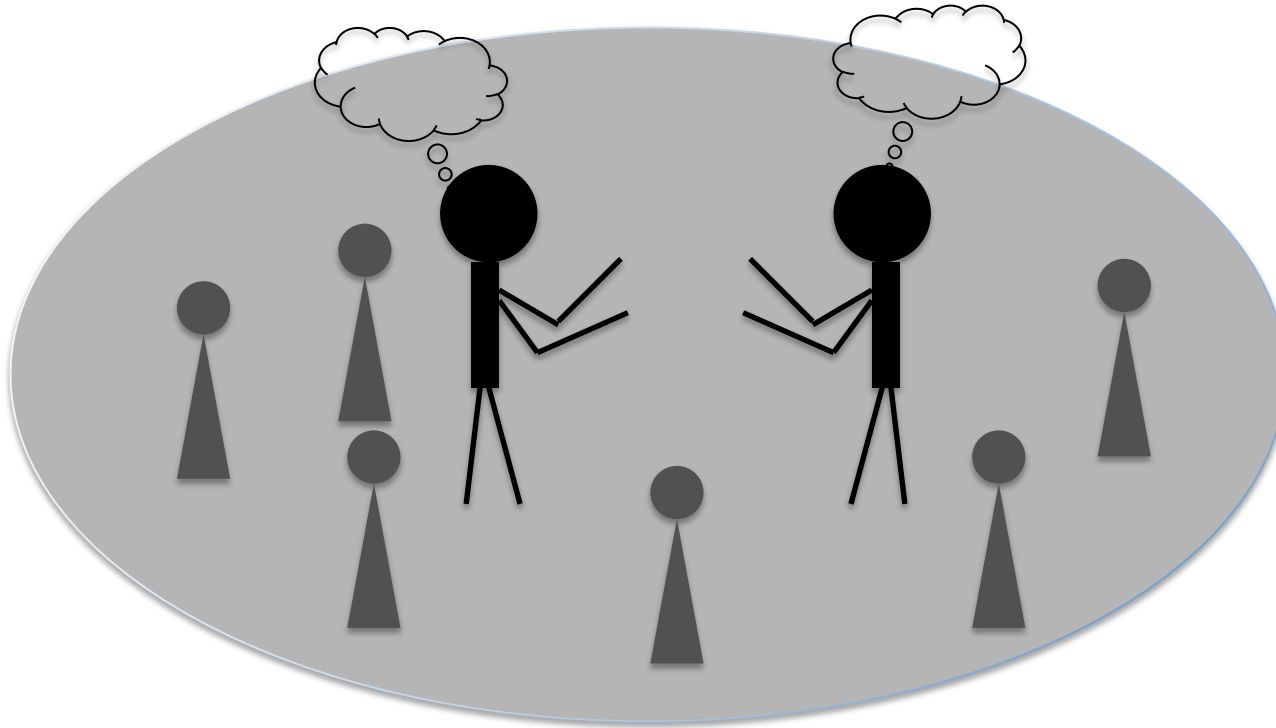
磁場 : magnetic field

重力場 : gravitational field

この場 : this occasion

公式の場 : formal occasion

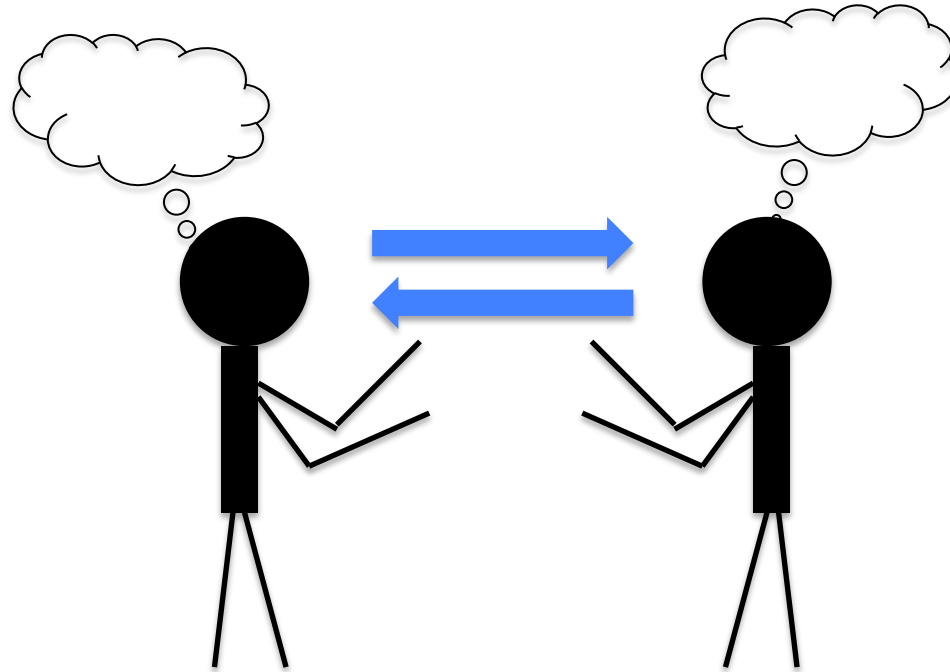
# 'Ba' of linguistic interaction



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

# Action-based interaction view

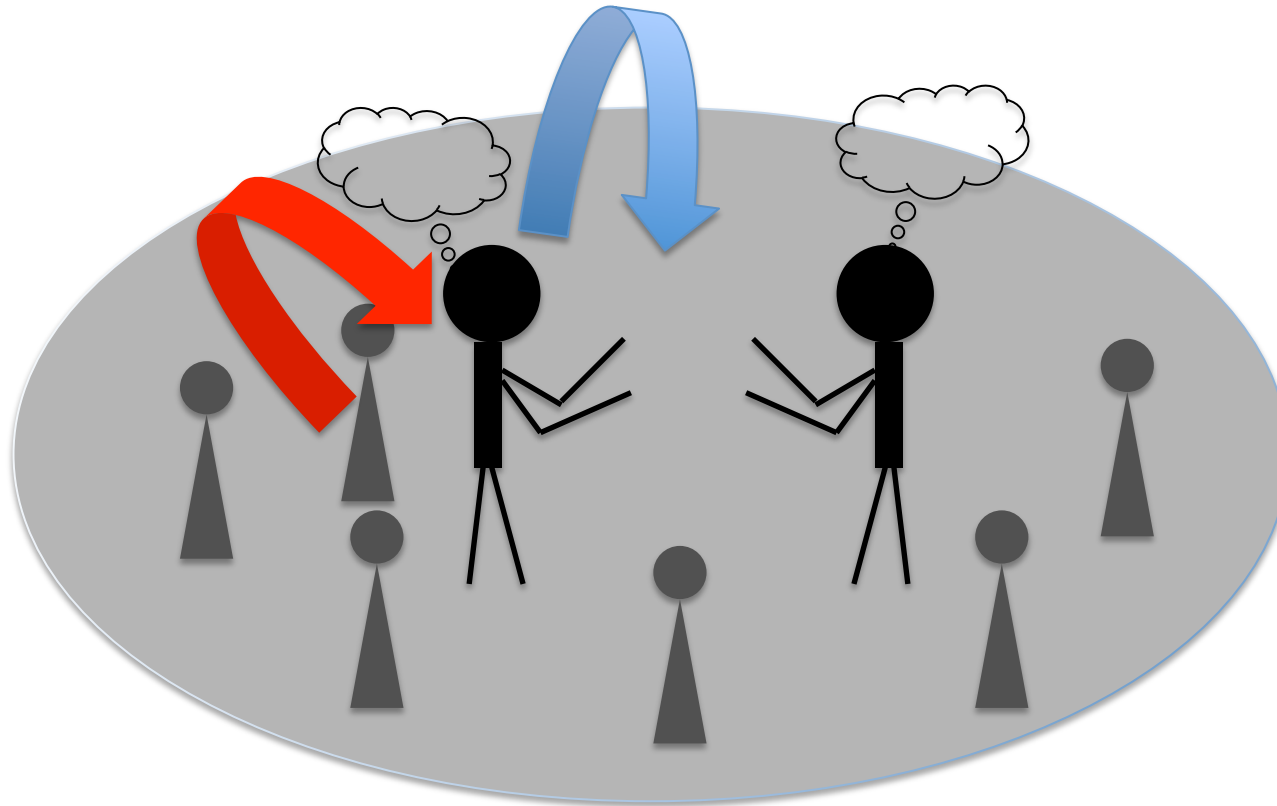


Speech acts are performed by speakers.  
Dialogue interaction consists of the accumulation of the speech act exchanges.

# Google tells me ...

- 場が
  - 場が悪い (bad)
  - 場が持たない (unsustainable)
  - 場が白ける (spoiled)
  - description of Ba
- 場を
  - 場をわきまえる (wakimae)
  - 場を設ける (set up)
  - 場を和ませる (soften)
  - 場を盛り上げる (enliven)
  - operation on Ba
- 場に
  - 場にふさわしい (adequate to)
  - 場にそぐわない (inappropriate)
  - 場に馴染めない (not adjusted to)
  - 場に飲まれる (overwhelmed)
  - 場に溶け込む (fit into)
  - assessment relative to Ba

# 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



- Action



- Speaker intends to affect Hearer's behavior by making a change in Hearer's mental state
- Hearer, upon receiving Speaker's utterance, modifies her mental state and potentially produces behavior changes.

- 'Ba'



- 'Ba' normatively define expected / desirable behaviors in the situation.



- Speaker, based on discernment of 'ba' (Wakimae), chooses her behaviors, dynamically constructing, modifying and maintaining 'Ba'.

# Research Issues

- How is 'Ba' characterized?
  - elements/structures/properties of 'Ba'
- What influence do agent behaviors have on 'Ba'?
  - linguistic/para-linguistic/non-linguistic behaviors
- What influence does 'Ba' have on agent behaviors?
  - informational/affective/prescriptive influence

‘Ba’ = Context ?

# personal take

## context

- discourse reference
  - There is an engine at Avon. **It** is red.
  - A: There is an engine at Avon.
  - B: ?? **It** is red.
  - Either there is no bathroom in this building, or **it** is in a funny place.
- Kaplan character
  - I am here now.
- focus on propositions expressed and information conveyed

## Ba

- POV auxiliaries
  - 太郎が花子にお菓子をとって**く**  
**れた**.
- kinship terms
  - relative to the youngest member of an extended family
- invite affective as well as informational alignment
  - empathy/rapport

# capturing 'Ba'

- Collective agency
  - consensus obtained through negotiation
  - consensus presupposed
- Normativity
  - Wakimae – discernment of situationally appropriate behaviors
- Dynamism
  - sub-sentential time scale
  - multi-modality

# Collective agency

- from Mister O corpus dialogues
- Japanese: presupposed consensus
  - Participants seem to presuppose that ideas are shared from the beginning, even before they are actually worked out.

in contrast to

- English: explicit negotiation for agreement
  - Participants assume that ideas belong to each individual and need to be negotiated before they are accepted and shared with others.

# 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

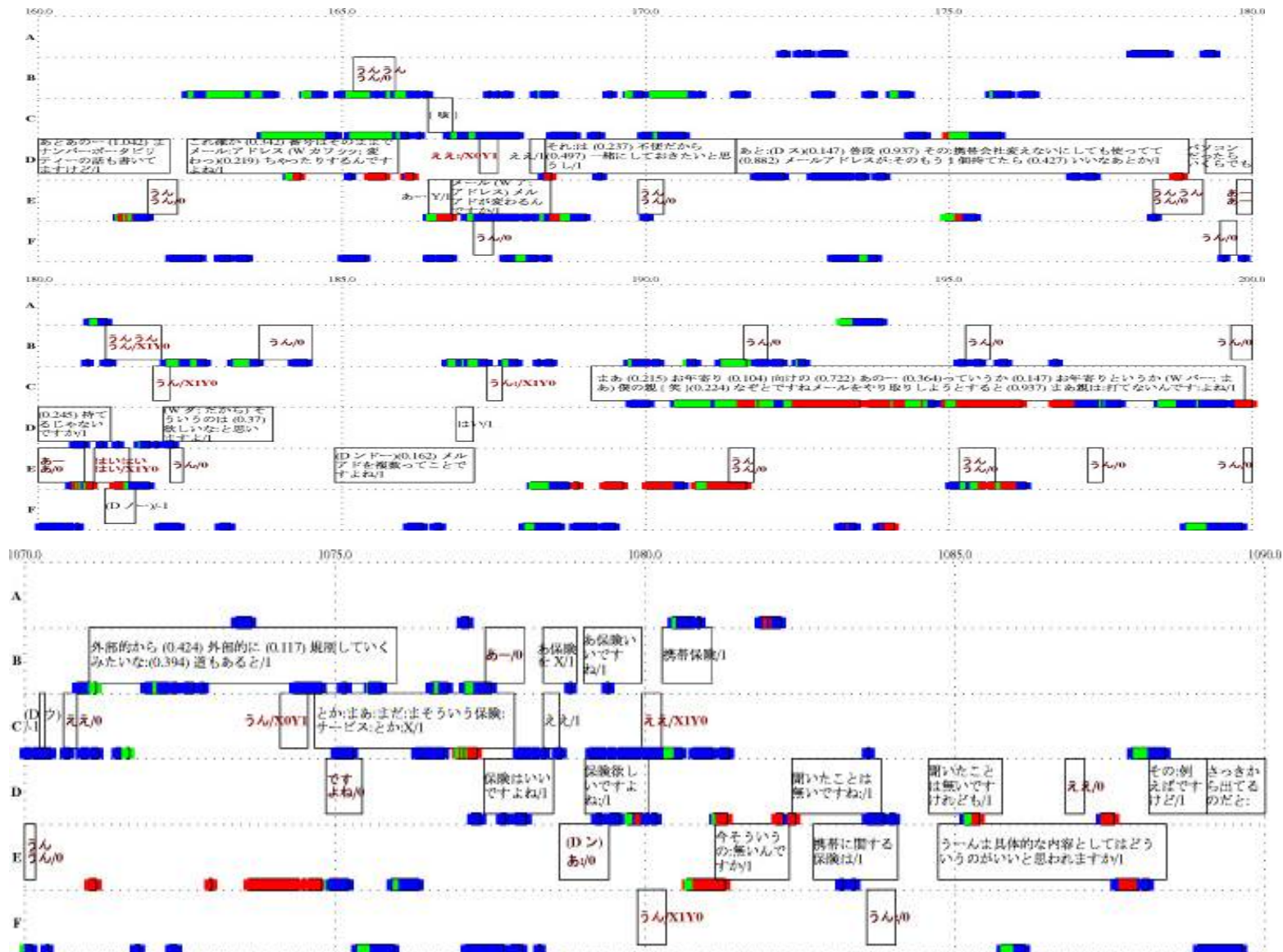
L: そうですかね

kane : Is it the case?

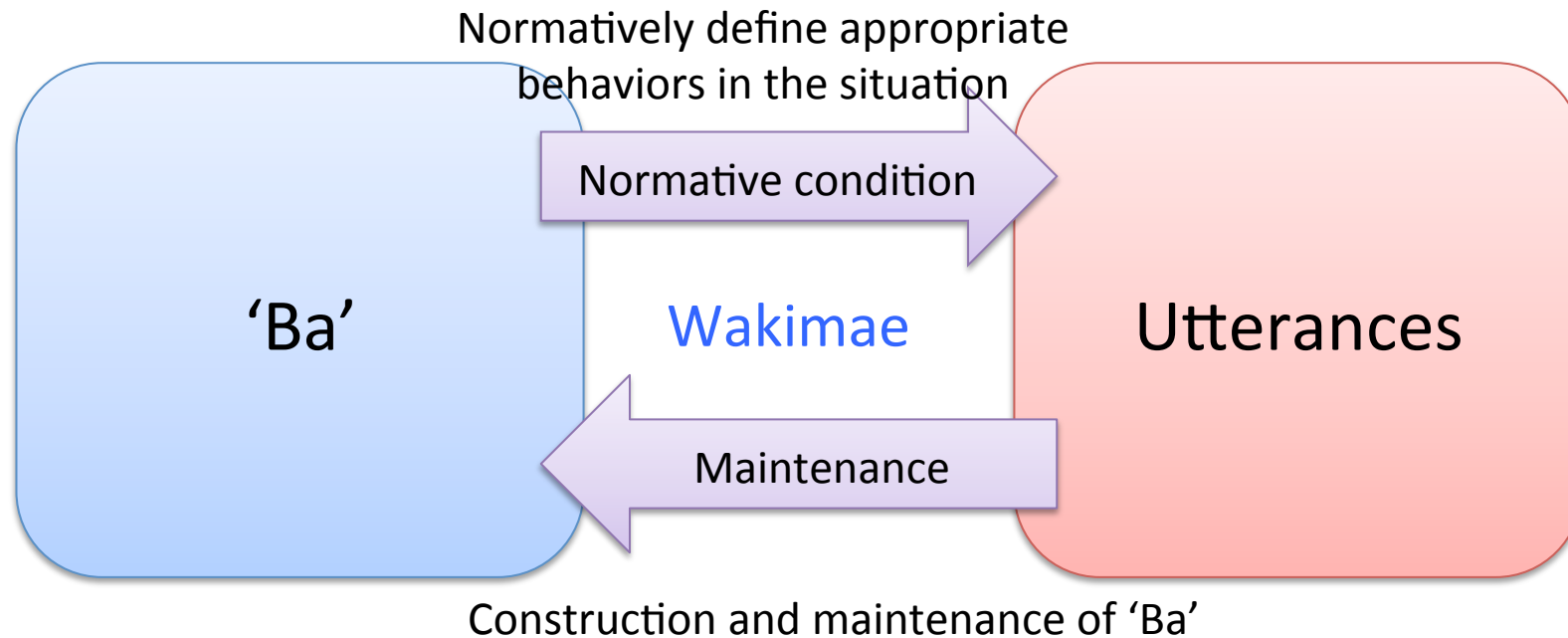
Teacher[R] and student [L] are symmetric in  
Signaling tentativeness with modality expressions  
Making contributions in proposal fragment expansion



# Dynamism in multi-modal multi-party conversation



# Normativity of 'Ba'



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

Arabic: 'Sah' with negative response



## Arabic: status asymmetry

1- أنكسرت.	وهنا	بيده	اتحسياه	اكثر	ضغط	ايه
it-broken	here-and	his-hand-with	think-I	more	he-pressed	yes
صح؟	اتحسياه	ورجع	طاح		وهنا	
Correct	think-I	he-returned-and	he-fell-dawn		here-and	

Yes he pressed more with his hand and here it has broken and here he fell dawn and returned, I think, correct?

2- صح؟	ايديه،	كأنها	قاعده بين	وهنا	انكسرت	هنا	شوفي	لكن
Correct	his-hand	in	still	it-looks	here-and	it-broken	here	you-look but

But look here it is broken and here it looks still in his hands, correct?

Negative response is produced in an indirect form by student when a response is invited from teacher.

# Teacher initiative

Teacher:  
Take initiative  
Display authority

يعبر. 1- • غير استنتي، هو بعد لقي العصا مشي  
cross he-went stick-the he-found when he you-wait just  
• بيها للجهة الثانية  
• it-with side-the-to Other-the  
Just wait. When he found the stick he went to cross with it to the other side

Student: • باهي. 2-  
Acknowledge authority • Ok

بكي؟ 1- • العصا انكسرت هنا.... زعمك بعد العصا انكسرت  
He-cried broken-has stick-the when you-think-do here broken-has stick-the  
The stick has broken here. Do you think that he cried when the stick has broken?

Teacher:  
Invite confirmation

• تقريباً هكي. 2-  
This-like may-be

Student: • باهي. 1-  
Alternative suggestion • Ok



# Objection from student

Teacher:  
Invite confirmation

• نفسه ايه.... هكي؟-1  
Like-this yes it-same  
Yes it is the same, like this?

Student:  
Alternative suggestion

• لا، هذي كأنه بيطيح بعدها هذي.. صح؟-2  
Correct this then he-falling he-looks this no  
No, this he looks he is falling, then this, correct?

• ياالله، ايه، صح.... تعرفي أنني شن انقول؟  
the-walking this isn't think-I what I you-know correct yeah God-oh  
• ،قصدي هذي اتجي هنا ، بعدين مشى فتش عصي. صح؟..  
correct stick-a he-searched he-went then Here goes-it this I-mean  
• .غير. فكري معاي.  
Me-with you-think just

Teacher:  
Take initiative  
Display authority

st. You know what I think, isn't he walking in this? I mean this goes here then he went,  
searched for a stick, correct? Just think with me

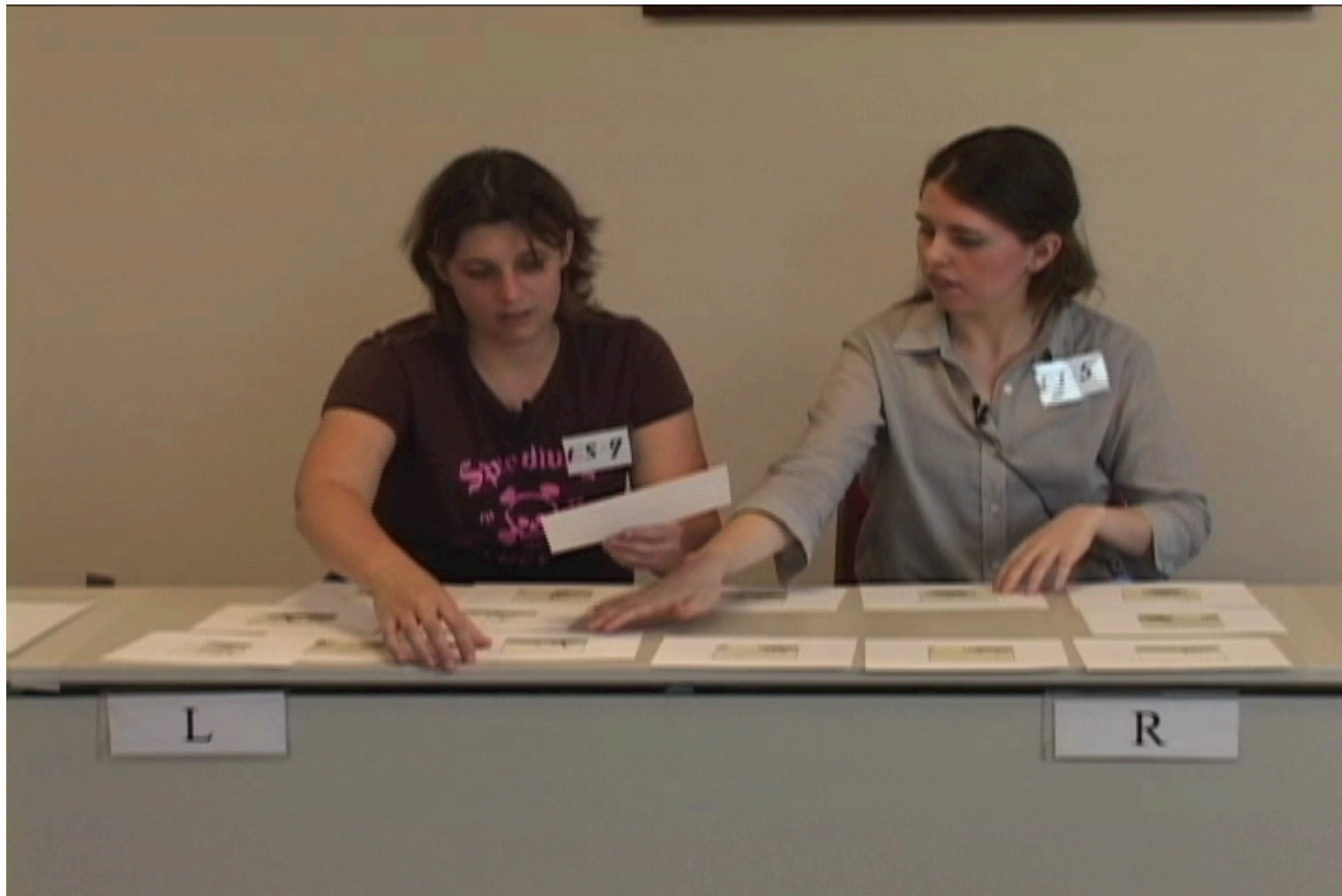
• امممم.-2  
Emmm

• هنا شبح المكان، فكر انه.-1  
He-that he-thought place-the he-checked here  
Here he checked the place, he thought that he=





# English exchange



# English: exchange of propositional information

R: He tries to lift the stick up, (it's)... it's heavy and then he finally {laugh} gets it in his hand.

L: Or, it looks like he tries twice to get [across, because one of the sticks breaks, so he finds--first he fi[nds one stick... er, wait, he doesn't look very happy in this... let's try that one.

R: [Oh, okay.

R: [Oh, right, okay.

- One-way proposal
  - One participant constructs proposal as a whole
  - The other participant makes an acknowledgment
- Pre-announcement before (counter-)proposal
  - Proposal utterance is signaled by specific type of expressions
  - Or ...



# 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



# 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 เค้าน่าไปหาไม้ได้ใช้ปะ

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.

# Observance of 'Ba' expectations

- 'Ba'
  - 'Ba' normatively define expected / desirable behaviors in the situation.
  - Student – Teacher status difference creates culture specific norms and expectations on situationally appropriate choice of behaviors.
    - English: not sensitive
    - Libyan Arabic: dominance
    - Japanese: deference
    - Thai: direct
- Speaker, based on discernment of 'ba', chooses her behaviors, which **dynamically construct, modify and maintain 'Ba'**.
- By observing 'Ba' expectations (Wakimae), participants acknowledge and maintain social status, behavior norms and social group memberships.



# Student-Teacher (J)

T: puzzled – S: initiative – Joint talk



# Spontaneous alignment (J)

## Student-Teacher

final stage: T: puzzled – S: initiative – Joint talk

R: 折れてしまって  
(空白2秒)  
R: 粉々になって  
(空白2秒)  
R: 落ちちゃっ、落ちそうになった  
L: この、この、この、これが  
R: 這い上がった  
L: なんかおかしい気が  
R: そうですねー  
(空白2秒)  
R: 這い上がるところがないんですよね、んーん、ここここはいいんですか、  
ここでなんか、ここで泣いたりもしないんですよね  
L: そうですね  
R: んー  
L: あ、もしかして  
(Ah, It could be)  
R: ん  
(空白2秒)  
L: えーと、落ちそうになって取りに行っ、飛んで、着地して喜んで  
R: ちして  
L: また泣いた、みたい  
R: {笑い}  
L: {笑い}  
R: 着地して、飛べたんですよね  
L: で、喜んでたけど、また崖、崖が  
R: こんだけ  
L: はしっこがない

R: あ、次の崖がある  
L: で、わーみたい  
R: あー、またやらなくちゃならない、あ、そうですね、そうですね  
L: そうですね  
R: そうですね、この顔が、ここで崖が出てきて、はてなと思って  
(空白2秒)  
R: で、戻ったら、棒が見つかった  
L: 棒があって  
R: じゃ、これにしよう{笑い}、って言って持ち上げて  
L: {笑い}飛んだら  
R: い、助走して、飛んだら、折れてしまった  
L: 折れて、怒って  
R: て  
L: 落っこちそうになって  
R: 落ちるようになって、す  
L: また棒を取りに行っ、だから、怒って  
R: うん、で、もう一度  
L: で、とん、とん、チャレンジしたら、できて  
R: して、成功して  
L: 喜んだと思ったら、また出てきて、ない  
R: たとこったら、また崖が、あ、そうですね  
L: これでいいですかね  
R: そうですね、{笑い}そうですね

# 'Ba' modification

- 'Ba'

- 'Ba' normatively define expected / desirable behaviors in the situation.



- Student is expected to concede initiative to Teacher by default.

- Speaker, based on discernment of 'Ba', chooses her behaviors, which **dynamically construct, modify and maintain 'Ba'**.



- Student attempts to change 'Ba' by taking initiative when faced with difficulty in solving the problem, which is acknowledged and accepted by Teacher.



# capturing 'Ba'

- Collective agency
- Normativity
- Dynamism

Let's create/experience/enjoy

'Ba'

for a discussion on Linguistics of 'Ba'

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