A Comparative Study of the Conversational Styles Between Chinese and Japanese: Based on the Analysis of the Natural Conversations of Compliment Actions

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Abstract: In order to reveal the cultural differences and similarities of compliments between Chinese and Japanese, this study shows how compliments are generated and received in natural discourse from native speakers, and how the conversation develops through the contrastive conversation analysis method. We found that both Chinese and Japanese speakers attach great importance to their relationship with each other. Additionally, the importance is represented structurally, making that a distinct feature of this discourse context. The importance of this research helps to understand the conversational style of two languages and the considerations behind it.

Keywords: compliment discourse, sequence, contrastive study, conversational style, politeness

1. Introduction

This is an example of an interpretation of compliment action in cross-cultural communication.

"You are good at using chopsticks!"

When I had dinner with my host family in Japan, my friend told me, "You are good at using chopsticks". Compliments are recognized as important speech acts in a socio-cultural context: the phrase "good at using chopsticks" is supposed to be a compliment and is considered as a form of positive evaluation in spoken interaction. Japanese speakers may not be aware of each other's cultural conventions regarding the use of compliments in cross-cultural speech acts. But for me, as Chinese, receiving praise for such a trifle matter was a shock.

A compliment is a remark used to show admiration, and to make the conversation interlocutor feel pleased, but in certain circumstances, it can convey an ironic or offensive message (Furukawa, 2010). Therefore, the study of CRs (Compliment Responses) in cross-cultural, socio-linguistic contexts can make a significant contribution "because they are ubiquitous, yet frequently problematic speech acts" (Yu, 2003:1687). This paper examines the differences between Chinese and Japanese speakers in their expressions and responses and the two languages' peculiar conversational styles.

For Holmes (1986b:485) compliment is a speech act that explicitly or implicitly attributes credit to someone other than the speaker; usually, the person addressed, for something 'good' (possession, characteristic, skill, etc.) which the speaker and the receiver positively value. However, this definition doesn't take into consideration the fact that the compliment may not be equally appreciated by both the speaker and the receiver in daily conversation. Therefore, in this study, we will use the following definition of compliments: a compliment is a speech act that explicitly or implicitly attributes credit to someone other than the speaker, and is positively intended by the speaker.

2. Previous studies and objectives

Since Pomerantz (1978), a large number of linguistic studies dealing with the two speech acts of compliment and compliment response have been published (Wolfson (1981); Manes (1983) Holmes (1986); Urano (1998), Cedar (2006)). Many of these studies explore how the linguistic realizations of these two speech acts relate to culture-specific as well as universal pragmatics. Comparative studies on the other hand examine similarities and less common traits between two or more languages have been published over the years. For a linguistic comparison between Chinese and English, for example, Chen (1993; 2010), Yu (2003) Chen & Zhang(2009) and Chen & Yang (2010). For Chinese and Japanese, Masuda (2009); Yuan (2012); Wang (2016; 2017). For Japanese and English, Kodama (1993;1996) and so on.

Chen (1993) demonstrated that American English speakers in a casual compliment exchange context. Generally tend to express confirmation or accordance, whereas the Chinese speakers' responses are characterized by rejection. He also claimed

that the diversion between them is attributed to the social differences (or the difference in social values) between the two cultures, particularly in their respective beliefs about what constitutes their self-image. Chen & Yang (2010) debunked the generalized assumption according to which every native Chinese speaker does not accept compliments by investigating a particular geographical area in China. Xi'an Chinese speakers were found to overwhelmingly accept compliments as much as any Western native speakers such as English and German. They attribute this change to the influx of Western cultural influences that has historically occurred in the city of Xi'an.

Chen & Zhang(2009) compared Mandarin Chinese and Australian English, using as sample the data collected from a total of 60 university-student interviewees, through the use of written discourse completion tasks (DCT), in four situation settings (appearance, character, ability and possession). They discovered that in contrast or in comparison to Australian English, Mandarin Chinese prefer using an implicit acceptance of a compliment is at least as desirable as an explicit CR and this is because of the modesty and collectivism-pillars of Chinese culture.

Wang (2017) examines the features of pre-sequences of compliments in casual conversation, and compares the differences between Chinese and Japanese. The findings show that although pre-sequences are used both in Japanese and Chinese, a Chinese speaker often starts a conversation by complimenting his interlocutor without a pre-sequence whereas the Japanese counterpart starts the conversation by employing such pre-sequences. In addition, the strategy of comparison (for example, the speakers praising their interlocutors by comparing them to themselves) was only used by Chinese speakers in the case of a close relationship with their interlocutor. Sekizaki & Kim & Zhao (2017) employed a 20-item questionnaire consisting of compliments. The results showed no significant difference in the scores of the "uniqueness of evaluate factor", but Korean and Chinese students' scores were higher than those of Japanese students on "personal relationship factor". Finally, the scores of Chinese students were higher than the other two groups on the "possessive property factor".

Although the scientific contribution of previous studies cannot be underestimated, the insufficiency in terms of the sequences of conversational style (Yamaji, 2006; Masuda, 2009; Yuan, 2012). Conversational style refers to the basic tools with which people communicate. The way that these intentions are communicated and expressed constitute the features of each individual's conversational style: tone of voice, pausing, rate of speech, relative loudness, and so on --- all of the elements that make up not only what you say but how you say it (Tannen (2005:4). Conventional research in the field is based on discourse samples extracted to a great degree from newspaper articles, questionnaire results, and data collected from TV interviews.

Therefore, the goal in this study is to reach broader conclusions by investigating the actual conversation by engaging with the following themes:

(1) Similarities and differences of conversational styles between Chinese and Japanese by using data derived from spontaneous conversations.

(2) The reason why these two cultures' conversational styles eventually turn up to be different. This study's aim is not only to highlight their similar or less similar traits but to comprehend how the natural compliment discourse in these two languages develop in natural conversation.

3. Data

In this paper, the data includes Chinese and Japanese natural conversations. The Chinese data was gathered from 17 native speakers (8 males, 9 females) living in Hebei Province (China), collected by the author from January 2016 to January 2017. The Japanese data was gathered from 11 native speakers of Japanese (6 males, 5 females) living in Fukuoka Prefecture (Japan), collected by Li Xixi in 2011.The number in the conversation below represents the interviewees' ages, for example, 2 means 20-29, 3 means 30-39 etc. C indicates China, and J Japan. M is used for male, F for female. A to F illustrates the order of the speaker in one conversation.

Table 1. The profile of Chinese participants

The participants	Gender	Birth-place	Profession	Annotation
2CMA	Male	Hebei Province Tangshan city	Student	5CMB's son
2CFB	Female	Hebei Province Tangshan city	Employee	3CMA's sister
2CFE	Female	Hebei Province Tangshan city	Part-time worker	4CFB's daughter
3CMA	Male	Hebei Province Tangshan city	A company president	
3CMB	Male	Hebei Province Tangshan city	Employee	
3CMC	Male	Hebei Province Tangshan city	Employee	

The participants	Gender	Birth-place	Profession	Annotation
3CMD	Male	Hebei Province Tangshan city	Employee	
3CFA	Female	Hebei Province Tangshan city	Employee	
3CFB	Female	Hebei Province Tangshan city	Employee	
3CFC	Female	Hebei Province Tangshan city	Employee	
3CFC	Female	Hebei Province Tangshan city	Primary school teacher	
3CFD	Female	Hebei Province Tangshan city	Associate professor	
4CFB	Female	Hebei Province Tangshan city	Non-profession	
4CMD	Male	Hebei Province Tangshan city	Employee	
5CFA	Female	Hebei Province Tangshan city	Employee	
5CMB	Male	Hebei Province Tangshan city	Employee	
5CMC	Male	Hebei Province Tangshan city	Employee	5CFA's husband

Table 2. The profile of Japanese participants

The participants	Gender	Birth-place	Profession
2JFA	Female	Fukuoka Prefecture Fukuoka city	Student
2JFB	Female	Fukuoka Prefecture Omuta city	Student
3JFA	Female	Fukuoka Prefecture Fukuoka city	Employee
3JFB	Female	Fukuoka Prefecture Fukuoka city	Employee
4JMA	Male	Fukuoka Prefecture Shimahara city	Employee
4JMB	Male	Fukuoka Prefecture Shimahara city	Employee
4JMC	Male	Fukuoka Prefecture Nagasaki city	Employee
5JMA	Male	Fukuoka Prefecture Fukuoka city	Employee
5JFB	Female	Fukuoka Prefecture Kurume city	Employee
5JMC	Male	Fukuoka Prefecture Kurume city	Employee
5JMD	Male	Fukuoka Prefecture Kurume city	Student

4. Data analysis

In this section, the data analysis of the compliment conversation is presented in two parts:

(1) the native Chinese speakers, (2) the native Japanese speakers. Based on the conversation analysis approach, we assess both the speaker's side and the entirety of the discourse (the interaction with the listener/receiver) using the pragmatics method of politeness. Subsequently we focus on the way in which the conversation progressed or how the topic was maintained, without disregarding the differences in the conversational styles between the Chinese and native Japanese speakers. Bold and italics in the conversation below indicate compliment.

4.1 The native Chinese speakers

The participants	Gender	Birth place	Profession
3CMC	Male	Hebei Province Tangshan city	Employee
3CMD	Male	Hebei Province Tangshan city	Employee

(4-1)

01 3CMC: Hey, how old is your daughter?

02 3CMD: 6 and something.

03 3CMC: 6 and something?

04 3CMD: Yeah.

05 3CMC: I watched that video last night, the grandfather recorded it?

06 3CMD: Her grandma.

07 3CMC: So it was the grandmother.

08 3CMD: Yeah. She records the videos every day when she reads aloud.

09 3CMC: ***I can't believe that a 6 years old girl could read all of it!***

10   *The way she reads, Amazing!*
11   *How many words in that text?*
12   *She can read a lot for a six-year-old.*
13 3CMD: Yeah, her grandma teaches her every day.
14   They study pinyin together.
15   One text or two per day. Because she likes reading even though she is young.
16 3CMC: *Amazing! I think this girl will be very good at studying in the future.*
17   *She is reciting very emotionally.*
18   That princess with the 7, Snow White princess.
19 3CMD: "Snow White and the Seven Dwarfs".

The outline of the discourse here is as below. In the first line, 3CMC asks about the age of 3CMD's daughter (01) and they consider this little girl as the topic of the conversation. From line 9, "Amazing! I can't believe that a 6 years old girl could read all of it! How many words in that text? she can read a lot for a six-year-old" (09-12), it is the first time he starts to compliment in this segment. 3CMD responds, "her grandma teaches her every day. They study pinyin together. A text or two per day." (13-15) and tries to offer further information about his daughter. Subsequently, 3CMC shows that he praises 3CMD's daughter inwardly by saying "Amazing! I think this girl will be very good at studying in the future (16)" and by exclaiming "She is reciting very emotionally" (17). In response to the praise, 3CMD provided further information such as "her grandma teaches her every day " (13) and "she likes reading even though she is young" (15), helping to develop the topic. It seems that native Chinese speakers tend to quickly grasp the initiative and show their consideration by expressing solidarity and friendship to each other.

(4-2)
20 3CMC: *She puts a lot of emotion and she will surely be a great presenter.*
21 3CMD: Hahaha.
22 3CMC: *That's good, that's good.*
23 3CMD: Help her please when she needs your help in the future.
24 3CMC: That's nothing.
25   *You know that your daughter is like a young star.*
26   *Raise her properly.*
27   *Her voice is full of feelings, is cute and resonates. She is also good at singing, right?*
28 3CMD: She is doing ok.
29   Her singing recently got better and she also started dancing a bit.
30   She went to he recording of the program of Hebei TV in the afternoon.
31   They, they dance in group dance there.
32 3CMC: Last time I saw her (dancing) she was 5 years old performing there. *Her dance movement, her waist was soft, she, she is a young dancer. Look after her properly (please).*
33 3CMD: There are many parents that train their children better (in dancing) these days.
34 3CMC: *Yeah, that is good.*

The developments in this instance mainly occurred between the compliments to the little girl and the responses to these compliments (20-21,22-23,27-28,32-34). The above comments also show that 3CMC takes an active role in the conversation and he shows his genuine interest. Furthermore, it can be seen that 3CMD accepts the compliments from 3CMC in various ways. For example, by laughing (21), by showing humility (23), or by responding with sharing more information (29-31). After that, based on the information provided by 3CMD, 3CMC again praises 3CMD's daughter's ability to sing and dance (32-34).

It can be inferred that even after the main sequence of compliments, native Chinese speakers continue to make efforts to ensure that the compliment reaches the recipient by repeatedly complimenting the other party or by strategically modifying their expressions.

(4-3)
35 3CMD: We cannot lose at the start. (when she is young)
36 3CMC: Children's dreams should be protected by all means.
37   Just leave them to live with their own thoughts.
38   *Look, your daughter's reading ability, presentation ability, dancing is also perfect.*

39   *These abilities are greater than those at the same age.*

40   *She is really amazing.*

41   *I will fall to like her.*

42   *Very clever and responsive.*

43 3CMD: Well, she became able to interact (soon).

44 3CMC: *She talks well.*

45   *She is intelligent.*

46   The child's education depends on their parents.

47   What kind of child you grow up to be depends on the parents.

48   The Parents are the child's first teacher.

49   What kind of child you grow up to be depends on the parents. //

50 3CMD: //Exactly.

51   It is up to their parents.

52 3CMC: Yes, it depends on parents. The environment makes people.

53   It depends on environment.

54   This is very important for a child.

55   *She's intelligent. Your daughter.*

56   *Really amazing. She always calls⌈(3CMC's last name) uncle⌋,⌈(3CMC's last name)uncle⌋, and responsive. Everyone likes her. Really, really.*

57 3CMD: She doesn't have any fear of stage, //and makes friends instantly//.

58 3CMC: //*Yeah.*

59   //*That's good. That's great.*

In line 35, 3CMD seems to be changing topics from 3CMD's daughter to the child's education, but in fact he is not. In reality the discourse is still related to the topic they discussed before (3CMD's daughter); he seems to respond by avoiding to accept the compliment from 3CMC. Although the conversation shifted toward the topic of children education for a while, from the 38th line on goes back to the main theme, that of 3CMD's daughter. At another point in this segment, it is 3CMC who insists on his previous points at 38. "Your daughter's reading ability, presentation ability, dancing is also perfect. These abilities are greater than those at the same age (38-39)". 3CMC tries to enumerate the facts to support his compliments. Specifically, from the sentence "she is really amazing. I will fall to like her. Very clever and responsive (40-42) ", "She is intelligent (55)", "Your daughter. Really amazing. Everyone likes her (56)", 3CMC's remarks prove that all of his comments are real compliments which are supposed to express precisely his own feelings and thoughts.

A characteristic of native Chinese speakers is that they tend to continue praising their interactor while requesting and confirming information related to the topic or changing the expression of the compliment as the discourse develops. In addition, there is a tendency by the interactor to provide further information by cooperating with the speaker.

The Japanese conversations are as below.

4.2 The native Japanese speakers

The participants	Gender	Birth place	Profession
3JFA	Female	Fukuoka Prefecture Fukuoka city	Employee
3JFB	Female	Fukuoka Prefecture Fukuoka city	Employee

(4-4)

01 3JFB: (name) said that it's bad if you are not nervous at all.

02 3JFA: Really?

03 3JFB: Yeah, just think of it. If you're nervous before meeting someone, right?

04   It's the first time to meet them, so you think you cannot talk like before. It means you don't care about them if you are not nervous. It's bad, isn't it? She said.

05 3JFA: Yeah.

06   But actually, I was not nervous before.

07 3JFB: *So jealous!*

08 3JFA: It was before. In fact, when I was working at the central building, or customer center, I wasn't nervous even when I faced up to 150 people, presenting the system training, with the microphone.

09   I was not anxious. I presented it well.

10   Actually, I think that (I get nervous now) because of the 2005 Fukuoka earthquake. Trauma, probably. I fell nervous after that.

11 3JFB: Really? Why, why?

In this conversation, the length of utterance is short; this is a conversational pattern that can be seen between native Japanese speakers in Japanese discourses. The discourse advances well with laughter and with a tempo. The summary of this conversation is as follows:

Two women are talking about 'nervousness'. In the first line, 3JFB "it's bad if you are not nervous at all" (01), then she gives an example to explain her opinion that "You are not nervous cause you don't care about it. It's bad" (04). Subsequently, 3JFA reveals why she was not nervous before (06). This is also the reason she was supposed to bring compliment out later. 3JFB praises "So jealous!" at 8 line. After that, 3JFA finally admits that she gets nervous now because of the earthquake.

(4-5)

15 3JFB: So, how about the 1-minute speech in the morning meeting?

16 3JFA: Sometimes I am nervous, sometimes I am not. How can I do?

17   (3JFB), How can I do?

18 3JFB: Yeah, actually, it's difficult.

19 3JFA: Yeah, I was traumatized these years after the earthquake.

20 3JFB: Yeah, I understood.

21 3JFA: So, how can I do? *Sensei!*

22 3JFB: Hahaha.

23 3JFA: *Sensei!*

24 3JFB: no clue at all!

25 3JFA: *Senpai!* (at same time)

26 3JFB: (at same time) *Senpai!*

27 3JFA: Hahaha.

From segment number 4-5, we learn that the topic of the conversation is still about 'nervousness'. 3JFA remarks that she is nervous even in the morning speech and she asks 3JFB for advice. It must be emphasized that 3JFA calls 3JFB humorously 'sensei' (18), which means 'master' in Japanese when asks her for advises. It is another way to show that they are friends in a close relationship. Then, it seems that 3JFB tries to make a joke, and calls her 'sensei' in an effort to show that she has no clue, and she wants the 3JFA's suggestion as well. After that, they call each other 'senpai' , which means 'senior' in Japanese simultaneously (22), (23). As can be seen from the comments above, it became clear that in Japanese natural conversations, compliment appears to evolve organically, for example, by showing understanding /consent to the other party, in order to keep a good relationship.

5. Discussion

The different strategies that the participants employ indicate the important role that culture plays in each party's speech act performance. "The study of conversational style, moreover, is no more nor less than the study of communication. The features that make up the conversational style are the conventions by which the meaning is communicated in social interaction (Tannen (2005:189)). As can be seen from the above verbal exchanges, the features that characterize the speech of native Chinese and Japanese speakers are as below.

Native Chinese speakers tend to promote unilateral conversation and use inquiries asking further information frequently. They make efforts to express compliments to their interactor, and keep up with fast pace and quick expressive responses. In contrast, native Japanese speakers attempt to express short compliments and convey the same feelings in a substantially different way: by overlapping their speech events and by cooperating with the other party in order to bring the conversation to completion. They cooperate with the other party to complete the conversation and shift toward another topic/speech after being complimented-after receiving compliment.

In one sense, it can be said that an important element in both Chinese and native Japanese speakers is the concept of 'consideration'. The foregoing analysis has shown that the intrinsic strategies that characterized the speech of the Japanese resulted in a listener-oriented style (聞き手優先、聞き手志向etc.). For example, the Japanese tend to pay more consideration to the other party's feelings and attitudes, Matsumura 2010, Higashide 2015 and so on. In contrast, it seems that Chinese speakers pay more attention to themselves (Inoue 2015). However, we believe that this kind of consideration could be found in every country and relationship. One common example in both languages is disclosing further information

during the conversation. In Chinese, the side that compliments tend to contribute to the conversation with the use of questions for further information and show consideration by trying to express their solidarity and friendship to the other party. On the other hand, compared with the Chinese compliments, it seems likely that the Japanese tend to the view that show their consideration in order to avert embarrassment by the customary expression of short compliments. Hence, in comparison with the previous studies, we found that both Chinese and native Japanese speakers value their relationship with the other party.

The differences in conversational styles is how this consideration is represented structurally, making that a distinct feature of this discourse context. For instance, Native Chinese speakers tend to talk a lot and use a lot of frequent questions with a fast rate of speech to show their interest. It is not only engaging; it is a kind of consideration in its own way. As Becker (1995) emphasized, "all utterances are both 'deficient' and 'exuberant'". As the examples above demonstrate, the interpretation and reception by the speaker and the hearer is different in a cross-cultural communication, and even though the speakers may believe that they have paid the necessary compliments, the hearers do not regard them as such resulting in an unpleasant experience for them. In other words, the interpretation of compliments may differ depending on culture, values, gender etc. If during the instruction of the Japanese or Chinese language, one was to understand the conversational style of the other party and the considerations that are behind it, a smoother communication would become possible, and a deeper mutual understanding between cultures could be expected.

6. Conclusions and implications

In order to reveal the cultural differences in compliments between the Chinese and the Japanese language as well as their similarities, this paper outlined the previous compliment-related works. The close inspection of actual discourse data collected from native speakers demonstrated how compliments are made and received and how the conversation develops. We found that both Chinese and native Japanese speakers place a high value on their relationships with the other party. Furthermore, it seems that the Native Chinese speakers are promoting unilateral conversation and during their effort to seize the initiative at a fast pace, they are also showing consideration by trying to express their solidarity and friendship to the other party. In contrast, native Japanese speakers attempt to convey the same feelings in a substantially different way: by overlapping their speeches and by cooperating with the other party in order to bring the conversation to completion. Needless to say, the findings from this study cannot be assumed to apply to other types of complimenting situations without further research. For instance, the gender of the participants must also be considered.

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Appendix: The original text

(4-1)

01 3CMC：喂，3CMD，你闺女多大了？

02 3CMD：呃，6周多点吧。

03 3CMC：6周多点刚？

04 3CMD：嗯呐。

05 3CMC：**昨天晚上看那个视频，家，她爷给录的吧**。

06 3CMD：她奶。

07 3CMC：她奶呀。

08 3CMD：她奶给录地，天天读课文呢。

09 3CMC：**我说那哪儿像6岁的孩子**。

10 　　　　**那小课文读的，那好啊！**

11 　　　　**这是多少字！**

12 　　　　**6岁就认识这么多字？！**

13 3CMD：呃，她奶天天让她念的，教给她念，这家伙。

14 　　　　这个，完了，这个认拼音（嗯3CMC）。

15 　　　　嗯，反正一天读那么一两篇吧，打小就爱看书。

16 3CMC：**嗬，这孩子，这孩子将来得学习好**。

17 　　　　**家伙，这还有感情呢**。

18 　　　　朗读的，什么小公主，七个什么小公主，白雪公主。

19 3CMD：《白雪公主和七个小矮人》。

(4-2)

20 3CMC：**这朗诵地这有感情呢，将来得是主持人的材料**。

21 3CMD：哈哈哈哈。

22 3CMC：**真好啊，真不错**。

23 3CMD：找你，完了还得带带我闺女。

24 3CMC：那都是小事。

25 　　　这是个苗子，你知道不？

26 　　　好好培养吧。

27 **这还有感情，声音还好听，还洪亮，唱歌也，也，也挺好吧**。

28 3CMD：唱歌也中。

29 　　　这，这，就这段时间觉得她这个，唱歌也不跑调了，完了也会有点舞蹈动作了。

30 　　　今儿下午这不参加，参加哪儿这，河北省的一个录制节目去了。

31 　　　她们她们，跳那个，一个集体舞蹈。

32 3CMC：**反那回还是我，五岁的时候看着的呢，从那个，从哪儿演出，家伙那小动作，小腰特儿软和，这也是个，舞蹈，舞蹈才能的人呢，好好培养培养吧**。

33 3CMD：小孩，小孩这个，现在培养这个的多。

34 3CMC：**挺好**。

(4-3)

35 3CMD：不能输在起跑线上。

36 3CMC：孩子的梦想必须帮她实现。

37 　　　想干啥就干啥。

38 **你看你闺女，这个朗读能力，主持啊，跳舞啊，都没的说**。

39 **比同人的孩子来说，都强太多呢**。

40 **挺稀罕你闺女**。

41 **特招人稀罕**。

42 **（现在这个）聪明伶俐，嘴儿还甜**。

43 3CMD：说话唠嗑，也跟上来了呗。

44 3CMC：**也跟上来了**。

45 　　　**她是聪明**。

46 **这个跟父母，孩子从小的教育离开，离不开父母**。

47 **这个跟父母有直接关系**。//

48 **你看这孩子的第一启蒙老师就是父母**。//

49 **你这孩子跟谁一起长大就学谁**。//

50 3CMD：　　　　　　　　　　　　　　　　　//是。

51 　　　　　　　　　　　　　　　　　　　//跟谁随谁，是吧。

52 3CMC：是，跟谁随谁，人是环境的产物，是吧。

53 　　　你到哪个环境他就成为谁。

54 **这引领孩子特别重要**。

55 **（咂嘴）不错啊，这闺女，绝对可以**。

56 **总是"大大"，"（3CMC）大大"，人总是这个，跟那亲亲热热的，这孩子，（咂嘴），挺招人稀罕啊，真，真**。

57 3CMD：不怯场，也不认生，// 跟谁都自来熟//。

58 3CMC：　　　　　　//哦，是。

59 　　　　　　　　　　　　　　//**真挺好，真不错**。

(4-4)

01 3JFB:(名前)さんもいうけど、緊張せんくなったら終わりよって。

02 3JFA: マジで？

03 3JFB: やっぱり、こう、ちゃとしようって思う人は(うん)、緊張するって、相手を見てね、わかってもらおうと思って話す。

04 　　　あ、この人は初めて会う人やけん、じゃ、前とおんなじじゃだめだなとか、そういうのを考えながらやれるようじゃないと、あ、もうこれ何回もやっとうけ大丈夫とかって緊張せんくなったら、それはだめやけんっていう。

05 3JFA: うん。

06 　　　　　なんかね、(3JFA)ね、昔全く緊張せんかったと。

07 3JFB: **めっちゃうらやましい。**

08 3JFA: いや昔よ。でね、本当にね、あのう、センタービルが全部、あれ、コールセンターやったとき
　　　　　もね、あんね、150人に対し、システム研修とかふつうにやりよったと、マイクとかで、全く
　　　　　緊張せんかったと。

09 　　　　　はい、はいみたいな感じで(うん)、はい、はいみたいな感じよっちゃけど。

10 　　　　　(名前3JFA)ね、実はね、あのさ、地震があったやん(うん)、西方沖地震(うん)、あの地震があってか
　　　　　らね、(3JFA)たぶん、トラウマかなんかしらんけどね(うん)、あれから緊張するようになったと。

11 3JFB: え、なんで? なんで?

(4-5)

15 3JFB: え、じゃさ、朝礼に一分間スピーチとかは?

16 3JFA: する時もあるし、どうもない時もある。どうしたらいい。

17 　　　　　　　　　　　　　　　　　　　　　　　　(3JFB)どうしたらいい?

18 3JFB: えー、でも、それ難しいね。

19 3JFA: そうと、でもね、ここ地震があってからね、ここ何年間の悩みとそれ。

20 3JFB: なんかねえ。

21 3JFA: どうしたらいいと思う?**先生!**

22 3JFB: はははは。

23 3JFA: **先生!**

24 3JFB: 分からんよ。

25 3JFA: **先輩**(同時)!

26 3JFB:(同時)**先輩!**

27 3JFA: はははは。