

## ESSAY COVER & DECLARATION SHEET

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### DECLARATION OF AUTHORSHIP

I declare:

- a) that this submission is my own work;
- b) that this is written in my own words; and
- c) that all quotations from published or unpublished work are acknowledged with quotation marks and references to the work in question; and

Date: 13/09/2013

**FG/13/01**

Apply the principles of systemic linguistic analysis explored in the course to a comparison of the style and communicative functionality of two short texts or text extracts of your own choice. (Texts typically shouldn't be longer than 500 words). The texts should have a similar subject matter, be drawn from a similar institutional or discourse domain (science, economics, health care provision, tourism, politics, the arts etc) or have some other obvious point of similarity. They need, however, to differ significantly in some aspect of their style, structure, approach, tone. You should indicate how the texts are similar and how they are different in terms of their general stylistic properties and their communicative functionality. Your claims should be backed up by means of an analysis of the types of lexical and grammatical features explored in the course. That is to say, you should consider whether the texts are similar or different in terms of the types of either textual, interpersonal or experiential (ideational) meanings explored in the materials. You will need to supply copies of the two texts (photocopies of the original or transcripts). Please ensure that you supply complete details as to the origin of the text (author, date, publication, section / page numbers, etc.).

## **Contents:**

<b>1.0 Introduction.....</b>	<b>1</b>
<b>2.0 The texts.....</b>	<b>1</b>
<b>3.0 Orientation.....</b>	<b>2</b>
<b>3.1 Textual.....</b>	<b>2</b>
<b>3.2 Structure.....</b>	<b>2</b>
<b>4.0 Textual analysis.....</b>	<b>3</b>
<b>4.1 Thematization.....</b>	<b>3</b>
<b>4.2 Cohesion.....</b>	<b>8</b>
<b>4.2.1 Lexical cohesion: Repetition.....</b>	<b>9</b>
<b>4.2.2 Lexical cohesion: Lexical strings.....</b>	<b>9</b>
<b>4.2.3 Grammatical cohesion: Reference and Ellipsis.....</b>	<b>10</b>
<b>4.2.4 Grammatical cohesion: Conjunction.....</b>	<b>12</b>
<b>5.0 Discussion.....</b>	<b>14</b>
<b>6.0 Conclusions.....</b>	<b>14</b>
<b>7.0 Bibliography.....</b>	<b>16</b>
<b>8.0 Appendices.....</b>	<b>18 - 44</b>

## **Tables**

<b>Table 3.1 Frequency of topical Themes in each text.....</b>	<b>4</b>
<b>Table 3.2 Summary of Thematic developments in each text.....</b>	<b>6</b>
<b>Table 3.3 Frequency of textual and structural Themes in each text.....</b>	<b>7</b>
<b>Table 3.4 Summary of lexical strings in each text.....</b>	<b>10</b>
<b>Table 3.5: Summary of reference types in each text.....</b>	<b>11</b>
<b>Table 3.6: Summary of all ellipsis in each text.....</b>	<b>12</b>
<b>Table 3.7: Summary of logico-semantic clause relations and independent clauses.....</b>	<b>13</b>

## **1.0 Introduction**

The two texts contrastively analysed below both report on a story about a Japanese man suing the national broadcaster in his country for its perceived over use of foreign words in their programmes. One report is from 'The Japan Times' a Japanese news provider, and the other is from the BBC a British news provider. These two news providers were chosen as they are each considered to be impartial providers of news (The JT and BBC, 2013), i.e. not politically sided and therefore more or less equivalents in their respective countries.

Similarities and differences of the articles are explored through the textual metafunction which make clear structural patterns at clause (micro) and text (macro) levels. Through these analyses I provide discussion as to the reasons for structural features from cultural viewpoints before putting forward EFL teaching implications in a Japanese context.

As a linguistic student my personal view on a gentleman suing a television broadcaster for perceived overuse of foreign words is one of academic interest. This study contributes to the broad academic discussion in varied fields such as, English as an International Language (EIL), English Language Teaching (ELT) and sociolinguistics.

## **2.0 The texts**

The Japan Times (JT) text has 371 words in total compared to 379 words in the BBC text (see appendices 1 and 2 for the full texts). Both layouts are similar, articles are on the left hand side of the webpages, with advertisements and links to other stories on the right and underneath. The JT uses Georgia Bold size twenty one size font for its headline and Georgia eighteen font for its main article, the BBC uses Arial Bold size thirty font for its headline and Arial fourteen font for its main article. The journalist for the JT is a graduate of one of Japan's leading international universities (Osaki, 2013), and articles by the BBC are put together by different individuals (personal correspondence; see email in appendix 3). The JT newspaper readership is 52% non-Japanese (WER, 2013), and the BBC claim to be Britain's most popular online news destination (BBC, 2012). Structurally they differ as the BBC has a subheading 'complaint', shorter pars (outlined below) which are likely a reflection of its multiple authorship and numbered lists compared to the JT which has longer 'paragraphs' no subheading or lists.

### **3.0 Orientation**

Functional grammar differs from traditional grammar by supplying functional labels that are significant in their relationships to other labels. It considers the clause as the pivotal unit of grammatical meaning (Halliday 2004: 135), a unit where three different kinds of meanings, experiential, interpersonal and textual are integrated into a single system (Halliday 2004: 50). This deliberately broad outline serves to highlight that the analysis below will focus on meaning relationships at the clause level and that reference to other metafunctions may at times be unavoidable, though kept to a minimum.

### **3.1 Textual**

The textual meanings explored in reference to the selected texts below essentially all connect previous lexis to following lexis, that is, they are all used to ensure the texts' coherency and cohesion. Thompson (2004: 141) puts forward three main ways textual meanings are constructed: through repetition, thematization and conjunction. It is these three broad devices that combine to form coherence in the mind of the reader, displayed on paper by various linguistic devices. That is, the textual meanings looked at below are realised at the lexicogrammatical level that when looked at in combination form meanings at the full text level. Developing from Thompson, Halliday (2004: 60) adds four ways cohesion is created: conjunction, reference, ellipsis and lexical organisation. The analytical tools put forward by Thompson and Halliday are used in this paper to discover similarities and differences between the two selected texts.

### **3.2 Structure**

Summaries of the story structures from English and Japanese contexts are briefly outlined here to provide the reader with a cultural framework of how texts progress in the respective countries. These brief outlines will aid the discussion throughout this paper as to why certain differential textual features of the functional analysis are used more than others between the texts. Firstly, and in general, newspaper reports differ from other story structures in their chronology and layout. News stories start with the crisis point, the journalists' 'angle' (Butt et al 2006: 228) rather than leading to it. Journalists also write in 'pars', sections of one or two sentences, and not in paragraphs because of space availability and editing purposes (Butt 2006: 228).

The stories under analysis here are examples of commentary news stories that serve to ‘present a view or judgement regarding an issue’ (Disadvantaged Schools Program 1994: 78). Structurally, and relating to English stories, they usually have the following stages which are linked together: orientation, thesis, arguments and conclusion. After the orientating headline, a claim or statement is made which is followed by arguments supporting the Thesis. These following arguments tend to extend or enhance in a linear form of thematic progression, as seen by the Theme development patterns below, usually leading on from one another towards a climax or closure (Thompson 2001).

Kishōtenketsu is the name given to the development of Japanese (and Chinese) narratives (Wisconsin University, 2013). The structure of introduction, development, twist and conclusion is applied throughout Japanese texts and is distinctive as it is a lot vaguer in story development than the arguments and conclusion noted above. At the lower rank of sentences, and relevant to textual cohesion, is that connectives are more constrained in Japanese (Sakai, 2013). For relevance of thematic analysis, where English places importance at the beginning of the sentence (its Theme), Japanese places important matters at the end of the sentence (Sakai, 2013).

#### **4.0 Textual analysis**

The textual analysis below discusses how each text maintains cohesion at a Functional level and coherence. The two main goals of the analysis are to: contrast and compare the various ways in which the writers keep their texts together by considering similarities and differences in style and communicative function, and to explore reasons for similarities and differences from cultural perspectives.

First I analyse the most significant factor in the development of texts, Thematic organisation which will make apparent their methods of development (Ghadessy, M. 1995). Following this I will explore relevant lexical and grammatical cohesive devices at clause and text level in line with Thompson and Halliday’s ideals outlined in 3.1.

#### **4.1 Thematization**

Theme as described by Halliday (2004: 63) is ‘the starting-point for the message: it is what the clause is going to be about’. It may include textual, interpersonal and topical elements, however the texts analysed here do not contain any interpersonal Themes largely due to their written mode. The

topical element is realised by the first experiential element and signals the departure for the experiential processes in the clause, thus dictating Theme boundary. Words in the clause following the Theme form part of the Rheme. The rest of this section clarifies these constituents and the roles they play in reference to the texts. First we will look at the patterns of Theme, the ‘backbone’ of the texts, and how they contribute to texture before going on to look at Theme/Rheme development and non-topical Themes.

A clause by clause analysis of the Topical Themes in the two texts is shown in Table 4.1 below, (full clausal division of the texts can be seen in appendices 4 and 5). This initial analysis tells us a lot about the overall structures of the texts as the new information is put first in the clause acting to signpost the texts. The topical Themes make clear the writers’ underlying concerns by revealing a highlighted view of the important features of the respective texts.

**Table 4.1** Frequency of topical Themes in each text

Frequency of topical Themes				
Themes: topical	The Japan Times		BBC	
Mr Takahashi	17	41.46%	9	27.27%
NHK	10	24.39%	6	18.18%
loan words/borrowed words:				
- Into Japanese	3	7.31%	3	9.09%
- Into English	0	0	4	12.12%
Mr Miyata	2	4.87%	2	6.06%
Japan/Japanese society	1	2.43%	2	6.06%
Mr Takahashi’s organisation	2	4.87%	0	0
The complaint	2	4.87%	0	0
Japanese language	0	0	1	3.03%
English language	0	0	1	3.03%
Kyodo news	1	2.43%	0	0
The unnamed lawyer	1	2.43%	0	0
The Japan Times	0	0	1	3.03%
France: law, parliament, university	0	0	3	9.09%
Traditionalists	0	0	1	3.03%
‘There’	1	2.43%	0	0
‘Said’	1	2.43%	0	0
<b>Number of different Themes</b>	<b>11</b>		<b>11</b>	
<b>Total number of Themes</b>	<b>41</b>		<b>34</b>	

The first number in the columns under the newspaper titles shows the number of occurrences of each Theme in the overall text, the percentage in the following columns indicates the percentage of the topical Themes from the total number of clauses in each article.

The dominant Theme of each text is the claimant Mr Takahashi, as would be expected, however the JT uses this Theme throughout nearly half of the article, and over a third as much as the BBC, 41.46% compared to 27.27% respectively. A simple analysis at this stage indicates that the JT relates the bulk of its information as coming from or being about Mr Takahashi, this contrasts with the BBC's article that is less focused on the claimant. Additionally two other Themes, 'Mr Takahashi's organisation' and 'the complaint', relate directly to Mr Takahashi and could also be included in this initial analysis making the new total of Themes related to him 51.2% for the JT, leaving the BBC's result unchanged.

Sticking with the idea of Japanese related Themes we can see that nine of the eleven different types of themes in the JT open clauses with things or people related to Japan, the other two other Themes do not relate to the semantics of the text. Contrastingly the BBC article expands away from Japanese related Themes to a more general focus on language and loanwords. What we have looked at here develops the discussion into the context of culture, the viewpoints of the journalists and their anticipated readers. This Thematic analysis also displays differences of structure between the texts, mentioned in the literature review, a subject explored throughout this paper.

The other part of the clause that is not the Theme is called the Rheme, the part of the clause where the Theme is developed. Simply put, the Rheme is any wording in a clause that is not the Theme. It includes the bit of the message that the writer considers interesting or important (Butt 2006: 142), which is usually new information. Writers typically use (new) information from a Rheme in successive Themes helping to create structural cohesion, this Thematic progression of theme to Rheme or Rheme to Theme is signalled in 3 different ways, from Eggins (2007: 324/5):

1. Theme reiteration: a preceding Thematic element is repeated.
2. Zig-zag pattern: an element in the Theme of clause one becomes the Theme of clause two.
3. Multiple-Rheme pattern: The theme of one clause introduces a number of different pieces of information which is made Theme in subsequent clauses.



These methods of development are semantic resources working above the lexicogrammatical level to coordinate the semantic development of the texts. The number and type of these development are surmised below in table 4.2 revealing the writers style, pointing towards the semantic cohesion of each text.

**Table 4.2** Summary of Thematic developments in each text

Development types	The Japan times	BBC
Theme reiteration	23	13
Zig-zag pattern	12	11
Multiple-Rheme pattern	0	3

Due to the unchronological patterning of news texts mentioned above we can acknowledge that all clauses are in fact multiple-Rheme developments of the headline. The majority of the Theme reiterations relate to Mr Takahashi in turn providing the texts with a strong topical focus which serves to maintain coherence for the reader. The fewer reiterations of this Theme in the BBC text support the cultural format of development in commentary news stories.

Moving on to some example clauses from the texts, firstly from the JT text showing the headline followed by the opening clause. They each show Mr Takahashi as the repeated Theme choice however the wording, that contrasts with the BBC's 'disgruntled viewer' below, differs by using the geographical location he is from. The functional role this difference in wording plays is brought up here to highlight the context of culture.

**The JT - CL. C. 1 cl. 1**

**Independent clause**

<b>Gifu man,</b>	<b>71,</b>	<b>sues</b>	<b>NHK</b>	<b>for distress</b>	<b>over its excess use of foreign words</b>
topical					
THEME	RHEME				

**Fig 4.1**

**The JT - CL. C. 2 cl. 1**

**Independent clause**

A Gifu Prefecture man	is <u>suing</u>	NHK	for mental distress
topical			
THEME	RHEME		

**Fig 4.2**

The clauses below are the opening clause complex (sentence) from the BBC article following the headline. The Theme of the main clause is the reiterated Theme of the projected clause but an ellipsis of it, sections 4.2.1 and 4.2.3 below explore the various cohesive roles these ‘developments’ play in the structures of the texts in terms of repetition, reference and ellipsis.

**BBC text - CL. C. 2 cl. 1**

**Independent clause**

<b>A disgruntled viewer</b>	<b>is</b>	<b><u>suing</u></b>	<b>Japan's national broadcaster</b>
topical			
THEME	RHEME		

**Fig 4.3**

**BBC text - CL. C.2 cl. 2**

**Dependent Expanded clause**

<b>for</b>	<b><i>*(ellipsis of his)</i></b>	<b>"mental distress"</b>	<b><u>caused</u></b>	<b>by an excessive use of words <u>borrowed</u> from English.</b>
textual	topical			
THEME		RHEME		

**Fig 4.4**

We move now from the mandatory topical Theme to describing elements that occur before it in a clause, here we are starting to lay the ground work for the later discussion on coherence between clause complexes. The textual Themes listed in table 4.3 below function to organise the message (Eggins, 2007: 162) whereas the structural elements do not function to organise the message but to bind clauses (Halliday 2004: 98). The textual Themes, realised by conjunctive Adjuncts, in functional terms, link the clauses experiential meaning to the meanings of adjoining clauses. These are the Themes of interested here as they link complexes and add to the cohesion of the text.

**Table 4.3** Frequency of textual and structural Themes in each text

<b>Frequency of Themes: structural and textual</b>			
<b>Structural elements</b>	<b>Themes: textual</b>	<b>Japan Times</b>	<b>BBC</b>
that		7	2
	and	4	1
	although	1	0
	by	1	1
	with	2	1
	but	3	1
which		2	2
	so	2	1

Frequency of Themes: structural and textual			
Structural elements	Themes: textual	Japan Times	BBC
	when	1	0
who		1	0
	for	0	1
	until	0	1
	however	0	1
<b>Total</b>		<b>23</b>	<b>12</b>

The elements ‘who’ and ‘which’ here are indeed structural but have a special status, they are in fact conflated with the topical meaning (Eggins 2007: 316). By fusing these elements, as the writers have done in almost equal number, the combined clauses make for a more fluid read, highlighting a marginal but important feature of similarity between the texts. Beyond this and immediately apparent is the higher concentration of textual Themes used in the JT text. This finding goes against research on Japanese writing style sighted above in section 3.2 showing a lack of interference from the writers first language (L1).

As we travel from Theme progression to Theme development we are starting to get a picture of how coherence works in these texts. By analysing Theme and the structural developments between the texts some of the textual similarities and differences are becoming clear. The JT uses more conjunctive Adjuncts and repetitions and seems to be dominantly oriented around one Theme, Mr Takahashi. Contrastingly the BBC text uses around half of the conjunction Adjuncts used by the JT and a wider variety of Themes. These findings indicate that both texts comply with readership expectations and cultural requirements. The JT is more lexically dense and through its high number of Theme reiterations seems to stick to its presentation of the court case in Japan about a Japanese language related issue through a Japanese media broadcaster. In contrast, the BBC text is more lexically complex drawing on localised geographic and language information related to Britain.

## 4.2 Cohesion

Moving on from the starting point of clauses, the Themes, and their methods of development now we consider other ways in which the texts in question are cohesive. The various cohesive devices introduced from Halliday in 3.1 above (conjunction, reference, ellipsis and lexical organisation) that give a text texture will now be explored for a wider focus on how the texts are strung together. Continuing the contrastive analysis of the two texts at the macro-level this section is divided into two

main categories; first we will look at lexical cohesive devices (repetition and lexical strings) and secondly at grammatical cohesion (reference, ellipsis and conjunction).

#### **4.2.1 Lexical cohesion: Repetition**

Repetition is a very loose term simply describing (any) lexico-semantic items that are repeated in a text either by using the same word or synonym. In general terms, a text that has more repetitions is better at keeping the reader (or listener) on track with what the text is about than one with fewer or no repetitions. Repeating the same or semantically related lexis in a text serves to show that parts of the text are related, to find out how they are related we look at the function of conjunction (section 4.2.4 below). The Thematic analysis above presents a number of repeated lexical items, here we extend those items to include words in the Rhemes of clauses too. For a more technical comparative analysis I elaborate on this section under the heading of reference and ellipsis in section 4.2.3 below.

#### **4.2.2 Lexical cohesion: Lexical strings**

Lexical strings (in appendices 6 and 7) are an important dimension of cohesion used in text analysis to systematically describe how words relate to each other either taxonomically or through expectancy to a prior or head word. Taxonomic relations concern classification, such as repetition (seen above), though also to composition which looks at the whole/part relationship between lexical items (meronymy). The other main lexical relations, expectancy relations, operate between nominal and verbal elements.

High frequency major lexical strings in table 4.4 are the same for each text. This finding should come as little surprise given the texts shared register and similar reporting style, however the number of subordinate words to the headwords is contrastive and the point of interest here. The top two head words reflect the findings from Theme analysis; ‘Mr Takahashi’ and the ‘media’ are most frequent and there are more examples in the JT than the BBC. The largest lexical differentiation comes from the head words of ‘languages’ and ‘loanwords’ marking a different focal point in the BBC text. The lexical density of the BBC text becomes apparent here with a chain of seventy three words and nominal groups dedicated to loanwords and language compared to a total twenty five in the JT. In summary the lexis from the JT text revolves almost entirely around the plaintiff whereas the BBC text has a relatively equal spread of lexis and develops its focus into the wider scope of languages and loanwords.

Lexical relations in both texts include a high amount of meronymy which classifies a lot of the repetition seen above. Additionally, both texts are more or less equal in their attention to composition, shown by the expectancy relations, guiding the reader with expected nominal and verbal element combinations.

**Table 4.4** Summary of lexical strings in each text

Lexical cohesion		
Feature	TJT	BBC
Number of strings ( 5+ items)	8	7
Lexical items in strings/all words in text	120/371	147/379
Head items of longest strings (number of words in strings)	Mr Takahashi (14) media (25) loanwords (19) complaint (15) languages (6) Japan (12) legal (13) organisation (16)	Mr Takahashi (9) media (17) loanwords (53) complaint (12) languages (20) Japan (12) legal (19) organisation (2)
meronymy	36	44
expectancy	16	13
Number of sentences	16	20

#### 4.2.3 Grammatical cohesion: Reference and Ellipsis

Similarities and differences of cohesive devices and patterns that serve to unify the entire texts are becoming clearer, however it is only the elements found in the same sentence that are grammatically related. Looking first at reference and ellipsis, these cohesive devices are in a way a stepping stone between lexical and grammatical cohesion. They are codified repetitions realised by both semantic and grammatical words, groups and phrases. I have merged them together here as the resources for each are essentially the same (Thompson 2004: 180), however a detailed table showing the references and ellipsis for both texts can be found in appendices 8 and 9

Table 4.5 below reveals that the most frequent reference type used in both texts is a type of endophoric reference termed *anaphoric* reference, describing words that refer back to (a) previous item(s). The Thematic analysis above (tables 4.1 and 4.3) displays anaphoric references appearing at the beginning of clauses, however references (and ellipsis) can occur anywhere in a clause, the Theme or the Rheme.

**Table 4.5:** Summary of reference types in each text

Reference type	TJT	BBC
anaphoric	62	43
homophoric	4	0
exophoric	0	1
<b>Number of different references</b>	<b>66</b>	<b>53</b>
<b>Total number of references</b>	<b>14</b>	<b>21</b>

The above table summarising the reference analysis reveals that both texts are highly cohesive relying almost exclusively on anaphoric references. The JT text uses a larger number of references to look back at a fewer number of items, this finding elaborates on evidence from the lexical analysis above that the JT text has a much narrower focus. The JT has nineteen references to Mr Takahashi and seventeen to NHK compared to eight and nine in the BBC text respectively, further supporting that the JT text revolves around him. This is further supported by the two other major references being his complaint (six) and his group (four). Numbers of references from the BBC are spread fairly evenly covering other countries, languages and loanwords in general. Overall, the JT headline introduces a topic which is expanded upon with reference to Japan and the plaintiff only. The BBC extends its headline to refer to loanwords in other (European) languages.

Now looking at a different reference type that concerns culture, homophoric reference. The identity of such references is retrieved by reference from cultural knowledge, rather than to the specific context of the text (Paltridge 2006: 132). Because the texts functionally analysed here are about Japan the Japanese writer is in a position to make freer use of localised knowledge than the BBC text which is more descriptive when mentioning Japanese related items or people. It is understandable that the JT text has more homophoric references than the BBC text, four compared to none respectively. Figures 4.5 and 4.6 below compare references in both texts to the courthouse. The JT describes the location of the court simply as being in 'Nagoya' whereas the BBC text uses extra geographical information not needed by the JT readership to describe it. The reference from the BBC is therefore an exophoric reference linking to the external context.

### The JT - CL. C. 3 cl. 1

#### Independent Clause (Paratactically related)

Hoji Takahashi,	71,	filed	the complaint	Tuesday with the Nagoya District Court
topical				
THEME	RHEME			

Fig 4.5

### BBC - CL. C. 11 cl. 1

#### Independent Projected Clause

Mr Takahashi	filed	his complaint	on Tuesday with the Nagoya District Court in the central Chubu region of Japan,
topical			
THEME	RHEME		

Fig 4.6

Moving now to ellipsis, substitution and proper, of these only substitution is analysed here as ellipsis proper is not considered to be strictly cohesive. Ellipsis are considered to be more grammatical as they typically refer to the adjacent clause rather than over long stretches of text like references. The two most frequent ellipsis follow the functional analysis of these texts so far as they ellipt both Mr Takahashi and NHK. However the total number of ellipsis made in the JT text far exceeds those found in the BBC text, shown below in table 4.6, a finding that points towards the JT as being the more cohesive text in grammatical terms. This finding goes against the comments on section 3.2 stating that Japanese grammar uses less connectives than English here showing the possible low levels of L1 influence on the writers L2 (second language).

Table 4.6: Summary of all ellipsis in each text

	TJT	BBC
Substitution	18	6
Proper	6	3
Total number of ellipsis	24	9

#### 4.2.4 Grammatical cohesion: Conjunction

The textual analysis so far has moved from the ‘backbone’ of the texts in the Thematic analysis to looking at some of the various lexical and grammatical devices used to hold the texts together. The final cohesive function under consideration here explores the structural relationships between clauses that are said to logically organise text.

We met the Conjunctive Adjuncts in table 4.3 above as textual Themes, their role is to add cohesion in the texts by linking experiential events in clauses in logical ways. From table 4.3 it seems that the JT has more conjunctive structure because of the higher number of Adjuncts making it seem well organised. Here however we look at the higher level of (independent) clause complexes and their functional roles of either: involving speech or expanding on the meaning of previous clauses. This level gives us insight as to the reason for choices of such conjunctions. The most significant finding from table 4.7 comes from the JT text and concerns the high number of clauses involving speech, projections in functional terms. These projections of locution are mainly quotes from Mr Takahashi though also from reports by lawyers too. The high number of quotes and reports in the JT text, 70% of the total clauses, forces us to review the writers style as set out above in new terms. Instead of the text mostly consisting of lexical and grammatical choices the writer has made, we can now view this text as mostly other people's choices of expressions that he has chosen to include and fit together like a jigsaw. Speech is more cohesive than written text so the higher number of cohesive Adjuncts found is not surprising considering the high number of projected clauses found here.

In contrast to the JT text, the most distinctive feature off the BBC text is in its number of independent clauses, 50% of the clause total. This finding shows us that the logical organisation contrasts with the JT text in that it is signaled through these complexes rather than through the conjunctive Adjuncts.

**Table 4.7:** Summary of logico-semantic clause relations and independent clauses

Logico-semantic relations	TJT	BBC
Elaborating	1	0
Extending	2	0
Enhancing	2	6
Projection	29	11
Independent clauses	7	17
<b>Total number of clauses</b>	<b>41</b>	<b>34</b>

## 5.0 Discussion

Through contrastively analysing the selected texts under a textual framework this report has highlighted a number of similarities and differences between two texts written about the same story from perspectives of different countries. The textual analysis, revolving around Thompson's (2004) ideals of repetition, thematization and conjunction, revealed ways in which the texts are similar and



different, an additional aim however has been to look for reasons for such findings. Throughout the various analyses above I have included relevant information about the writers, culture surrounding the texts, differences in style, formats and lexical choices to aid this discussion. The textual analyses shed light on differences in structure particularly at Theme and grammatical cohesion levels. The Japanese format, *kishōtenketsu*, outlined in section 3.2 provides some reasoning for the JT text layout but does not definitively describe it. The JT does not follow the format style of 'Japanese' texts of introduction, development, twist and conclusion however it does not follow the well established formatting of Western news stories either. Connectives, used less frequently in Japanese, are well used in the text though as we have seen most of the clauses were quotes so it is not easy to comment on the writers use of these. Theme in Japanese is more of a complicated topic (see, for example, Shibatani 1994 ch: 11) than mentioned above in that it is put at the end of a clause (rather than the beginning). A deeper understanding of Theme in Japanese would lead us into the notion of what Theme constitutes of, such topics that would take a book length description to discuss sufficiently. Under this analysis we discovered that both writers made good use of Theme as a structural resource with the Japanese writer, perhaps not definitively, showing little transfer from his L1 use of Theme. Additionally, there was not space to analyse all aspects of Theme, including markedness, which may have provided a clearer appreciation of Theme choice. The discussion using the above findings has been inconclusive as to the Japanese writers L1 affecting his L2 writing mainly because of the high number of projecting clauses and textual Themes they introduce. On a semantic level however the influence on culture in both texts is apparent particularly in regard to reference types used, Themes and lexical strings.

## **6.0 Conclusions**

Although descriptions pertaining to the Japanese language and structure have been somewhat simplified here some fundamental differences between it and the English language have been made clear, namely that of clause and text structure. Using a functional approach to ELT would highlight these different structural properties to Japanese students. Doing so comes helpful in all areas of language acquisition such as literacy and story telling, the educational implications of which have had good coverage in texts such as Butt et al (2006) and Bloor and Bloor (2004). A contribution here is for exam preparation, notably for question two of the written section of IELTS which requires candidates to write a short discussion. There are two main constricting factors facing such students, text structure and Theme placement in clauses. Students may be taught the importance of conjunctions and how to use them correctly as well as Western style structures the questions ask for, for example; a reason for, a reason against and a conclusion weighing both sides.

Finally, the role of this textual analysis is to draw out the textual structures within the texts that function to enable the experiential and interpersonal meanings. A deeper analysis of other metafunctions would provide more explanation to the differences and similarities noted throughout this report. These meanings fused from the context of culture, Japanese psycholinguistics and English in Japan would reveal deeper insight into reasons and functions for lexical and structural choices. Findings under these headings would in turn contribute more specifically to English Language Teaching (ELT) methodologies and teaching practices too.

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## **8.0 Appendices**

- 1. The Japan Times article**
- 2. The BBC article**
- 3. Email from the BBC**
- 4. Clause division of The Japan Times article**
- 5. Clause division of the BBC article**
- 6. The Japan Times; Lexical strings**
- 7. The BBC; Lexical strings**
- 8. The Japan Times; References and ellipsis table**
- 9. The BBC; References and ellipsis table**

## **Gifu man, 71, sues NHK for distress over its excess use of foreign words**

A Gifu Prefecture man is suing NHK for mental distress allegedly caused by the broadcaster's excessive use of foreign words.

Hoji Takahashi, 71, filed the complaint Tuesday with the Nagoya District Court and is seeking ¥1.41 million in damages.

Takahashi, an NHK subscriber, said the broadcaster has recently been loading its TV programs, whether news or entertainment, with loan words, such as "risuku" (risk), "toraburu" (trouble), and "shisutemu" (system). He also noted their use in NHK's program titles, such as "BS Konsheruju" ("BS Concierge").

Although many words like these have been adopted into Japanese, Takahashi said in his complaint that the deluge is causing him great emotional stress and accused NHK of irresponsibility by refusing to use native Japanese equivalents.

"With Japanese society increasingly Americanized, Takahashi believes that NHK, as Japan's national broadcaster, shouldn't go with the trend, but remain determined to prioritize the use of Japanese, which he thinks would go a long way toward protecting Japanese culture," Mutsuo Miyata, the plaintiff's lead attorney, told The Japan Times on Wednesday.

Takahashi heads a small organization named Nihongo wo taisetsu ni suru kai, which translates as "group that appreciates the Japanese language." But Miyata acknowledged that the group's activities are sporadic and that he is practically the only recognized member.

"I contacted NHK with inquiries into this issue, but there was no response. So I decided to take this to court," Kyodo News quoted Takahashi as saying. "I want the broadcaster to take into account the presence of elderly viewers like me when it's creating shows."

The use of loan words is not peculiar to NHK, but given the broadcaster's national influence and public nature, Takahashi wanted to "sound a warning" about the media's rising "belittlement" of Japanese viewers, said another lawyer representing him who did not wish to be named.

Takahashi said NHK must realize it has a diverse and widespread viewership and is thus obliged to keep its programming as "neutral" as possible. Its tendency toward foreign words "clearly signals its lack of consideration for the philosophical diversity of its audience," the complaint reads.

NHK had yet to study the complaint, a representative said.

# Japan's NHK sued over use of English words

**A disgruntled viewer is suing Japan's national broadcaster for "mental distress" caused by an excessive use of words borrowed from English.**

Hoji Takahashi, 71, is seeking 1.4 million yen (\$14,300; £9,300) in damages from NHK.

"The basis of his concern is that Japan is being too Americanised," his lawyer Mutsuo Miyata told the news agency AFP.

English became more prevalent in Japan after World War II during the US-led occupation.

This was followed by a growing interest in American pop culture.

The country's modern vocabulary is littered with borrowed words, many of which are changed to fit the Japanese phonic structure.

## Complaint

Mr Takahashi, who is a member of a campaign group supporting the Japanese language, highlighted words such as "toraburu" (trouble), "risuku" (risk) and "shisutemu" (system) in NHK's news and entertainment programmes.

He accused NHK of irresponsibility by refusing to use native Japanese equivalents.

"With Japanese society increasingly Americanised, Takahashi believes that NHK, as Japan's national broadcaster, shouldn't go with the trend, but remain determined to prioritise the use of Japanese, which he thinks would go a long way toward protecting Japanese culture," Mr Miyata told the Japan Times on Wednesday.

Mr Takahashi filed his complaint on Tuesday with the Nagoya District Court in the central Chubu region of Japan, the newspaper said.

NHK said it would not comment until it had studied the legal documents.

Other examples of English words often used in Japanese include:

- 1 terebi (TV)



- 2 rajio (radio)
- 3 konpuraiansu (compliance)
- 4 koraboreeshon (collaboration)
- 5 dejitaru (digital)
- 6 taoru (towel)

Vocabulary is also borrowed from other foreign languages. The German "arbeit" becomes "arubaito" to mean work, and the Portuguese "pao" is used as "pan" for bread.

Traditionalists in France and French-speaking Canada also worry about the influx of English words into their native tongue.

France's 1994 Toubon Law makes French compulsory in government publications, most workplaces, advertisements, parts of the media and state-funded schools.

However, the French parliament is debating relaxing these rules so that university courses can be taught in English.

Japanese words used in the English language include "haiku", "origami" and "Bonsai".

Other commonly used "loanwords" are the German "kindergarten", "zeitgeist" and "blitz" as well as French terms such as "faux-pas", "decor" and "cafe".

### Appendix 3: email from BBC

Dear Sir/Madam

Thank you for your email. BBC News Online stories use a variety of sources and are put together by different individuals - which is why we don't use bylines for all our stories. You can find out more about our sources at the link below.

<http://news.bbc.co.uk/1/hi/help/3281815.stm>

For bibliography purposes, if you say "Courtesy of BBC News Website" and put the date when it appeared on the site, that should be acceptable.

Sorry, but due to copyright restrictions, we do not allow our logo to be use.

Thank you for your comments and your interest in the BBC News website.

-----Original Message-----

From: \*\*\*\*\*@yahoo.com [mailto:\*\*\*\*\*@yahoo.com]

Sent: 31 July 2013 01:17

To: News General Feedback

Subject: General News Comments

From: \*\*\*\*\*

Email address: \*\*\*\*\*@yahoo.com

Country: Japan

COMMENTS: Dear sir/madam,

I'm currently writing a report for an MA in Applied Linguistics I'm doing through Birmingham University, contrasting two newspaper reports from a systemic functional grammar perspective. I'm comparing reports from the BBC and The Japan Times about a man in Japan suing Japan's national broadcasting corporation (NHK) for its overuse on English loanwords. The report I will use from the BBC is this one <http://www.bbc.co.uk/news/world-asia-23079067> My question is if you could tell me who the writer is please, the nationality of the writer, is the writer a woman or man, is their native language is English? The more information you could supply the better for my analysis. Many thanks in advance for any help you are able to offer.

\*\*\*\*\* in Japan.

#### Appendix 4: Clause division of The Japan Times article

CL. C. 1 cl. 1

##### Independent clause

Gifu man,	71,	<u>sues</u>	NHK	for distress	over its excess use of foreign words
topical					
THEME	RHEME				

CL. C. 2 cl. 1

##### Independent clause

A Gifu Prefecture man	<u>is suing</u>	NHK	for mental distress
topical			
THEME	RHEME		

CL. C. 2 cl. 2

##### Dependent clause of Enhancement

<i>*(ellipsis of that)</i>	<i>*(ellipsis of was)</i>	allegedly <u>caused</u>	by the broadcaster's excessive use of foreign words.
structural	topical		
THEME		RHEME	

CL. C. 3 cl. 1

##### Independent clause

Hoji Takahashi,	71,	<u>filed</u>	the complaint	Tuesday with the Nagoya District Court
topical				
THEME	RHEME			

CL. C. 3 cl. 2

##### Dependent clause of Enhancement

and	<i>*(ellipses of he)</i>	<u>is seeking</u>	¥1.41 million in damages.
textual	topical		
THEME		RHEME	

CL. C. 4 cl. 1

##### Independent Projecting clause

Takahashi,	an NHK subscriber,	<u>said</u>
topical		
THEME	RHEME	

CL. C. 4 cl. 2

**Dependent Projected clause**

<i>*(ellipsis of that)</i>	the broadcaster	<u>has recently been loading</u>	its TV programs,	whether news or entertainment,	with loan words,	such as “risuku” (risk), “toraburu” (trouble), and “shisutemu” (system).
structural	topical					
THEME		RHEME				

CL. C. 5 cl. 1

**Independent clause**

He	also	<u>noted their use</u>	in NHK’s program titles, such as “BS Konsheruju” (“BS Concierge”).
topical			
THEME		RHEME	

CL. C. 6 cl. 1

**Independent clause**

Although	many words like these	<u>have been adopted</u>	into Japanese,
textual	topical		
THEME		RHEME	

CL. C. 6 cl. 2

**Independent Projecting clause**

Takahashi	<u>said</u>	in his complaint
topical		
THEME	RHEME	

CL. C. 6 cl. 3

**Dependent Projected clause**

<i>*(ellipsis of that)</i>	the deluge	<u>is causing</u>	him	great emotional stress
structural	topical			
THEME		RHEME		

CL. C. 6 cl. 4

**Dependent Projected clause**

and	<i>*(ellipsis of he)</i>	<u>accused</u>	NHK	of irresponsibility
textual	topical			
THEME		RHEME		

CL. C. 6 cl. 5

**Dependent Projected clause**

by	<i>*(ellipsis of NHK)</i>	<u>refusing to use</u>	native Japanese equivalents.
textual	topical		
THEME		RHEME	

CL. C. 7 cl. 1

**Dependent Projected clause**

“With	Japanese society	increasingly <u>Americanized</u> ,
textual	topical	
THEME		RHEME

CL. C. 7 cl. 2

**Independent Projected clause**

Takahashi	<u>believes</u>
topical	
THEME	RHEME

CL. C. 7 cl. 3

**Dependent Projected clause**

that	NHK,	as Japan's national broadcaster,	<u>shouldn't go</u>	with the trend,
structural	topical			
THEME		RHEME		

CL. C. 7 cl. 4

**Independent Projected clause**

but	<i>*(ellipsis of NHK)</i>	<i>*(ellipsis of should)</i> <u>remain</u> determined <u>to</u> <u>prioritise</u>	the use of Japanese,
textual	topical		
THEME		RHEME	

CL. C. 7 cl. 5

**Dependent Projected clause**

which	he	<u>thinks would go</u>	a long way toward protecting Japanese culture,"
structural	topical		
THEME		RHEME	

CL. C. 7 cl. 6

**Independent Projecting clause**

Mr Miyata	<u>told</u>	the Japan Times	on Wednesday.
topical			

THEME	RHEME
-------	-------

CL. C. 8 cl. 1

**Independent clause**

Takahashi	<u>heads</u>	a small organization	named_Nihongo wo taisetsu ni suru kai,
topical			
THEME	RHEME		

CL. C. 8 cl. 2

**Dependent Elaboration clause**

which	<u>translates</u>	as “group that <u>appreciates</u> the Japanese language.”	
structural	topical		
THEME		RHEME	

CL. C. 9 cl. 1

**Independent clause**

But	Miyata	<u>acknowledged</u>
textual	topical	
THEME		RHEME

CL. C. 9 cl. 2

**Dependent clause of Extension**

that	the group’s activities	<u>are</u>	sporadic
structural	topical		
THEME		RHEME	

CL. C. 9 cl. 3

**Dependent clause of Extension**

and	that	he	<u>is</u> practically the only <u>recognized</u> member.
textual	structural	topical	
THEME			RHEME

CL. C. 10 cl. 1

**Independent Projected clause**

“I	<u>contacted</u>	NHK	with inquiries into this issue,
topical			
THEME	RHEME		

CL. C. 10 cl. 2

**Independent Projected clause**

but	there	<u>was</u>	no response.
-----	-------	------------	--------------

textual	topical	
THEME		RHEME

CL. C. 11 cl. 1

**Independent Projected clause**

So	I	<u>decided to take</u>	this to court,”
textual	topical		
THEME		RHEME	

CL. C. 11 cl. 2

**Independent Projecting clause**

Kyodo News	<u>quoted</u>	Takahashi	as saying.
topical			
THEME	RHEME		

CL. C. 12 cl. 1

**Independent Projected clause**

“I	<u>want</u>	the broadcaster	to <u>take</u>	into account	the presence of elderly viewers like me
topical					
THEME	RHEME				

CL. C. 12 cl. 2

**Dependent Projected clause**

when	it	<u>‘s creating</u>	shows.”
textual	topical		
THEME		RHEME	

CL. C. 13 cl. 1

**Independent Projecting clause**

The use of loan words	<u>is</u>	not peculiar to NHK,	[[but <u>given</u> the broadcaster’s national influence and public nature,]]
topical			
THEME	RHEME		

CL. C. 13 cl. 2

**Independent Projected clause**

Takahashi	<u>wanted</u>	to “sound a warning”	[[about the media’s <u>rising</u> “belittlement” of Japanese viewers,]]
topical			
THEME	RHEME		

CL. C. 13 cl. 3

**Independent Projecting clause**

<u>said</u>	another lawyer	<u>representing</u>	him
topical			
THEME	RHEME		

CL. C. 13 cl. 4

**Dependent Projecting clause**

who	<u>did not wish to be named.</u>
structural/topical	
THEME	RHEME

CL. C. 14 cl. 1

**Independent Projecting clause**

Takahashi	<u>said</u>
topical	
THEME	RHEME

CL. C. 14 cl. 2

**Dependent Projected clause**

<i>*(ellipsis of that)</i>	NHK	<u>must realize it has</u>	a diverse and widespread viewership
structural	topical		
THEME		RHEME	

CL. C. 14 cl. 3

**Independent Projected clause**

and	<i>*(ellipsis of NHK)</i>	<u>is thus obliged to keep</u>	its programming as “neutral” as possible.
textual	topical		
THEME		RHEME	

CL. C. 15 cl. 1

**Independent Projected clause**

Its	tendency toward foreign words	“clearly <u>signals its lack</u>	of consideration for the philosophical diversity of its audience,”
topical			
THEME	RHEME		

CL. C. 15 cl. 2

**Independent Projecting clause**

the complaint	<u>reads.</u>
topical	



THEME	RHEME
-------	-------

CL. C. 16 cl. 1

**Independent Projected clause**

NHK	<u>had</u> yet <u>to study</u>	the complaint,
topical		
THEME	RHEME	

CL. C. 16 cl. 2

**Independent Projecting clause**

a representative	<u>said</u> .
topical	
THEME	RHEME

## Appendix 5: Clause division of the BBC article

CL. C. 1 cl. 1

### Independent clause

Japan's NHK	sued	over use of English words
topical		
THEME	RHEME	

CL. C. 2 cl. 1

### Independent clause

A disgruntled viewer	is	suing	Japan's national broadcaster
topical			
THEME	RHEME		

CL. C.2 cl. 2

### Dependent clause of Enhancement

for	*(ellipsis of his)	"mental distress"	caused	by an excessive use of words <u>borrowed</u> from English.
textual	topical			
THEME		RHEME		

CL. C. 3 cl. 1

### Independent clause

Hoji Takahashi,	71,	is seeking	1.4 million yen (\$14,300; £9,300) in damages from NHK.
topical			
THEME	RHEME		

CL. C. 4 cl. 1

### Independent Projected clause

"The basis of	his	concern is
structural	topical	
THEME		RHEME

CL. C. 4 cl. 2

### Dependent Projected clause

that	Japan	is being	too <u>Americanised</u> ,"
structural	topical		
THEME		RHEME	

CL. C. 4 cl 3

**Independent Projecting clause**

his lawyer Mutsuo Miyata	<u>told</u>	the news agency AFP.
topical		
THEME	RHEME	

CL. C. 5 cl. 1

**Independent clause**

English	<u>became</u>	more prevalent	in Japan	after World War II during the US-led occupation.
topical				
THEME	RHEME			

CL. C. 6 cl. 1

**Independent clause**

This	<u>was followed</u>	by a growing interest in American pop culture.
topical		
THEME	RHEME	

CL. C. 7 cl. 1

**Independent clause**

The country's modern vocabulary	<u>is littered</u>	with <u>borrowed</u> words,
topical		
THEME	RHEME	

CL. C. 7 cl. 2

**Dependent clause of Enhancement**

many of which	<u>are changed to fit</u>	the Japanese phonic structure.
structural/topical		
THEME	RHEME	

**Complaint**

CL. C. 8 cl. 1

**Independent clause**

Mr Takahashi,	[[who <u>is</u> a member of a campaign group <u>supporting</u> the Japanese language,]]	<u>highlighted</u>	words such as "toraburu" (trouble), "risuku" (risk) and "shisutemu" (system)	in NHK's news and entertainment programmes.
topical				
THEME	RHEME			

CL. C. 9 cl. 1

**Independent clause**

He	<u>accused</u>	NHK	of irresponsibility
topical			
THEME	RHEME		

CL. C. 9 cl. 2

**Dependent clause of Enhancement**

by	<i>*(ellipsis of NHK)</i>	<u>refusing to use</u>	native Japanese equivalents.
textual	topical		
THEME		RHEME	

CL. C. 10 cl. 1

**Dependent Projected clause**

"With	Japanese society	increasingly <u>Americanised</u> ,
textual	topical	
THEME		RHEME

CL. C. 10 cl. 2

**Independent Projected clause**

Takahashi	<u>believes</u>
topical	
THEME	RHEME

CL. C. 10 cl. 3

**Dependent Projected clause**

that	NHK,	as Japan's national broadcaster,	<u>shouldn't go</u>	with the trend,
structural	topical			
THEME		RHEME		

CL. C. 10 cl. 4

**Independent Projected clause**

but	<i>*(ellipsis of NHK)</i>	<i>*(ellipsis of should)</i> <u>remain</u> determined to <u>prioritise</u>	the use of Japanese,
textual	topical		
THEME		RHEME	

CL. C. 10 cl. 5

**Dependent Projected clause**

which	he	<u>thinks would go</u>	a long way toward protecting Japanese culture,"
structural	topical		
Theme		Rheme	

CL. C. 10 cl. 6

**Independent Projecting clause**

Mr Miyata	<u>told</u>	the Japan Times	on Wednesday.
topical			
THEME	RHEME		

CL. C. 11 cl. 1

**Independent Projected clause**

Mr Takahashi	<u>filed</u>	his complaint	on Tuesday with the Nagoya District Court in the central Chubu region of Japan,
topical			
THEME	RHEME		

CL. C. 11 cl. 2

**Independent Projecting clause**

the newspaper	<u>said.</u>
topical	
THEME	RHEME

CL. C. 12 cl. 1

**Independent clause**

NHK	<u>said</u>	it	<u>would</u>	not comment
topical				
THEME	RHEME			

CL. C. 12 cl. 2

**Dependent clause of Enhancement**

until	it	<u>had</u>	<u>studied</u>	the legal documents.
textual	topical			
THEME		RHEME		

CL. C. 13 cl. 1

**Independent clause**

Other examples of English words	often <u>used</u>	in Japanese	<u>include</u> :	1. terebi (TV) 2. rajio (radio) 3. konpuraiansu (compliance) 4. koraboreeshon (collaboration) 5. dejitaru (digital) 6. taoru (towel)
topical				
THEME	RHEME			

CL. C. 14 cl. 1

**Independent clause**

Vocabulary	<u>is also borrowed</u>	from other foreign languages.
topical		
THEME	RHEME	

CL. C. 15 cl. 1

**Independent clause**

The German "arbeit"	<u>becomes</u>	"arubaito"	<u>to mean</u> work,
topical			
THEME	RHEME		

CL. C. 15 cl 2

**Independent clause of Enhancement**

and	the Portuguese "pao"	<u>is used</u>	as "pan"	for bread.
textual	topical			
THEME		RHEME		

CL. C. 16 cl.1

**Independent clause**

Traditionalists	in France and French-speaking Canada also	<u>worry</u>	about the influx of English words	into their native tongue.
topical				
THEME	RHEME			

CL. C. 17 cl. 1

**Independent clause of Enhancement**

France's 1994 Toubon Law	<u>makes</u>	French compulsory in government publications, most workplaces, advertisements, parts of the media and state-funded schools.
topical		
THEME	RHEME	

CL. C. 18 cl. 1

**Independent clause**

However,	the French parliament	<u>is debating relaxing</u>	these rules
textual	topical		
THEME		RHEME	

CL. C. 18 cl. 2

**Independent clause of Enhancement**

so	that	university courses	<u>can be taught</u>	in English.
textual	structural	topical		
THEME			RHEME	

CL. C. 19 cl. 1

**Independent clause**

Japanese words	<u>used</u>	in the English language	<u>include</u> "haiku", "origami" and "Bonsai".
topical			
THEME	RHEME		

CL. C. 20 cl. 1

**Independent clause**

Other commonly used "loanwords"	<u>are</u>	the German "kindergarten", "zeitgeist" and "blitz" as well as French terms such as "faux-pas", "decor" and "cafe".
topical		
THEME	RHEME	

## **Appendix 6: The Japan Times; Lexical strings**

### **String 1: Mr takahashi**

(1) Gifu man - (2) Gifu prefecture man - (3) Hoji Takahashi - (4) Takahashi - (6) Takahashi - (7) Takahashi - (8) Takahashi - (11) Takahashi - (13) Takahashi - (14) Takahashi

### **String 2: media**

(1) C NHK - (2) C NHK - X broadcaster - (4) C NHK - X broadcaster - C programs - C news - C entertainment - (5) C NHK - C program - (6) C NHK - (7) C NHK - X national broadcaster - (10) C NHK - (12) broadcaster - C shows - (13) C NHK - C broadcaster - media - (14) C NHK - C viewership - C programming - (15) C audience - (16) C NHK

### **String 3: Loanwords**

(1) foreign words - (2) foreign words - (4) loan words - C “risuku” (risk), “toraburu” (trouble), “shisutemu” (system) - (5) C Konsheruju - (6) C words - X adopted - (13) loan words - (15) foreign words

### **String 4: complaint**

(1) sue - X distress - (2) suing - X distress - (3) filed - X complaint - damages - (6) complaint - causing - X stress - (11) take - X court - (15) complaint - X reads - (16) complaint

### **String 5: languages**

(6) C Japanese - C Japanese - (7) C Japanese - (8) C Nihongo - translates - X Japanese

### **String 6: Japan**

(1) C Gifu - (2) C Gifu - (3) C Nagoya - (7) C Japanese society - Japan - C Japanese culture - (11) C Kyodo - (13) C national - C Japanese viewers

### **String 7: Legal**

(3) filed - X complaint - District Court - seeking - X ¥1.4 million - (7) Mr Miyata - X told - (9) C Miyata - (11) C court - (13) lawyer - X representing

### **String 8: Organisation**

(8) organization - ‘Nihongo wo taisetsu ni suru kai’ - ‘group that appreciates the Japanese language’ - (9) C group - recognized X member



## **Appendix 7: The BBC; Lexical strings**

### **String 1: Mr takahashi**

(2) disgruntled viewer - (3) Hoji Takahashi - (8) Mr Takahashi - (10) Takahashi - (11) Mr Takahashi

### **String 2: media**

(1) C NHK - (2) C national broadcaster - (3) C NHK - (4) C news agency - (8) C NHK - C entertainment - C programmes - (9) C NHK - (10) C NHK - C national broadcaster - Japan Times - (11) C newspaper - (12) C NHK

### **String 3: loanwords**

(1) C English words - (2) C words borrowed from English - (7) littered - X borrowed words - X changed - (8) C "toraburu" (trouble), "risuku" (risk), "shisutemu" (system) - (13) C terebi - (TV), rajio (radio), konpuraiansu (compliance), koraboreeshon (collaboration), dejitaru (digital), taoru (towel) - (14) vocabulary - X borrowed - other languages - (15) C German "arbeit" - "arubaito" - Portuguese "pao" - "pan" - (16) C English words - (19) C Japanese words - include - X "haiku", "origami", "Bonsai" - (20) loanwords - "kindergarten", "zeitgeist", "blitz", "faux-pas", "decor", "cafe"

### **String 4: complaint**

(1) sued - (2) suing - X "mental distress" - (3) seeking - X 1.4 million yen - damages - (4) X concern - (9) accused - X irresponsibility - (11) filed - X complaint

### **String 5: languages**

(2) C English - (5) C English - (7) C Japanese - (8) C Japanese - (9) C Japanese - (10) C Japanese - (13) C English - C Japanese - (14) C foreign languages - (15) C German - C Portuguese - (16) C French - C English - (17) C French - (18) C English - (19) C Japanese - C English - (20) C German - French

### **String 6: Japan**

(1) Japan - (2) Japan - (4) Japan - (5) Japan - (10) C Japanese society - Japan - C Japanese culture - (11) C Nagoya - C Chibu - Japan

### **String 7: legal**

(1) sued - (2) suing - (3) seeking - X damages - (4) lawyer - Mitsuo Miyata - X told - (10) Mr Miyata - X told - (11) filed - X complaint - District Court - (12) C legal documents - (17) C Toubon law

### **String 8: organisation**

(8) C member - group

## Appendix 8: The Japan Times; References and ellipsis table

### Key to tables:

References		Ellipsis	
A	Anaphoric	P	Proper
Ex	Exophoric	S	Substitution
En	Endophoric		

The Japan Times		
Clause number	Reference	Ellipsis
CL. C. 2 cl. 1	H - Gifu Prefecture A - man A - suing A - NHK A - for mental distress	
CL. C. 2 cl. 2	A - the broadcaster	P - that (the mental distress) S - the broadcaster
CL. C. 3 cl. 1	A - Hoji Takahashi A - the complaint H- Nagoya	
CL. C. 3 cl. 2		P - he (Mr Takahashi)
CL. C. 4 cl. 1	A - Takahashi A - NHK	
CL. C. 4 cl. 2	A - the broadcaster A - its (NHK) A - loan words (English)	S - its (NHK)
CL. C. 5 cl. 1	A - He (Mr Takahashi) A - their use (referring to the English loanwords) A - NHK A - programs H - “BS Konsheruju” (“BS Concierge”).	
CL. C. 6 cl. 1	A - words like these (loanwords)	S - these (loanwords)

The Japan Times		
Clause number	Reference	Ellipsis
CL. C. 6 cl. 2	A - Takahashi A - his (Mr Takahashi) A - complaint	S - his (Mr Takahashi)
CL. C. 6 cl. 3	A - the deluge (of borrowed words) A - him (Mr Takahashi) A – stress (related to complaint)	S - him (Mr Takahashi)
CL. C. 6 cl. 4	A - NHK	P - he (Mr Takahashi)
CL. C. 6 cl. 5	A - Japanese (language)	P - NHK
CL. C. 7 cl. 1	A - Japanese (society)	
CL. C. 7 cl. 2	A - Takahashi	
CL. C. 7 cl. 3	A - NHK A - Japan's national broadcaster	
CL. C. 7 cl. 4	A - Japanese (language)	P - NHK
CL. C. 7 cl. 5	A - he (Mr Takahashi) A - Japanese (culture)	S - he (Mr Takahashi)
CL. C. 7 cl. 6		
CL. C. 8 cl. 1	A - Takahashi H - Nihongo wo taisetsu ni suru kai	
CL. C. 8 cl. 2	A - “group that appreciates the Japanese language.”	S - group that appreciates the Japanese language.
CL. C. 9 cl. 1	A - Miyata	
CL. C. 9 cl. 2	A - the group	
CL. C. 9 cl. 3	A - he (Mr Takahashi) A - member (of the group)	S - member (of the group)
CL. C. 10 cl. 1	A - I (Mr Takahashi) A - NHK A - this issue (of perceived over use of loanwords)	

The Japan Times		
Clause number	Reference	Ellipsis
CL. C. 10 cl. 2		
CL. C. 11 cl. 1	A - I (Mr Takahashi) A - this (the complaint) A - court	
CL. C. 11 cl. 2	A - Takahashi	S - Takahashi
CL. C. 12 cl. 1	A - I (Mr Takahashi) A - the broadcaster A - me (Mr Takahashi)	
CL. C. 12 cl. 2	A - it (NHK) A - shows (programmes)	S - it (NHK)
CL. C. 13 cl. 1	A - loan words A - NHK A - the broadcaster	
CL. C. 13 cl. 2	A Takahashi	
CL. C. 13 cl. 3	A - him (Takahashi)	S - him (Takahashi)
CL. C. 13 cl. 4	A - who (the unnamed lawyer)	S - who (the unnamed lawyer)
CL. C. 14 cl. 1	A - Takahashi	
CL. C. 14 cl. 2	A - NHK	S - it (NHK)
CL. C. 14 cl. 3	A - programming	P - NHK
CL. C. 15 cl. 1	A - Its (NHK)	
CL. C. 15 cl. 2	A - the complaint	
CL. C. 16 cl. 1	A - NHK A - the complaint	

## Appendix 9: The BBC; References and ellipsis table

BBC		
Clause number	Reference	Ellipsis
CL. C. 2 cl. 1	A - suing A - Japan's national broadcaster (NHK)	
CL. C.2 cl. 2	A - English words (loanwords)	P - his (disgruntled viewer)
CL. C. 3 cl. 1	A - Hoji Takahashi A - NHK	
CL. C. 4 cl. 1	A - his (Mr Takahashi)	
CL. C. 4 cl. 2	A - Japan	
CL. C. 4 cl. 3		
CL. C. 5 cl. 1	A - English (language) A - Japan A - US	
CL. C. 6 cl. 1	A - This (rise of English loan words in Japan) A - American (culture)	
CL. C. 7 cl. 1	A - the country's modern vocabulary (Japanese) A - borrowed words (in general)	
CL. C. 7 cl. 2	A - many of which (loanwords, no specific language origin) A - Japanese (language)	S - many of which (borrowed words)
CL. C. 8 cl. 1	A - Mr Takahashi A - NHK	
CL. C. 9 cl. 1	A - Mr Takahashi A - NHK	
CL. C. 9 cl. 2	A - Japanese (language)	P - NHK
CL. C. 10 cl. 1	A - Japanese society A - Americanised	
CL. C. 10 cl. 2	A - Takahashi	

BBC		
Clause number	Reference	Ellipsis
CL. C. 10 cl. 3	A - NHK A - Japan's national broadcaster A - the trend (of Americanization)	S - Japan's national broadcaster
CL. C. 10 cl. 4	A - Japanese (language)	P - NHK
CL. C. 10 cl. 5	A - he (Mr Takahashi) A - Japanese culture	S - he (Mr Takahashi)
CL. C. 10 cl. 6	A - Mr Miyata	
CL. C. 11 cl. 1	A - Mr Takahashi S - his (Mr Takahashi ) A - complaint Ex - Nagoya District Court in the central Chubu region of Japan [with specific geographic location]	S - his (Mr Takahashi)
CL. C. 11 cl. 2	A - The newspaper (The Japan Times)	
CL. C. 12 cl. 1	A - NHK A - it (NHK)	S - it (NHK)
CL. C. 12 cl. 2	A - it (NHK) A - the legal documents (the complaint)	S - it (NHK)
CL. C. 13 cl. 1	A - English words (borrowed into Japanese) A - Japanese (language)	
CL. C. 14 cl. 1	A - Vocabulary (borrowed general)	
CL. C. 15 cl. 1		
CL. C. 15 cl 2		
CL. C. 16 cl.1	A - English words (borrowed into French)	
CL. C. 17 cl. 1	A - France	

BBC		
Clause number	Reference	Ellipsis
CL. C. 18 cl. 1	A - French parliament A - these rules (Toubon law)	
CL. C. 18 cl. 2	A - university courses A - English (language)	
CL. C. 19 cl. 1	A - Japanese (loanwords in English) A - English (language)	
CL. C. 20 cl. 1	A - loanwords (into English, from French and German) A - German	