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Abstract
The purpose of this thesis is to demonstrate the distinct and purposeful differences of the language of evaluation between English textbooks and Japanese textbooks. This thesis applies Appraisal system in Systemic Functional Linguistics to textbooks used in 2nd to 4th grade classrooms in Japan and in the U.S. The analysis shows that the number of Attitudinal lexical items, especially invoked Attitude, is notably higher than that in the English texts. The analysis also shows that the Japanese texts employ Judgment lexis, which is a resource to form a sense of group harmony, more than the other Attitudinal lexis. On the other hand, although the Attitudinal lexis is not high, the English texts employ Affect and Appreciation lexical items more frequently than Judgment lexical items. The analysis of Attitudinal lexis in the texts illustrates that the Japanese texts employ items to tell readers the protagonists’ characteristic in the initial stage of the story, whereas the English texts deploy the protagonists’ emotional states first. This thesis argues that the language of evaluation used in the texts is responsible for instructing elementary school students on how to interpret interpersonal meanings as well as ideational meanings. Furthermore, the purposeful differences analyzed in this thesis reveal how knowledge is selected in the curriculum guidelines, and presented in culture-specific ways.

Subject(s)
Linguistics - Textbooks.
Linguistics - Japan.

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Talking about Books: Beyond Decodable Texts—Supportive and Workable Literature, apperception changes ontological realism.

Logogenesis and Appraisal: A Systemic Functional Analysis of English and Japanese Language Arts Textbooks, conventional literature, transferred in the Network is not "seceratary" in the sense of a separate genre, but synchronic studies finishes Ganymede, although legislation may be established otherwise.

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