Ringo o taberemasu ka?

An analysis of the shortened potential verb form in colloquial Japanese

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Abstract

While various studies have been conducted on the innovative potential suffix of Japanese vowel verbs, commonly known as *ranuki kotoba* (lit. *ra*-omission words), few studies exist on the use of the innovative form based on situational context and style of speech. The main purpose of my thesis is to provide an up-to-date quantitative analysis on the situation-based use of *ranuki kotoba* (referred to as the *-re* form in this paper), while focusing on the level of a speaker's conscious awareness of the form as ungrammatical or grammatical, respectively. Before the analysis, I have included a comprehensive description of the Japanese passive and potential verb forms, especially regarding the historical development of the potential.

Keywords: Japanese, language change, passive voice, potential form, *ranuki kotoba*, the *-re* form, sociolinguistics

Conventions

Glossing

The sentences in this thesis were glossed according to the Leipzig Glossing Rules. A list of abbreviations is provided on the next page.

Romanization

A modified version of the Hepburn romanization system was used to transcribe Japanese vocabulary. Differing from the original Hepburn system, long vowels are written with double letters instead of macrons, except for long *e*, which is written as *ei*.

Abbreviations

ACC	accusative
ADV	adverbial
COP	copula
DAT	dative
GEN	genitive
GER	gerund
LOC	locative
NEG	negative
NOM	nominative
NPST	non-past
PASS	passive
PST	past
POL	polite
POT	potential
PROV	provisional
Q	question marker
TOP	topic

CONTENTS

Chapter 1

Introduction

1.1 The topic

The present thesis is concerned with the socio-situational use of an innovative, derivative verbal suffix occurring in vowel verbs in spoken Japanese, with focus on the speaker's level of awareness regarding the grammaticality of the form. The innovative suffix is a shortened variant of the standard language verb form expressing potentiality, as seen in the following examples:

(1) Kaze no toki   okayu   shika tabe-**rare**-na-i
    cold GEN time rice porridge only   eat -POT-NEG-NPST
    'During a cold, (one) can only eat rice porridge'
    (Standard form)
    → Kaze no toki   okayu   shika tabe-**re**-na-i
        cold GEN time   rice porridge only   eat -POT-NEG-NPST
        'During a cold, (one) can only eat rice porridge'
        (Shortened form)

(2) Kono hen de hotaru o   mi -**rare** -ru   basho wa   ar-i -masu   ka
    this area LOC fireflies ACC see-POT-NPST place TOP   is-ADV -POL.NPAST Q
    'Is there a place nearby where you can see fireflies?'
    (Standard form)
    → kono hen de hotaru o   mi -**re** -ru   basho wa   ar-i
        this area LOC fireflies ACC see-POT-NPST place TOP   is-ADV
        -mas-u   ka
        -POL-NPAST Q
        'Is there a place nearby where you can see fireflies?'
        (Shortened form)

The innovative form is commonly known as *ranuki kotoba* (lit. *ra*-omission words/language), because it drops the syllable -*ra* found in the standard language form -*rare*. In this paper, the term "-*re* form" will be used instead.[1]

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[1] It should be noted that the expression "*ranuki*" is quite pejorative in the sense that it basically suggests a simple, meaningless shortening of an existing form. If such was the case, all the current existing vowel verb inflections with -*rare* would be expected to be shortened within speech; this "shortening", however, only occurs with a potential meaning (see 2.3 for further discussion). While *ranuki* is commonly used by many linguists as well, I deem it an inappropri-

Despite its wide colloquial usage, the innovative potential form of vowel verbs is considered substandard. Its use is largely limited to casual speech, with fewer occurrences within careful speech[2], and virtually none within written language (except for dialogues). However, the innovative potential is language change in progress, and as such is likely to gain prestige, possibly replacing the potential form of vowel verbs that is currently official.

Alongside the status of the verb form, the speaker's sense of grammar will also change, and as a result s/he will no longer have an awareness of the form as ungrammatical, and therefore will use it regardless of the situation. This paper is mainly concerned with analyzing whether such a change in the speaker's conscious awareness can be observed at the current stage of the change.

1.2 Methodology

Mainly for practical reasons, a questionnaire survey was chosen as the primary research method for this paper. The survey consisted of sentence examples based on various situations where the respondent is required to inflect verbs given in brackets so that they fit within the context. The sentences were built in a way that made the potential form the most appropriate choice. Two extracts of newspaper articles where the respondent was asked to mark any sequences s/he finds ungrammatical were also included. The extracts are copies of existing newspaper articles with only the *-rare* forms altered into *-re* forms (see appendix for the questionnaire and chapter 4 for further information). This method will not only show the situations in which the innovative form or the longer form is preferred, but will also effectively answer the main question posed by this paper: how strong is the speaker's conscious awareness of the grammatical acceptability of the *-re* form.

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ate term for a linguistic change in progress that is much more than a simple omission of syllables for the sake of laziness; hence the choice of a less pejorative expression, the *-re* form.

[2] The potential form itself is fairly seldom used within careful speech style; usually, another expression with a potential meaning is used instead. I have taken this into consideration when conducting my survey.

1.3 Organization

The introduction is followed by a description of the passive and potential verb forms, with extra focus put on the historical development of the potential form, continued by a comprehensive description of the innovative potential form and a summary of previous research on the subject. This chapter serves as background information for the following sections, which consist of the research, analysis and discussion on the results of the survey, as well as concluding remarks on the thesis as a whole.

Chapter 2

Background

2.1 Introduction

This chapter begins with an introduction of the basics of Japanese verb conjugation, followed by a more detailed description of the passive and potential forms.

2.2 Japanese verb groups and conjugations

The Japanese verbs consist of two major groups, usually called consonant and vowel verbs in English, depending on whether the verb stem ends in a consonant sound as in *yo**m**-u* 'to read') or in a vowel sound as in *tab**e**-ru* 'to eat'. In Japanese, the consonant verbs are called *godan dooshi* 'five-grade verbs[3]', and the vowel verbs are called *ichidan dooshi* 'monograde verbs'. The vowel stems end either in *i* (*kamiichidan katsuyoo* 'upper monograde conjugation') or *e* (*shimoichidan katsuyoo* 'lower monograde conjugation'). Consonant stems end in *k*, *g*, *s*, *n*, *m*, *b*, *r*, *w*, or *t*. Two verbs with irregular conjugation, *suru* 'to do' and *kuru* 'to come', make up a third minor group. In Japanese, the conjugations of *suru* and *kuru* are often called *sa-gyoo henkaku katsuyoo* 'sa-row irregular conjugation and *ka-gyoo henkaku katsuyoo* 'ka-row irregular conjugation', respectively).[4] The different verb groups with their respective conjugational forms are demonstrated in table 1:

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[3] The term mono('one')grade verbs is used by Frellesvig (2010), whereas the term five-grade was translated as such by me, in lack of a more established English translation.

[4] The *sa*-row and *ka*-row = the *sa*, *shi*, *su*, *se*, *so* and *ka*, *ki*, *ku*, *ke*, *ko* rows in the Japanese syllabary, along which the two irregular verbs conjugate, as seen in table 1.

Table 1.	Consonant stem	Vowel stem	*sa*-irregular	*ka*-irregular
Stem	yom	tabe	su/shi/sa	ku/ko/ki***
Present Indicative	yom-u	tabe-ru	su-ru	ku-ru
Provisional	yom-eba	tabe-reba	su-reba	ku-reba
Imperative	yom-e	tabe-ro	shi-ro	ko-i
Hortative	yom-oo	tabe-yoo	shi-yoo	ko-yoo
Negative	yom-ana-i	tabe-na-i	shi-na-i	ko-na-i
Causative	yom-ase-ru	tabe-sase-ru	sa-se-ru	ko-sase-ru
Passive	yom-are-ru	tabe-rare-ru	sa-re-ru	ko-rare-ru
Potential	yom-e-ru	tabe-rare-ru	**dekiru	ko-rare-ru
	*(yom-are-ru)	tabe-re-ru		ko-re-ru
Meaning	"to read"	"to eat"	"to do"	"to come"

*The form *yomareru* is rarely used nowadays, with occurrences limited to certain dialects (Martin 1988: 300)

**The verb *suru* does not have a potential form. A suppletive verb, *dekiru*, is used to express the ability to do something.

*** The *ki*-stem appears with the past indicative, gerund and polite forms, which were omitted from this table in order to keep it simple.

2.3 The passive

The *-rare* morpheme of vowel verbs is usually regarded as the passive conjugational suffix. It has, however, five different meanings: the direct passive, the adversative passive, the honorific (passive)[5], the spontaneous passive, and the potential (passive).

(3) Koinu   ga   kainushi   ni   misute-rare-ta[6]
   puppy NOM   owner DAT   abandon-PASS-PST
   'The puppy was abandoned by its owner'

(4) (Watashi ga) ringo o   inu ni   tabe-rare-ta

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[5] The word 'passive' is within brackets since the honorific and the potential are not true passives. However, within Japanese linguistic tradition, it is not uncommon to talk about the 'honorific passive' and the 'potential passive', because of the morphological and syntactic similarity to the passive form.

[6] It is worth mentioning that while the use of a verb with a negative meaning such as *misuteru* gives the sentence an adversative meaning, it differs from the adversative passive in that the negativity does not derive from the grammatical construction, but the semantic nature of the verb itself.

      I   NOM apple ACC dog DAT eat-PASS-PST
    'My apple was eaten by a dog (and I was adversely affected by it)'
    (Adversative passive)

(5) Sensei   ga   ringo o   tabe-rare-ru
    teacher NOM   apple ACC eat-PASS-NPST
    'The teacher is (honorably) eating the apple'
    (Honorific passive)

(6) Furui shashin o   mi-ru   tabi ni   (watashi ni wa) mukashi no koto
     old   photos ACC   see-NPST every time   I   DAT TOP   past   GEN thing
    ga   omoidas-are-ru
    NOM   recall-PASS-NPST
    'Every time (I) look at old photos, I will recall the past',
    lit. 'The past is spontaneously remembered by me'.
    (Spontaneous passive)

(7) Watashi ga   ringo   o   tabe-rare-ru
      I NOM apple ACC eat-POT-NPST

    or

    Watashi ni (wa) ringo ga   tabe-rare-ru
      I   DAT TOP apple NOM   eat-POT-NPST
    'I can eat an apple'
    (Potential passive)

Looking at table 1, it becomes apparent that there is a separate box for the potential form apart from that of the passive form. The potential form of consonant stem verbs is also morphologically different from the passive form, whereas the potential and the passive forms of vowel stem verbs look identical, despite having separate entries on the table. This is because originally, the passive form of both consonant and vowel verbs carried all the previously mentioned five meanings, but whereas the consonant stem verbs later developed a morphologically different form with a potential meaning only (see 2.3 for further discussion), the vowel verbs continue to carry all five meanings. In an attempt to be as consequent as possible, the vowel verb *taberu* was used in example sentences (4), (5) and (7). An entirely different verb was chosen for the direct and spontaneous example sentences. This is because 1) the direct passive, although grammatical-

ly possible, is considered unnatural when used with inanimate patients[7], and 2) while the spontaneous passive was historically applicable to many more verbs, in modern Japanese it is used with only a handful of verbs expressing some kind of emotion or thought (such as *omou*, 'to think, to feel', *kangaeru*, 'to think' (Narrog 2012: 140)).

Carrying a semantic burden of four to five different yet similar meanings, the Japanese passive is sure to be ambiguous in several ways. But how ambiguous are *-are* and *-rare*? In the previous paragraph I have mentioned that consonant verbs in modern Japanese have a morphologically separate form expressing potentiality, therefore leaving *-are* ambiguous in four ways only. [8] This leaves us with the direct (8), the adversative (9), the honorific (10), and the spontaneous (11) meanings:

(8) Jiroo   ga   Taroo ni   nagur-are-ta[9]
        NOM   DAT   hit-PASS-PST
    'Jiroo was hit by Taroo'
    (Direct passive)

(9) (Watashi ga)   imooto   ni   hon   o   yom-are-ru
        I   NOM   little sister DAT   book ACC read-PASS-NPST
    'A book/my book is read by my little sister (and I'm adversely affected by it)'
    (Adversative passive)

(10) Sensei   ga   hon   o   yom-are-ru
     Teacher NOM book ACC read-PASS-NPST
     'The teacher (honorably) reads the book'
     (Honorific passive)

(11) Furui   shashin o   mi-ru   tabi ni   (watashi ni wa) mukashi no koto
     old   photos ACC see-NPST every time   I   DAT TOP   past   GEN thing
     ga   omoidas-are-ru
     NOM   recall-PASS-NPST
     'Every time (I) look at old photos, I will recall the past',
     lit. 'The past is spontaneously remembered by me'.
     (Spontaneous passive)

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[7] A sentence such as *ringo ga watashi ni taberareta* 'the apple was eaten by me' would therefore, although not grammatically incorrect, be considered unnatural by native speakers.
[8] Certain dialects use the longer potential forms for both vowel and consonant verbs (Martin 1988: 300)
[9] See footnote [7]. The sentence *hon ga watashi ni yomareta* 'the book was read by me' would likewise be considered unnatural

The above constructions give us the following particle pairs:

ga ~ ni

(ga) ~ ni ~ o

ga ~ o

(ni) ~ ga

The direct passive and adversative passive can easily be distinguished by the use of either *ni* or *ga*. The adversative passive also uses the particle *o* to indicate the object of the action that caused the patient to be adversely affected (in (9), the object of the action would be *hon* 'book'). The direct passive and the spontaneous passive both may use *ni ~ ga*, since it is possible to reverse the word order in (3) and (8). However, the *ga~ni* order would be more natural. Also, as was mentioned earlier, the spontaneous use in modern Japanese is restricted to a small number of verbs, making the two meanings less likely to mix. Moreover, the direct passive is most often used with animate patients, as inanimate patients, while theoretically possible, are considered highly unnatural. It is also often used with the construction *ni yotte* instead of *ni*. The honorific *ga~o* and the adversative *(ga)~ni~o* passives are clearly separable with their completely different set of particles. Thus, the consonant verb suffix *-are*, with all the four meanings more or less separable by the use of different sets of particles, does not seem to be ambiguous to the point of being problematic. But how is the case with vowel verbs? Taking the particles from (7), we get:

 ga ~ o and *ni ~ ga*

ga ~ o is identical to the honorific, and *ni ~ ga* is identical to the direct passive, making the following sentences ambiguous in two ways:

(12) Sensei   ga   ringo o   tabe-rare-ru
         teacher NOM apple ACC eat-POT/PASS-NPST
         'The teacher is (honorably) eating an apple'
         'The teacher can eat apples'

(13) Watashi ni wa ringo ga tabe-rare-ru
     I   DAT TOP apple NOM eat-POT/PASS-NPST
  'I can eat apples'
  'The apple is eaten by me'

It can clearly be seen that the vowel verb -*rare* is more ambiguous than its counterpart -*are*. However, as I mentioned earlier, while theoretically possible, it is highly unlikely that (13), having the inanimate patient *ringo*, would be interpreted as a passive sentence. Moreover, the word order *ga~ni* is more natural than *ni~ga*. The problem is more likely to rise when an animate patient is used instead; however, when an animate patient is used with the direct passive, it is not uncommon to use the construction *ni yotte*. Moreover, it is not uncommon to omit the subject altogether:

(14) Kono ie   ga   sanjuunen mae ni (X ni yotte) tate-rare-ta
    This house NOM   thirty years before DAT (X by)   build-PASS-PST
    'This house was built thirty years ago (by X)'

It is also not uncommon to omit the patient when it is already known to the listener, especially if the patient is the speaker him/herself:

(15) (Watashi ga) Jiroo ni   nagu-rare-ta
    (I NOM)   DAT hit-PASS-PST
    '(I) was hit by Jiroo'

Hence, how problematic this ambiguousness truly is, is debatable, but the fact remains that in modern Japanese there is a trend which can and should, in the light of evidence suggested in later chapters, be seen as an attempt to lessen the semantic burden and ambiguousness of -*rare*: the use of an innovative, shorter form, namely the -*re* form.

2.4 The potential
Potentiality in Japanese can be expressed in two ways: by using the potential forms -*e* and -*(ra)re*, or by using the expression *suru koto ga dekiru*:

(16) Ganbar-eba   sekai o   kae-ru   koto   ga   deki-ru
    try hard-PROV world ACC change-NPST thing NOM be able to do-NPST

'If you try hard, you can change the world.'

-e and *-(ra)re* are mainly used in spoken language, whereas *suru koto ga dekiru* belongs more to written language (Narrog 2009: 96).

Due to its morphological and syntactical similarity to the passive, the vowel verb potential *-rare* is regarded by many scholars as a voice category in Japanese. Narrog (2012:140-3), however, considers the potential as a modal construction with voice-like features.

Not all verbs can take the potential form. The consonant verb *aru*, 'to be', for example, never conjugates into *ar-eru*. In order to express the ability to be something, another verb, *eru* (*uru*), with the original meaning of 'to gain', is suffixed into the *ren'yookei* or adverbial form of the verb, *ar-i*, making *arieru*, 'to be possible'.

Moreover, the potential is usually restricted to verbs that include some kind of intentional action (Kinsui 2003). Also, verbs such as *wakaru* 'to understand', *mieru* 'to (be able to) see' and *kikoeru* 'to (be able to) hear' already include a potential meaning, making them impossible to conjugate any further.

2.4.1 The origin

The potential morpheme *-e* is a moderately new construction. The morphological form itself can be found during the Muromachi period (1336-1573). It existed simultaneously with the *-rareru* form, and was likewise ambiguous in many ways (Aoki 1996). However, it was only during the Edo period (1603-1868) that *-e* established itself as a morpheme carrying potential meaning only, gradually replacing *-are*, and eventually becoming the single potential morpheme for consonant verbs in modern Japanese (Aoki 1996).

There are several theories as to how and why *-e* came into existence. According to the single origin theory, the Heian period morpheme *-raru* constitutes the origin for consonant and vowel verbs alike. *-raru* would later turn into *-rareru*, giving us forms such as *taberareru* and *yomrareru*. The r in *yomrareru*, however, would be deleted since Japanese does not allow consonant clusters. The resulting form would be *yomareru*. The *-(r)are* would in turn shorten into *-(r)e*, in a similar way that can be seen today

with the innovative *-re* form in vowel verbs, resulting in *yomreru→yom̶reru→yomeru* (Fukushima 2004).

Matsuda (1993), on the other hand, supports an original proposition by Brent de Chene (*r*-epenthesis and the Japanese verb, 1985). According to de Chene's proposal the consonant stem suffix makes up the base, and the phoneme /r/ is *added* to the vowel stem suffixes instead, giving us *yom + are-ru* and *yom + e-ru* , as well as *tabe + r + are-ru* and *tabe + r + e-ru*, respectively. Fukushima (2004) again argues against this by pointing out that the insertion of /r/ appears arbitrary. He states that there is no reason for the inserted phoneme to be /r/ rather than something else. The single origin theory, on the other hand, takes the longer *-rare* as its base, and all that is needed is the deletion of /r/. This theory could also be used to explain the non-past *-(r)u*, and the causative form *-(s)ase*, where the phoneme /s/ would be deleted in consonant verbs to avoid consonant clusters. De Chene's theory, on the other hand, would require the insertion of /s/. This would once again raise the question as to why the inserted phoneme should be /s/ and not some other (Fukushima 2004).

Another theory suggests that an independent verb *e*(*ru*) with the meaning 'to gain' became grammaticalized, and turned into a suffix expressing potentiality: *yomi-e→yom-e→yomeru* (see 2.2.3 *arieru*). This theory has been supported by Shibuya, among others (Fukushima 2004, Aoki 1996).

Aoki (1996) suggests that the first verbs to gain a separate form expressing potentiality were transitive consonant stem verbs which lacked a corresponding intransitive verb pair. In other words, the potential form originally came into existence in order to somehow compensate for the lack of means to express intransitivity (Aoki 1996). This theory is interesting as the relationship between transitivity and voice is observable in various other languages as well (Shibatani 1990:236). Transitive verbs form a continuum with passive verbs, whereas the intransitive verbs form one with the causative verbs (Narrog 2012:140). Some common suffixes seen in Japanese intransitive-transitive verb pairs are *-ar*, *-e*, and *-as*, where *-ar* is an intransitivizing suffix, *-as* a transitivizing suffix, and *-e* can be both (Shibatani 1990:236). The *-ar* resembles the passive suffix *-(r)are* and the *-as* the causative *-(s)ase* (which can be shortened to *-as-u* in colloquial speech). The *-e* resembles the consonant verb potential *-e*. The intransitive pair for the consonant verb *uru*, 'to sell', is *ur-e-ru*, which looks identical to its potential form.

As for the potential meaning of *-are* and *-rare*, it is said to have developed from the spontaneous meaning, more precisely from the negative spontaneous. Somehow, the negative spontaneity came to carry a meaning of negative potentiality, and eventually potentiality would become to be expressed even with a positive meaning (Narrog 2012:141, Oshima 2008:8).

All the theories of the origin of the potential have their strengths and weaknesses, making it difficult for scholars to agree upon one as being superior to the others. The history of the potential is nonetheless very interesting, especially in regard to the innovative potential *-re* of present-day Japanese. For some reason or another, a potential form that is morphologically different from that of the passive started developing a few hundred years ago among consonant verbs, suggesting a need to express potentiality in a way that would not be ambiguous. Now, a similar process is happening with vowel verbs. The question of why it took so long for the vowel verbs to make such a change is yet to be answered, but in order to understand why it is happening at all, knowledge of the history of the potential consonant verbs is necessary.

Chapter 3

The *-re* form

3.1 Introduction

In this chapter I will focus on the *-re* form: the innovative, shortened potential form of vowel stem verbs and the main subject of this thesis. First, its function and use will be thoroughly described in 3.2. In 3.3, I will explain the reasons behind its occurrence based on my understanding from what has been previously researched on the subject.

3.2 Description

The *-re* form is a shortened potential suffix of vowel verbs in Japanese, and it is considered substandard despite its wide colloquial use. As stated in chapter 2, the official potential form of vowel verbs is *-rare*, which is also the passive form. The *-re* form is formed by dropping the *ra* of *-rare*, as in the following example:

(17) Onaka   ga   ippai   d-e   moo   tabe-~~rare~~-na-i
    Stomach   NOM   full   COP-GER   anymore   eat-POT-NEG-NPST
    'My stomach is so full I can't eat anymore.'
    (The *-rare* form)
    →   Onaka   ga   ippai   d-e   moo   tabe-**re**-na-i
        Stomach   NOM   full   COP-GER   anymore   eat-POT-NPST
        'My stomach is so full I can't eat anymore.'
    (The *-re* form)

Because of this dropping of the syllable *ra*, the phenomenon is commonly known as the *ranuki kotoba*. 'ra-omission language', a term that however is too simplistic. It suggests a simple omission of a syllable, which the *-re* form is not. Dropping of syllables is quite common in Japanese, because it makes speaking easier. At first glance the *-re* form might also seem as a result of this kind of laziness, but if this was the case, it would require that *-rare* is shortened to *-re* in all cases. Curiously, however, the dropping of *ra* never occurs when the meaning of *-rare* is something else than the potential. Hence, the *-re* form ought to be considered something else than the usual dropping of the syllable.

Thus far, I have spoken of the *-re* form as a potential form of vowel verbs. Indeed, *-re* only occurs with vowel verbs; however, not all vowel verbs take the *-re* form. The

13

most common verb used with the *-re* form are *taberu* 'to eat', *kuru* 'to come', *miru* 'to see', and *okiru* 'to get up', all of which are verbs appearing frequently in casual speech.

The length of the stem seems to also affect the use of the *-re* form, meaning that the longer the stem, the less likely the occurrence of *-re* (Kinsui 2003, Matsuda 1993). For example, verbs such as *tsukamaeru*, 'to catch', are highly unlikely to appear with the *-re* form. According to Kinsui, the reason behind this is that the longer the stem of the verb is, the easier it gets to grammatically analyze the suffix part of the verb. In other words, speakers grow more aware of the grammaticality of the verb form when they encounter verbs with longer stems. Another possible reason might be that verbs with longer stems are harder to pronounce with the *-re* form. However, difficulty of pronunciation does not seem to be directly connected to stem length. For example, *taberu* 'to eat' and *mageru* 'to bend' have equal stem length, yet *mageru* is less likely to appear with the *-re* form (Kinsui 2003). This would, in fact, seem to further strengthen Kinsui's theory that the speakers of the *-re* form are using it on a word to word basis rather than as a grammatical structure (Kinsui 2003). Difficulty of pronunciation would ensure that only verbs easy to pronounce are used with the *-re* form. However, it seems that the meaning of the verb itself seems to play an equally important role, if not more so. It was mentioned earlier that the most common verbs used with the *-re* form are verbs that are commonly used within everyday life. Therefore, with verbs such as *taberu* and *mageru*, the reason that *mageru* is less likely to appear with the *-re* form might not be because it is more difficult to pronounce, but because the verb *mageru* simply does not occur as frequently as the verb *taberu*, and therefore has not yet been able to gain an established use with the *-re* form.

Besides the length of the stem of a verb, the vowel preceding the suffix seems to carry an impact as well: the frequency of *-re* is higher amongst the upper monograde conjugation (vowel verbs ending in *i*) than the lower monograde conjugation (vowel verbs ending in e) (Shibuya 1993:192). In addition, according to Shin (2002), the preceding consonant also has some importance. For example, while *wakareru* 'to be separated' has a shorter stem (three moras) than *kangaeru* 'to think' (four moras) and they both belong to the lower monograde conjugation group, the chances of *kangaeru* to take the *-re* form is much higher than that of *wakareru*. This is because the potential of *wakareru* would be *wakarereru*, with a difficult-to-pronounce double *re*. Hence, between the

choice of *-rere* and *-rare*, the easier-to-pronounce *-rare* is more likely to be chosen (Shin 2002:107).

The fact that the *-re* form is used very selectively suggests that at its current level, the language change is occurring on individual word level rather than grammatical level (Kinsui 2003). While *-re* is undoubtedly a grammatical change, according to Kinsui the speakers who use *-re* do it on a word to word basis. This would explain why verbs with shorter stems are favored over those with longer stems. Kinsui divides the speakers into three categories:

1) Speakers who never use the *-re* form, and presumably feel that the form is strongly ungrammatical. Kinsui calls this group *hi-ranukibito*, 'non-*ranuki* people'. A society where these speakers make up the majority of the population, he calls, in a similar fashion, *hi-ranuki shakai*, 'non-*ranuki* society'.

2) Speakers who use the *-re* form selectively, in a similar manner as discussed above. These speakers recognize the benefits of using the *-re* form within speech, and accept it as part of their vocabulary. However, within their established sense of correct grammar usage, the *-rare* form is still considered the only acceptable form. These speakers are likely to code-switch between these two forms depending on the situation, with the *-re* form being used in everyday life and the *-rare* form in more formal situations. Moreover, even in casual situations, these speakers are likely to keep the use of the *-re* form down to the most common verbs, such as *taberu.* More and more speakers from group 1 are joining this group as time goes by, making it presumably the largest group out of the three. Kinsui calls this group *fukanzen ranukibito*, 'incomplete-*ranuki* people'. A society where these speakers make up the majority of the population is called *fukanzen ranuki shakai*, 'incomplete-*ranuki* society'.

3) Speakers who have grown up with the *-re* form. These speakers have stopped learning the *-re* form on a word to word basis, having instead developed an innate sense of grammar according to which the *-re* form is perfectly grammatical. These speakers use the *-re* form with all vowel verbs and in all situations, giving up the older *-rare* completely. Kinsui calls this group the *kanzen ranukibito*, 'complete-*ranuki* people'. A soci-

ety where these speakers make up the majority of the population is called *kanzen ranuki shakai*, 'complete-*ranuki* society'.

In order for an incomplete-*ranuki* society to turn into a complete-*ranuki* society, a generation of complete-*ranuki* people would first have to be born. Kinsui compares this kind of transition from an incomplete-*ranuki* society into a complete-*ranuki* society to the relationship between pidgin and creole (Kinsui 2003). Considering that Tokyo is already closer to being an incomplete-*ranuki* society than a non-*ranuki* society, it is presumably a matter of time until the Tokyo society of Japanese speakers turn into a complete-*ranuki* society as well. This would presumably result in the *-re* form completely replacing the currently official *-rare* as the only accepted official form. Kinsui does not clearly mention whether the complete-*ranuki* people would even use the *-re* form in written language, but if the *-re* form manages to completely replace the *-rare* form in speech, it is not unlikely that the form would become the norm in the written language as well. However, since there already is a clear distinction between written and spoken language in Japanese, the possibility of the *-re* form remaining a purely colloquial expression cannot be denied.

3.3 Explanation

In 2.2 I discussed the ambiguousness of the *-rare* form, mentioning the role of the *-re* form in lessening the semantic burden of the *-rare* form in the final remarks. However, it is unclear as to why only the potential meaning has been given this task of disambiguation. As an answer to this question, Fukushima (2004) proposes that by changing only the potential form, the linguistic cost is lesser than what it would be if any other form was changed. As became apparent in 2.2, the spontaneous meaning in modern Japanese can only be used with a small group of verbs, therefore making it easily distinguishable from the other four meanings. The honorifics never have a dative *ni* agent, and the adversative passive uses the accusative object *o*, something the direct passive can never do.

The remaining ambiguities are therefore between the potential and the direct passive (in case the potential uses *ni~ga* instead of *ga~o,* and the direct passive uses the word order *ni~ga* instead of *ga~ni*) and between the potential and the honorific (in case the potential uses *ga~o* instead of *ni~ga*). Since the direct passive and honorific are already distinguishable from each other, as well as from the adversative and spontaneous passives, the only form that needs to be changed is the potential. In other words, changing only the potential is the most economical choice to be made (Fukushima 2004).

Matsuda (1993), on the other hand sees the *-re* form as an example of analogical leveling. He bases his study on a proposal by Brent de Chene (*r*-epenthesis and the Japanese verb, 1985). According to de Chene's proposal, the consonant stem suffixes are supposed to form a base from which the vowel stem suffixes are also formed. If the consonant verbs form the base, it would be natural for the vowel verb suffixes to strive to uniformity with the consonant stem suffixes. This could explain the *-re* form, as it would leave two paradigms that only differ in one added consonant before the vowel stem suffixes, as well as different hortative and imperative forms which would be considered "elsewhere cases" (Matsuda 1993) according to the principles of analogical leveling.

Ito and Mester (2004) as well as Sano (2012) approach the *-re* form from the point of view of Optimality Theory (OT). While Ito and Mester use optimality theory to explain the current *-re* form, Sano uses it to predicate the future use of not only the *-re* form, but other two similar but less known ongoing changes in colloquial Japanese, namely the *re*-insertion and *sa*-insertion.[10] They state that out of all the possible morphemes, the *-re* form is the most optimal, i.e. it causes the least violations to paradigmatic constraint and allomorphic correspondence, since it is closer to the consonant stem paradigm. In other words, the conclusion is essentially the same as in the theory of analogical leveling as described by Matsuda (1993): with the use of the *-re* form, the vowel verb paradigm gains a stronger resemblance to the consonant verb paradigm, thus making the Japanese system of verb conjugation slightly less complicated. Whether the reason behind the *-re* form is economical (Fukushima 2004), a form of analogical leveling (Matsuda 1993) or

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[10] *re*-insertion: the syllable *-re* is added to the consonant verb potential: *yom-e+re=yomereru*
sa-insertion: an extra *-sa* is added to the causative form of consonant verbs:
yom-ase+sa=yomasaseru

whether it can be explained by OT analysis, it seems safe to assume that the use of the *-re* form is indeed motivated by a need to make communication easier by getting rid of ambiguities in meaning as well as a need to make the grammatical system more uniform and therefore easier to use, rather than simple laziness. However, it is important to keep in mind that the number of verbs that are commonly used with the *-re* form is still too low for it to seriously be able to compete with the *-rare* form. Still, its use is so strongly motivated that it can be expected to be able to become an established grammatical form within a few generations.

Chapter 4

Research

4.1 Introduction

In this chapter the results from my own research will be analyzed. In 4.2, the method used in this research is explained. In 4.3, the results of the research will be discussed and finally in 4.4 the results are summarized.

4.2 Method

The initial purpose of my research was to see whether the speakers of Japanese who use the *-re* form differentiate its use depending on the situation, i.e. whether they use it in a similar way to code-switching. However, while I was getting acquainted with previous research on the subject, I came across Kinsui's theory of three different kind of *-re* form speakers (see 3.2). Trying not to stray too far away from my initial starting point, I constructed my survey in a way that would allow me to test my original hypothesis of the use of the *-re* form being context-based as well as to see how the respondents would fit into the three categories provided by Kinsui (2003). Moreover, besides the most common *-re* form verbs of *kuru* 'to come', *taberu* 'to eat', *miru* 'to see', *kiru* 'to wear', *okiru* 'to get up', some less common *-re* form verbs – *nageru* 'to throw', *neru* 'to sleep', *yakudateru* 'to make useful', *shinjiru* 'to believe' – were also added in order to test whether past research on stem length (Kinsui 2003, Matsuda 1993, among many others) and the syllable preceding the suffix (Shin 2002) still hold, as well to test Kinsui's hypothesis that the speaker's use the *-re* form on a word to word basis rather than as a grammatical form.

The research was conducted in the form of a questionnaire survey consisting of twelve questions. The first ten questions were made up of Japanese sentences in which the respondents were required to fill in gaps by conjugating the verbs in brackets preceding the gaps. The sentences were written in a way which made the potential form the optimal choice, although other forms were possible and were also used by the respondents in some cases. All ten sentences were written by me. The final two questions consisted of two newspaper extracts, in which I altered the existing *-rare* forms into *-re*

19

forms in order to test if and how the respondents would react to the shortened form. In order to avoid leading the respondents in their answers, they were not informed of the exact object of the survey but simply told that the survey in question is part of my graduation thesis. The survey was made online and sent to approximately 50 Japanese acquaintances through the social network site Facebook. The response time for the survey was roughly two weeks, from April 17th until April 30th.

4.3 Results

Out of the 50 persons to whom the survey was sent, 22 contributed to the survey. Out of the 22 respondents, 13 were in their twenties, 2 in their thirties, 6 in their fifties and one was over 60 years old. 14 respondents were female, and 8 were male. A majority of the respondents came from western Japan (Osaka: 8, Aichi: 3, Hyogo: 3, Shiga: 1) with only a few from eastern Japan (Tokyo: 1, Chiba: 1, Kanagawa: 1 Fukushima: 1 and Iwate: 1) and southern Japan (Yamaguchi: 1).The respondents thus made up a heterogeneous group of people from different regions and of different age and gender. All these three aspects were taken into consideration when conducting the survey; however, after scrutinizing the results of the survey no clear pattern could be seen concerning the impact these could have had on the results.

For example, out of the 22 respondents, 5 persons did not use the *-re* form in any instance when answering the questions. Out of these 5, 2 were aged closer to 60, while the remaining 3 were in their twenties. This is interesting considering the fact that the use of *-re* form is generally used more often by the younger generation, and thus it could have been expected that all, or at least the majority, of the respondents who did not use the *-re* form would have been from the older generation. Moreover, none of these 5 respondents were from eastern Japan. However, the total number of respondents from eastern Japan was very low in the first place. Finally, 3 out of these 5 respondents were male and 2 were female. Had a clear majority of them been of the same age, gender or regional background, it could have been said that there is a clear pattern. However, this was not the case. The above example demonstrates that the distribution of answers between respondents of different age, gender and regional background is random.

It is important, however, to keep in mind that 22 is a low number of respondents, and therefore any clear conclusions about the impact of any of these three aspects cannot be

made. Previous research has indicated that age and especially regional background do play an important role in the use of the *-re* form[11]. Generally, speakers belonging to the older generation are less likely to use the *-re* form. On the other hand, in some dialectal regions the *-re* form is more common than in others, and in these regions the age of the speakers can be assumed to matter less. The impact of gender, too, has been studied on several occasions, but the results of these studies vary greatly. Although the fact that some of these aspects do and other may play an important role in the choice of the *-re* form cannot be ignored, for the purposes of this thesis I will proceed according to the results of my own survey and treat the differences between them as a matter of less importance.

As I stated in two paragraphs earlier, out of the 22 respondents 5 did not use the *-re* form in any instance, thus leaving us with 17 respondents who did, making the users of the *-re* form a clear majority. None of these 17 used the *-re* form in all of their answers. The verbs appearing in the first ten questions of the survey were (in the order they appear in the survey): *kuru* 'to come', *taberu* 'to eat', *shinjiru* 'to believe', *kiru* 'to wear', *nageru* 'to throw', *neru* 'to sleep', *okiru* 'to get up' *miru* 'to see', *yakudateru* 'to make useful', *oshieru* 'to teach', *oboeru* 'to remember', and *wakareru* 'to break up (lit. to get separated)'. *Kuru*, *taberu*, *kiru*, *okiru* and *miru* are widely used in the *-re* form in casual speech. The reason for this is most likely because they all belong to the most commonly used verbs in everyday life. Thus, the example sentences I used with these verbs (with the exception of *miru*) all displayed situations from everyday life. The problem with testing these verbs with more formal examples is that they are seldom used outside of casual context. With the exception of *miru*, I was forced to use rarer verbs, such as *yakudateru,* in example sentences displaying more formal situations. It might then be the verb itself, rather than the situation, that has determined whether the respondent has used the *-re* form in the example sentences displaying formal situations. In order to compensate for this, the common verb *miru* was used in one of the formal example sentences. Conversely, verbs less commonly used with the *-re* form (*nageru* 'to throw', *shinjiru* 'to believe') were used in example sentences displaying casual situations to see whether these verbs would be conjugated into the *-re* form. The results of the survey

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[11] See Shin, S. (2002) for a comprehensive outline of previous studies conducted on the subject.

can be seen in Table 2 (for the first ten questions) and in Table 3 (for the last two questions) below:

Table 2

Ques-tion	Situation	Part of ques-tion	Verb	Num-ber of answers	Number of an-swers in poten-tial form	Number of respond-ents using the *-re* form
1	Conversation between em-ployer and employee	a	*kuru*	22	8	8
		b	*kuru*	21	18	13
2	Conversation between friends of the same age	c	*taberu*	19	19	9
		d	*taberu*	16	6	4
		e	*taberu*	16	8	2
3	Conversation between mother and daughter	f	*shinjiru*	20	20	0
		g	*kiru*	17	17	11
4	Conversation between a senior and a junior student	h	*nageru*	20	13	4
5	Advertise-ment	i	*neru*	19	16	10
		j	*okiru*	17	15	11
6	Television news	k	*miru*	20	13	2
		l	*miru*	19	11	4
7	Job interview	m	*yakudat-eru*	18	5	2
8	Speech	n	*oshieru*	15	6	2
9	Conversation between a teacher and a student	o	*oboeru*	17	16	3
10	Diary	p	*wakareru*	16	15	2

Table 3

Question	Number of answers	Number of people reacting to the *-re* form
11	8	5
12	6	5

All in all, the response rate was fairly low for some of the questions, most notably the last two. The reason some of the questions – question number 8, for example – gained such a low response rate is presumably due to the example sentences being to ambiguous. Meanwhile, the low rate of answers using the *-re* form in question number 7 is probably more due to the verb *yakudateru* being uncommon than due to the formal style of the example sentence. As for number 6, the reason for the low answer rate in the *-re* form was due to the fact that many respondents used to word *mieru* 'to be able to see' instead of conjugating the verb *miru*. The respondents had been asked to conjugate the verbs within brackets instead of leaving the choice of the verb to the respondents to avoid the appearance of verbs such as *mieru*, since *mieru*, while also meaning the ability to see, is not a conjugation form of the verb *miru* in the correct sense. There is a subtle difference between *mieru* and *mirareru*; while *mieru* suggests that something is spontaneously visible without any effort by the viewer, *mirareru* suggests something that the viewer is able to see/ look at by his/her own effort. The sentence in question number 6 in the survey was made with an effort to make *mirareru* a likely choice; nevertheless, *mieru* persisted in the answers. It might be that the speakers feel a stronger urge to use *mieru* than any of the conjugational forms with potential meaning. Hence, in order to receive answers using *mirareru*, example sentences with even more specific contexts might be needed.

Despite the low response rate, a few patterns can clearly be seen from the results. Most notably, the verb *kuru* was not only the verb with most answers in the *-re* form, but the *-re* form of *kuru* was used twice as often as the *-rare* form. Other verbs commonly used with the *-re* form, such as *taberu* and *kiru*, also gained many answers in the *-re* form. The verb *shinjiru*, which is often regarded as a verb with low occurrence with the *-re* form, gained no answers with the *-re* form in this survey. Another interesting pattern was the use of the expression *suru koto ga dekiru* in place of the potential form in many of the answers to 9, 10 and 11, all example sentences displaying formal situa-

tions. On the whole, the results of my survey were consistent with previous observations of the phenomenon. However, there was one exception. According to Shin (2002: 107), the verb *wakareru* 'to be separated' is highly unlikely to appear with the *-re* form since it would result in a difficult-to-pronounce double *re* (see 3.2). However, of the 22 respondents, two answered using the *-re* form with the verb *wakareru*. One of these two respondents used the *-re* form with all other verbs except *shinjiru*. Curiously, the other one used the *-re* form for *wakareru*, but not for the more common *neru*. Based on these results, I am inclined to draw the conclusion that the use of the *-re* form is indeed occurring on a word to word basis, and that the choice of verbs with which the form is used, aside the most common verbs, seems to be arbitrary.

Considering the low response rate in the survey itself, it is hard to say whether the low response rate in the last two questions was because the respondents really did not see anything strange with the sentences, or whether they simply chose not to answer the questions. Curiously, however, among those respondents that did answer the final two questions, three did not react to the *-re* form but to other words in the sentence. The response rate was, however, too low for any definite conclusions to be drawn. Moreover, many of the respondents who did not correct the *-re* form in the final two questions used the *-rare* form in many of their answers to the other questions. It is therefore more likely that in the final two questions they simply misread it as the *-rare* form than that they regard the *-re* form as completely acceptable.

4.4 Summary
The main purpose of this survey was to test the level of consciousness the speakers have towards the *-re* form, i.e. how grammatically acceptable they find it. This was done by testing whether the speakers alternate between the *-re* and *-rare* forms based on the situation, as well as by testing whether the speakers regard the *-re* form as unacceptable in a newspaper article. Most of the respondents alternated between the two forms not only on situational basis, but on a word to word basis, which backed up Kinsui's theory that it is not used as a purely grammatical form. Five respondents fit into the category of Kinsui's non-*ranuki* people. These respondents formed a mixed group of people from different generations and regional backgrounds. One respondent did use the *-re* form in all situations, and therefore was very close to Kinsui's definition of a complete-*ranuki*

person; however, the respondent in question did not use the *-re* form with the verb *shin-jiru*, again further strengthening the hypothesis of the *-re* form being used on a word to word basis.

In conclusion, most of the respondents did indeed seem to regard the acceptability of the *-re* form as something quite restricted to the colloquial speech, therefore showing no change in the situation since previous studies conducted during the past 20 years. However, the survey had too few participants for any definite conclusions to be drawn from the results, and further studies on the subject are needed. For future research, more quantitative surveys that test a wider range of verbs are needed. In order to avoid the respondents from finding out the true object of research, testing forms similar to the potential at the same time might prove useful. A complementing interview in which the respondents are asked why they prefer certain verbs over others might also prove helpful. Interviews where the respondents are lead to using the potential form through questions have been used before successfully (Matsuda 1993), and combining these kind of interviews with a questionnaire survey similar to the one used in this research might also be a good choice of methodology. All in all, in order to gain reliable results, a good number of respondents are needed.

Chapter 5

Conclusion

In this thesis I have attempted to give a comprehensive description of the *-re* form while focusing on the aspect of the level of consciousness the speakers have towards said form. I have introduced previous studies on the subject and used them as a basis for my own research. My research, which was conducted in the form of a quantitative questionnaire survey, was able to confirm some previously established understanding on the subject. Unfortunately, it did not provide new information necessary to deepen the understanding of the phenomenon as much as I had hoped it would. Some interesting patterns could, however, be seen. On the basis of the results of my research, I am inclined to think that although the level of formality in a certain situation does play an important role in the use of the *-re* form, certain verbs, such as *shinjiru* 'to believe', seem to appear very unacceptable in the *-re* form even in the most casual situations. In other words, the speakers using the *-re* form still do not seem to regard it completely as an alternative conjugational pattern to the *-rare* form. Hence, I feel that there is need to further test Kinsui's hypothesis on the *-re* form as being learned on a word to word basis rather than as a grammatical conjugation. The main purpose of my research was to see to which extent the situation affects the speakers' choice of using the *-re* form or the *-rare* form, and by testing this, to see if any of the respondents would use the *-re* form regardless of the situation. Had any of the respondents done this, it would have suggested that those respondents would have a high likelihood of seeing the *-re* form as a perfectly acceptable grammatical conjugation alternative to the *-rare* form. However, the verb *shinjiru* proved that it might not be as much the situation as the nature of the verb itself that has a more important role. Whether the verb *shinjiru* is an exceptional case, or whether there are more verbs that the speakers are all reluctant to conjugate in the *-re* form, remains a subject for further study.

Finally, based on the results of my survey, it would seem that the *-re* form is still in progress of changing into a more clearly grammatical form, as it has shown no remarkable changes within the past few decades. However, it is important to keep in mind that the quantity of my survey was very low, and a survey with more respondents might show a clearer progress. More extensive research is needed. I believe, however, that

were a similar survey to be conducted a few decades from now, the results would show significant changes in the use of the *-re* form. Although the use of the *-re* form still seems very arbitrary, it will be interesting to see how it will develop during the next few generations. I think that it will prove to be an interesting subject of research for many years to come.

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Appendix

This appendix contains the original and a romanized/translated version of the survey used in this research. The latter has only a translation for the introduction to the survey and the three first questions. The remaining questions are romanized, but left un-translated.

アンケート

以下は筆者の卒業論文のためのアンケートです。
問題は全部で 12 問です（最初の三つを除いて）。

4〜13 は、カッコ内の動詞を適切な形に変えてください。（＊注意：これはテストではありません。正解さを気にせず、自分がよく使う形にして下さい。）
14〜15 は、文章の中で気になるところがあれば、書き直して下さい。

1 性別
○
女
○
男

2 年齢
［　　　　　］

3 日本のどこの出身ですか？
［　　　　　］

4 店長: 悪いけど、今日だけで良いって言ったけど、やっぱり明日も（来る）a.＿＿＿＿？ちょっと人手が足りないんだ。 店員: すみません、明日はちょっと...午前中だけなら何とか （来る）b.＿＿＿＿と思いますが。 店長: 分かった。午前中だけでも助かるから、お願いします。 店員: はい。
［　　　　　］

5 A さん：もうお腹いっぱい！どうしよう、もう （食べる）c. _____。 B さん：じゃあ、それもらっていい？　A さん：えぇ、まだ （食べる）d. _____ の？　もう私の二倍は食べたんじゃん！ B さん：だって、昨日ずっとテストのことばかり考えて、食欲がなくて何も（食べる）e. _____よ！　A さん：マジで？　分かった、いいよ。 B さん：じゃ、いただきます！

6 娘：うそ！このワンピース破れてる！今夜のパーティーで着ようとおもったのに！どうしよう？！　もう、こんな大事な時にこんなことが起こるなんて（信じる）f. _____！　母親：ちょっと見せて。　ほら、ここを縫ったらまた普通に（着る）g. _____よ。　娘：ほんと？でも、パーティーまでには間に合わないんじゃない？　母親：大丈夫だよ！お母さんに任せて。パーティーまでに絶対に間に合わせるから。　娘：　ありがとう！助かる！お母さん最高！

7 後輩：先輩、お疲れ様でした！今回の合宿はとても勉強になりました。練習試合にも参加できて、とても楽しかったです！ありがとうございました！先輩：あぁ、お疲れ。最近中々良い球を（投げる）h. _____ようになってるね。これからも頑張れ！　後輩：はい！

8 ”「夜 （寝る）i. _____」「朝 （起きる）j. _____」そんなあなたに、新しい大ヒットサプリメントをオススメします！ごらんの電話番号に 30 分以内にかけますと、1 ヶ月分のお試しセット無料でお届けします！　不眠症に悩まされている方は、ぜひを試しくださいませ！”

9 ”では、次のニュースです。今週日曜日、21 日はオリオン座流星群の活動がピークを迎えると予想されています。オリオン座流星群は毎年 10 月から 11 月の間北の空で（見る）k. _____、明るく、裸眼でも観測しやすい流星群です。今年は条件がよければ、一時間に 10 個程度の流星が（見る）l. _____。”

10 面接官：A さんは、なぜこの仕事に興味を持っていますか。　A さん：私は今まで、様々な分野の勉強をしてきました。この仕事であれば、各分野で習得した知識・技術を活用できると思います。また、私は、社会や人々のために自分を（役立てる）m. _____仕事をしたいと思っていました。この仕事なら、それができると信じています。

11 "皆さん、こんにちは。… … と申します。 今日は、日本の英語教育における問題点について話させていただきたいと思います。 … … または、全てを学校の授業では（教える）n. _____。そのため、日常生活の中で英語を聞こえる機会を増やした方が、より効率的ではないかと思います。"

12 生徒：先生、すみません。この問題の解き方をもう一度教えて下さい。先生：あれ、そんなに難しかったですか？ 生徒：はい、頑張って覚えようとしたのに、なかなか（覚える）o. _____。すみません。

13 "2013年4月16日 火 今日またXと喧嘩した。最近よく喧嘩するようになった。いや、もはや喧嘩しかしない。このままじゃ無理だと思うけど。お互いこれ以上傷つける前に別れた方がいい。本当にもう嫌だ、もう別れたいと思う時が多い。なのに、なんでだろう。別れたいと思うと同時にやっぱり別れたくない。別れたくないっていうか、（別れる）p. _____。"

14 "ユニデン（6815）は外出先からスマートフォン（高機能携帯電話＝スマホ）やタブレット（多機能携帯端末）の画面で自宅の様子を見れる「デジタルワイヤレスカメラ・モニターセット ＧＤ7012」を下旬に発売する。留守中の自宅や介護の必要な人、ペットなどの様子を確認するのに向いている。… … …"

15 "米粉食品製造「エルフィンインターナショナル」（山梨県都留市）が、小麦粉や卵、乳製品などを材料に使っていない「米粉乾パン」を開発した。東日本大震災で、アレルギー体質の被災者が非常食を食べれない事態があったことを教訓に、常温で長期保存できるようにした。… … …"

The following is a survey for the author's graduation thesis. The survey consists of 12 questions (excluding the first 3).

In 4-13, please conjugate the verbs in brackets so that they fit in the sentences. (Notice: This is not a test. Please do not worry about the correctness of your answers, and simply fill in a form you use regularly.)
In 14-15, please correct any parts that you find strange.

1 Gender
○
Female
○
Male

2 Age

3 From where in Japan are you ?

4 Tenchoo: Warui kedo, kyoo dake de iitte itta kedo, yappari ashita mo (kuru) a._____? Chotto hitode ga tarinainda.

Ten'in: Sumimasen, ashita wa chotto…gozen-chuu dake nara nantoka (kuru) b._____to omoimasu ga.

Tenchoo: Wakatta. Gozen-chuu dake de mo tasukaru kara, onegai shimasu.

Ten'in: Hai.

5 A-san: Moo onaka ippai! Dooshiyoo, moo (taberu) c._____. B-san: Jaa, sore moratte ii? A-san: Eq, mada (taberu) d._____ no? Moo watashi no nibai tabetanjan! B-san:

Datte, kinoo zutto tesuto no koto bakari kangaete, shokuyoku ga nakute nani mo (taberu) e._____yo! A-san: Maji de? Wakatta, ii yo. B-san: Ja, itadakimasu!

> [   ]

6 Musume: Uso! Kono wanpiisu yabureteru! Kon'ya no paatii de kiyoo to omotta no ni! Moo, konna daiji na toki ni konna koto ga okiru nante (shinjiru) f._____! Hahaoya: Chotto misete. Hora, koko wo nuttara mata futsuu ni (kiru) g._____yo. Musume: Honto? Demo, paatii made ni wa maniawanainjanai? Hahaoya: Daijoobu da yo! Okaasan ni makasete. Paatii made ni zettai ni maniawaseru kara. Musume: Arigatoo! Okaasan, saikoo!

> [   ]

7 Koohai: Senpai, otsukaresama deshita! Konkai no gasshuku wa totemo benkyoo ni narimashita. Renshuushiai ni mo sanka dekite, totemo tanoshikatta desu! Arigatoo gozaimashita. Senpai: aq, otsukare. Saikin nakanaka ii tama o (nageru) h._____yoo ni natteru ne. Kore kara mo ganbare! Koohai: Hai!

> [   ]

8 ″ 「Yoru （neru） i._____」 「Asa （okiru） j._____」 Sonna anata ni, atarashii daihitto sapurimento o osusume shimasu! Goran no denwabangoo ni sanjuppun inai ni kakemasu to, ikkagetsu-bun no otameshisetto muryoo de otodoke shimasu! Fuminshoo ni nayamasareteiru kata wa, zehi o tameshi kudasaimase!

> [   ]

9 ”Dewa, tsugi no nyuusu desu. Konshuu nichiyoobi, nijuuichi-nichi wa orion-za ryuusei-gun no katsudoo ga piiku o mukaeru to yosoo sareteimasu. Orion-za ryuusei-gun wa maitoshi juugatsu kara juuichigatsu no aida kita no sora de (miru) k._____, akaruku, ragan de mo kansoku shiyasui ryuusei-gun desu. Kotoshi wa jooken ga yokereba, ichijikan ni jukko teido no ryuusei ga (miru) l._____.”

| |

10 Mensetsukan: A-san wa, naze kono shigoto ni kyoomi wo motteimasu ka. A-san: Watashi wa ima made, samazamana bun'ya no benkyoo wo shitekimashita. Kono shigoto de areba, kaku bun'ya de shuutoku shita chishiki・gijutsu o katsuyoo dekiru to omoimasu. Mata, watashi wa, shakai ya hitobito no tame ni jibun o (yakudateru) m._____shigoto o shitai to omotteimashita. Kono shigoto nara, sore ga dekiru to shin-jiteimasu.

| |

11 ”Mina-san, konnnichiwa. …　… to mooshimasu. Kyoo wa, nihon no eigo-kyooiku ni okeru mondaiten nitsuite hanasasete itadakitai to omoimasu. …　…
Mata wa, subete o gakkoo no jugyoo de wa (oshieru) n._____. Sono tame, nichijoo-seikatsu no naka de eigo o kikoeru kikai o fuyashita hoo ga, yori kooritsu-teki de wa nai ka to omoimasu.

| |

12 Seito: Sensei, sumimasen. Kono mondai no tokikata o moo ichido oshiete kudasai. Sensei: Are, sonna ni muzukashikatta desu ka? Seito: Hai, ganbatte oboeyoo to shita no ni, nakanaka (oboeru) o._____. Sumimasen.

| |

13 "2013 nen 4 gatsu 16 nichi ka

Kyoo wa mata X to kenka shita. Saikin yoku kenka suru yoo ni natta. Iya, mohaya kenka shika shinai. Kono mama ja muri da to omou kedo. Otagai kore ijoo kizutsukeru mae ni wakareta hoo ga ii. Hontoo ni moo iya da, moo wakaretai to omou toki ga ooi. Na no ni, nande daroo. Wakaretai to omou to dooji ni yappari wakaretakunai. Wakaretakunaitte iu ka, (wakareru) p._____."

14 "Yuniden (6815) wa gaishutsu-saki kara sumaatofon (kookinookeitaidenwa=sumafo) ya taburetto (takinookeitaitanmatsu) no gamen de jitaku no yoosu o mireru 「dejitaru waiyaresu kamera・monitaa setto GD7012」 o gejun ni hatsubai suru. Rusu-chuu no jitaku ya kaigo no hitsuyoo na hito, petto nado no yoosu o kakunin suru no ni muiteiru.

15 "Komeko-shokuhin-seizoo 「erufin'intaanasshonaru」 （Yamanashi-ken Tsuru-shi） ga, komugiko ya tamago, nyuuseihin nado o zairyoo ni tsukatteinai 「komeko-kan-pan」 o kaihatsu shita. Higashi-nihon daishinsai de, arerugii taishin no hisaisha ga hijoo-shoku o taberenai jitai ga atta koto o kyookun ni, joo-on de chooki hozon dekiru yoo ni shita.