

Logogenesis and Appraisal: A Systemic Functional Analysis of English and Japanese Language Arts Textbooks.

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THESES,

Logogenesis and Appraisal: A Sys Functional Analysis of English ar Language Arts Textbooks

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Abstract

The purpose of this thesis is to demonstrate the distinct and p the language of evaluation between English textbooks and Jap applies Appraisal system in Systemic Functional Linguistics to textbooks used in 2nd to 4th grade classrooms in Japan and in shows that the number of Attitudinal lexical items, especially i higher than that in the English texts. The analysis also shows th employ Judgment lexis, which is a resource to form a sense of than the other Attitudinal lexis. On the other hand, although th Attitudinal lexis is not high, the English texts employ Affect an items more frequently than Judgment lexical items. The analy Attitudinal lexis in the texts illustrates that the Japanese texts f items to tell readers the protagonists' characteristic in the initi whereas the English texts deploy the protagonists' emotional s argues that the language of evaluation used in the texts is resp readers, that is elementary school students, on how to interpr as well as ideational meanings. Furthermore, the purposeful d thesis reveal how knowledge is selected in the curriculum guic culture-specific ways.

Subject(s)

Linguistics - Textbooks.

Linguistics - Japan.

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