

愛知学院大学

# 語研紀要

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## 論文

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# Toward Academic Reading (I):

From General Reading to Research Papers in Cell Biology

Masamichi WASHITAKE

## Abstract

This paper is an attempt to identify lexicogrammatical characteristics that can cause problems in understanding scientific papers written in English, aiming to help students improve their reading skills. It uses Systemic Functional Linguistics as a research tool and explores two academic papers in cell biology as examples. In reading these papers, the following lexicogrammatical characteristics that can cause difficulty in understanding scientific academic papers are identified: lexical density, syntactic ambiguity, grammatical metaphor, peculiar usage and two types of 'A shows B'. This paper analyzes these characteristics from the Systemic Functional perspective and suggests some reading skills that English teachers can share with their students: 1) the skill to unpack nominalization; 2) the skill to identify logical relations; 3) the skill to recognize ambiguity in text; 4) the skill to identify peculiar usage as technical terms; and 5) the skill to recognize two types of 'A shows B'. It concludes that students have difficulty in reading scientific papers not just because they are not good at English or they do not understand 'special' English, but because they are not familiar with the lexicogrammatical resources of English that scientific discourse tends to exploit.

## 1. Introduction

The importance of first-year university experience has been increasing these

days, and so has English learning as freshmen. Most freshmen in Japanese universities have studied English for at least six years, but in general their skill seems far below an academic level. Nevertheless, they are required to read academic papers in their fields when they move up to junior (or fifth year in six-year schools).

Liberal arts education provides a variety of English courses for students and many English teachers have devoted themselves to teaching both in and out class. Yet from the viewpoint of academic reading, there is room for disagreement that their efforts have represented sufficient results. This is partly because the policy of liberal arts education is not to improve students' technical knowledge and thinking, but to help students cultivate their basic academic ability, a wide variety of knowledge and sense of values and deep insight (see e.g., Policies of the Division of Liberal Arts and Sciences, Aichi Gakuin University, <http://kyouyou.agu.ac.jp/policy/index.html>). It seems that this policy is widely accepted, and English teachers generally teach *sougou eigo* (general English) in obligatory courses even though they focus on one or more skills such as listening, speaking, reading and writing. To discuss this matter is not the purpose of this paper, but it is worth emphasizing that English teachers should direct their efforts to students' academic success; reading academic papers is not a job for teachers who conduct English courses in liberal arts, but assisting students in improving their skills to read academic papers can be considered part of their job.

This paper is an attempt to show problems in understanding academic papers on cell biology written in English. Its goal is to help students improve English skills that are instrumental in understanding academic papers. It will start by introducing Systemic Functional Linguistics as a research tool. Then, it will explore two academic papers on cell biology. Finally, it will conclude with what English teachers can share with their students to improve their academic

reading skills (although teaching methods are not the present pursue of this paper).

## 2. Systemic Functional Linguistics as a Research Tool

This paper uses the theoretical framework of Systemic Functional Linguistics (hereafter, SFL) as a research tool. SFL views language as a meaning-making system and meaning potential (Halliday, 2003) rather than a set of rules. From the Systemic Functional perspective, language is a stratified resource differentiated according to order of abstraction: it is organized into semantics (the system of meaning), lexicogrammar (the system of wording) and phonology (the system of sounding). The relationship between strata is referred to as realization: semantics is realized by lexicogrammar, and lexicogrammar is realized by phonology. For example, *transform* (event) in semantics is congruently realized as a verb (process) in lexicogrammar. However, as we will see in section 3.2, since semantics and lexicogrammar are separate, *transform* can be reconstrued metaphorically as a noun, *transformation* (cf. thing in semantics is congruently realized as a noun). When this shift between categories happens, *transformation* has two statuses, process + thing. This transcategorization and fusion is called grammatical metaphor (Halliday and Matthiessen, 1999).

Another perspective on language is metafunction: ideational metafunction is concerned with construing experience; interpersonal metafunction is concerned with enacting interpersonal relations through language; and textual metafunction is concerned with organizing text (Halliday, 1994; Halliday and Matthiessen, 1999). Text analysis conducted in this paper focuses on ideational metafunction. SFL is also a theory that has been applied to a wide variety

of purposes (Halliday, 1994: xxix-xxx), one of which is analyzing scientific discourse.

A large number of studies have been conducted on the language of science from the Systemic Functional perspective (e.g., Banks, 2008; Halliday, 2003; Halliday and Martin, 1993; Lemke, 1990; Martin and Rose, 1998). Halliday's (1993) discussion identifies the difficulties in learning the language of science. He argues that "(t)he difficulty lies more with the grammar than the vocabulary", suggesting seven headings in order to illustrate and discuss difficulties in scientific English: 1) interlocking definitions; 2) technical taxonomies; 3) special expressions; 4) lexical density; 5) syntactic ambiguity; 6) grammatical metaphor; and 7) semantic discontinuity. These headings may apply to the language of science in general. However, since science includes a wide range of genres (Martin, 1992; Martin and Rose, 2006) —from primary-school mathematical textbooks to technical books and research papers—, it is not certain whether or not these characteristics apply to academic papers. Thus, it seems reasonable to focus on academic papers and reconsider the headings.

In reading two research papers on cell biology, the following characteristics that may cause difficulty were identified (three of which apply to Halliday's (1993) study):

- lexical density
- syntactic ambiguity
- grammatical metaphor
- peculiar usage
- two types of 'A shows B'

These characteristics are generally identified across texts. As we will see, they are interrelated and keep laypersons away while contributing to organizing text and constructing knowledge.

### 3. Analyzing Research Papers

In this section, I will illustrate characteristics that can make it difficult to understand research papers by exploring the summaries from two research papers: Cosgrove, B. D. et al. (2016) 'N-cadherin adhesive interactions modulate matrix mechanosensing and fate commitment of mesenchymal stem cells' (Extract 1) and Gan, W. J. et al. (2018) 'Local Integrin Activation in Pancreatic  $\beta$  Cells Targets Insulin Secretion to the Vasculature' (Extract 2), both of which were read in classes of a foreign book reading course for fifth year pharmaceutical students at Aichi Gakuin University in the 2019 academic year.

#### Extract 1

During mesenchymal development, the microenvironment gradually transitions from one that is rich in cell-cell interactions to one that is dominated by cell-ECM (extracellular matrix) interactions. Because these cues cannot readily be decoupled *in vitro* or *in vivo*, how they converge to regulate mesenchymal stem cell (MSC) mechanosensing is not fully understood. Here, we show that a hyaluronic acid hydrogel system enables, across a physiological range of ECM stiffness, the independent co-presentation of the HAVDI adhesive motif from the EC1 domain of N-cadherin and the RGD adhesive motif from fibronectin. Decoupled presentation of these cues revealed that HAVDI ligation (at constant RGD ligation) reduced the contractile state and thereby nuclear YAP/TAZ localization in MSCs, resulting in altered interpretation of ECM stiffness and subsequent changes in downstream cell proliferation and differentiation. Our findings reveal that, in an evolving developmental context, HAVDI/N-cadherin interactions can alter stem cell perception of the stiffening extracellular microenvironment [from Cosgrove, B. D. et al. (2016)]

**Extract 2**

The extracellular matrix (ECM) critically affects  $\beta$  cell functions via integrin activation. But whether these ECM actions drive the spatial organization of  $\beta$  cells, as they do in epithelial cells, is unknown. Here, we show that within islets of Langerhans, focal adhesion activation in  $\beta$  cells occurs exclusively where they contact the capillary ECM (vascular face). In cultured  $\beta$  cells, 3D mapping shows enriched insulin granule fusion where the cells contact ECM-coated coverslips, which depends on  $\beta 1$  integrin receptor activation. Culture on micro-contact printed stripes of E-cadherin and fibronectin shows that  $\beta$  cell contact at the fibronectin stripe selectively activates focal adhesions and enriches exocytic machinery and insulin granule fusion. Culture of cells in high glucose, as a model of glucotoxicity, abolishes granule targeting. We conclude that local integrin activation targets insulin secretion to the islet capillaries. This mechanism might be important for islet function and may change in disease. [from Gan, W. J. et al. (2018)]

**3.1 Lexical Density**

In both extracts, structures of clauses and clause complexes are relatively simple. For example, the second sentence from Extract 1 and the third sentence from Extract 2, one of the most intricate sentences in each extract, can be analyzed as follows.



(1)

|  |
|--|
| <i>Because these cues cannot readily be decoupled in vitro or in vivo,</i> |
|--|

|                  |
|------------------|
| dependent clause |
|------------------|

|  |
|--|
| <i>[[how they converge to regulate mesenchymal stem cell (MSC) mechanosensing]]<br/>is not fully understood.</i> |
|--|

|                 |
|-----------------|
| dominant clause |
|-----------------|

(2)

|                      |
|----------------------|
| <i>Here, we show</i> |
|----------------------|

|                 |
|-----------------|
| dominant clause |
|-----------------|

|   |
|---|
| <i>that within islets of Langerhans, focal adhesion activation in <math>\beta</math> cells occurs<br/>exclusively [[where they contact the capillary ECM (vascular face)]].</i> |
|---|

|                  |
|------------------|
| dependent clause |
|------------------|

(1) is structured as dependent clause + dominant clause. The dependent clause is passive, and in the dominant clause, a rankshifted clause (enclosed in brackets) serves as if it were a noun. (2) is structured as dominant clause + dependent clause, and in the dependent clause, a rankshifted clause acts as if it were a prepositional phrase. They are not intricate compared with sentences in English textbooks for Japanese high school students.

Instead, lexical density is high in both extracts. Lexical density “is a measure of the density of information in any passage of text, according to how tightly the lexical items (content words) have been packed into the grammatical structure” (Halliday, 1993: 76). It can be measured as the number of lexical words per clause. On an average, the score is around 1-2 in casual speech and around 6-10 in technical writings (Halliday, 2002; Halliday, 2004b). For example, since the first sentence in Extract 2 include 10 lexical words and a clause, its lexical density is 10. Average score of lexical density in Extract 1 is 7.9 and in Extract 2, it is 6.4. This is no wonder because when we move from everyday discourse to technical writings, grammatical intricacy tends to decrease, while lexical

density tends to increase. However, this can be a problem in reading texts. As Halliday (1993: 76) points out, the difficulty in the language of science depends not only on the particular lexical items but also the lexical density in that it can cause grammatical ambiguity. For example, *integrin activation* in the first sentence from Extract 1 can mean ‘integrin activates something’, ‘integrin is activated by something’ or ‘integrin activates itself’. Another example is even trickier; *enriched insulin granule fusion* in the fourth sentence from Extract 2 can mean ‘more insulin granule fuse into something’, ‘something is increasingly fused into insulin granule’, ‘insulin granule fuse into something more quickly’, ‘something is fused into insulin granule more quickly’, ‘more insulin granule fuse into something more quickly’ or ‘something is increasingly fused into insulin granule more quickly’. There are various reasons for the ambiguity, but the main cause is, as already illustrated, that clauses are turned into nouns (Halliday, 1993: 78). This issue is deeply related to grammatical metaphor, which we will explore in the next section.

### 3.2 Grammatical Metaphor

As briefly mentioned earlier, grammatical metaphor is the expansion of meaning by choosing different options in realization: choices in semantics and lexicogrammar can be congruent or metaphoric. For instance, a sequence (a representation of a series of related experience) is realized by a clause complex congruently, but it can also be realized by a clause metaphorically. Figure 1 shows the congruent pattern of realization:

Figure 1: The congruent pattern of realization

| semantic unit    | is realized by | grammatical class | example                                |
|------------------|----------------|-------------------|--|
| sequence         | ↘              | clause complex    | John stayed home because it was rainy. |
| figure           | ↘              | clause            | John stayed home.                      |
| process          | ↘              | verbal group      | John                                   |
| participant      | ↘              | nominal group     | stayed                                 |
| logical relation | ↘              | conjunction       | because                                |

adapted from Halliday and Matthiessen (1999: 236), examples by the author

Grammatical metaphor includes both class shift (shift between grammatical classes, e.g. a process that is metaphorically realized by a nominal group instead of a verbal group) and rank shift<sup>1</sup> (shift between grammatical units, e.g. a sequence that is metaphorically realized by a clause instead of a clause complex). For example, since *culture of cells in high glucose* in the seventh sentence in Extract 2 is construed as a figure, it is congruently realized by a clause, but actually, it is metaphorically realized by a nominal group; the process *culture* is metaphorically realized by a noun; *cells* that serves as participant is metaphorically realized by prepositional phrase instead of a noun and serves as Qualifier<sup>2</sup> of the nominal group *culture of cells*; and *in high glucose* metaphorically functions as Qualifier instead of congruently functioning as circumstance of a clause.

The two types of grammatical metaphor, nominalization and metaphorical shift from logical relations characterize both Extract 1 and 2. Here, I will briefly describe these phenomena and analyze the texts.

### i) Nominalization

Nominalization is a shift to thing: quality, event and even a series of events are ‘packed’ into a nominal group. Halliday (1994: 352) explains nominalization as follows:

Nominalizing is the most powerful resource for creating grammatical metaphor. By this device, processes (congruently worded as verbs) and properties (congruently worded as adjectives) are reworded metaphorically as nouns; instead of functioning in the clause, as Process or Attribute, they function as Thing in the nominal group.

Types of grammatical metaphor in which elements are realized as noun is given in Figure 2.

Figure 2: Types of grammatical metaphor (shift to noun)

| semantic element       | grammatical class        | example   |
|------------------------|--------------------------|---|
| quality to entity      | adjective to noun        | unstable = instability  |
| process to entity (i)  | verb to noun             | transform = transformation                                      |
| process to entity (ii) | verb (auxiliary) to noun | will = prospect, try to = attempt, can = possibility/ potential |
| circumstance to entity | preposition to noun      | with = accompaniment, to = destination                          |
| relator to entity      | conjunction to noun      | so = cause/ proof, if = condition                               |

adapted from Halliday (2004: 41–42)

As has already been pointed out (e.g. Halliday, 1993; Halliday, 2004b; Martin and Veel, 1998), nominalization is a characteristic in the language of science. It can be a problem in that it increases lexical density and ambiguity, but it also makes a significant contribution to organizing scientific writing.

A way to ease this difficulty is ‘unpacking’: the process that re-words metaphorical wordings into more congruent wordings. For example, *culture of cells in high glucose* illustrated above can be unpacked as the following clauses<sup>3</sup>: *someone cultures cells in high glucose* or *cells are cultured in high glucose*. Figure 3 shows the analysis.

Figure 3: Example of unpacking text

|   |  |                                    |   |
|---|--|------------------------------------|---|
| <i>original text</i>  | <i>culture</i>   | <i>of cells</i>                    | <i>in high glucose</i>                              |
| grammatical class/<br>grammatical function<br>(metaphorical form) | nominal group  |                                    |   |
|   | noun/ Thing  | prepositional<br>phrase/ Qualifier | prepositional phrase/<br>Qualifier                  |
| grammatical class/<br>grammatical function<br>(congruent form)    | clause   |                                    |   |
|   | verb/<br>Process   | noun/ participant<br>(Goal)        | prepositional phrase/<br>circumstance<br>(Location) |
| <i>unpacked text: example</i>                                     | <i>someone cultures cells in high glucose<br/>cells are cultured in high glucose</i> |                                    |   |

It may be noticed that unpacked text does not have the same meaning as the original one and looks clumsy. It is not the case that congruent forms are the orthodox, unmarked way of meaning; grammatical metaphor is not just an additional, different way of meaning but it is an inherent resource in language.

Nominalization works in combination with other phenomena in grammatical metaphor. The next section will observe how nominalization and metaphorically realized logical relations work together.

## ii) Obscure Logical Relations

Through grammatical metaphor, logical relations which are congruently realized by conjunction can be realized by other grammatical classes. For example:

Excessive consumption of alcohol is a major cause of motor vehicle accidents. (adopted from Butt et al., 2012: 97)

In this clause, a logical relation is realized by a noun *cause*. Here, this message includes two nominalizations *Excessive consumption of alcohol* and *a major cause of motor vehicle accidents*. The logical relation can be realized as a verb and of course congruently as a conjunction:

People who drink too much alcohol and drive often cause motor vehicle accidents.

If you drink too much alcohol when you drive your car, you are likely to have an accident. (adopted from Butt et al., 2012: 98)

It should be noticed that in these clause complexes, nominalized events are ‘unpacked’ (Halliday, 2004b) and realized in more congruent forms. Grammatical features including grammatical metaphor tend to work together rather than happen as a single phenomenon to form a semantic tendency.

Figure 4 shows types of grammatical metaphor in which logical relations are metaphorically realized.

Figure 4: Types of grammatical metaphor (shift from relator)

| semantic element        | grammatical class                               | example   |
|-------------------------|---|---|
| relator to entity       | conjunction to noun                             | so = cause/ proof, if = condition               |
| relator to quality      | conjunction to adjective                        | then = subsequent,<br>so = resulting            |
| relator to process      | conjunction to verb                             | then = follow, so = cause,<br>and = complement  |
| relator to circumstance | conjunction to preposition/ prepositional group | when = in times of,<br>if = under conditions of |

adapted from Halliday (2004: 41-42)

Other elements may be metaphorically realized. Figure 5 shows the principle of metaphoric shift.

Having overviewed the phenomena of transcategorization concerning grammatical metaphor, it should now be possible to illustrate unpacking texts. The following analysis may serve as an example:

Decoupled presentation of these cues revealed that HAVDI ligation (at constant RGD ligation) reduced the contractile state and thereby nuclear YAP/TAZ localization in MSCs, resulting in altered interpretation of ECM stiffness and subsequent changes in downstream cell proliferation and differentiation. (from Extract 1)

In this sentence, seven nominalized expressions are found: *Decoupled presentation of these cues*, *HAVDI ligation*, *constant RGD ligation*, *contractile state*, *nuclear YAP/TAZ localization in MSCs*, *altered interpretation of ECM stiffness*, and *subsequent changes in downstream cell proliferation and differentiation*. In addition, it includes three logical relations that are

Figure 5: Direction of Metaphorization

| relator   | circumstance | process      | quality      | thing        | example  |
|-----------|--------------|--------------|--------------|--------------|--|
|           |              |              | congruent    | metaphorical | <i>quickly</i> → <i>speed</i>  |
|           |              | congruent    |              | metaphorical | <i>transform</i> → <i>transformation</i>                               |
|           | congruent    |              |              | metaphorical | <i>with</i> → <i>accompaniment</i>                                     |
| congruent |              |              |              | metaphorical | <i>so</i> → <i>cause, proof</i>  |
|           |              | congruent    | metaphorical | congruent    | <i>was/ used to</i> → <i>previous government</i> → <i>governmental</i> |
|           | congruent    |              | metaphorical |              | <i>with</i> → <i>accompanying</i>                                      |
| congruent |              |              | metaphorical |              | <i>before</i> → <i>previous</i>  |
|           | congruent    | metaphorical |              |              | <i>instead of</i> → <i>replace</i>                                     |
| congruent |              | metaphorical |              |              | <i>so</i> → <i>cause</i>   |
| congruent | metaphorical |              |              |              | <i>when</i> → <i>in times of</i>                                       |

adapted from Halliday and Matthiessen (1999; 246-247, 264)

metaphorically realized: *revealed, thereby, resulting in* and *subsequent*.

It has to be mentioned here that technical terms are not metaphorical form but congruent form of wordings; they are complex virtual things whose metaphors are dead and cannot be unpacked (Halliday and Matthiessen, 1999: 261; Halliday, 2004b: 38-39). For example, *ligation* is a technical term that is, for example, defined as “the joining of two DNA strands or other molecules by a phosphate ester linkage<sup>4</sup>”. Thus, its agnate terms *HAVDI ligation* and *constant RGD ligation* are regarded as technical terms and cannot be unpacked.

The following shows the result of unpacking (Figure 6).

Figure 6: Unpacking nominalizations in Extract 1

Key to figure:

|   |
|---|
| <i>original text</i>  |
| grammatical class/ grammatical function (metaphorical form) |
| grammatical class/ grammatical function (congruent form)    |
| <i>unpacked text: example</i>                               |

|   |                     |                                 |
|---|---------------------|---------------------------------|
| <i>Decoupled</i>                                      | <i>presentation</i> | <i>of these cues</i>            |
| past participle/ Classifier                           | noun/ Thing         | prepositional phrase/ Qualifier |
| adverb/ circumstantial (Manner)                       | verb/ Process       | noun/ participant (Goal)        |
| <i>these cues are presented (to cells) separately</i> |                     |                                 |

|                          |
|--------------------------|
| <i>revealed</i>          |
| verb/ Process            |
| conjunction/ Conjunctive |
| <i>since/ because</i>    |



|  |
|--|
| <i>reduced</i>   |
| verb/ Process  |
| adverb/ circumstantial (Quality), adjective/ Numerative in nominal group |
| <i>less</i> (adverb)/ <i>less</i> (adjective)                            |

|                                    |               |
|------------------------------------|---------------|
| <i>contractile</i>                 | <i>state</i>  |
| adjective/ Classifier              | noun/ Thing   |
| adjective/ participant (Attribute) | verb/ Process |
| <i>become contractile</i>          |               |

|  |  |                     |                     |  |
|--|--|---------------------|---------------------|--|
| <i>thereby</i>                                 | <i>nuclear</i>   | <i>YAP/TAZ</i>      | <i>localization</i> | <i>in MSCs</i>   |
| adverb/<br>circumstance                        | adjective/<br>Classifier                                 | noun/<br>Classifier | noun/<br>Thing      | prepositional<br>phrase/ Qualifier                       |
| conjunction/<br>Conjunctive                    | prepositional<br>phrase/<br>circumstantial<br>(Location) | noun/<br>Actor      | verb/<br>Process    | prepositional<br>phrase/<br>circumstantial<br>(Location) |
| <i>so YAP/TAZ localizes in nucleus in MSCs</i> |  |                     |                     |  |

|                            |
|----------------------------|
| <i>resulting in</i>        |
| preposition/ Minor Process |
| conjunction/ Conjunctive   |
| <i>so</i>                  |

|   |                       |                                 |                                       |
|---|-----------------------|---------------------------------|---------------------------------------|
| <i>altered</i>  | <i>interpretation</i> | <i>of ECM stiffness</i>         |                                       |
| past participle/<br>Classifier                                    | noun/ Thing           | prepositional phrase/ Qualifier |                                       |
| adverb/ circumstantial<br>(Manner)                                | verb/ Process         | noun/ participant<br>(Carrier)  | adjective/ participant<br>(Attribute) |
| <i>(cells) interpret how much ECM is stiff in a different way</i> |                       |                                 |                                       |

|   |                  |                                 |                             |                              |  |
|---|------------------|---------------------------------|-----------------------------|------------------------------|--|
| <i>subsequent</i>   | <i>changes</i>   | <i>in downstream cell</i>       |                             |                              | <i>proliferation and differentiation</i> |
| adjective/<br>Classifier                                      | noun/<br>Thing   | prepositional phrase/ Qualifier |                             |                              |  |
|   |                  |                                 | adjective/<br>Classifier    | noun/ Classifier             | noun/ Thing                              |
| conjunction/<br>Conjunctive                                   | verb/<br>Process |                                 | conjunction/<br>Conjunctive | noun/ participant<br>(Actor) | verb/ Process                            |
| <i>then so how cells proliferate and differentiate change</i> |                  |                                 |                             |                              |  |

As a result of the analysis, the sentence may be reworded as:

Since these cues were presented to cells separately, (we saw the followings): HAVDI ligation (at constant RGB ligation) becomes less contractile, so less YAP/TAZ localizes in nuclear in MSCs; so cells interpret how much ECM is stiff in a different way; then so, how cells proliferate and differentiate change.

This looks clumsy and unnatural and does not keep the meaning that the original text has. Experts do not need the process of unpacking. However, this process can be a solution to the problems that students face when they read scientific papers on, for example, cell biology in English.

### 3.3 Peculiar Usage

Technical discourse tends to use general words as technical terms. Since specialists are too familiar with these usages, they often seem unaware of them. Perhaps these usages might be unconscious technical terms. Examples identified in the two papers are shown in Figure 7.

This may be not a matter of English teachers, but they can at least encourage their students to consult with science dictionaries or to ask questions to their teachers in their field when they come across the words that look general, but the usage is peculiar to a given field.

Figure 7: Words whose usage is peculiar to (cell) biology

| item            | definition in the field of cell biology   |
|-----------------|---|
| development     | the process by which a multicellular organism, beginning with a single cell, goes through a series of changes, taking on the successive forms that characterize its life cycle <sup>5</sup> |
| presentation    | effect/ action that specific stimuli produce (a possible interpretation) <sup>6</sup>   |
| interpretation  | response to specific stimuli or matters (a possible interpretation) <sup>7</sup>  |
| differentiation | the process by which different types of cells arise, leading to cells with specific structures and functions <sup>8</sup>   |

### 3.4 Two types of ‘A shows B’

Research papers often use such sentences starting with: *we show ...*, *we conclude ...*, and *our findings reveal ...* in order to present their aims and contributions. For example, the third sentence from Extract 2 can be analyzed as:

(3)

|                 |                     |                 |
|-----------------|---------------------|-----------------|
| <i>Here,</i>    | <i>we</i>           | <i>show</i>     |
|                 | participant (Sayer) | Process: verbal |
| dominant clause |                     |                 |

|  |  |               |   |
|--|--|---------------|---|
| <i>that within islets of Langerhans,</i> | <i>focal adhesion activation in <math>\beta</math> cells</i> | <i>occurs</i> | <i>exclusively where they contact the capillary ECM (vascular face)</i> |
| circumstance                             | participant (Actor)  | Process       | circumstance  |
| dependent clause (Projection)            |  |               |   |

This type of relationship between clauses are called Projection: dependent clause is ‘projected’ through dominant clause.

However, this type of verbs may function as a different process. For example, *The graph shows the result of the final exam.* can be analyzed as:

(4)

|                          |                     |                                     |
|--------------------------|---------------------|-------------------------------------|
| <i>The graph</i>         | <i>shows</i>        | <i>the result of the final exam</i> |
| participant (Identified) | Process: relational | participant (Identifier)            |

In (3), the process *show* functions as verbal; processes of saying with dependent clause as projected idea, while in (4), the process *shows* functions as relational: processes of being. A significant difference between the two is that (4) indicates a relation between the two entities (*the graph* is a sign of *the result of the final exam*), whereas (3) does not.

These different usages of ‘A shows B’ are identified in Extract 1. The fourth sentence from Extract 1 can be analyzed as:

(5)

|   |                     |   |  |
|---|---------------------|---|--|
| <i>Decoupled presentation of these cues</i> | <i>revealed</i>     | <i>that HAVDI ligation (at constant RGD ligation) reduced the contractile state and thereby nuclear YAP/TAZ localization in MSCs,</i> | <i>resulting in altered interpretation of ECM stiffness and subsequent changes in downstream cell proliferation and differentiation.</i> |
| Identified                                  | Process: relational | Identifier [rankshifted clause]   | circumstance   |

On the other hand, the last sentence from Extract 1 can be analyzed as:

(6)

|                     |                 |
|---------------------|-----------------|
| <i>Our findings</i> | <i>reveal</i>   |
| Sayer               | Process: verbal |
| dominant clause     |                 |

|  |                                      |                  |   |
|--|--------------------------------------|------------------|---|
| <i>that, in an evolving developmental context,</i> | <i>HAVDI/N-cadherin interactions</i> | <i>can alter</i> | <i>stem cell perception of the stiffening extracellular microenvironment.</i> |
| Circumstance                                       | Actor                                | Process          | Goal  |
| dependent clause (Projection)                      |                                      |                  |   |

In (5), the process *reveals* shows the relation between the two participants, Identified and Identifier (Identifier is a sign of Identified). On the other hand, *reveal* in (6) function as saying and projects the dependent clause. In addition, as we saw in 3.2, the Process *revealed* in (5) is a metaphorical realization of logical relations; (5) implies a logical relation (cause: reason), whereas (6) does not.

Verbs such as *imply*, *indicate*, *show*, *demonstrate*, *signify*, *suggest* may function either as verbal or being (a sign of) (Halliday, 1994: 142), and the borderline between the two are not necessarily sharp. However, in order to identify ‘veiled’ relations, this analysis is worth conducting.

#### 4. Conclusion

The five lexicogrammatical characteristics, lexical density, syntactic ambiguity, grammatical metaphor (nominalization and obscure logical relations), peculiar usage and two types of ‘A shows B’ have been analyzed and discussed. The results of the text analysis have brought us the following question: what can English teachers share with their students? It does not seem reasonable that they try to be English teachers of their students’ specialty: teaching technical terms and reading technical papers together are not the main job for teachers conducting English courses in liberal arts. It also does not necessary to teach terms and theory of SFL; it is just an unnecessary burden to both students and teachers. However, it might be useful for English teachers to be familiar with SFL (this does not mean that they have to be SFL researchers.). It seems reasonable for English teachers to share with students the lexicogrammatical features that may cause problems in reading academic texts and skills to overcome the difficulty. Items that English teachers can share with

their students, in terms of the discussion in this paper, are listed as:

1. the skill to unpack nominalization
2. the skill to identify logical relations
3. the skill to recognize ambiguity in text
4. the skill to identify peculiar usage as technical terms
5. the skill to recognize two types of ‘A shows B’

Students have difficulty in reading scientific academic papers not just because they are not good at English or they do not understand ‘special’ English, but because they are not familiar with the lexicogrammatical resources of English that scientific academic papers tend to exploit. To provide students with practical assistance, identifying causes of problems and taking efficient and possible measure are the two wheels of a cart: analyzing texts in order to identify the characteristics of the language in a given field is an important mission of linguists and developing teaching methods to share skills in order to overcome difficulties that arise from the characteristics is an important mission of English teachers.

### **Acknowledgement**

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### **Notes**

- 1 Note that rank shift is not always metaphorical. For example, in *But whether these ECM actions drive the spatial organization of  $\beta$  cells, as they do in epithelial cells, is unknown.* (from Extract 2), the clause *whether these ECM actions drive the spatial organization of  $\beta$  cells* serves as a participant although it is still a

clause. Also see 3.1.

- 2 According to Halliday (1994: 191), a nominal group is interpreted as:

those two splendid old electric trains with pantographs

|         |            |          |         |            |       |           |
|---------|------------|----------|---------|------------|-------|-----------|
| Deictic | Numerative | Epithet  |         | Classifier | Thing | Qualifier |
|         |            | Attitude | Quality |            |       |           |

- 3 A clause consists of a process, participant that takes part in the process and optional circumstances. Each element has more specific types. For example, English has six types of Process: material, relational, mental verbal, behavioural and existential. Each process includes accompanying participants. For example, process of material includes Actor and may include Goal. There are nine types of circumstantial element: Extent, Location, Manner, Cause, Contingency, Accompaniment, Role, Manner and Angle.
- 4 Oxford Dictionary of English (ODE), Second Edition revised (2005).
- 5 *Life: the science of biology* p. 393
- 6 Furuno, Tadahide (e-mail communication, September 28, 2020)
- 7 Furuno, Tadahide (e-mail communication, September 28, 2020)
- 8 *Life: the science of biology* p. 393

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## An EFL Learner's Continuum

Heather DOIRON

### **Abstract**

Corrective feedback within the structure of Gibbons' process based on teacher mediation and mode continuum (2003) provides an integrated approach to language learning that can potentially suit the language learning needs in many Japanese EFL settings. The first section of this paper will provide a brief overview of literature in reference to: error correction, teacher mediation, mode continuum and a common Japanese EFL setting. The final section of this paper will identify and analyze nonstandard features of one Japanese EFL student's interlanguage and also address the issue of facilitating error correction, through the use of Gibbons' integration of teacher mediation and mode continuum.

Error correction often strikes up debate in ESL/EFL teaching communities. In many Japanese EFL contexts, few opportunities exist for students to speak English outside the classroom. This reality is further augmented by "considerable linguistic and conceptual distance between teacher and students, especially when they do not share the same language, assumptions, and life experiences" (Gibbons, 2003, p. 248). Using the constructs of teacher mediation and mode continuum, this paper proposes the facilitation of error correction as a co-constructive process between student and teacher which provides the necessary focused practice and proper consultation to help Japanese EFL

learners develop practice skills to maintain English language learning. The first section of this paper will provide a brief overview of the literature in reference to: error correction, teacher mediation, mode continuum and concludes with a description of a Japanese EFL setting. The final section of this paper will identify and analyze nonstandard features of one Japanese EFL student's interlanguage, while error correction is facilitated through a modified version of Gibbons' combined method of teacher mediation and mode continuum.

### **Error correction**

Error correction is a form of information intended to restructure or reteach a student's incorrect answers. Panova and Lyster (2002) list seven types of error correction: recasts, translation, clarification requests, metalinguistic feedback, elicitation, explicit correction, and repetition (p. 582–583). The authors also recommend that it is best to use various types of error correction rather than focusing on just one method (p. 592). In a Japanese EFL setting, Sato's study on the effects of error correction in the form of recasts indicated student recognition and repair of errors, culminated in a higher quality of student writing (2012). Another EFL study based in a Japanese university, which examined the practice of teacher error correction in the form of recasts reported student requests for more learner autonomy in order to address their own errors. Results also indicated that teachers should be more competent in explaining grammar issues (Deng, 2016). Arguments have been made against error correction based on ineffective teacher feedback strategies and poor student response (Truscott, 2007, Zamel, 1985 as cited in Deng, 2016). Yet, in support of error correction, Lightbrown, and Spada (2001) state that if students are not aware of their errors, they may not see how their errors differ from the teacher's

discourse (p. 212). A similar paradigm is suggested by Ellis, who states that "... in both structural and communicative approaches to language teaching, [forms of error correction are] viewed as a means of fostering learner motivation and ensuring linguistic accuracy" (2009, p. 3). With such limited access to practice speaking English, the Japanese L2 classroom needs to be a place that facilitates student use of the language, as well as provide examples of proper use of language; as stated by Norton "learning cannot proceed without exposure and practice ... the more exposure and practice, the more proficient the learner will become" (Norton, 1995, p. 7). An argument which further supports the use of error correction can be found in Nation and Yamamoto's integrated approach to language learning, which suggests that "time on task" is essential to the mastering of language (2012). In layman's terms the authors state that in order to improve skills, a certain amount of practice time is required in order to make an effective difference (p. 180). Practice time in the form of error correction can provide students with a map of where to take the next learning step because, without error correction, how can students determine what they need to learn, or if there is any improvement in their language learning efforts.

### **Gibbons: Teacher Mediation-Mode Continuum**

Drawing on Vygotsky's idea that learning originates in social interactions (Louw et al., 1998), Gibbons' introduces Vygotsky's sociocultural perspective of mediation by contrasting the relationship between lawyer and client to the relationship between teacher and student. The difference being that the client is continually dependent on the lawyer's mediation of legal language. In contrast, Vygotsky believed that teachers mediate student learning while facilitating a path to student autonomy (Gibbons, p. 249). Gibbons' use of Vygotsky's reference

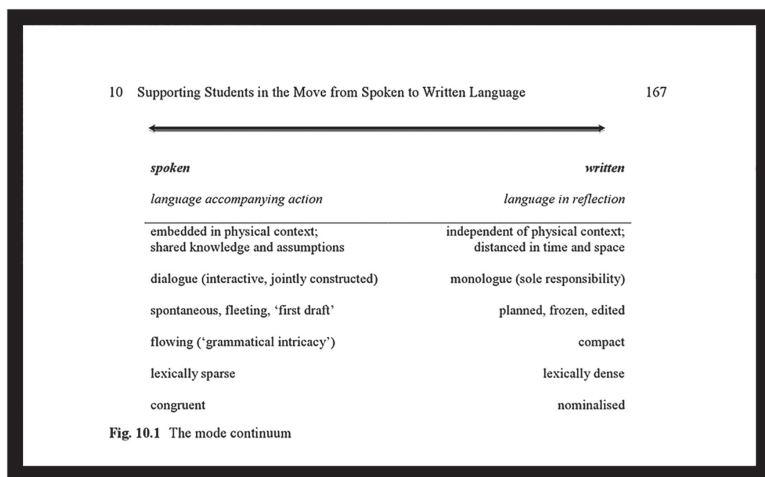


Figure 1: Supporting Students in the Move from Spoken to Written Language, Derewianka, (2016, p.167)

to the teacher as a mediator (2003) bears a resemblance to research which suggests that the L2 teacher's role is to gradually pass over the responsibility of language learning to students while the mediator/teacher stands back and offers guidance when necessary (Nation and Yamamoto 2012; Jensen, 2008, Lantolf and Thorne, 2007). From a systemic functional linguistics perspective, Gibbons describes mode (reading and writing) continuum as the student's journey from "expressing their firsthand experience in oral language to ... expressing academic knowledge in writing (p. 250)". Derewianka's description of mode continuum in figure 1, illustrates the move from spoken to written language as "language accompanying action at one end, language as in reflection at the other, and with a variety of intermediate states along the way" (2016, p. 167).

Combining the constructs of teacher mediation and mode continuum, Gibbons' research which draws on two ESL elementary school science classes (examining the laws of attraction) shows evidence of an increase in student talk-time and a decrease of teacher talk-time. Also the study implicated an increase

in student autonomy in the correct reconstruction of student discourse and is illustrated in figure 2 (Gibbons, 2003, p. 264). Using a mode of continuum, Gibbons (see Figure 2) demonstrates how a teacher mediates a student-centered approach to learning that allows students to observe their language skills develop in “real-time” (2003). Figure 2 also demonstrates a group effort to bring “... students firsthand experience in oral language to [the expressing] of academic knowledge in writing” (p. 253). Additionally, figure 2 clearly illustrates how the teacher acts as a guide with her students, and engages in minimal teacher-talk, yet mediates just often enough to encourage and increase student talk.

Similar to the work of many researchers, Gibbons promotes exposure to language learning skills while encouraging students to notice grammatical points such as articles or verb-ed endings (Gibbons, 2003; Nation and Yamaoto, 2012; Schmit,

| Turn | Student  | Teacher | Figure 2   |
|------|--|---------|--|
| 1    |  |         |  |
| 2    | Beatrice: em we put three magnets together/ it still wouldn't hold the gold nail   |         | tell us what happened  |
| 3    |  |         | can you explain that again?                                  |
| 4    | Beatrice: we/ we tried to put three magnets together . . to hold the gold nail . . even though we had three magnets . . it wouldn't stick  |         |  |
| 1    |  |         | tell us what you found out                                   |
| 2    | Michelle: we found out that the south and the south don't like to stick together   |         |  |
| 3    |  |         | now let's/let's start using our scientific language Michelle |
| 4    | Michelle: the north and the north repelled each other and the south and the south also . . repelled each other but when we put the/ when we put the two magnets in a different way they/ they attracted each other |         |  |

Figure 2: Mode continuum demonstrates how a teacher mediates a student-centered approach. Gibbons. (2003, p.264)

2010; Lightbrown and Spada, 2001; Wajnryb, 1990). The opportunity for students to be aware of their developing language exemplified in Gibbons' process shares a similarity with Schmidt's noticing hypothesis in which the author states, "people learn about the things that they attend to and do not learn much about the things they do not attend to" (2010).

Gibbons' use of scaffolding also promotes noticing, in that students see within the continuum the difference between their first attempts at speaking and their final product, which illustrates a more refined academic approach to speaking that is much closer to academic writing. Furthermore, it should be noted that Gibbons' use of signaling as a way to invite students, to encourage the reformulation of language further aligns with noticing as the teacher (mediator) draws learner attention (2003) to parts of language learning that students need to attend to (Schmidt, 2010).

Gibbons' process for teaching content in the ESL classroom in a group-oriented, student-centered and teacher-mediated manner also aligns well with Rebecca Oxford's social strategies, which cite that vast L2 learning opportunities are available in "asking questions, asking for clarification, and asking for help ... via interaction with others ... (Oxford, 2003, p. 14; Ehrman et al., 2003, p. 317). While Gibbons' process (2003) focuses on ESL instruction, its emphasis on "... understanding the dynamics that motivate ... inter-group dynamics (Ehrman and Dörnyei 1998; as cited in Ehrman et al., 2003, p. 322) provides great potential for application in Japanese EFL settings.

## **A Japanese EFL setting**

In Japan, the origins of foreign language instruction and the influence of the grammar-translation method dates back to the Meiji period (1868–1913).

From that point on, foreign language teaching in Japan emphasized reading and writing. Language instruction basically remained the same in Japan until the late 1980s (Yamaoka, 2010) when in the spirit of introducing communicative language teaching into the education system, the Japanese government hired foreign language assistant teachers in Japanese high schools (Nishino, 2008, p. 29). The transition was not so easy, because, for many Japanese high school English teachers, the grammar-translation method was all they had ever known in terms of English language instruction (Gorsuch, 1998). Even in Japan today, with the pressures of university entrance exams and with the often forty plus students in high school English classes, grammar translation still reigns as a popular method of instruction. (Gorsuch, 1998; Mitchel, 2017; Taguchi, 2005; Goto Butler, 2015). According to Yamaoka in the traditional grammar-translation class, teachers read passages and had the students translate the passages sentence by sentence, followed by a teacher-led correction of the translation. Essentially reading and writing skills dominated instruction in the form of fill in the blanks or copying the teacher's notes with often little emphasis placed on speaking and listening skills (2010). In a Japan-based behavioral study drawing from a population of 924 university students at nine different universities, King concludes that "loss of face" appears to have a purely negative effect on Japanese EFL learners' level of oral production (2011). Studies also found that many Japanese teachers of English in both high school and university settings conducted classes entirely in Japanese. The study also reported that teachers often declined to speak English based on either inability or fear of making a mistake (King, 2011; Gorsuch, 1998). King further states that "silence as a strategy to maintain a positive face appeared to emanate from learners' second language anxiety and is [further compounded] by their preoccupation with providing 'correct' answers" (p. 84). Aspinal (2006) concludes that oral production in the Japanese EFL classroom is also hampered

by the notion that there is only one correct answer (as cited in Hosoki, 2011, p. 12). As a veteran foreign teacher in the Japanese education system, adjusting to the cultural significance of silence and the student's pursuit of one correct answer, can often leave an EFL educator frustrated and drained of motivation. However, a valuable resource can be found in Gibbons' notion that student-teacher co-construction of language facilitates a natural progression of language learning which draws on choices "rather than a finite rule for all" (Gibbons 250–251).

Proper application of Gibbons' approach can capitalize on Japanese EFL students' knowledge of grammar and further build on that knowledge to facilitate more integrated language learning opportunities.

The purpose of the first section of this paper is to help the reader understand the validity of using Gibbons' (2003) method based on teacher mediation and mode continuum to facilitate error correction in a Japanese EFL setting. This is significant because by doing error correction through student-teacher collaboration based on a modified version of Gibbons' method, EFL practitioners in Japan can model lessons to capitalize on what is, more often than not, the Japanese student's extensive experience of studying grammar.

## **Analysis**

Considering the history of EFL instruction in Japan, the mention of studying English to many middle-aged or older Japanese people often sparks memories of long boring teacher-centered classes. This section of the paper will focus on my teaching experience with a 65-year-old Japanese EFL student to whom I give the pseudonym, Mari. A combination of teacher mediation and use of a modified mode continuum (Gibbons, 2003) to suit Mari's language needs (see



figures 3 and 4) provided an in-depth look at establishing a “linguistic bridge”, between Mari’s current language ability and how she reformulated her language to “represent a more standard form of writing and speaking” (Gibbons, 2003, p. 259).

Mari believes that conversation with a native English speaker is the best way to improve her language skills. She has made several trips abroad to English speaking countries and has had several opportunities to use English in social situations, but admits she had little advice on error correction (Mari, 2019). Schmidt suggests that L2 reliance on social interaction and exposure to English alone often results in an inability to grasp native-like norms of clear grammatical accuracy” (2011). Like Schmidt, many researchers attribute this inaccuracy to an inability to notice the language (Ellis, 2009; Ellis, 1997; Jensen, 2008; Richards, 2006; Schmidt, 2010). “In order to show that it makes more sense to have a range of ways to help ... facilitate the learning process” (Nation and Yamamoto (2012, p. 168), Mari was encouraged throughout the process to engage the use of all four language skills: reading, writing, speaking, and listening.

### **Mari’s Continuum**

Mari prepared a written text (an overseas trip with cousin) which provided content for two lessons that took place within the context of a face to face setting. In contrast to Gibbons’ mode continuum/ teacher mediated method based on group work in a L2 science class (2003), Mari’s continuum focused on her individual language needs which expressed the necessary grammar corrections needed in her prepared written text. Similar to Gibbons’ method, Mari’s learning process is based on clarification requests<sup>1</sup>, meta-linguistic clues<sup>2</sup>, student talk and student-teacher

collaboration.

Like many L2 speakers who have not had the opportunity to notice and correct their mistakes, aspects of Mari's "interlanguage have fossilized" (Ellis, 1997, p. 29). In order not to overwhelm her with corrections, we focused on only the following two errors: 1) those involving misuse of collocations involving the verb "play" and 2) those involving misuse of the two conjunctions "and/but". Schmidt states "that knowledge of rules and metalinguistic awareness of all kinds belong to [a] higher level of awareness and proposes that noticing is necessary for second language acquisition and that understanding is facilitative but not required" (2010, p.5). In Mari's case, it seemed that both noticing and understanding facilitated more accuracy.

Figure 3 illustrates that by isolating collocations with play, through the use of grammar sheets (see index) Mari viewed a broader picture of the collocations, and then was able to return to reformulate her own text; Ellis refers to this as "noticing the gap" (1997, p. 57). In Mari's case, noticing her mistakes allowed her to apply the knowledge she learned from the worksheet (Figure 3) to reform her sentences to represent a more "standard form of written English" (Gibbons 2003, p.250).

| Student Writing   | Worksheet  | Teacher  | Reformulation   |
|---|--|--|---|
| I'm not interested in <b>play golf</b> . My cousin loves to <b>play golfing</b> | Isolation of the verb play through <b>worksheet</b> in order to provide a regulation | If we look at the <b>worksheet</b> , is there any changes you can make to your own text. | I'm not interested in <b>golf</b> . My cousin loves <b>to play golf</b> . |

Figure 3: Mari's Continuum-A. Doiron. (2019).

At this point in the lesson, Mari mentions that she can't remember ever learning about the concept of collocations, though she thinks it might have been covered in a junior or senior high class (Mari, 2019).

Mari's comments align with Gibbons' suggestion that "meanings are constructed

between rather than within individuals and are shaped by the social activity in which they arise and the collaborative nature of the interaction” (2003, p. 238). While the material may have been covered somewhere in Mari’s pre-tertiary EFL classes of over 40 students, it was most likely in the form of a fill in the blanks or multiple-choice format. The difference in this lesson was that Mari could now directly speak, read, write and listen while focusing on a specific aspect of the target language and was able to use the specific target language to describe a situation in her life. Rather than end the learning process with a grammar worksheet based on content which has no relation to Mari’s context, she can now remember the process in relation to her own thoughts. Referring to figure 4, Teacher: Mari, is it possible to combine the two sentences together? Mari’s immediate reaction is to use “and.” Then in order to “push [her] to engage in the process of producing the correct form” (Panova and Lyster, 2002 p. 576), she is asked to justify why she used “and” rather than another conjunction. On realizing that what she is saying about her interest in golf is different from what she is saying about her cousin, so she changes and to “but”. When further asked to clarify her decision she said, “We are different. I don’t like golf, but my cousin likes golf” (Mari, 2019).

Mari’s process also synchronizes well with Lantolf and Thorne’s adaptation of Vygotsky’s work on mediation in the form of regulation (2007). Using three stages of regulation (object, other and self) Lantolf and Thorne demonstrate how external resources such as building blocks can promote mathematical learning, and how as each stage becomes more complex the resource may change or be unnecessary (2007, p. 200). In Mari’s learning situation, in the first stage: object regulation, the grammar sheet serves as an object to help regulate Mari’s mental activity. In the second stage: other regulation, Mari received teacher encouragement to apply what she learned from the worksheet to her own text. In the final stage of self-regulation as Mari independently self corrects,

it appears that the process has facilitated what Lantolf and Thorne refer to as “internalization-the process of making what was once external assistance a resource that is internally available to the individual ...” (p. 200). Unfortunately, the lack of opportunity for many Japanese EFL students to practice speaking English often results in inability to retain information, and as suggested by Lightbrown and Spada, short term instruction or lack of opportunity to review target language may truncate any long-term effect (p. 2016). Mari’s lessons reinforced what she learned by speaking, reading, writing, and listening. Through conversation, Mari identified mistakes, which she could rectify after reading and completing the worksheet. Then through teacher-student discussion, she listened to the reformulation of her mistakes made into the correct form. As stated by Nation, there is a uniqueness between the language skills of listening, speaking, reading, and the inclusion of all four skills provide more balanced learning opportunities (2007). Japanese EFL students need opportunities to reinforce and recycle language learning skills. Most ESL students will undoubtedly meet collocations associated with play or the proper use of conjunctions in day to day activities, but Mari as an EFL student in Japan, will have to figure out a way to work in the correct use of the language points into her memory.

| Figure 4   |   |
|--|---|
| Student Writing  | Teacher   |
| I'm not interested in golf. My cousin loves to golf.     | Is it possible to put these two sentences together?         |
| I'm not interested in golf, and my cousin loves golfing. |   |
| <u>*Do worksheet (see index 2)</u>                       | So, is “ <b>and</b> ” the best way to combine the sentence? |
| No   |   |
| I'm not interested in golf, but my cousin loves golfing. | Why did you change and to <b>but</b> ?                      |
| I don't like golf, but my cousin does.                   |   |

Figure 4: Mari’s Continuum -B. Doiron. (2019)

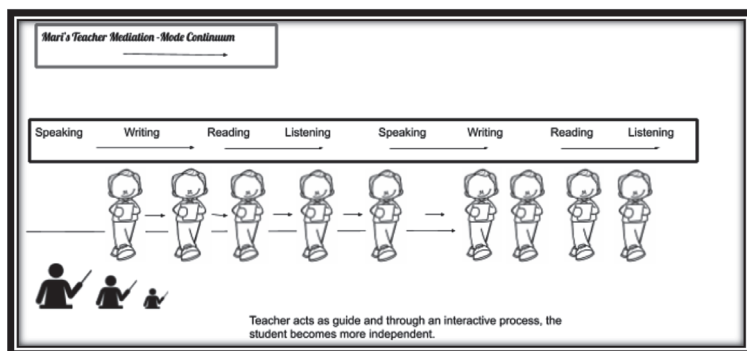


Figure 5: Teacher acts as guide and through an interactive process, the student becomes more independent. Doiron. (2019)

## Discussion

Observing Mari's efforts to correct her text certainly contributes to reflections on teaching practice in regard to the importance of striving for the most effective path to facilitate student learning. The role of mediator/teacher in Mari's process is reminiscent of research by Rogers and Freiberg (1994) which suggests that teacher effectiveness can be facilitated by helping students find resources that promote learning which in turn encourages student autonomy and student self-evaluation (p. 170). In order for Mari to reach a higher level of language accuracy, she needs error correction in a learning context based on a process similar to Gibbons' mode continuum/teacher mediated process, which includes regulated activity that draws on ELL grammar resources. It would also be helpful to read in English on a daily basis, which is an easy method to guarantee regular exposure to how English works. The above suggested resources could be facilitated through grammar worksheets, extensive reading, or watching English movies with English subtitles. It should also be noted here that while Mari's continuum started with speaking, ideally a student's continuum should start with the skill they are most comfortable in or the skill that is most practical

to the learning context.

## Conclusion

In summary, this paper argued the importance of error correction based on an adaptation of Gibbons' mode continuum teacher mediated process in a Japanese EFL setting. Language inaccuracy issues such as Mari's (this paper's EFL learner research subject) are common within the Japanese EFL setting; further research on issues discussed in this paper drawing on a larger subject scale is recommended in order to determine what provides the best path of study for Japanese EFL students.

## Note

- 1 Clarification request is a form of error correction in which the teacher directs the student to the teacher indicates that the student message needs to be clarified and reformulated (Tedick & Gotari, 1998).
- 2 Metalinguistic clues are a form of error correction in which, the teacher refrains from giving the correct answers but uses questions based on the content to encourage the student to reformulate mistakes (Tedick & Gotari, 1998).

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**Appendix:** worksheets used in Mari’s class accessed a <https://www.allthingsgrammar.com/do--go--play.html>

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

### GRAMMAR DICTATION DO / GO / PLAY

- Listen to your teacher and complete these sentences and write with do, go or play.

*"bowling"* 

- We like to go bowling every Saturday.
- Let's \_\_\_\_\_ in the park tomorrow.
- Susan and I went to \_\_\_\_\_ at the beach.
- My father likes to \_\_\_\_\_ He says it keeps him healthy.
- I \_\_\_\_\_ with my friends twice a week.
- Mr. Brown can't \_\_\_\_\_ because he hurt his foot.
- I have a tent, so let's \_\_\_\_\_.
- Many people like to watch or \_\_\_\_\_ in the United States.
- Would you like to \_\_\_\_\_ with us next week?
- Sometimes I \_\_\_\_\_.
- I don't like to \_\_\_\_\_ but I like to watch tennis.
- Does he like to \_\_\_\_\_ in the mountains?
- Many people like to watch or \_\_\_\_\_ in Canada.
- Have you been a ping pong player? Do you \_\_\_\_\_?
- I joined a ping class. Now I \_\_\_\_\_ almost every day.
- My dad liked to \_\_\_\_\_ when he was younger.

Activities page 68 www.allthingsgrammar.com © 2006 allthingsgrammar.com

### CONJUNCTIONS

**AND** is used to join two items

- The subject of the main is the same. Example: He sat down and had lunch.
- The subject of the main is different, we put a comma before and. Example: She got up, and he called breakfast.
- It acts in very kind and is my friend (see examples in the second sheet).

**BUT** is used to connect some when we do not expect the second event.



- When the subject of the main is the same, we don't repeat the subject. Example: He sat down, but he didn't eat the rice.
- When the subject of the main is different, we put a comma before but. Example: She got up, but Susan can't.
- They are very tall but she wasn't one (and don't expect the second sheet).

**Example sentences with AND or BUT (sometimes both are possible)**

- The girl wore blue trousers \_\_\_\_\_ she trousers were pink.
- I took Helen back \_\_\_\_\_ I can't swim like her.
- They are expensive \_\_\_\_\_ they were not used.
- John bought an iPad \_\_\_\_\_ she didn't use it.
- My sister likes swimming \_\_\_\_\_ she often goes to the pool.
- The team got much money \_\_\_\_\_ he goes to a good school.
- The shirt felt very strong \_\_\_\_\_ he used it often.
- She was very tired \_\_\_\_\_ she enjoyed the party.
- Tom wasn't very happy \_\_\_\_\_ he came to the festival.
- David had never been to China \_\_\_\_\_ he speaks Chinese.
- My mother parked the car \_\_\_\_\_ entered the cinema.
- Susan can't \_\_\_\_\_ her brother can't.
- It was raining \_\_\_\_\_ it wasn't cold.
- My grandfather grows lettuce \_\_\_\_\_ he never eats them.
- Steve likes tennis \_\_\_\_\_ he has five sets at home.

### EXERCISE & SPORTS

- Here can you fill about different kinds of exercises and sports? Study the reference chart below.

| DO   | GO   | PLAY  |
|--|--|---|
| <ul style="list-style-type: none"> <li>do aerobics</li> <li>do exercise</li> <li>do push-ups</li> <li>do sit-ups</li> <li>do a warm-up</li> <li>do yoga</li> </ul>  | <ul style="list-style-type: none"> <li>go bowling</li> <li>go camping</li> <li>go cycling</li> <li>go skating</li> <li>go fishing</li> <li>go golfing</li> <li>go hiking</li> <li>go ice skating</li> <li>go jogging</li> <li>go roller skating</li> <li>go running</li> <li>go skate diving</li> <li>go snow boarding</li> <li>go surfing</li> <li>go swimming</li> </ul>  | <ul style="list-style-type: none"> <li>play badminton</li> <li>play baseball</li> <li>play basketball</li> <li>play football</li> <li>play golf</li> <li>play hockey</li> <li>play ping pong</li> <li>play soccer</li> <li>play squash</li> <li>play tennis</li> <li>play volleyball</li> </ul> |

NOTE: do is generally used for different kinds of exercises to complete your body.  
 GO is for go to places to do activities that you do on some of the times.  
 PLAY is when you usually need to complete some sports that are using your body with some.  
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# President Trump on Twitter

Yuko OKADO-GOUGH

## Abstract

Following the death of George Floyd in police custody on May 25, 2020, race relations in the United States worsened as it highlighted the disproportionate police brutality against members of the black community. Combined with the frustration caused by the Coronavirus pandemic, the Black Lives Matter movement took to the streets. Although the Trump administration is neither the cause of institutional and systematic discrimination nor police brutality against black Americans, the President's handling of the protests, including his barrage of tweets and retweets, has been heavily criticized for not being helpful, and maybe even detrimental, to the situation. In order to identify how his words may be influencing American society, a selection of his tweets between May 25 and June 9 were analysed using van Dijk's sociocognitive model of discourse and cognition to outline how certain events or social actors are framed in his tweets and understood by the recipients, which then become a part of social belief.

*Keywords: Donald Trump, Twitter; tweets, discourse, analysis, cognition, CDA, mental model*

## Introduction

On May 25, 2020, the harrowing video footage of a black US citizen, George

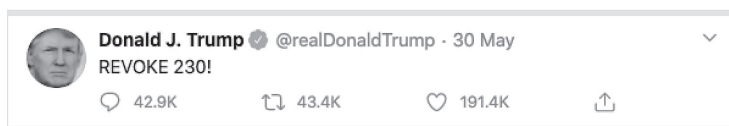
Floyd, being choked to death by a white police officer went, viral on social media and shocked the world. The 46-year-old African-American man was handcuffed and pinned down onto the ground by a uniformed officer with his knee on Floyd's neck. Floyd was heard complaining repeatedly that he could not breathe until he eventually stopped moving under the officer's knee. This incident highlighted the disproportionate police brutality against black Americans once again, and Black Lives Matter (BLM) protests which began on May 26 rocked Minneapolis. The BLM protests spread to all 50 states thereafter, and in some cities, demonstrations descended into unrest. Fuelled by the frustration amid the unprecedented pandemic, which has affected minority communities more severely, the nation seemed to be devoured by racial hatred and distrust as antiracism protests and counter protests raged across the country.

The United States has a long history of institutional and systematic racism from its birth to the present day. It was not until 1965 when the Voting Rights Act was passed that all black Americans were able to exercise their right to vote, yet discriminatory sales of properties were found to be still practiced in 2019<sup>1</sup>. Furthermore, race relations seem to have worsened since Donald Trump took the oath of office of the President almost four years ago. He has always been very outspoken, even before his presidency. As a businessperson and TV celebrity, his abrasiveness was rather entertaining, but as a head of the state, his "inflammatory language"<sup>2</sup> and "dangerous rhetoric"<sup>3</sup> as well as his "racially charged"<sup>4</sup> tweets and rallies have alarmed many political pundits. Within a year of his electoral victory, a survey by the Pew Research Centre found that 60% of Americans said Trump's election had led to worse race relations in the US, compared to 13% in 2009, a year after Barack Obama was elected<sup>5</sup> despite the claim by the current President that his administration has "done more for black Americans than any president since Lincoln."<sup>6</sup>

This essay will examine a selection of his tweets in order to identify what

is so “toxic”<sup>7</sup> about his tweets and attempt to understand how his words may be affecting American society. It will outline how a communicative event or a social actor is framed in his tweets, because it can have a significant bearing on mental models of the recipients through which they understand what the discourse is about and retain them as knowledge. This process and the role of discourse in cognition will be explained using van Dijk’s sociocognitive model of discourse and cognition. In order to identify Trump’s referential choices, close attention will also be paid to the representation of social actors<sup>8,9</sup> in the analysis of some of the selected tweets.

Amid mounting criticism of police heavy-handedness and his handling of the protests he tweeted on May 29:<sup>10</sup> (all dates shown on screenshots are JST)



This refers to Section 230 of the Decent Communications Act, which originally provided social networking platforms immunity from third party content. It has later been amended to require the removal of certain content which violates copyright, hate speech and sex trafficking laws. President Trump “threatened to ‘strongly regulate’ or close down social media platforms”<sup>11</sup> after Twitter placed warnings on some of his tweets, and he called to have the law revoked.<sup>12</sup> This clearly demonstrates that he appreciates the influence Twitter has on society, especially on his support base.

## **Roles of Discourse in Cognition**

Critical Discourse Analysis (CDA) is primarily interested in, and motivated by,

pressing social issues such as racism, dominance, inequality and power abuse, and in order to better understand such complex issues, it pays close attention to the relation between society, discourse and social cognition.<sup>13</sup> In other words, it accounts both “for the social, political and cultural aspects of discourse and for the subjective ways individual social actors produce and reproduce social representations as well as social structure.”<sup>14</sup>

The relationship between dominance and discourse is not straightforward. It is not just a case of “more or less direct or overt support, enhancement, representation, legitimation, denial, mitigation or concealment of dominance.”<sup>15</sup> It can be implicit, benign, and deeply embedded in everyday communication. Thus, it is necessary to examine the role of social representations in the minds of social actors,<sup>16</sup> that is, to identify the role of text and talk in the formation of mental models about communicative events. Mental models are pivotal in discourse and knowledge production because they are “both the starting point and the intended results of discourse.”<sup>17</sup> They are what the recipients construe and retain during their understanding, and recall later, rather than the exact wording or even the local meanings of discourse.

Discourse and knowledge are deeply intertwined, for a large portion of our knowledge is acquired through discourse, while some is gained via first-hand and multimodal, that is, visual, auditory, tactile, or osmic, experiences.<sup>18</sup> Knowledge is defined here as more “relativistic and contextual”<sup>19</sup> beliefs than neutral, justified and absolutely ‘true’ beliefs as defined traditionally. In other words, the relevance of knowledge to the communicative situation is more important than its universality. Therefore, what is justified as knowledge in one epistemic community may only be a (false) belief or superstition in another.

Knowledge plays a fundamental role in discourse comprehension and production, because an extensive amount of knowledge is required for one to construe a mental model<sup>20</sup> in order to process new information contained in

discourse. In this process, the vast multimodal complexity of experiences is reduced and organised in less complex representations that define situationally relevant information of our daily experiences. This forms the cognitive foundation of discourse and communication about such experiences on the one hand, and on the other hand, generalization and abstraction of similar models produce generic knowledge of the world, which in turn is used in the construction of new models of experience.<sup>21</sup> A participant of a communicative situation needs to activate a large volume of knowledge and make inferences from both generic and personal knowledge to fill in any missing information and to form a cognitive representation of what the discourse is about.<sup>22</sup> It constructs a version of reality to aid the comprehension of discursive events and to form the basis on which an individual participant forms an opinion or ideology,<sup>23</sup> which in turn will influence the referential choices they make in discourse production in another communicative situation.

Furthermore, these models are shared among members of the same epistemic community, as both personal and social knowledge is usually acquired and changed in social situations, that is, through social interaction and discourse, and such personal experiences and knowledge are communicated and shared with others.<sup>24</sup> Hence, discourses and the models they express and convey are the primary means of reproduction of knowledge in society.<sup>25</sup>

When producing discourse, a speaker can presuppose what recipients already know about a particular topic and omit certain details. The speaker chooses which details to include and how they are described, for example, using a metaphor or analogy, which can create more concrete visual aspect of a mental model. This process is controlled by the mental model that the speaker has about the event, its context and recipients. Thus, a mental model is a subjective representation of an event and it functions as “the necessary interface”<sup>26</sup> between socially shared cultural, societal or political cognition and personal

beliefs.

There are a number of potential ways “in which social actors can be represented”<sup>27</sup> in English discourse, and the choices made by a speaker can have a significant effect on the kind of mental models each recipient may have about an event or person. These referential choices greatly enhance the recipients’ ability to form more multimodal and vivid mental models of the event and social actors. Social actors may be classified in different ways to add ideological effects. For example, they can be personalised or impersonalised, to express representation as an individual or a group of people. They can also be individualised or collectivised, to express both physical and emotional distance between them and recipients.<sup>28</sup> The use of functional honorifics, such as ‘Judge’, ‘Minister’ or ‘President’, may add specialization of role, importance or a different levels of authority to a social actor.<sup>29</sup> Different methods of classifications and their effects will be noted in the analysis of President’s tweets.

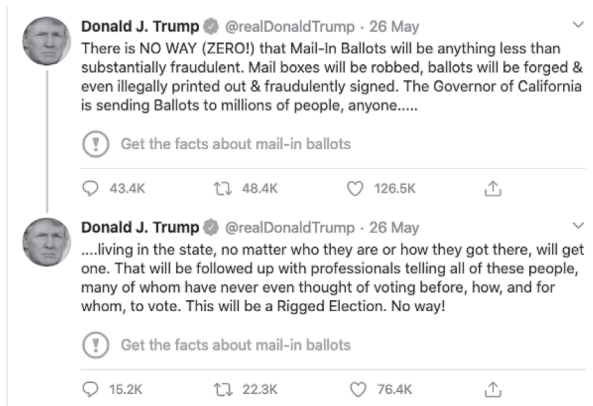
### **Analysis of Trump’s Tweets**

Twitter saw a surge of the use of the #blacklivesmatter hashtag, reaching eight million on May 28,<sup>30</sup> following the death of George Floyd. Its users posting their messages of support included many celebrities<sup>31</sup> and some corporations, although there have been allegations by employees that these are mere gestures.<sup>32</sup> The President also took to his favourite social media platform, Twitter. According to USA Today, in the 15 days between George Floyd’s death and his funeral service in Houston on June 9, Trump sent 769 tweets and retweets, 200 of which were related to the protests and “focused on unrest, law and order, and threat of military use.”<sup>33</sup> Ten samples have been selected from

these 769 tweets, not all of them related to the protests. His retweets will not be included in the selection.

The President's @realDonaldTrump account has 80.5 million followers as of August 2020, while his @POTUS account has 31.2 million. Although all his followers may not be his supporters, his tweets directly and indirectly reach a significant number of Twitter users. His frequent use of social media is so well known that some journalists have referred to him as the “tweeter in chief”<sup>34, 35</sup> for he tweeted more than 6,000 times in the first half of 2020, averaging 33.2 tweets a day,<sup>36</sup> and his tweets are considered official statements from the president. Although he also uses other social media platforms including Instagram, with 21.7 followers, and Facebook with 30.1 million, he has more followers and is most active on Twitter by far.

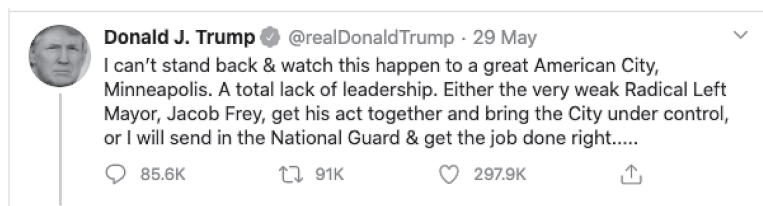
As of September 2020, a total of five of his tweets have been hidden under Twitter's rules and policies, under which they have been flagged up as engaging in or containing glorification of violence,<sup>37</sup> synthetic and manipulated media,<sup>38</sup> abusive behaviour,<sup>39</sup> and misleading health claims. On May 26, Twitter placed a fact-check advisory on Trump's tweet for the first time under its Civic Integrity Policy<sup>40</sup> created in 2018 and extended in 2020. He tweeted:<sup>41</sup>





In this tweet, he refers to ‘the Governor of California’ by his title rather than his name, Gavin Newsom, whereby he is functionalised. The social and political status of the social actor’s position as a governor increases the gravity of the situation to his unsubstantiated claim by sounding “more official.”<sup>42</sup> He also claims that ‘professionals’ will be “telling all those people” for whom to vote. As well as functionalising, he collectivises<sup>43</sup> the participants. It distances them from the readers, as opposed to bringing them closer by nomination and individualising. In both instances, the governor and professionals “are activated upon”<sup>44</sup> millions of people, given a perpetuator-like role in their representation. The use of fully capitalised words also adds the perceived authority and strength by grabbing the recipients’ attention<sup>45</sup> to his claim. Another group of social actors in this tweet are the “millions of people” whom he describes “anyone ... living in the state, no matter who they are or how they got there,” insinuating that they may include illegal immigrants, a group often targeted by Trump and his base. Collectivisation also creates the sense of ‘otherness’ by its distancing effect and signifies the distance between ‘us’ and ‘them.’

The next violation came on May 29, when Twitter hid one of his tweets “for ‘glorifying violence’,”<sup>46</sup> in which he warned the protesters in Minneapolis that he would send the military to intervene should there be any difficulties. He wrote:<sup>47</sup>





He singles out Jacob Frey, the city's Democratic mayor, for his "weak" leadership and adds the adjectives "Radical" and "Left" to his functional honorific, neither of which would be a popular word amongst the President's supporters. He collectivises and functionalises the protesters as "THUGS" which diminishes the legitimacy of legal, peaceful protests. On the contrary to blaming the "Radical Left" Mayor, he personalises and nominates the Minnesota Governor, Tim Walz. He legitimises the use of military in order to "assume control" by appearing to side with the Democratic governor in 'getting the job right.' He ends the tweet by quoting a former Miami police chief who in 1967 promised violent reprisals to protests over stop-and-frisk tactics<sup>48</sup> with the words "when looting starts, shooting starts," which would probably be a popular phrase amongst the right-leaning population of the country.

Name-calling is Trump's favourite tactic for denigrating anyone who opposes him. As well as many prominent Democrats, mainstream media outlets, which are not sympathetic towards his administration, such as Cable News Network (CNN) and Microsoft/National Broadcasting Company (MSNBC), who frequently receive a similar treatment. This undermines the role of media as a credible source of information. The phrase "Fake News" appeared 18 times

during these two weeks, often referring to CNN and other mainstream media outlets. Trump made an allegation that Twitter was meddling with the 2020 Presidential elections and “stifling FREE SPEECH” the day after Twitter placed fact-check warning on his fraudulent mail-in ballots claim:<sup>49</sup>



They are depicted as perpetrators, thus undermining their credibility, while Trump added functional honorific, “President” to himself, promoting his authority and legitimacy.

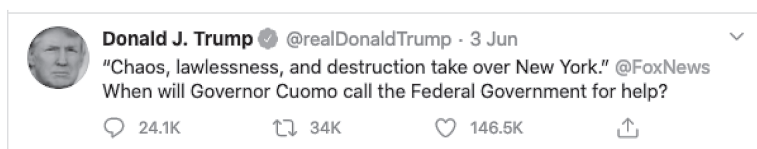
On June 1, in a speech in the White House’s Rose Garden, Trump issued a threat to deploy the military if cities and states did not take actions to bring protests under control, which was criticized heavily. Shortly after this, protesters were tear-gassed and forcibly dispersed away from Lafayette Square and surrounding streets by national guardsmen and federal officers, just so that President Trump could walk from the White House to St John’s Chapel for a photo op, which further inflamed the criticism. Trump introduced an online article which defended the use of tear gas as a “must read” on June 3:<sup>50</sup>



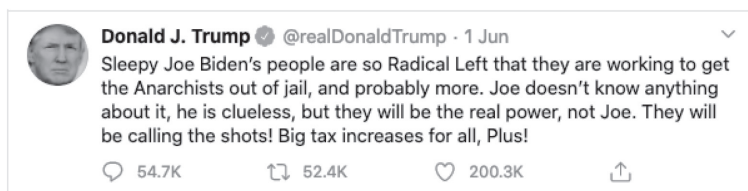
In this tweet, he depicts “Fake News” media is an enemy of “our Country” whose coverage on the protests is false. He uses a line from the article, word for word, which describes the demonstrations as “Violent Riots” and calls protesters “Rioters,” criminalising them and delegitimatises the BLM protests. He substantiates his claim by referencing to an article by a right-leaning online magazine, the Federalist, which many of his supporters would find more plausible than CNN. He also mentions the burning down of churches, which would anger the fundamentalist Christian base among his supporters, although the fire was small and isolated to the basement nursery room and St John’s Church was not burnt down.

Fox News is the mainstream media outlet that Trump trusts most. Amongst the three main cable television news networks in the US, it currently has the

largest viewership with about 3.97 million primetime viewers in June 2020, followed by CNN with 2.5 million and MSNBC with 2.2 million,<sup>51</sup> and 60% of its regular viewers identify themselves as conservative.<sup>52</sup> As well as frequently retweeting, he quotes journalists from Fox News in his tweets to validate his claim that the BLM protesters are responsible for the “Chaos, lawlessness, and destruction”<sup>53</sup> of New York whose governor should promptly seek help from his administration.



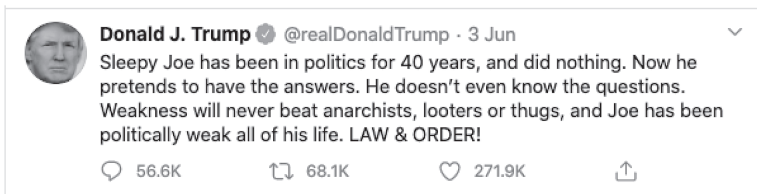
As the 2020 Presidential election looms, Joe Biden, the Democratic Presidential nominee, frequently appeared in Trump’s tweets. Trump mentioned “Biden” 35 times, 16 times of which were accompanied by the adjective ‘sleepy’.



The word “Sleepy”<sup>54</sup> gives an impression of Biden being a dull, inactive, drowsy and maybe lethargic old man, who is totally controlled by ‘Radical’ leftist Democrats. He presents a doomsday scenario that “Anarchists”, who are not expected to respect authority, law and order, will be freed out of jail, should Biden be elected President. In this tweet, Democrats are depicted as instigators of anarchy by being “activated upon”<sup>55</sup> in their representation. He also mentions

“tax increase for all” which is a hallmark image of the left, alarming his supporters of a possible realisation of socialism.

Trump again attacks Biden for his weakness and ineffectiveness and claims that he will not be able to “beat anarchists, looters or thugs,” thus requiring “LAW & ORDER!” to bring an end to the ongoing protests.<sup>56</sup>

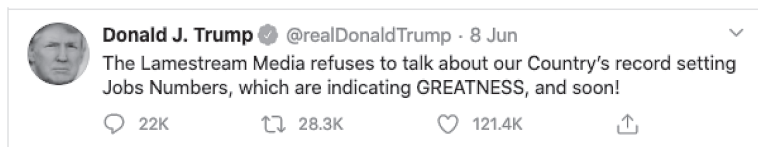


He continues with his attack on Biden by quoting a New York Post journalist, Michael Goodwin:<sup>57</sup>



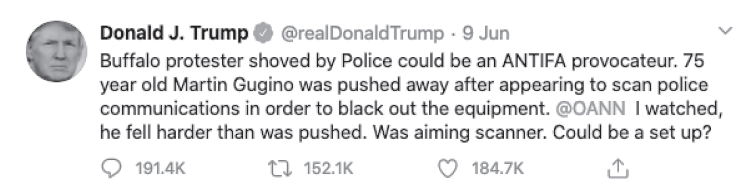
Goodwin attacks Biden for his criticism on police and siding with protesters. He also criminalises the BLM protesters by referring to them as “arsonists” and “looters,” which also undermines Biden’s reputation. By referencing a comment of an established journalist, Trump validates his opinion and presents this allegation about Biden and the protesters as a fact.

“Lamestream” is another term he regularly uses when referring to mainstream media outlets. As the etymology of the term “lame” + “mainstream” embodies, it refers disparagingly to the traditional media.<sup>58</sup> On June 8, he tweeted:<sup>59</sup>



This was a criticism towards mainstream media whose coverage was dominated by the ongoing BLM protests, and not reporting on the drop in unemployment, as announced by Department of Labor on June 5, despite the decrease being attributed possibly to “many states reopening their economies and sending people back to work, often against advice from healthcare and policy professionals.”<sup>60</sup>

On June 9, footage of an elderly protester being knocked down by a police officer in riot gear went viral on social and traditional media. In response to the outrage, he tweeted:<sup>61</sup>



Antifa is an anti-fascist and left-wing political movement started in 1980s, and is opposed to neo-Nazis, neo-fascism, white supremacists, racism and the alt-right.<sup>62</sup> It is not a centralised movement, however. Its disruptive tactics and willingness to use violence<sup>63</sup> have resulted in the right-wing’s claim that it is a terrorist organisation, and a petition was lodged in August 2017 to have it recognized as a terror group.<sup>64</sup> The response from the White House was that federal laws provide no mechanism to formally designate a domestic terrorist organisation,<sup>65</sup> yet, there is a tendency among the right-wing to consider the movement a terror group, as it has often been called as such by many prominent

figures including Donald Trump and Attorney General William Barr. As one of the far-right and pro-Trump news outlets, One America News Network (OANN) shares this view and the station aired a program titled “America Under Siege: Antifa”<sup>66</sup> in 2017. In its report on an antiracism protest in Buffalo on June 9, OANN described 75-year-old Martin Gugino as “a well-known activist, bragging on social media of far-left views.”<sup>67</sup> The President cites OANN as the source of information, which may add credibility to this claim, coming from a traditional media outlet. With the image of Antifa being terrorists, on an equal level with ISIS and Al Qaeda, he describes the 75-year-old protestor as a possible “ANTIFA provocateur”, which functionalises the man as a member of a terrorist organization. The use of the term ‘provocateur’, which is a synonym for words including agitator, demagogue and inciter, adds maliciousness and aggressiveness to both Antifa and the protestor, reenforcing the image of the movement as terroristic, although neither does he commit to the claim nor declare his belief with the use of a modal ‘could’ to hedge the possibility.<sup>68</sup> By degrading the protestor to a possible terrorist, he simultaneously legitimises the police officer’s action.

## **Conclusion**

The mental models President Trump expresses and conveys suit a certain type of scenario, in which Democrats are rigging elections by getting illegal immigrants to vote for them, and the Black Lives Matter protests are mere thuggery orchestrated by Antifa, and therefore, a heavy-handed response by the police and the military is totally justified. He also insinuates that, if elected, “Radical Left” Democrats and their ‘puppet’ leader Biden will release criminals from prison, and cities will be overwhelmed by anarchists and lawlessness.



These allegations are supported with references and retweets, while Trump himself stops short of declaring that he believes they are true. Neither does he appear interested in convincing everybody of his beliefs nor garnering support from a large majority, as these images will not go down well with those with different sets of knowledge, for example, of the history of police brutality or even the very history of the United States itself. However, those in the same epistemic community, who tend to consume the same news sources and share a similar set of social knowledge, will not have much difficulty in accepting and retaining the mental models construed from the President's tweets as knowledge, which can be recalled and used in order to understand other discursive events.

Mental models are the starting point of discourse. Discourse is informed by, and produced based on, the mental models of a speaker. At the same time, they are the intended result of discourse. Recipients construe and retain a mental model in their comprehension of discourse by activating vast amount of knowledge. This validates, justifies and confirms even the most biased briefs and ideologies and facilitates the sharing of such briefs with other members in the same epistemic community.

Embedded in Internet culture, especially in the United States, lies almost evangelical commitment to the First Amendment and therefore the freedom of speech. Pew Research Centre found that Americans are more tolerant of all forms of freedom of expression than others worldwide. A large majority in the U.S. think it is acceptable to make offensive comments about minority groups or their religious beliefs, and nearly half (44%) think calls for violent protests should be allowed.<sup>69</sup> This tendency is evident in the President's tweets and comments, for which he has been accused of racism,<sup>70</sup> "shameless misogyny,"<sup>71</sup> blatant lies<sup>72</sup> and conspiracy theories.<sup>73</sup> His words are often described as, "toxic"<sup>74</sup> dangerous<sup>75</sup> and irresponsible.<sup>76</sup> When asked why they

support the President, however, one of his supporters listed “his honesty” and “determination” for her reasons, while another described him as the “strong leader” that the US needs.<sup>77</sup> The stark differences of his reception are a manifestation of this radical libertarianism towards free speech, and if it does not translate into the responsibility that comes with it, it only seems appropriate to grant social networking sites the power to mediate and possibly remove such accounts or posts that can aggravate social issues such as racism, inequality, dominance or power abuse.

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# VOA 英語学習教材に見られる書き言葉と 話し言葉の言語的特徴

——選択体系機能言語学の視点から——

水野友貴

## Abstract

Characteristic differences between the features of spoken and written language have a decisive effect in making a text what it is in a certain context. There is a temptation to explain these differences only in terms of appropriateness and awkwardness when it might be more explicitly explained by looking closely at the grammatical and lexical features through which meanings are constructed. A functional linguistic perspective would focus on the inseparable relationship between language context and structure, and from there show how particular texts come to be constructed through choices of lexico-grammar. In this paper, the characteristics of an English learning material, *VOA (Voice of America) "Let's Learn English!"*, are analyzed from the perspective of Systemic Functional Linguistics (SFL) theory: register, lexical density, grammatical intricacy, thematic progression, and cohesion. Stress is laid on the importance of making characteristic differences between spoken and written language explicit. In this way, teachers can be given access to a valuable set of tools that will help students to identify linguistic features of spoken and written language, which should open up a way to develop higher levels of English literacy.

*Keywords: Systemic Functional Linguistics (SFL), functional grammar, register, lexical density, spoken language, written language, thematic progression, cohesion*

キーワード：選択体系機能言語学、機能文法、レジスター（言語使用域）、語彙密度、話し言葉、書き言葉、主題進行、結束性

## 1. はじめに

今年の春学期は未曾有のコロナ禍において、各大学は遠隔授業をすることが余儀なくされた。筆者の担当授業（1年生、2年生）では、指定教科書の学習に加え、ウェブサイトを活用した英語学習を採り入れる絶好の機会となった。「英語学習」もしくは「English Learning」と検索するとヒットする膨大な数の英語学習サイトの中でも、米国の Voice of America（以下 VOA）と英国の BBC の英語学習サイトは世界中の英語学習者および英語教育者向けに様々な情報に関するマルチメディア教材を無料で提供しており、最新ニュース、最新トピック、英会話、文法、発音などの各項目別に自律的な英語学習を支援するためのツールが一体化した、非常に優れた英語学習教材を提供している。

筆者担当の授業では、VOA「Learning English」の数々の無料学習プログラムの中から初級レベルの「Let's Learn English!（以下 LLE）Level 1」を補助教材として活用し、日常的によく使われる語彙・表現、基礎文法知識に加えて、米国の歴史、職場、友人関係、食べ物、年中行事などの文化的知識を学習した。LLE（Level 1 and 2）は VOA の言語学習専門家である Jill Robbins 博士によって Language Learning Strategy Instruction（LLSI）を統合したオンライン型のマルチメディア英語学習教材として世界中の EFL、ESL 学習者の自律的学習を支援するために開発された（Robbins, 2018）。また、教師向けにも各レッスンの scope & sequence および learning strategies が準備されており、非常に優れた教材である。筆者担当の受講生からは、「楽しみながら英語学習ができた」、「苦手な英語が好きになった」、「日常会話に応用できる聞く力や話す力が向上し

た」、さらに「教科書の読解力が向上した」などの好反応を多数得ることができた。

外国語教育において文部科学省は「4技能（聞く・話す・読む・書く）のコミュニケーション力強化」の到達目標を掲げており、グローバル化に対応した新たな英語教育改革実施計画（2013年12月公表）では、小・中・高を通じて一貫した学習到達目標を設定している。小学校中学年から始まる外国語（英語）の言語活動は主に話し言葉である。高等学校での高度な言語活動（発表、討論、交渉）のために必要な書き言葉の言語能力を発展させるためには、日常会話のインフォーマルな対話的言語である話し言葉の英語と、大学の専門科目や後学の社会生活などのフォーマルで高度に構成された書き言葉の英語の言語的特徴の違いが、その言語が使われる状況やコンテキストと、その言語が構築される語彙・文法の選択に大きく依存することを理解することが重要である。

選択体系機能言語学（Systemic Functional Grammar 以下適宜 SFL と呼ぶ）では、「誰が、誰に対して、どのような場面で、どのような方法を通じて、何について話しているのか」という伝達状況や伝達方法を表す「状況のコンテキスト」と、伝達内容を表す「テキスト」の語彙・文法の言語的特徴の不可分な関連性を様々な分析によって明示することが可能である。SFL 的分析によって、話し言葉と書き言葉の語彙、文法、テキスト構成などの言語的特徴を顕在化することができるため、コンテキストとテキストを関連づけた言語的意識を高め、その場に相応しい会話力の養成だけでなく、アカデミックな上級リテラシー能力の育成へとつながる重要な礎を築くツールとなることが示唆される。本稿では、SFL 理論を鍵概念として、英語の書き言葉と話し言葉の「なんとなく異なっている」と感じるテキストは、特定の状況のコンテキストを具現するための語彙文法の言語資源の選択によって構築されていることを、VOA 英語学習教材における言語的特徴に SFL 的焦点を当てて検証し、英語

教育への応用を考察する。

## 2. 話し言葉と書き言葉に関する先行研究

日本の英語教育における話し言葉の研究では、話し言葉文法を学ぶことは、言語形式への意識を高め、正誤に基づいた規範的規則だけでなく、コンテキストに応じた言語使用能力の育成において有意義であることが示唆されている（山崎，2017）。また、大学1年生の日本語を外国語とする学習者を対象とした研究では、意思伝達および文法の正確性にもかかわらず、日本語母語話者にはどこか「座りの悪さ」を覚えてしまう箇所について、学習者の言語的知識の欠如による話し言葉と書き言葉の使い分けの不適切さに起因していることが指摘されている（山本・大西，2003）。さらに、大学初年次教育における日本語の話し言葉と書き言葉に関する研究では、学生は話し言葉と書き言葉を感覚的に区別しているが、実証的かつ体系的に示すことは非常に困難であり、日本人学部生が話し言葉と書き言葉の混在した説明文中の話し言葉を書き言葉に修正する作業において「動詞を名詞化するなど、統語的なレベルでの話し言葉性が看過されやすい」ことが問題の一つとして指摘されている（石黒，2011）。

SFL理論を応用した多くの言語教育研究においては、話し言葉と書き言葉の違いを認識することは、高学年になるにつれて必要となる、複雑に構成されたテキストのリテラシー能力の育成にとってきわめて重要であることが示唆されている。日常会話における双方向的な話し言葉は、学校教育における口頭発表などの言語活動を通して、学校で期待され、高く評価される学問的、また後学の社会で要求される形式的な書き言葉へと発達する。この過程において語彙・文法の選択がどのようにテキスト

全体を形成するために機能しているかを SFL 理論に基づいて分析し、明示することの言語教育における有効性が多くの先行研究によって示されている (Christie, 1985; Halliday & Hasan, 1985; Schleppegrell, 2004; 佐々木, 2006a, 2006b, 2009)。

SFL 理論では、各場面で異なる「状況のコンテキスト」を具現する言語使用域 (register) は、活動領域 (field)・対人関係 (tenor)・伝達様式 (mode) の 3 つの変動要素の語彙・文法的言語資源を通じて 3 つの意味を同時に解釈構築すると捉える。活動領域では観念構成的意味 (ideational)、対人関係では対人的意味 (interpersonal)、伝達様式ではテキスト形成的意思 (textual) が同時に協働してテキストとして具現される。これら「状況のコンテキスト」の 3 つの変動要素の語彙・文法的選択と連動して解釈構築される 3 つの意味が、同時に協働して「その場面に相応しいテキスト」を構築する。そのため、話し言葉や書き言葉の「感覚的な座りの悪さ」の言語的特徴を顕在化させることによって、学習者の理解を促す手助けとなり得る。Schleppegrell (2004) は、社会言語学、応用言語学、談話分析による諸研究において上級リテラシー能力に求められる「脱文脈性 (decontextualization)」、「明示性 (explicitness)」、「複雑性 (complexity)」、「認知的要求度 (cognitive demand)」について、従来の研究では十分に顕在化されていなかった語彙・文法などの言語的特徴を SFL 的視点から分析、検証し、学校教育のレジスターが日常会話のレジスターとは異なった言語資源の選択から構築されていることを示唆している。上級になるにつれて、生徒は学校教育で要求される学問的タスクを解釈構築するための新しい方法を発達させる必要があり、その新しい方法は、語彙・文法の言語資源の選択によって可能となるため、文法知識の重要性が指摘されている (Schleppegrell, 2004)。

### 3. SFL における話し言葉と書き言葉の言語的特徴

Halliday (1994) は、テキストの意味（解釈）とその効果（評価）を明らかにするための談話分析はテキストとその要素の機能と意味とに目を向けるものでなければならないとし、テキストの言語的側面を明示的な形式で説明すると同時に、テキストが産出される状況のコンテキストと文化のコンテキストの非言語的側面とを関係づける基盤となる文法的重要性について言及している。機能文法は、テキストの語結合における語彙・文法の選択が機能的に「意味」を解釈構築していることを明示することができる。テープレコーダーの発明によって、伝統的には書き言葉の文法を話し言葉の文法として体系化することが可能となり、話し言葉の無意識性（unconsciousness）を一般的な原理とした上で、以下の2つの理由から話し言葉の重要性が指摘されている。

*One is that spoken language responds continually to the small but subtle changes in its environment, both verbal and non-verbal, and in so doing exhibits a rich pattern of semantic, and hence also of grammatical, variation that does not get explored in writing ... The second reason is that much of what the written language achieves lexically is achieved by the spoken language through the grammar (Halliday, 1994; xxiii-xxiv).*

話し言葉の言語的特徴の理解が重要である第1の理由は、話し言葉は言語的、非言語的の流動的なコンテキストにおいて意味の変差と文法的変差が連動しているため、主題や情報などのテキスト構成や、時制やモダリティのようなコンテキストの変化に対応するための選択体系のパターンが書き言葉と比較してかなり豊富であることである。また、第2の理由は、話し言葉のテキストの意味が語彙よりも文法に大きく依存する

ことによる複雑性が示されているためである。また、話し言葉の特徴の記述がない理論的枠組みでは、言語体系についての貧弱な見解しか示すことができないという観点から、英語の話し言葉に固有の特性（リズム、情報焦点（音調配分）、心的姿勢（音調）に加えて、主題、節複合、モダリティ）についても言及されている（Halliday, 1994）。

また、書き言葉の言語的特徴として、独話的、非対話的、非対面、非コンテキスト依存型、明確な論理的構成などがあり、これらの言語的特徴は、上級の語彙、標準的文法の言語資源の選択によって具現され、文法的複雑性と語彙選択による語彙密度と深く関連している（Eggins, 2004）。書き言葉は、多くの語を1つの節に詰め込むため、話し言葉では節として表現されるものが、名詞群に置き換えられる文法的比喩が関与することによって、書き言葉の複雑性の本質的な性質が示される（Halliday, 1994）。次章では、VOAのLLE Level 1の一例における書き言葉と話し言葉の言語的特徴についてSFL理論に基づいて分析し、話し言葉と書き言葉の言語的特徴を考察する。

#### 4. テキスト分析による話し言葉と書き言葉の比較

VOAのLLEでは、アメリカ人主人公のAnnaのWashington, D.C.での日常生活における様々な場面を通じて、アメリカ英語（口語）とアメリカ文化を学ぶことができる。言語学習方略（Language Learning Strategy Instruction (LLSI)）を統合した初級レベルの自律的英語学習教材であり、各レッスンでは学習項目（資料1）が示されている。本章では、LLEの全52レッスン（レベル1）の中から、ニュースキャスターのAnnaとディレクターのCathy (Ms. Weaver)とのニュース番組収録現場での会話が登場する「Lesson 18: She Always Does That!」の発話（テキスト1）



において、登場人物が同じ場面を共有しているにもかかわらず、話し言葉と書き言葉が混在していることを SFL 的分析によって検証する。

#### 4.1. 言語使用域 (register)

最初に SFL のレジスターの概念に基づいて、テキスト 1 の状況のコンテキストの 3 つの要素を考察する。レジスターは、誰がどのような状況で誰に何をするかについての観念を提示する「活動領域 (field)」、誰と誰が何のために話しているのかについての立場の取り方を示す「役割関係 (tenor)」、どのような手段で話しているのかによるテキストの構造を示す「伝達様式 (mode)」の 3 つの要素によって同時に構築される。言語がどのように多種多様なコンテキストを具現するかを 3 つの変動要素の分析によって明示することが可能になる。

テキスト 1 は、登場人物 Anna と Cathy (Ms. Weaver) の二人のみの発話で構成される口頭言語のテキストである。Anna と Cathy のやりとりの場面であるレジスター(i)と、Anna がニュースを読み上げる場面であるレジスター(ii)において、話し言葉と書き言葉のレジスターが具現されていることを SFL 的分析によって検証するために 2 つのレジスターを節単位で表記する (表 1)。各レジスターの活動領域、役割関係、伝達様式の 3 つの変動要素の違いによって、異なった状況のコンテキストが具現されていることを以下のように明示することができる (表 2)。

#### 4.2. 語彙密度 (lexical density) と文法的錯綜性 (grammatical intricacy)

話し言葉と書き言葉は、テキストの総語数と内容語 (名詞、動詞、形容詞、副詞) 数との比率である「語彙密度」と、テキストの文と節の数との比率である「文法的錯綜性」の違いによって示すことができる。書き言葉は話し言葉よりも語彙密度が高く、話し言葉は書き言葉よりも文法的錯綜性が高いことが特徴である (Halliday, 1994; Eggins, 2004;

表1 テキスト1における2つのレジスター

|           | 節 (Clause) 番号                           |
|-----------|---|
| レジスター(i)  | 6-14, 20-30, 37-43, 48-55, 64-79, 86-96 |
| レジスター(ii) | 16-19, 32-36, 45-47, 57-62, 81-85       |

表2 レジスター(i)/(ii)の状況のコンテキスト

|      | レジスター(i)                         | レジスター(ii)                       |
|------|----------------------------------|---------------------------------|
| 活動領域 | ニュース番組収録現場                       | ニュース番組                          |
| 役割関係 | 上司（番組ディレクター）と部下（ニュースキャスター）指示を与える | 専門家（ニュースキャスター）と一般人（番組視聴者）情報を伝える |
| 伝達様式 | 口頭、対話的、対面（双方向）                   | 口頭、権威的、非対面（一方向）                 |

表3 レジスター(i)/(ii)の語彙密度と文法錯綜性

|        | 節#    | レジスター(i) |        | レジスター(ii) |        |
|--------|-------|----------|--------|-----------|--------|
|        |       | 語彙密度(%)  | 文法的錯綜性 | 語彙密度(%)   | 文法的錯綜性 |
| (i)-1  | 6-14  | 66.67    | 1.1    |           |        |
| (ii)-1 | 15-19 |          |        | 50        | 1      |
| (i)-2  | 20-30 | 59.46    | 1      |           |        |
| (ii)-2 | 31-36 |          |        | 53.33     | 1      |
| (i)-3  | 37-43 | 53.57    | 1      |           |        |
| (ii)-3 | 44-47 |          |        | 46.67     | 2      |
| (i)-4  | 48-55 | 45.1     | 1.1    |           |        |
| (ii)-4 | 56-62 |          |        | 46.88     | 2      |
| (i)-5  | 64-79 | 45.1     | 1.2    |           |        |
| (ii)-5 | 80-85 |          |        | 53.33     | 1.5    |
| (i)-6  | 86-96 | 42.22    | 1.2    |           |        |
|        | 平均値   | 53.02    | 1.1    | 50.04     | 1.5    |

(注) 語彙密度はウェブサイト Analyze My Writing を使用（資料2 参照）

Schlepppegrell, 2004; McCabe, 2017)。分析の結果、レジスター(i)/(ii)の語彙密度の平均値は(i)の方が高く、文法的錯綜性は(ii)の方が高いことが示され（表3）、この数値からすると話し言葉と書き言葉の特徴と一致し

ない。その理由として、1つ目にこのテキストが初級英語学習教材であるため本物のニュースで使用される言語とは異なること、2つ目に、ニュースの言語は書き言葉であると認識されるけれども、ニュースの内容によっては話し言葉に近くなる傾向があるかもしれないことが示唆される。この2点については、筆者自身の見解であり、今後の研究において検証すべき課題としたい。

#### 4.3. 主題進行 (thematic progression) と結束装置 (cohesive devices)

レジスター(i)/(ii)の言語的違いが最も顕著に表れているのが主題である(表4)。話し言葉と書き言葉の違いは主題(Theme)と題述(Rheme)の構造にも現れる(Halliday, 1994; Eggins, 2004; Schleppegrell, 2004; McCabe, 2017)。主題は、レジスターの活動領域における「経験的意味」と役割関係における「対人的意味」を線状(linear)に捉えた時に生じる、節における単語(語彙)間の配列である伝達様式の「テキスト形成的意味」を具現し、テキスト全体の首尾一貫性を構築する(龍城, 2006)。すべての選択には動機があり、節頭に話し手の関心事が具現されるので、主題は、テキストの経験的意味、対人的意味へと聞き手を導く「旅の出発点」としての道標であり、題述は、その意味の方向性を示す「旅の目的地」となる(Halliday, 1994)。主題と題述の2つの部分に分割して統語構造を捉える分析法は、話し手と聞き手の機能的な観点にその基礎をなしており、機能主義の最たるものである(龍城, 2006)。

主題は、典型的にテキスト形成的主题^対人的主题^話題的主题の順番で具現される。「話題的主题」は、過程構成の参与要素(名詞群)、過程中心核部(動詞群)、状況要素(副詞節、前置詞群)によって構成され、最も大切な内容を示す。「対人的主题」には、呼称、モーダル、叙述表示的な要素が含まれ、「テキスト形成的主题」には、先行テキストとの関係が含まれる。以下の例では、経験的意味(誰がどこで何をしたか)と、

対人的意味（叙法、モダリティ）は同じであるが、主題（下線）が異なっている。文2、文3は、状況要素が主題となるため、主語（太字）は題述となり、有標として捉えられる。

| 主題                           | 題述  |
|------------------------------|---|
| 1. <u>The lion</u>           | beat the unicorn all round the town.              |
| 2. <u>All round the town</u> | <b>the lion</b> beat the unicorn.                 |
| 3. <u>By the lion</u>        | <b>the unicorn</b> was beaten all round the town. |
| 4. <u>The unicorn</u>        | was beaten all round the town by the lion.        |

(Butt, D. et al., 2000: 136)

主題の選択は、話し手が伝えようとする内容における大切な部分に焦点をあてることによって、テキストに語彙的、文法的な結束性をもたせる。結束性は、語彙的言語資源（反復、意味関係、等価、類似）と文法的言語資源（照応、接続、省略、代用）の結束装置（cohesive devices）によって具現され、テキストに首尾一貫性を与える（Halliday, 1994; Halliday and Hasan, 1985; Gibbons, 1991; Eggins, 2004）。

レジスター(i)/(ii)の主題分析の結果、両方のレジスターにおいて話題の主題が最も多く、呼称や叙法を具現する対人的主題は、(i)では24%であるのに対し、(ii)では0%であり、(i)が呼びかけや疑問文が多い日常会話のコンテキストを具現していることが示されている（表4）。

さらに、話題の主題分析の結果、(i)では、35%が過程中核部、つまり命令文が3割以上を占めており、ディレクター（Caty）がニュースキャスター（Anna）に指示を与えるコンテキストが具現されていることが示される（表4）。一方、(ii)では、89%が参与要素、11%が状況要素であり、過程中核部は全くないことから、ニュース報道の目的である情報伝達が具現されていることが示される（表5）。また、状況要素（In

表4 レジスター(i)/(ii)の主題分析

|           | (i)        | (ii)       |
|-----------|------------|------------|
| 主題        | 54         | 19         |
| テキスト形成的主題 | 10 (18.5%) | 0 (0%)     |
| 対人的主題     | 10 (18.5%) | 0 (0%)     |
| 話題的主題     | 51 (24%)   | 19 (18.5%) |

表5 レジスター(i)/(ii)の話題的主題

|        | (i) |   |   |   |    |   |             | (ii) |   |   |   |   |             |
|--------|-----|---|---|---|----|---|-------------|------|---|---|---|---|-------------|
|        | 1   | 2 | 3 | 4 | 5  | 6 | 計           | 1    | 2 | 3 | 4 | 5 | 計           |
| 参与要素   | 5   | 6 | 4 | 2 | 10 | 6 | 33<br>(65%) | 4    | 5 | 0 | 4 | 4 | 17<br>(89%) |
| 過过程中核部 | 2   | 3 | 3 | 3 | 4  | 3 | 18<br>(35%) | 0    | 0 | 0 | 0 | 0 | 0<br>(0%)   |
| 状況要素   | 0   | 0 | 0 | 0 | 0  | 0 | 0<br>(0%)   | 0    | 0 | 1 | 1 | 0 | 2<br>(11%)  |
| 計      | 7   | 9 | 7 | 5 | 14 | 9 | 51          | 4    | 5 | 1 | 5 | 4 | 19          |

Indiana) が節頭に具現することによって、そのニュースの場所が強調されていると考えられる。

次に、文法的結束装置を分析することによって、2つのレジスターの特性を示す。照応の分析では、(i)は双方向的な対面の談話のコンテキストを共有する人称代名詞による外部照応が多いが、(ii)は一方向的な発話であるため、代名詞は全て前方照応であり、脱文脈的なニュース報道の情報伝達における書き言葉のレジスターを具現していることが明示される(表6)。また、テキスト形成的話題では、(i)においては、相手の発話に繋がりを持たせるために機能する接続詞が多いのに対し、(ii)では、ニュース報道の論理構成を示すシグナルワードとして機能している(表7)。省略・代用に関しても、(i)は(ii)と比較して80%以上多く具現していることから、話し言葉の特徴を顕示していることが分析結果により示

表6 レジスター(i)/(ii)の照応の分析

|           | (i)      | (ii)     |
|-----------|----------|----------|
| 前方照応／人称要素 | 0 ( 7%)  | 10 (43%) |
| 前方照応／指示要素 | 5 ( 9%)  | 8 (35%)  |
| 外部照応／人称要素 | 23 (42%) | 0 ( 0%)  |
| 外部照応／指示要素 | 11 (20%) | 0 ( 0%)  |
| 自己照応      | 15 (29%) | 5 (22%)  |
| 計         | 54       | 23       |

表7 レジスター(i)/(ii)の接続詞の分析

|               | (i)     | (ii)    |
|---------------|---------|---------|
| 逆接 (but)      | 3 (30%) | 2 (67%) |
| 時 (when)      | 2 (20%) | 1 (33%) |
| 追加 (and, now) | 5 (50%) | 0 ( 0%) |
| 計             | 10      | 3       |

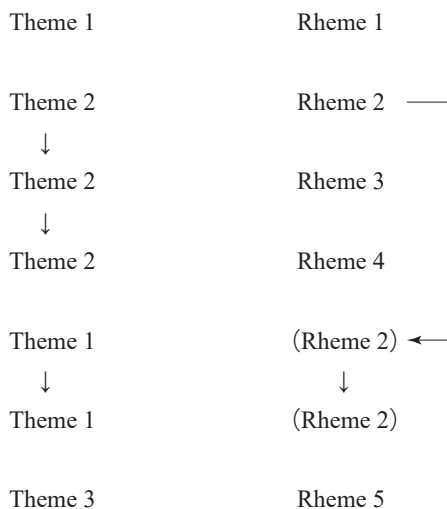
表8 レジスター(i)/(ii)の省略／代用の数

|    | (i) | (ii) |
|----|-----|------|
| 省略 | 10  | 0    |
| 代用 | 2   | 1    |

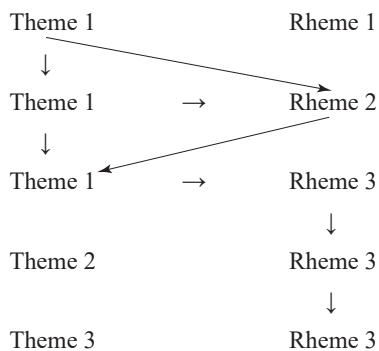
された (表8)。

最後に、主題進行においてもレジスター間に顕著な違いが見られることを示すことができる。テキスト1の例はレジスター(i)-1における主題進行の場合、主題(Theme)は、発話の当事者(Anna-Theme 1; Caty-Theme 2; Anna and Caty-Theme 3)のみで進行している一方で、様々な題述(Rheme)が混在し、Rheme 2 (read the news)が談話の主な関心事項であることが示される。一方、ニュース報道における書き言葉のレジスターを具現する(ii)-2は、新刊本(Theme 1-A new book)とその主人公(Rheme 3-a lost duckling)がニュースの関心事項であることが示さ

## [レジスター(i)-1の主題進行]



## [レジスター(ii)-2の主題進行]



れる。

このように、SFL 理論に基づいて、テキスト形成的意味を解釈構築する主題をさまざまな角度から分析することが可能となる。分析結果を数字、図式などで可視化することによって、テキストの語彙的・文法的言

語的特徴を明示することができるため、「主語－動詞」の統語構造と主題選択とを関連づけて、効果的にメッセージを伝達する方法を理解する手助けとなり、英語教育における応用が期待できる。

## 6. まとめと今後の課題

学生が身近に感じる話し言葉と学門的、社会的に必要とされる書き言葉の言語的特徴に対する意識を高めることによって、言語がどのように使用され、どのように機能しているのかを言語的側面と非言語的側面とを関連付けて認識できるようになることが、話し言葉に焦点を当てた言語的知識習得の意義であろう。そして、そのような言語的側面を理解するためには、語彙・文法規則の知識が必須である。

数年にわたり、筆者の担当授業の受講生の80%以上が英語学習の個人目標を「話す力、聞く力の向上」と回答している。多くの学生の英会話力を向上させつつ、上級リテラシーに必要な「読む力、書く力」を発達させるためには、話し言葉と書き言葉の間に優劣をつけるのではなく、それぞれの異なった種類の言語が、意思伝達において異なった目的を達成するために、異なった言語使用方法をするための語彙・文法によって構成されていることを可視化することによって学習者の理解を促すことが重要であり、高等教育や社会で必要な高度で複雑なテキスト構成を理解し、上級リテラシーや批判的思考力向上へと繋げるための有意義な言語知識となるにちがいない。

本稿では、SFL理論に基づいた分析が話し言葉と書き言葉の言語的特徴を様々な観点から明示するための有効なツールとなり得ることが検証された。コンテキストとテキストの関連性に加えて、語彙・文法の選択によるテキスト構成の側面から話し言葉と書き言葉の違いを顕在化し、



言語が果たしている役割や機能に対する言語的意識を高めるための手助けとして、英語教育での応用も期待できる。今後の課題としては、今回の分析をもとに、話し言葉と書き言葉のテキストをSFL的視点から比較分析することによって、主題の選択が結束装置と共にテキスト全体の首尾一貫性や論理的構成において重要な役割を果たしていることを検証したい。

### テキスト 1. VOE Let's Learn English! Lesson 18: She Always Does That!

主題—テキスト形成的主題／対人的主題／話題的主題

主語

結束装置

<sup>1,2,3</sup>照応：<sup>a,b,c</sup>接続詞：( ) 省略：▷ ◁代用：{ { } 埋め込み節

| レジスター | 文 # | 節 Cl#  |   |
|-------|-----|--------|---|
|       | 1   | 1      | Hello, from Washington, D.C.!   |
|       | 2   | 2      | Today at work <u>I</u> am reading the news for the first time.                      |
|       | 3   | 3      | <u>I</u> am really nervous.   |
|       | 4   | 4<br>5 | But <u>my boss, Ms. Weaver</u> , is here to help me.                                |
| (i)-1 | 5   | 6      | <u>Now</u> <sup>a</sup> , Anna, <u>remember</u> .                                   |
|       | 6   | 7      | <u>When</u> <sup>b</sup> <u>we</u> <sup>1</sup> read <u>the</u> <sup>(1)</sup> news |
|       |     | 8      | <u>we</u> <sup>1</sup> are always reading facts.                                    |
|       | 7   | 9      | <u>We</u> <sup>1</sup> never show <u>our</u> <sup>1</sup> feelings.                 |
|       | 8   | 10     | Sure thing, Ms. Weaver.   |
| 9     | 11  | Great. |   |
| (i)-1 | 10  | 12     | Are <u>you</u> <sup>2</sup> ready (to read <u>the</u> <sup>(1)</sup> news)?         |
|       | 11  | 13     | Yes <u>I</u> <sup>2</sup> am ready (to read <u>the</u> <sup>(1)</sup> news).        |
|       | 12  | 14     | Okay, <u>let's</u> <sup>1</sup> try <u>the</u> <sup>(2)</sup> first story!          |


|        |    |  |  |
|--------|----|--|--|
|        | 13 | 15   | Hello, and <u>welcome</u> to The News.   |
| (ii)-1 | 14 | 16   | <u>A new book</u> <sup>3</sup> is very popular with children and families.                                       |
|        | 15 | 17   | <u>This</u> <sup>3</sup> is <u>it</u> <sup>3</sup> .   |
|        | 16 | 18   | <u>It</u> <sup>3</sup> is about <u>a lost duckling</u> <sup>4</sup> .  |
|        | 17 | 19   | <u>The duck's</u> <sup>4</sup> <u>mother</u> cannot find <u>him</u> <sup>4</sup> .                               |
| (i)-2  | 18 | 20   | <b>Stop !</b>  |
|        | 19 | 21   | Anna, <u>when</u> <sup>c</sup> <u>you</u> <sup>2</sup> say <u>the</u> <sup>(3)</sup> words “duck” and “duckling” |
|        | 22 | 22   | <u>you</u> <sup>2</sup> look really sad.   |
|        | 20 | 23   | <u>I</u> <sup>2</sup> do look sad ?  |
|        | 21 | 24   | <b>Yes</b> (you do look sad)   |
|        | 22 | 25   | <u>Sad</u> is a feeling.   |
|        | 23 | 26   | <u>Sad</u> is not a fact.  |
|        | 24 | 27   | Sorry.   |
|        | 25 | 28   | <u>Let</u> <sup>me</sup> <sup>2</sup> try again.   |
| 26     | 29 | Okay, <u>she</u> <sup>2</sup> 's trying again!                                     |  |
| 27     | 30 | <u>And</u> <sup>h</sup> <b>go</b> .  |  |
|        | 28 | 31   | Hello, and <u>welcome</u> to The News.   |
| (ii)-2 | 29 | 32   | <u>A new book</u> <sup>3</sup> is very popular with children and families.                                       |
|        | 30 | 33   | <u>This</u> <sup>3</sup> is <u>it</u> <sup>3</sup> .   |
|        | 31 | 34   | <u>It</u> <sup>3</sup> is about <u>a lost duckling</u> <sup>4</sup> .  |
|        | 32 | 35   | <u>The</u> <sup>(4)</sup> <u>duck's</u> <sup>4</sup> <u>mother</u> can not find <u>him</u> <sup>4</sup> .        |
|        | 33 | 36   | <u>But</u> <sup>e</sup> <u>a family</u> gives <u>him</u> <sup>4</sup> a home.                                    |
| (i)-3  | 34 | 37   | <b>Stop!</b>   |
|        | 35 | 38   | Anna, <u>you</u> <sup>2</sup> are doing <u>it</u> <sup>6</sup> ▷ showing emotion ◁ again.                        |
|        | 36 | 39   | <u>This</u> <sup>3</sup> <u>story</u> is very sad.   |
|        | 37 | 40   | <u>I</u> <sup>6</sup> have an idea.  |
| 38     | 41 | <u>Let</u> <sup>'s</sup> <sup>1</sup> read <u>the</u> <sup>(5)</sup> second story. |  |

|        |    |                                     |  |
|--------|----|-------------------------------------|--|
| (i)-3  | 39 | 42                                  | <u>She</u> <sup>2</sup> 's reading <u>the</u> <sup>(5)</sup> second story.                           |
|        | 40 | 43                                  | <u>And</u> <sup>f</sup> ... <u>go</u> !  |
|        | 41 | 44                                  | Hello, <u>and</u> <u>welcome</u> to The News.  |
| (ii)-3 | 42 | 45                                  | In Indiana, <u>a grandmother</u> <sup>7</sup> is <u>the</u> <sup>(6)</sup> first 80-year-old woman   |
|        | 46 | 46                                  | <u>[[to win The<sup>(7)</sup> Race Car 500]]</u> <sup>7</sup> .                                      |
|        | 43 | 47                                  | <u>That</u> <sup>8</sup> is awesome!   |
| (i)-4  | 44 | 48                                  | <u>Stop!</u>   |
|        | 45 | 49                                  | <u>Stop!</u>   |
|        | 46 | 50                                  | Anna, <u>please</u> (show) — no feelings.  |
|        | 47 | 51                                  | Right.   |
|        | 48 | 52                                  | <u>But</u> <sup>g</sup> <u>it</u> <sup>8</sup> is awesome  |
|        | 53 | 53                                  | that <u>an 80-year-old grandmother</u> <sup>7</sup> wins a car race.                                 |
|        | 49 | 54                                  | (You should tell) Just <u>the</u> <sup>(8)</sup> facts, Anna.  |
|        | 50 | 55                                  | Right.   |
|        | 51 | 56                                  | Hello, <u>and</u> <u>welcome</u> to The News.  |
| (ii)-4 | 52 | 57                                  | In Indiana, <u>a grandmother</u> is <u>the</u> <sup>(6)</sup> first 80-year-old woman                |
|        | 58 | 58                                  | <u>to win The<sup>(8)</sup> Race Car 500</u> <sup>7</sup> .  |
|        | 53 | 59                                  | <u>She</u> <sup>7</sup> rarely talks to reporters.   |
|        | 54 | 60                                  | <u>But</u> <sup>h</sup> <u>when</u> <sup>i</sup> <u>she</u> <sup>7</sup> does ▷ talk to reporters ◁, |
|        | 61 | <u>she</u> <sup>7</sup> often says, |  |
|        | 62 | 62                                  | “ <u>Nothing</u> can stop <u>me</u> <sup>7</sup> now!”   |
|        | 55 | 63                                  | <u>I</u> <sup>2</sup> am very happy for <u>her</u> <sup>7</sup> !                                    |
| (i)-5  | 56 | 64                                  | <u>Stop.</u>   |
|        | 65 | 65                                  | <u>stop.</u>   |
|        | 66 | 66                                  | <u>stop!!</u>  |
|        | 57 | 67                                  | Anna, <u>you</u> <sup>2</sup> cannot say   |
|        | 68 | 68                                  | <u>{{that you<sup>2</sup> are happy}}</u> .  |
|        | 58 | 69                                  | <u>But</u> <sup>j</sup> <u>I</u> <sup>2</sup> am happy.  |

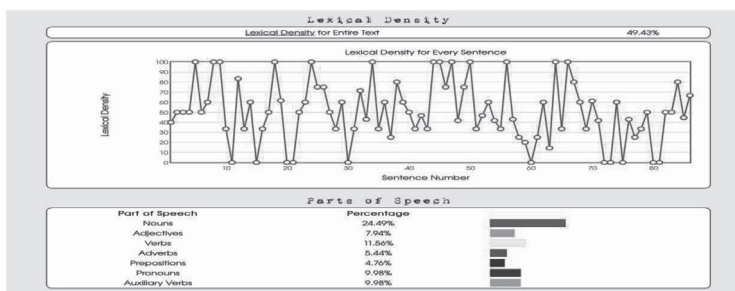
|        |    |  |  |
|--------|----|--|--|
| (i)-5  | 59 | 70   | <u>But</u> <sup>k</sup> <u>you</u> <sup>2</sup> can't say <u>it</u> <sup>9</sup> .   |
|        | 60 | 71   | <u>Why</u> (can't I say that I'm happy)?   |
|        | 61 | 72   | <u>This</u> <sup>8</sup> is <u>the</u> <sup>(1)</sup> News.  |
|        | 62 | 73   | <u>Happy and sad</u> are feelings.   |
|        | 63 | 74   | <u>You</u> <sup>2</sup> can't have <u>them</u> <sup>9</sup> in <u>The</u> <sup>(1)</sup> News.   |
|        | 64 | 75   | Okay.  |
|        | 65 | 76   | <u>I</u> <sup>2</sup> got <u>it</u> <sup>10</sup> .  |
|        | 66 | 77   | Okay.  |
|        | 67 | 78   | <u>Let's</u> try <u>the</u> <sup>(9)</sup> third story.  |
| 68     | 79 | <u>She</u> <sup>2</sup> ' s reading <u>the</u> <sup>(9)</sup> third story! |  |
|        | 69 | 80   | <u>Hello and welcome</u> to The News.  |
| (ii)-5 | 70 | 81   | <u>City politicians in Big Town</u> are using city money   |
|        |    | 82   | to have a big party on a cruise ship.  |
|        | 71 | 83   | <u>They</u> <sup>11</sup> are taking <u>the</u> <sup>(10)</sup> money for <u>the</u> <sup>(11)</sup> party from <u>the</u> <sup>(12)</sup> children's library. |
|        | 72 | 84   | <u>What</u> ?!?  |
|        | 73 | 85   | <u>That</u> <sup>12</sup> makes <u>me</u> <sup>2</sup> very angry.   |
| (i)-6  | 74 | 86   | <u>No</u> , no, no! (you can't say you are angry.)   |
|        | 75 | 87   | Anna, <u>you</u> <sup>2</sup> cannot say   |
|        |    | 88   | <u>you</u> <sup>2</sup> are angry!   |
|        | 76 | 89   | <u>This</u> <sup>13</sup> is <u>The</u> <sup>(1)</sup> News!!!   |
| (i)-6  | 77 | 90   | <u>What</u> can <u>I</u> <sup>2</sup> do, <u>Ms. Weaver</u> <sup>6</sup> ?   |
|        | 78 | 91   | (I) Take out <u>my</u> <sup>(2)</sup> feelings   |
|        |    | 92   | <u>and</u> <sup>1</sup> (I) put <u>them</u> <sup>14</sup> <u>here</u> <sup>15</sup> ... <u>on the</u> <sup>(13)</sup> news desk <sup>15</sup> ?                |
|        | 79 | 93   | Yes, yes.  |
|        | 80 | 94   | <u>That</u> <sup>16</sup> 's right!  |
|        | 81 | 95   | <u>Now</u> <u>you</u> <sup>2</sup> 've got <u>it</u> <sup>16</sup> !   |

|       |    |    |   |
|-------|----|----|---|
| (i)-6 | 82 | 96 | <u>Let's</u> <sup>1</sup> repeat <u>the</u> <sup>(2)</sup> first story. |
|       | 83 | 97 | <u>This</u> <sup>17</sup> is going to be a very long day.               |
|       | 84 | 98 | Until next time!  |

## 資料1 VOA Learning English Lesson 18の学習項目

|  |  |  |  |
|--|--|--|--|
|  <b>LEVEL 1<br/>LESSON 18<br/>HOW ABOUT THIS?</b> |  | <b>VOA Learning English</b>  |  |
| <b>Topics</b><br>Reacting to information<br>Facts or feelings  |  | <b>Prepare Before Class</b><br>Cards or paper strips with verbs<br>Pictures of foods that are familiar to students or the food images from this lesson<br>Ordinal number cards   |  |
| <b>Learning Strategy</b><br>Grouping   |  | <b>Goals</b><br><b>Grammar:</b> Describing frequency of actions; object pronouns; ordinal numbers<br><b>Speaking:</b> Using the phrase 'get it'<br><b>Pronunciation:</b> Object pronouns with /h/ sound deleted ('em; 'in); two ways to pronounce -s at the end of words |  |

## 資料2 Analyze My Writing による分析結果 (抜粋)



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- Analyze My Writing <https://www.analyzemywriting.com/index.html>

VOA Learning English “Let’s Learn English!” – Lesson 18 <https://learningenglish.voanews.com/a/lets-learn-english-lesson-18-she-always-does-that/3357748.html>

# Masking the Face while Showing the Person in COVID-19 Reporting

David DYKES

## 1. Introduction

The local section of the *Chunichi Shinbun* newspaper Mikawa edition includes an occasional feature series ‘Mikawa Dayori’ (三河だより, ‘Word from Mikawa’) in which reporters share their experiences of reporting in the area. The layout has an illustration-style portrait of the reporter above a map of Mikawa Bay. Then comes the feature title surrounded by a text of around 430 Japanese characters, equivalent to roughly 210 words in English. This year, several of the features have been observations on the impacts of the COVID-19 virus on reporting work. One such piece by reporter Suzuki Hiroto (鈴木弘人) of the newspaper’s Tahara office was headed ‘Reporting in the corona emergency’ (コロナ禍の取材) (Suzuki 2020).

A lot of local reporting combines a coverage of some representative activity with an interview and photo of someone engaged in it and often the reporter doubles as the photographer. The photo needs to capture the interviewee’s role in a way that strikes the reader as both committed and relaxed. One way to achieve this is to coax the interviewee into a mood and then snap the picture at just the right moment. But this becomes harder to do ‘in the corona emergency’ when the reporter and interviewee are wearing face masks. Also, with the



mouth area of the interviewee's face invisible, the eyes not only need to be as expressive as ever; if anything, there is a need of enhanced expressiveness to make up for the unseen mouth.

This is a fairly light text, and my interest in it will be not so much from the point of view of the cultural or social meanings of face concealment, but more in relation with linguistic expressions of role relationships, at the whole text, or at any rate at a substantial text passage level. I will be on the lookout for language patterns typical of frequently encountered social activities and of the text types associated with them. I will also be interested in the kind of interaction difficulties that arise from stresses of role displacement at times of social turbulence such as the COVID-19 pandemic that the world is at present passing through.

## **2. Texts for the sharing of experiences and texts that recommend actions**

The text 'Reporting in the corona emergency' can be found in an appendix at the back of this paper. Apart from its topical interest, another reason for choosing this as an example is for its rich textual variety, which I will explain shortly. The Japanese text (Appendix [J]) is quoted in full, and followed up with an English translation (Appendix [E]). This translation aims to preserve linguistic features of the Japanese original as far as is comfortably possible, including for example the distributions of main and subordinate clauses. Occasionally, this may result in small oddities, as when I translate the closing stage of a photo-taking session in the form:

Then waiting for the stiff smile to settle into a more natural expression while engaging in small talk, press the shutter. Suzuki 2020 [3]

This is from a longer episode describing the several stages of taking an interview photo that the local news reporter would have gone through in the past. The part ‘press the shutter’ is offered as a match for シャッターを切る (‘shatta- o kiru’) but this is not connected up within the sentence. If it links with the sentence before, it can be accommodated as ‘Then ... I would press the shutter’ (habitually speaking). But it could also be taken as an explanation closure: ‘press the shutter’ (that’s the last thing to do). As both interpretations are viable and the Japanese has no trace of a past tense, I keep to that in the translation, even though it is not the choice I would go for myself. Similarly, I would prefer instinctively to say ‘I engage in small talk while waiting for the stiff smile to settle into a more natural expression so that I can press the shutter’ but in the Japanese the waiting precedes the small talk and ‘press’ is the main clause verb. That are limits to how much order straining is tolerable, but I have generally gone about as far as I dare.

Now let me proceed to some theory, which I will try to compress to a minimum. In recent years, linguists in Hong Kong Polytechnic University have drawn up a topology of text types occurring with particular socio-semiotic activities (Matthiessen, Teruya and Lam 2010: 179–180). ‘Socio-semiotic’ means based on socially shared signing systems, such as speech (Halliday 1978). These activities can be displayed on a segmented disc, with more direct and simply described interactions at the base and more elaborate and less direct ones at the top. Figure 1 partially reproduces this scheme, but with many finer details omitted. The suggested direction arrows and the question glosses *more direct?* and *less direct?* reflect my own views on this layout and are not features of the source diagrams:

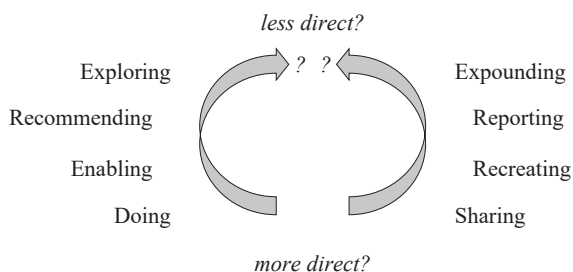


Figure 1 Socio-semiotic activity types, abbreviated from Halliday and Matthiessen 2014: 37

(Note: The direction arrows and the questions in italics are my additions and reflect my own views on this layout)

In addition to what I see as a rise in interactional complexity from bottom to top of the figure, it is also possible to make out a difference in mood, or meta-mood, between an imperative-like concern for action outcomes on the left side and an indicative-like concern for experience sharing on the right. Halliday and Matthiessen's terms for these meta-mood functions are 'proposals' for the imperative-like ones and 'propositions' for the indicative-like ones (Halliday and Matthiessen 2014: 138–139). On the left side, at the bottom, a 'Doing' text or passage might be a request for compliance, while 'Enabling' would also take account of what is possible or permitted and might take the form of a set of rules or instructions. 'Recommending' would further bring in the interests of the hearer or some other party, while 'Exploring' would extend to a broader scope and offer a moral or practical overview of options. Similarly, on the right, 'Sharing' at the bottom might be the telling of an experience or feeling, 'Recreating' would involve some additional process of narration or performance, 'Reporting' is a sorting of experience into relevant categories of place, time and circumstance, and 'Expounding', again, would provide an overview. These eight types of interaction do not cover everything that can be

done in a text, but they cover a great deal. Below, I list passages of Suzuki's text which can be claimed (at a micro level) to be representative of the eight types. Perhaps the reader may agree that there is a lot of variety here. I am assuming, I should add, that these text type distinctions can be applied to this text both in English and Japanese, but the reader should verify this. For texts with culture-specific roots, it may not always be true.

Table 1. Micro passages that seem locally representative of the eight interaction types

| <i>Candidate examples for micro level interactions of Doing</i>   |   |
|---|---|
| Exploring   | ... go to more trouble over <u>the expressions I use in the write-up.</u><br><u>What was the tone of voice? How was the gesture?</u>            |
| Recommending  | ... thinking all the while " <u>Must look about right now,</u> " I'll be pressing on the shutter.   |
| Enabling  | ... Then, <u>waiting for the stiff smile to settle into a more natural expression while engaging in small talk,</u> press the shutter.          |
| Doing   | " <u>Riight! Smiile now!</u> "  |
| <i>Candidate examples for micro level interactions of Sharing</i> |   |
| Expounding  | But <u>with a mask on, the expression is hard to make out. These days, I point the camera and wait for the smile to appear around the eyes.</u> |
| Reporting   | ... <u>in the newspaper, the number of photos taken of people with their masks on has increased.</u>  |
| Recreating  | " <u>Left it behind again.</u> " <u>On my way to an interview, I realise I'm not wearing a mask and have to return to the car park.</u>         |
| Sharing   | ... <u>it's still a relief that I noticed before getting there.</u>   |

Originally, these interaction types are meant as interpretation schemes for whole texts or extended passages. Taken in that scope, 'Reporting in the corona emergency', which tells of recent problems encountered by a reporter on photo assignments, seems to conform most easily to the 'Sharing' type. The heading of the article, which refers to the writer's job experiences, is consistent with this. At the same time, particular parts taken in a micro context can also be read

in other ways, as shown in the table. For example, the opening speech “Left it behind again”, if cut off there, could be the start of a drama scenario, or cut off a line later, it could be the start of a narrative. Either of these would be a subtype of ‘Recreating’.

Which type of ‘doing’ or ‘sharing’ is going on may not always be immediately clear, but could depend on what criteria are given priority, or whether the outcome is expected or emerges only gradually. Sometimes, it may be unclear to the end whether the writer is ‘Sharing’ an experience, offering options (‘Enabling’) or writing in favour of something (‘Recommending’). Examples of this kind of ambivalence are plentiful recently in user reviews (of restaurants, medical practices) or visitor reviews (of trip destinations). Here is an extract from a trip review that I analysed some years ago (Dykes 2014) on the travel site TripAdvisor®. The trip being reviewed was a climb up Mount Fuji from the Yoshida Trail Head:

If you go at a normal pace, you arrive at the ninth station by 2am/3am. It’s recommended to have a rest here as the main hut is very pleasant and the hot chocolate is rejuvenating. Then continue straight to the top. Mid July the sunrise is around 4am. **We started descending** at 5am and **got down** by 10 (but **we rested** a lot on the way—we weren’t in a hurry as **our bus back to Tokyo was** at 12.

You go through layers of cloud at least four times—twice going up and twice coming down. You need therefore showerproof jacket and warm clothing. (Underlining and bold type added.)

Excluding parts with no personal subject for the time being, it can be seen that the passage starts out with ‘you’ <subject + verb> sets (underlined) up to the time ‘4am’, then switches to ‘**we**’ sets (in bold) from there up to ‘12’. After

that, there is a switch back to ‘you’. These three phases turn out to correspond topically to 1) the climb up, 2) the climb down, and 3) a concluding overview. Let me now focus on each of the three phases in turn.

1) The climb up: This can be mainly read as an ‘Enabling’ passage giving instructions. But in the midst of this, ‘It’s recommended ...’ adds more general ‘Recommending’ support, which the reader accesses simply by accepting that the hut is pleasant and the hot chocolate rejuvenating for me (the reader), too. Similarly, the 4am sunrise time is a general ‘Reporting’ support, which most readers would understand as a motive for me, too, to ‘continue straight to the top’.

2) The climb down: Here, there is an abrupt change to ‘Sharing’. The reviewer shares what she and her companion did and experienced, with some added ‘Reporting’ about the bus time to account for why they had time to rest a lot. There is no direct pressure for the reader to apply this descent information to their own case, but most readers would tend to do so. “If I, too, went back on that bus, I could rest on the way.”

3) Concluding overview: The third phase passage returns to cover the climb and descent together. I would read ‘You need’ as ‘Recommending’, and ‘You go’ as ‘Reporting’ support: ‘You go’ is not a direct report about the reader: This is what happens to most people generally, so it will most likely happen to you, too.

The appearance is that ‘Enabling’ and ‘Recommending’ passages are being used for severe parts of this undertaking, while the descent stage is offered as ‘Sharing’. This may be one way of accounting for the ‘you’/‘we’ alternations, which is a distinctive language feature of review texts. However, the difference between the two styles is not as great as might be expected. The review does not collapse if the ‘you’ and ‘we’ subject phases are swapped round:

**We went** at a normal pace and **arrived** at the ninth station by 2am/3am. It's recommended to have a rest here as the main hut is very pleasant and the hot chocolate is rejuvenating. Then **we continued** straight to the top. Mid July the sunrise is around 4am. If you start descending at 5am, you can get down by 10, resting a lot on the way. You won't need to be in a hurry if you book your bus back to Tokyo for 12.

**We went** through layers of cloud at least four times—twice going up and twice coming down. **We certainly needed** a showerproof jacket and warm clothing therefore.

Knowing that the text has been tampered with, it is possible to detect more foregrounding of the reviewer's experiences here, and see that some instructions are hypothetical and tied to conditions ('if you book your bus back for 12'). But even so, it is striking to see how little difference it makes to the practical function of the text to replace 'you arrive' by 'we arrived'. My explanation would be that this effective role reversibility comes from the collaborative nature of most user or visitor reviews. In a guidebook written by a professed expert for non-experts, the roles are fixed, apart from small gestures of humility. But on review sites, the balancing out of values replaces expertise except at the most verifiable public or technical points ('Mid July the sunrise is around 4am'), which are rarely associated with personal subjects anyway. When entering into an exchange like this with masses of people bonding through similar experiences, you may need to preserve enough critical distance to distrust outlier accounts or remember that bonding is no substitute for published bus times. But by and large, a great deal of enablement can be offered and obtained in this way.

### 3. From experiences in particular to actions in general

In this next section, I mean to examine the possibility that ‘Reporting in the corona emergency’ is grounded, in a different way, on a similar principle of bonding between reader and writer and that, here again, this combines with a matter of practical interest. Suzuki’s article consists of five paragraphs, of which the first two are more general in content and the last three are about a specific difficulty of how to interview and photograph someone in a face mask. In terms of interaction, I will argue in the first case that there is a progression from the reporter sharing his own experiences to reporting more broadly on changes in the nature of the job. In the part involving photography, I will then trace another progression from sharing a personal response to this change in the job, to engaging in more far-reaching strategies to counter the corona emergency. More theoretically, I will continue to argue for the position that a text and its context are not always reducible to a single text type realising just one socio-semiotic activity.

Here are the first two paragraphs, to which I have added paragraph numbering.

**Word from Mikawa**

**Reporting in the corona emergency**

[1] “Left it behind again.” On my way to an interview, I realise I’m not wearing a mask and have to return for it to the parking area where I left the car. This happens often, but annoyed as I am at my own forgetfulness, it’s a relief to have noticed before meeting the interviewee.

[2] For some months now, it has been normal to wear a mask when going out. In newspapers, too, the number of photos being carried of people with their masks on has increased.

Paragraphs [1] and [2] both read as expansions of the article heading, first



in the narrow scope of the reporter's own experience and then in the broader context of workplace practice. In [1], the writer is 'Sharing' a representative experience of inconvenience that stands for a more cumulative sense of annoyance. Elements of drama (direct speech) and narration ('On my way to an interview ...') provide highlights. On a micro scale, these are two variants of 'Recreating'. The viewpoint remains first-person throughout. 'This happens' means 'This happens to me' and 'it's a relief' means 'a relief to me'. As a representative illustration, paragraph [1] lacks any definite anchoring in time, place or circumstance. But it achieves the topical purpose of establishing face masks as a new presence to be reckoned with at work.

Paragraph [2] supplies the more definite settings typical of 'Reporting' engagement: when? ('for several months now'), 'in what circumstances?' ('going out', 'with their masks on'), 'where?' ('in newspapers'). To judge from the article heading, 'going out' and 'photos of people with their masks on' are mainly intended to be read with reporting assignments in mind. If so, 'photos of people with their masks on' is the effective transition link from the unspecified interview trip of paragraph [1] to the blocked interviewer / interviewee interaction that will be supplying the problem context for the sharper focused second half of the article.

In the two paragraphs so far, I think, there has been no active sense that the experience shared by the reporter is being offered as guidance for readers to follow. What the reporter has more in focus is his own need for resilience in the face of this blockage. Individual readers might always pick up hints from this too. But there is no general indication yet that they are being advised to calm down, for example, or to remember to take a mask when going out on a job. A prolongation of [2] after the manner found in the Mount Fuji text, e. g.:

... the number of photos being carried of people with their masks on has increased. Nobody needs to feel self-conscious about this.

would fail to fit in with the actual continuation in paragraphs [3]–[5], which involves matters quite far removed from the everyday sphere of most readers, as we shall now see.

Here is the rest of the text. Again, I have inserted paragraph numbering:

[3] “Riight! Smiile now!” That’s what I regularly say when taking a picture of someone. Then waiting for the stiff smile to settle into a more natural expression while engaging in small talk, press the shutter.

[4] But with a mask on, the expression is hard to make out. These days I point the camera and wait for the smile to appear around the eyes, and then, thinking all the while “Must look about right now,” I’ll be pressing on the shutter.

[5] Now that it’s harder to judge someone’s true self from a photo, I aim to go to more trouble over the expressions I use in the write-up. What was the tone of voice? How was the gesture? In this way, I hope to be able to convey an overall sense of the person in a way that is easy to follow.

(Suzuki Hiroto)

Note the vivid direct speech opening: “Riight! Smiile now!” in [3], recalling “Left it behind again” in paragraph [1]. ‘This is a stock phrase from photograph posing, and its use here as a curtain raiser, followed by a crop of camera shot vocabulary (‘press the shutter’, ‘smile’, ‘expression’, ‘hard to make out’) gives a further supporting reason, in my view, for dividing the text here.

Rather than being an active command, “Riight! Smiile now!”, like “Cheese!”, can also be taken as an unanalysed warning that the camera shot is imminent. The equivalent stretched vowels in the Japanese text are はーい、じ  
ゃあわらってくださあい (‘Haai jaa waratte kudasaai’). However, there is also an accompanying reporting clause and commentary in the next sentence: ‘That’s what I regularly say when taking a picture of someone’, and this can certainly be read as an implied instance of ‘Enabling’: This is the kind of thing that you, too, Reader, might well want to say if placed in the same situation. The

predominant ‘Sharing’ function, therefore, does come with a parallel instruction potential in this second part of the text. Admittedly, the instruction fits pre-COVID conditions, and is currently unhelpful.

This accounts for the disruptions that take over in paragraph [4]. Under the new working norm of having to photograph interviewees with their masks on, posing calls and small talk now take second place to self-dialogue (“Must look about right now”) on the part of the reporter. What is crucial now is the challenge of how to detect and capture a smile when the interviewee’s mouth is hidden. The best strategy, says this reporter, is to wait for it to appear around the eyes. The suspense implied appears to affect even hand movements, and the aspect details of the verb grammar reflect this: The last step is no longer ‘press the shutter’ (シャッターを切る, ‘shatta- o kiru’), but ‘be pressing on the shutter’ (シャッターを切っている, ‘shatta- o kitte iru’). This seems to mean that the movement has to be trained and set. A similar change also appears with the verb ending ‘-nagara’ (～ながら, ‘while [doing something]’), a feature associated with multitasking. Photos before the pandemic are recalled as having been taken ‘while engaging in small talk’. But photos now need to be taken ‘thinking all the while’ of when is the right moment.

Stepping back a moment and viewing paragraphs [3] and [4] as a self-contained pair, which any reader is free to do by choosing that as a reading scope, this part of the experience sharing can also be thought of as a local ‘problem-solution pattern’ (Hoey 2001). Against the background of the earlier practice of waiting for a smile to settle (situation), the settled natural expression of an interviewee in a face mask is ‘hard to make out’ (problem). The best alternative plan is to watch for other signs of smiling, mainly around the eyes (solution). But while this is possible, it requires a greater outlay in practice, time and effort.

Paragraph [5], finally, moves right away from facial photography to focus on

other means that the reporter still has for conveying a person's true self (人となり, 'hito to nari'). The tone of voice and gestures are the possibilities mentioned. But general body posture and movements also come to mind, even when not organised into gestures. It is worth noting in this connection that internet sites in June, 2020, when this article was written, were awash with articles exploring 'How face masks affect our communication' (Ong 2020). One view upheld in many such pieces was that even in ordinary life it is a question of habituation. After due adjustment: "Humans tend to process faces as a whole, rather than focusing on individual features" (Ong 2020: 3).

One final lexical note is needed about the Japanese words translated by 'expression' in paragraphs [3]–[5]. The word in [3] and [4] is 表情 ('hyōjō'): a mood or emotion stimulus perceived usually from people's faces but also from watching behaviours, actions or displays. In Japanese, 表 ('hyō') is taken as equivalent to 表す ('arawasu', to 'display') or 表れる ('arawareru', to 'appear'). As a noun, it can mean a summary 'table' or 'chart'. The second element of the word, 情 ('jō'), signifies 'mood' or 'emotion', often in contexts of social attachment. Thus the 'natural expression' appearing out of relaxing stiffness in [3] is a kind of social bonding, giving access to the social 'true self' ('hito to nari': 'personality') in [5] that the reporter hopes to portray. The need to wear masks drives this hope into a double impasse: First, the expression becomes 'hard to make out' for the reporter, and second, through the limitations of what the mask will let through, even the best possible camera shot will still leave the interviewee's personality 'harder to judge' for readers.

The last use of 'expression', in [5], comes in a context that has left photography behind: 'I aim to go to more trouble over the expressions I use in the write-up'. The Japanese word here is 表現 ('hyōgen'), which even for a Japanese reader stands in a close relation with 表情 ('hyōjō'), the term outlined above. But the change from 情 ('jō') to 現 ('gen') is important. 'Gen', like

‘hyō’ can be read as 表す (‘arawasu’) or 表れる (‘arawareru’), but in a different nuance of ‘realising’ something or of something being ‘real’ or bodily present. Applying this nuance to ‘expressions’ in [5], we see that the reporter is sharing his main aspiration here: Whatever refinements he brings to the camera play, he can only reduce the interference from face masks so far. While sharpening his interpreting and timing skills as far as he can and learning to take pictures that highlight more holistic features of smile sharing, he still needs to go further and put expressivity into his write-ups as well. A straightforward example would be in the wording ‘wait for the smile to appear around the eyes’, where ‘to appear’ (～なるまで) is an *irrealis* (uncertain future) expression that helps the reader form an anticipatory picture of more than is shown by a photograph. Here, too, there is an ‘Enabling’ role at work alongside the ‘Sharing’ one.

My feeling about Suzuki Hiroto’s article overall is that under an unassuming role of merely sharing experience, he manages creditably well to guide readers into adapting to the constraints forced on local news reporting by the corona emergency.

#### 4. Conclusion

This is the latest of several analyses I have attempted within the framework of ‘socio-semiotic activity’ elaborated by Matthiessen, Teruya and Lam (2010) and integrated since 2014 into Systemic Functional Linguistics theory (Halliday and Matthiessen 2014). This analytic framework was developed with workplace language training in mind, so that priority is given to identifying typical patterns and features and reducing them to a robustly teachable core form.

My interest has been on the counter-side to this: how to pursue complementary analyses by teasing out an underside pattern beneath each

overside one. Thus the sharing of a climb up Mount Fuji has an underside that supplies future climbers with options, recommendations, and warnings. If activities and their text types were arbitrary constructs, it might seem suspect to match each upside with an underside in this way. But this is where the primary imperative and indicative moods help out. Generally, it is enough to match one imperative-like take of an experience (How to climb Mount Fuji) with one indicative-like take (How we climbed Mount Fuji). Then each of these can also be matched to one of the degrees of interactive complexity set out in Figure 1. There is a difficulty, however, that precisely under the recent influence of online reviews, asymmetric layouts of advice, instruction giving and so on are on the wane, while a more egalitarian discourse of sharing, in less defined role relationships, is gaining ground. In circumstances where participants are either hard to differentiate or near to equal in status and experience, there is no such great difference between saying: 'We decided not to climb all the way' and 'You don't need to' climb all the way'.

The text that I have analysed here was an account of recent changes in interviewing work shared in a kind of diary feature by a member of a local reporting team. But it was also a reflection on what changes are viable for countering the constraints imposed on interviewing activities by the COVID-19 pandemic. While these changes may meet with mixed success in themselves, they also add up to an implied 'Enabling' pattern of activity with *ad hoc* or methodic response options. This is the serious implied underside to this article with its lighter 'Sharing' upside. Assuming that masks are likely to remain a feature of interviewing for a year or more still to come, it is worth asking whether it is enough to rely on *ad hoc* steps only as has been done so far, or whether the aim should be extended to take in deliberate changes to the written copy of interview reports to make up for the current visual shortcomings.

Space will not allow me to pursue this expanding argument any further here.

Let me end with a skimming overview of what other points might be considered before making such changes to the text copy.

As face masks became widespread in many countries in the first half of 2020, there was a plethora of discussions, reviews and tuitions in the media on aspects of mask wearing. Not many of them shared Suzuki's concern for how to catch and convey an interviewee's personality. More were about what individuals could do to project their social presence in spite of wearing a mask. By February, an American celebrity called Tyra Banks had been credited with coining a word 'smizing' for smiling with the eyes only (Anonymous 2020). Other articles have focused on religious communities in which believers (usually women) mask their faces in public. In the case of the *niqab* headdress from the Arabian Peninsula, the eyes remain visible through a broad slit, and for that reason this headdress has received close attention. Some commentators say that *niqab* wearers learn to adapt to their limited visibility resources by engaging in livelier eye expression than unveiled people (Ong 2020: 5–6).

Just as I complete this manuscript, a political bombshell has gone off in the USA, with an apparent cluster contagion in the top tiers of the Republican Party just before the presidential elections, probably due to a rejection of mask wearing and distancing codes at a gathering in the White House grounds. This looks sure to develop into an ideological issue again, as rigour or laxness in COVID-19 precautions has been a point of dispute all year.

It is hard to say which of these mask stories would support a mood-based analysis taking in complementary views of what is happening indicatively (on the one hand) and what is to be done imperatively (on the other). But from a standpoint of basic language functions, it is probably better to stay clear of belief clashes unless we can see more objectively how people's views of things in the present interact with their wishes for how things might be in the future.

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## Appendix [J]. The text ‘Reporting in the corona emergency’

### 三河だより コロナ禍の取材

「また忘れちゃったよ」。取材先に向かう途中にマスクをしていないことに気付いて駐車場に止めた車に戻ることが頻繁にある。忘れっぽい自分に嫌気が差しながらも取材相手に会う前で良かったとも思う。

外出時にマスクをすることが当たり前になって数か月がたつ。新聞紙面でもマスクをしたままの写真が掲載される例が増えた。

「はい、じゃあ、笑ってくださーい」。通常、取材相手の写真を撮る時によくそう声を掛ける。こわばった笑顔が自然な表情になるまで雑談しながらシャッターを切る。

しかし、マスクをしていると表情が分かりづらい。このごろは、カメラを向けて少しずつ目元がニッコリしてくると、「今いい表情なんだろうな」と考えながらシャッターを切っている。

写真でひととなり分かりづらくなり、いつも以上に記事の表現に気を使っているつもりだ。どういう口調、しぐさだったか、文章の描写で取材相手の雰囲気を知りやすく伝えていきたい。  
(鈴木弘人)

## Appendix [E] English translation

### Word from Mikawa Reporting in the corona emergency

“Left it behind again.” On my way to an interview, I realise I’m not wearing a mask and have to return to the car park. This happens quite regularly. But irritated as I am at my own forgetfulness, it’s still a relief that I noticed before getting there.

For several months now, it has been normal to wear a mask when going out. And in the newspaper, the number of photos taken of people with their masks on has increased.

“Riiight! Smiile now!” That’s what I regularly say when taking a picture of someone. Then waiting for the stiff smile to settle into a more natural expression while engaging in small talk, press the shutter.

But with a mask on, the expression is hard to make out. These days, I point the camera and wait for the smile to appear around the eyes, and then, thinking all the while “Must look about right now,” I’ll be pressing on the shutter.

Now that it’s harder to judge someone’s true self from a photo, I aim to go to more trouble over the expressions I use in the write-up. What was the tone of voice? How was the gesture? In this way, I hope to be able to convey an overall sense of the person in a way that is easy to follow.  
(Suzuki Hiroto)

# 今の「在日」を考えること

——立原正秋にたどりつくまで<sup>(1)</sup>——

李 承 俊

「混血」が、一方で、社会秩序を攪乱することを象徴し、他方で、植民地主義の屈辱の徴として忌諱されるのも、この文脈においてである。

酒井直樹「レイシズム・スタディーズへの視座」  
 鵜飼哲、酒井直樹、テッサ・モーリス＝スズキ、李孝徳『レイシズム・スタディーズ序説』以文社、2012

## 1 若者と「在日」

韓国文化に関する授業では、在日朝鮮人・在日韓国人・在日コリアン、すなわち朝鮮半島が日本の植民地になってから日本に渡ってきて住むようになった、朝鮮半島にルーツを持つ人々およびその子孫のことを取り上げている（以下、「在日」とする）。教え手としての意図は、「在日」の歴史と文化を、韓国という名で呼ばれているネーション・ステートのものとして、あるいは南と北にそれぞれの国を両立させたまま緊張関係が保たれている朝鮮半島の歴史と文化として、簡単に決めつけたり位置づけたりするところがない。帝国主義と植民地支配の残滓を自らの身体をもって背負ったまま、祖国の土ではない日本という国で、祖国の人ではない日本人とともに生活を営わなければならない彼女ら・彼ら

の生そのものはいかなるものであったかに関して、たとえば関東大震災の時の朝鮮人虐殺事件を事例に紹介する。そのような出来事に巻き込まれながら生きてきた「在日」にとって、現在の生はいかなるものになっているのかに関しては、新型コロナウイルスの危機に際して、さいたま市がウイルス感染防止政策として市内の幼稚園や保育園、放課後児童クラブに備蓄マスクを配布することを決定したものの、「直接に指導監督する施設ではない」という理由で朝鮮学校を配布対象から排除したという事例を紹介する。かつて、震災という国家的な危機の時に虐殺の対象となった「在日」と、同じく新型コロナウイルスという（世界規模の）国家的な危機の時に排除の対象となった「在日」を結びつけてみることで、日本の内なる他者としての「在日」の生を直視できるような視座を学生に提供しなかった。ただし、韓国人の講師として、日本という国の残酷さや無責任さを、ひたすら日本と日本人に突きつけることを目的とするわけでもない。このような事例は、朝鮮半島にルーツを持っている人々にまつわる出来事である限り、韓国と無関係なものではない（同様の意味で北朝鮮も、である。しかし、本稿では日韓だけの問題に絞ることにする）。同時に、日本で生じている出来事である限り、日本と無関係なものでもない。このような日本と韓国というネーション・ステートの狭間に置かれた人々の剥き出しの生を見せたかった。

このような内容の授業を行った後、学生から提出された授業に対する感想文では、まるで口を揃えたかのように、〈差別〉という鍵語が引き出されていた。それははからずも、学生にとってはちょうど海外においてリアルタイムで生じた、「Black Lives Matter」というスローガンに象徴される、ジョージ・フロイドの死とそれに触発された黒人への人種差別に対する反対運動にまで想像と思考の射程が広がったようであった。「私」と違う他者を差別してはいけない、黒人に対する差別も、「在日」に対する差別も、〈私〉と何かが違うから生じてしまうのではないだろ

うか、という問題提起が学生の内部から自然に出されたわけである。

## 2 「在日」と「混血」

「在日」の存在を単に「私」とは違う他者として綺麗に峻別しようとする欲望には警戒すべきであろう。「在日」という問題は、日韓に限って言えば、日本人というネーションと韓国人というネーションの両方に関わるものである。関東大震災の朝鮮人虐殺事件とさいたま市の朝鮮学校へのマスク配布の拒否という出来事は、日本と韓国という名を持つネーション・ステートの両方に関わるものである。一国主義的な考えでは、国境線が画定する物理的なバウンダリーが、そのまま人々の想像と思考のバウンダリーとして働く場合がしばしばある。しかし、「在日」という問題が、国境線をまたがる問題として立ちあらわれるということを、〈差別〉を鍵語に自由に広がっていく学生たちの想像と思考がよくあらわしている。

「在日」という問題を、一国主義に基づく枠組みから有効にとらえることができるだろうか。あえて本稿の立場を言えば、答えは、できない、である。日本において「在日」の人権が守られ、多様なルーツが容認されることが、差別的かつ排他的な体質から抜け出して国際化された先進社会となる道につながるとする見解は、一見妥当なもののように響きながらも、「在日」という問題の射程を、日本という一国の発展と先進化に収斂<sup>(2)</sup>させてしまう恐れがある、ということを指摘することは不可能ではない。

だが、本稿は、このような指摘が可能であることを踏まえつつも、「在日」という問題を、抽象的な次元のものとしてではなく、「在日」と名指される彼女ら・彼らの生そのものをとらえなおすための視座を獲得す

るためには、いかなる道筋があり得るのかをめぐってのものである。というも、上記の日本における「在日」差別の撤廃と日本国の国際化や先進化とが結びつけられる思考は、ほかならぬ「在日」としてのアイデンティティーを有する者によるものだからである。端的に言えば、日本人としての（ナショナル）アイデンティティーを有する者によって上記のような見解が出された場合、それを批判したり突きついたりすることは容易である。けれども、「在日」が日本という国の先進化に対する提言を行うことは、自らの生が営まれている場所が、より良くなることを願うからではないかと思われる。「在日」という存在を生み出した日本の植民地支配や帝国主義の過去と過失を容赦する、などの次元の話とは多分異なるだろう。ただ、「日」に「在」る者として、日本で生きる存在として、自分の生の場所が、日本と呼ばれる国がより良くなることで、自分の生もより良くなるかもしれない、という素朴な願いのあらわれではないだろうか。自分自身の生をより良いものにしようとする人間の願望を否定することなど、誰にもできない。

いうまでもないが、「在日」は一枚岩的な存在ではない。激動の時代をくぐり抜けた1世や2世、高度経済成長の恩恵を受けた3世やその後の世代など、もはや世代論的な区分そのものが有効なのかどうかということが問われる時代が到来したと見るべきなのではないだろうか。国籍の問題、名前の問題を軸に、たとえば日本に帰化したから朝鮮半島のアイデンティティーを自ら投げ捨てたなどと言いながら「在日」ではなくて日本人だ、名前を日本式にしたから「在日」ではなくて日本人だ、など線引きすることはできないし、それは無意味である。「在日コリアン社会は急速にハイブリッド化しているのである。朝鮮半島に両親が、または母親か父親がルーツを持つコリアンのアイデンティティーも複雑である<sup>(3)</sup>」。

このような状況を、「私」日本にルーツを持つ者と、朝鮮半島にルー

ツを持つ他者としての「在日」との間の境界が、崩れつつある、両者が混ざり込みつつある、というふうに言い直すことも可能であろう。それなら、「私」と他者を綺麗に峻別できる基準など崩壊しつつあるのであり、したがって峻別の欲望と連動する形で発生する〈差別〉は、減少しつつあるのであろうか。残念ながら、そうではない。「在日」に代弁される外国人への〈差別〉を全面に打ち出しながら政治活動を展開している桜井誠や「在日特権を許さない市民の会」を支持する人々は決して少数ではない。この事実は、2020年東京都知事選挙で約17万8千票を得票した結果からしても明らかである。これを機械的に換算すると、東京都に住んでいる有権者の中で約17万8千人は、「在日」を〈差別〉してもいいという考えを持っているかそれに反対するつもりはない、ということになる。また、「在日」の母親を持つ芸能人の水原希子に対するSNS上の中傷誹謗も、決して「在日」差別と無関係とは思われない。SNSなど新しいメディアにおいて、匿名性を武器に「在日」に対する〈差別〉の言説、すなわちヘイトスピーチは、むしろSNSなどが発達する前の時代より、一層可視化されていると見ることができ<sup>(4)</sup>。

ここで、水原希子がそうであるように、「母親か父親がルーツを持つコリアンのアイデンティティー」の問題について考えてみたい。1979年9月、埼玉県上福岡市第三中学校の一年の少年が、高層マンションの屋上から投身自殺をした事件が発生した。当初は、学校内のいじめに原因が求められた（「いじめられる学校いやだ 空手着姿で飛び降り」『読売新聞』1979年9月10日）。ところで、このような捜査結果に納得できなかった両親などの調査によって、少年の自殺の背景には、「在日」に対する差別があることが明らかになった（「民族差別認め両親に謝罪文生徒の自殺で上福岡市教委」『読売新聞』1980年7月25日）。少年の父親は「在日」であるが、母親は日本人であった。いわば「ハーフ」とも呼ばれる「在日」の少年は、自分の生物学的なアイデンティティーの半

分を日本人から受け継いだのであり、しかも生まれの場所も生る場所も日本であったがために朝鮮半島の伝統や文化より日本の伝統や文化により親しみを感じていたはずである。なのに、「純日本人」の人々から差別を受けた。

「母親か父親がルーツを持つコリアンのアイデンティティー」の問題が重要な理由は、「ハーフ」「ダブル」「クォーター」などさまざまな呼び方が付与され、呼び方そのものには日本人の「私」と同じ伝統や文化や習慣など（ナショナル）アイデンティティーを決定づける因子を一定は共有・分有していることが明視されているにもかかわらず、結局「在日」における、パーフェクトで100%で純血な日本人の「私」との同質性ではなく異質性のほうが強調され重視されることで〈差別〉してもいい対象に振り回されるからである。つまり、どこまで同じなのかなど問題ではない、どこが違うのかが問題なのだ。

このような純血主義は、もしかして、「在日」という問題を想定する際にも無意識的に作動してはいなかっただろうか。「在日」の民族運動が高まりを見せていた時期に、「母親か父親がルーツを持つ」「在日」の「混血」の意味づけをめぐって展開された運動は少数派であったという。<sup>(5)</sup>

はたして、純血の「在日」と純血の「日本人」が何人いるのか、正確に数えることができるだろうか。今後、純血の「在日」と純血の「日本人」は増えるだろうか、あるいは、減るだろうか。そもそも、純血というものは存在しているのだろうか。小熊英二が「単一民族」主義ではなく「単一民族神話」とした理由は、純血同士の婚姻と出産によって生物学的に担保される「単一民族」の起源や歴史を成り立たせようとする努力など、「神話」づくりにすぎない、ということを言いたかったからではないだろうか。<sup>(6)</sup>

### 3 「在日」の文学と「混血」——立原正秋<sup>(7)</sup>

長老達が退場を声明したとき、私は、若手の会での雑誌発刊を提案したが、会をつなぐ中軸が〈近代文学〉という雑誌にある以上、果たして順調に運ぶかどうかの危惧はあった。なにより私達は長老達のように文学上の連帯意識を持ちあわせていなかったし、理想があったにしても、それはめいめいが異なる理想を抱いていた。しかし、今日の社会で、共通の文学理想を掲げるのは困難ではないか、ともかく出発してみることだ、と私は考えた。

立原正秋「創刊の辞」『犀』1号、1964年11月

まことに腹だたしい限りですが、ことおしなべて無性格な世に聊かなりとも鮮明な文学誌をおくろうとするためには、編集長の著名による言挙がのぞましい、という後藤明生、高井有一、三浦哲郎の発言により、このような風変りな復刊の辞を誌す次第です。だいたい、この復刊の辞は、前記三人の共同製作文を発表するはずだったのですが、彼等は当代の文殊で、三人寄っているうちに無性格な文を制作してしまい、意に言挙を編集長におしつけて逃亡してしまいました。

立原正秋「復刊の辞」『早稲田文学（第7次）』1969年1月

磯貝治良・黒古一夫編『〈在日〉文学全集』の第16巻（勉誠出版、2006）は「作品集Ⅱ」となっている。そこには、立原正秋の短編「剣ヶ崎」（1965）が収録されている。田中実による「解説」では本小説を、「日本と朝鮮の混血のもたらす罪悪・矛盾・悲劇をめぐっての物語である」とされている。

「在日」の作家である立原正秋の文学を読み解く鍵語の一つは、「混血」



である。純文学と大衆文学を自由自在に往来できる才能の持ち主でありながらも、主に大衆文学者として振る舞うことを躊躇しなかった立原には、「剣ヶ崎」や「冬のかたみに」（1975）などの純文学志向の結果として生み出された作品では、日韓の「混血」という問題が題材となっている。

立原正秋が取り上げられる際は、暗黙のルールが働いている印象を払拭することができない。それを前景化するために、あえて長々と引用文を冒頭に置いた。立原は、本多秋五や埴谷雄高など『近代文学』グループの「長老達」と話し合い、『近代文学』を批判的に継承する形で、新たな戦後文学を目指して同人誌『犀』を創刊した。また、若手作家のための「公器」たるものを目掛けて『早稲田文学』の復刊を手がけた。両誌は、古井由吉、後藤明生、高井有一、佐江衆一など、1970年前後に活躍する新人作家を世に出す役割を果たした。その背後に立原の存在感が影さしていることはいうをまたない。

立原正秋を取り巻く暗黙のルールは、朝鮮半島を出生地とし、日本に定着するために苦勞せざるを得なかった、いわゆる「在日」朝鮮人作家と位置づけた上で、その文学に投影されている「在日」としての苦勞を読み解いていかなければならない、というようなものであろう。立原の文学が、もし〈「在日」文学〉とジャンル化されるに値するものであるならば、そこには「在日」と呼ばれる人々の歴史と連動する苦悩の痕跡が散りばめられていることになる。だが、たとえば大原康恵は、朝鮮人や日本人といった、ナショナル・アイデンティティーの規定を断念することが「剣ヶ崎」に描かれていると論じる<sup>(8)</sup>。立原に対する取り上げ方を図式化すれば、一方では〈「在日」文学〉たる性質が担保された文学として取り上げ、片方では〈「在日」文学〉になりきれない性質が内在された文学として取り上げているのである。

忘れてならないのは、(こういう言い方が可能であれば、ではあるが)

純血の朝鮮人として生まれて日本に渡ってきた、つまり純血の「在日」として生きることができた立原が、自らの出自に虚構を加え、「混血」としての自画像を構築しようとした事実である。「在日」の文学の書き手たる「在日」として生きることを放棄するかのように、朝鮮人と日本人の血が混ざった「混血」として生まれた出自を自ら作り上げ、それに肉づけするような小説を書いた、立原の個人史そのものが、彼の文学が常に問題として差し出す「混血」と密接に結びついていることをいかに考えるべきか、ともいうことができる。

立原正秋の文学を、たやすく〈「在日」文学〉にしてはならない。日本人として生きること徹底し、戦後日本文学における文壇内で影響力を駆使した立原の文学的な旅程は、むしろ日本文学の流れに寄り添うものであった。かといって、立原の文学をたやすく日本文学にしてはならない。自ら努力を注いで手に得た、彼を日本人とする世間の眼差しの裏面には、ルーツの朝鮮半島との繋がりを常に意識し、それを断ち切ろうとする緊張関係が漂っているからである。

朝鮮人でありながらも日本人であると同時に、朝鮮人でもなく日本人でもない「混血」、立原正秋。

高井有一は、立原正秋がなぜあれほどまで自らの出自と経歴を、そもその純血の「在日」である自らの過去を切り捨て、日韓「混血」として作り上げようとしたかをめぐって、さまざま可能性を検証して(9)いく。これに関する本格的な論考は今後の課題としつつ、ここでは、2点(10)だけ記しておく。日本の中世の美意識を起点とする立原の文学的な営為は、日本人よりも完璧な日本人になろうと努力した彼の人生が、実は完璧な日本人になることができないからこそ永遠なる努力を繰り返さなければならないものであり、したがって完璧＝純血の日本人ははたして存在するのだろうか、という根本的な問いまでつながる批評性を有するものであるということ。この批評性を文学研究につなげて考えれば、一

国主義的な枠組みと連動する純血主義的な想像と思考に支えられる〈日本文化〉を相対化するために用いられる「在日」の文学という発想の裏に、「在日」の多様なアイデンティティを一枚岩的に決めつけようとする欲望が働いてはいないか、常に警戒すべきである。そして、「混血」という虚構の出自にこだわった彼の人生そのものが、見えない形で一国主義的な枠組みと連動する純血主義的な想像と思考を相対化させる力を有しているということ。「ハーフ」や「ダブル」としての「在日」の社会運動が活性化されない理由は、一国主義的な枠組みと連動する純血主義的な想像と思考がそのような動きを抑制しているからではないだろうか。

## 注

- (1) 本稿の一部は、国際日本文化研究センターと慶熙大学校共同主催シンポジウム「ポストコロニアル批評の最前線」（2018年8月14日、於慶熙大学校）による。
- (2) 李裕淑「世界に暮らすコリアン——その適応力とパワー」小倉紀蔵編『現代韓国を学ぶ』有斐閣、2012、p. 321。
- (3) 注(1)の文献、p. 316。
- (4) 1990年代以後、新たなメディアの発展とともに多様な様相を呈しながら展開される「在日」への中傷誹謗やヘイトスピーチに関しては、伊藤昌亮『ネット右派の歴史社会学——アンダーグラウンド平成史 1990-2000年代』青弓社、2019、が参考になる。
- (5) 下地ローレンス吉孝『「混血」と「日本人」——ハーフ・ダブル・ミックスの社会史』青土社、2018、pp.168-170。本書の著者の名前を見てほしい。一国主義と連動する民族主義が蔓延する際、本書の著者の生そのものが危機に晒されかねない立場であることを、読者は見逃すべきではない。
- (6) 小熊英二『単一民族神話の起源——〈日本人〉の自画像の系譜』新曜社、1995。
- (7) 本稿は、「在日」の人々による文学を特定のジャンルとして取り扱ったり、

また特定のものとしてカテゴライズするものではない。

- (8) 大原泰恵 「「剣ヶ崎」——断念と美意識」 武田勝彦編 『立原正秋 人と文学』 創林社、1981。
- (9) 本格的に立原正秋の出自における虚構性が論じられるようになるのは、武田勝彦 「立原正秋の二つの私——〈公けの私〉と〈内なる私〉」 (『新潮』 1985年9月) からである。
- (10) 高井有一 『立原正秋』 新潮社、1991。

## 愛知学院大学語学研究所規程

(名称・所属)

第1条 本研究所は愛知学院大学語学研究所（以下「本研究所」という）と称し、愛知学院大学教養部に設置する。

(目的)

第2条 本研究所は建学の精神に則り、外国語の総合的研究につとめ、外国語教育の向上を目的とする。

(事業)

第3条 本研究所は下記の事業を行う。

- (1) 外国語及び外国語教育に関する組織的研究
- (2) 外国語教育活動の調査と分析
- (3) 研究成果の発表及び調査・分析の報告のための研究所報の刊行
- (4) その他設立の目的を達成するに必要な事業

(組織)

第4条 本研究所の所員は本学教養部語学担当の専任教員から成る。

(役員・任期)

第5条 本研究所に次の役員をおく。

所長1名、副所長1名、委員若干名

任期はいずれも2ヵ年とし、再任を妨げない。

(所長)

第6条 所長は、所員会議の議を経て、学長これを委嘱する。

- 2 所長は本研究所を代表し、運営全般を統括する。

(副所長)

第7条 副所長は所員会議の議を経て、所員の中から研究所長これを委嘱する。

- 2 副所長は所長を補佐する。

(運営委員会)

第8条 本研究所に運営委員会をおく。

- 2 運営委員会は、所長、副所長、委員から成り、所長は運営委員長を兼務する。運営委員会の規程は別に定める。

(所員会議)

第9条 本研究所に所員会議をおく。

- 2 所員会議は全所員をもって構成し、その過半数の出席をもって成立する。
- 3 所員会議は所長が召集し、その議長となる。但し、全所員の4分の1以上の請求があった場合、その請求より2週間以内に所長は所員会議を開催しなければならない。

(経費)

第10条 本研究所の経常費は愛知学院大学の年間予算をもってこれにあてる。

(規程の改正)

第11条 本規程の改正は、全所員の3分の2以上の賛同をえ、教養部教授会の議を経て、学長の承認をうることを要する。

## 附 則

本規程は、昭和50年4月1日より施行する。

本規程は、平成11年2月12日より改正施行する。

## 『語研紀要』投稿規定

(投稿資格)

第1条 本誌に投稿する資格をもつ者は、原則として、語学研究所所員とする。

(転載の禁止)

第2条 他の雑誌に掲載された論文・研究ノート・資料・翻訳は、これを採用しない。

(著作権)

第3条 本誌の著作権は当研究所に、個々の著作物の著作権は著者本人に帰属する。

(インターネット上の公開)

第4条 本誌はインターネット上でも公開する。

(原稿の形式)

第5条 投稿に際しては、つぎの要領にしたがって、本文・図および表を作成する。

- (1) 原稿は原則として電子媒体による入稿とし、プリントアウトを一部添付する。
- (2) 本文の前に、別紙で、つぎの3項目を、この順序で付する。
  - (i) 題名および執筆者名
  - (ii) 欧文の題名および執筆者名
  - (iii) 論文・研究ノート・資料・翻訳の区別
- (3) 原稿の欧文箇所は、手書きの場合、すべて活字体で書く。
- (4) 図は、白紙または淡青色の方眼紙を墨書し、縮尺を指定する。
- (5) 写真に、文字または印を入れるときは、直接せずに、トレーシング・ペーパーを重ねて、それに書き入れる。

(6) 原稿は、原則として、刷り上り18ページ（和文で約16,000字）以内とする。

(原稿の提出)

第6条 投稿希望者は、運営委員会の公示する提出期限までに、同委員会に提出する。締切日以降に提出された原稿は、掲載されないことがある。ただし、申込者が、所定の数に達しないか、または、それを超える場合には、同委員会がこれを調整する。

(原稿修正の制限)

第7条 投稿後の原稿の修正は、原則として、これを行わないものとする。やむをえない場合は、初校において修正し、その範囲は最小限にとどめる。大幅な修正の結果、印刷費が追加されたときは、追加費用を個人負担とすることがある。

(校正)

第8条 校正は、原則として、第2校までとし、本文については執筆者がこれに当り、表紙・奥付その他については、編集委員がこれに当る。

(抜き刷り)

第9条 抜き刷りは、論文・研究ノート・資料・翻訳各1篇につき、30部までを無料とする。これを超える分については、実費を執筆者の負担とする。

付則

1. 本規定の改正には、語学研究所所員の3分の2以上の賛成を要する。
2. 本規定は、平成3年4月12日から施行する。
3. 本規定は、平成13年4月27日に改正し、即日施行する。
4. 本規定は、平成14年5月9日に改正し、即日施行する。
5. 本規定は、平成14年10月15日に改正し、即日施行する。
6. 本規定は、平成28年11月25日に改正し、即日施行する。



## 申合せ事項

- ◇ 第1条の「投稿する資格をもつ者」には、運営委員会が予め審議した上で投稿を認めた非所員を含むことができる。
- ◇ 運営委員会が、非所員の投稿の可否を審議対象とするのは、以下の場合である。
  - (1) 語学研究所所員との共同執筆による投稿
  - (2) 語学研究所所員が推薦する本学教養部の外国語科目担当非常勤講師（本学非常勤講師と学外者の共同執筆も含める）の投稿
  - (3) 語学研究所の講演に基づいて作成されたものの投稿
- ◇ 上記(1)(2)(3)に該当する投稿希望者がある場合は、運営委員会を開いて投稿の可否を決定し、その投稿希望者に通知する。
- ◇ 投稿原稿の掲載に際しては、次のようにする。
  - 上記(1)(3)の場合は原稿料および抜き刷りは1篇分とする。
  - 上記(2)の場合は抜き刷りは1篇分とし、原稿料は支払わない。
- ◇ 第4条に関連して、本誌は国立情報学研究所が電子化した上でインターネット上に公表し、利用者が無料で閲覧できるものとする。
- ◇ インターネット上の公開は第28巻第1号から適用する。

## 語学研究所 第24回講演会

日時：令和2年11月27日(金) 17時00分～18時30分

会場：日進キャンパス2号館1階 2108教室

講師：北村 陽子 名古屋大学大学院人文学研究科 准教授

演題：「軍隊と動物—世界大戦期ドイツにおける盲導犬の発展—」

## 語学研究所 第35回研究発表会

日時：令和2年10月23日(金) 17時00分～18時30分

会場：日進キャンパス1号館3階 1302教室

講師：川口 勇作 教養部専任講師

演題：「Microsoft Teams を用いたジグソーリーディング活動」

講師：山口 均 教養部教授

演題：「想像力と遊び心—オンデマンド型授業の可能性」

## 執筆者紹介 (掲載順)

- 鷲 嶽 正 道 : 本学准教授・英語担当  
Heather L. Doiron : 本学外国人教師・英語担当  
大門ゴーフ裕子 : 本学非常勤講師・英語担当  
水 野 友 貴 : 本学非常勤講師・英語担当  
David Dykes : 本学非常勤講師・英語担当  
李 承 俊 : 本学非常勤講師・韓国語担当

## 語学研究所 所員一覧

### 英語

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川口勇作  
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佐々木 真  
澤田真由美  
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### 中国語

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### フランス語

堀田敏幸 (委員)

### 韓国語

文 嬉眞 (委員)

(○印は本号執筆者)

## 編集後記

『語研紀要』第46巻第1号をお届け致します。本誌には論文5篇、研究ノート1編の玉稿をお寄せいただきました。ご寄稿頂いた先生方に厚くお礼申し上げます。

昨年度の編集後記に「更に来年度からは、日進キャンパスに加えて、名城公園キャンパスや楠元キャンパスに出向いて授業を担当される先生方が多数おられます。研究時間の確保という点で工夫を要するかもしれませんが、そのような中でも、今後もますますの投稿を切にお願いする次第です。」と書いていますが、それは、研究時間の確保という点で、大変な年になるだろうと予測してのことでした。

しかし、今年度はそのような状況を吹き飛ばすような事態が招来されました。言うまでもなく、新型コロナウイルスの感染拡大です。春学期は、すべての授業が遠隔授業となりました。授業の準備に追われることになったのは私一人だけではありませんでした。ほとんどの先生方がそうだったでしょう。そして、秋学期が始まるや、『語研紀要』第46巻第1号に投稿論文が果たして集まるだろうかという不安の毎日でした。原稿提出締切日を控えたその週の火曜日の時点で、提出原稿なし、の状態でした。この事態を受けて、締め切りを延期するかどうかを諮るため、急遽、ウェブ上で、語研の運営委員会を開催しました。延期しても原稿は増えないだろうというのが大勢でした。それで、締切日をそのまま迎えることになったのです。結果、最初に述べたように貴重な投稿論文が集まりました。感謝以外のなにものでもありません。本当にありがとうございました。

コロナ禍で、例年春学期に開催される講演会が11月27日に延期になり、名古屋大学大学院人文学研究科の准教授北村陽子先生に、「軍隊と動物—世界大戦期ドイツにおける盲導犬の発展—」という演題で講演をしていただきました。また10月23日には、Teams を使ったのオンライン授業と WebCampus を使用してのオンデマンド型授業について、研究発表会が開催されました。日々 Teams 等で格闘をしている私たちにとって刺激と示唆に富んだ内容でした。

私たち大学に勤める者にとって、教育と研究は両輪だといってよいでしょう。今年度はその両輪を動かすことが本当に大変な年でした。この経験を踏まえ、来年度には研究にも成果を残したいものです。

(吉井浩司郎 記)

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