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LOGOGENESIS AND APPRAISAL:
A SYSTEMIC FUNCTIONAL ANALYSIS OF
ENGLISH AND JAPANESE LANGUAGE ARTS TEXTBOOKS

A Thesis submitted to
the Graduate College of
Marshall University

In partial fulfillment of
the requirements for the degree of
Master of Arts in English

by Shinji Kawamitsu

Approved by
Dr. Hyo-Chang Hong, Committee Chairperson
Dr. Jun Zhao
Dr. Kazuhiro Teruya

Marshall University
May 2012

Acknowledgments

I would like to thank all the people who have helped with this work. I want to express my gratitude to my family in Japan who believe in me and pour endless love on me. I owe them forever for letting me study outside Japan and embracing me whenever I went back to Japan. I would like to thank my fiancé, Haruna Nigo, for our intellectual discussion through Skype and providing counseling when I was having a hard time. I also would like to thank my colleagues at Marshall University, Akira Ito, Ayaka Komori, Azusa Yamada, Keita Sakuraba, Maki Okamoto, Nao Tsurumi, Saki Shiraoka and others who have encouraged me to go through this work. Special thanks are also given to my students who were in my Japanese classes at Cabell Midland High School and teachers at Ona Elementary School who allowed me to use their textbooks for analysis. I am grateful to Dr. Natsuki Fukunaga Anderson for not only giving insightful ideas on my work but also supporting me throughout my two years of teaching at high school.

I would like to express my heartfelt thanks to Dr. Kazuhiro Teruya who agreed to become my committee member regardless of my late request. His comments and feedback motivated me to do more critical analysis and enlightened my work. I also would like to thank Dr. Jun Zhao who has provided tremendous knowledge of Applied Linguistics and Language Acquisition theories. Without those professors, friends, and family, my project would not have been possible.

Finally, this thesis would not have been possible without my supervisor Dr. Hyo-Chang Hong. I cannot find words to express my gratitude for him for being patient and working with me. I will never forget his endless support for my work as well as being a great mentor throughout my graduate studies at Marshall. I owe him forever for introducing me to Systemic Functional Linguistics, which has changed my belief about language and context.

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Abstract

Logogenesis and Appraisal:
A Systemic Functional Analysis of English and Japanese Language Arts Textbooks
by Shinji Kawamitsu

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

1. Introduction

Beginning with Chomsky's *Syntactic Structures* (1957), a vast majority of research has dealt with issues dealing with syntax. One of the basic premises in this area of linguistics is the perspective of language as cognitive and innate. This conceptualization of language and the theory devised to account for this innate aspect of language view language in terms of Universal Grammar (UG), which claims that all human beings inherit a universal set of principles and parameters that control the shape of human languages. Within this framework, Language Acquisition Device, known as LAD, is hypothesized to function as a device which contributes to language acquisition. Chomskyan linguistics restricts the object of study to native speakers' knowledge of this particular grammar, or UG (competence), as opposed to the use that is made of this linguistic knowledge in actual communicative situations (Butler, 2003). This view of language, which restricts linguistics study only to internal structures and disregards other external functions of language, has been critiqued by a number of functionalism linguists (Foley & Van Valin, 1984; Givon, 1979). Over the last few decades, for example, linguists looking into the sundry syntactic variations have argued that a number of similar syntactic structures, such as passive and active variation, dative-movements, and *there*-insertions, are not just variations of the same underlying structure but reflect different social and interpersonal meanings that reflect distinct contexts in which they are used (Chafe, 1976; Birner & Ward, 1998).

Moreover, because of its emphasis on experiential or ideational meanings, formal linguistic theories do not render themselves well for analyzing other non-propositional meanings such as interpersonal and textual meanings. It may then be argued that despite the major contribution of formal linguistics and syntax to cognitive areas, its lack of attention to language

at the performance level has made it difficult to use the theory to go beyond clause-level phenomena (Halliday & Matthiessen, 2004; Eggins & Slade, 1997).

Contrary to formal linguistics, which views language as a set of rules in the way mentioned above, functional linguistic perspective sees language as a set of options available for construing different kinds of meanings and focuses on how language is used variously depending on contextual factors and on how language and context mutually realize each other. In particular, this symbiotic relation between language and context is theorized and modeled in Systemic Functional Linguistics (hereafter SFL) in a way that each of the strata of phonology, lexicogrammar, semantics, register, and genre is theorized to realize and be realized by the other strata.

SFL has its roots in Firthian linguistics. Unlike John Rupert Firth, however, who gave equal status to the concepts of system and structure in his model, SFL prioritizes system. It was extensively developed and refined to its present form by Firth's student, M. A. K. Halliday. His contributions in this respect have been applauded as the most important development of the ideas within the so called "London School" of linguistics (Butler, 1985).

Martin (2001) illustrates how SFL differs from linguistics of other schools as follows:

[T]hey place considerable emphasis on the idea of choice. They view language as a large network of interrelated options, from which speakers unconsciously selected when speaking....[S]ystemicists ... have taken a great interest in the relation between language and context. (p. 151)

SFL is called systemic because it foregrounds the organization of language as options for meaning. The relationships of choice focus on what you say in relation to what you could have said. SFL is called functional because, unlike other theories, it interprets language as the way

people use it to live. It is one of a family of functional linguistic theories that share this goal and these are the main features distinct from the formal perspective.

Syntagmatic and paradigmatic orders are fundamental concepts for SFL. Syntagmatic order is the linguistic phenomenon of “chaining.” In language, items are strung together “horizontally” in structures. It has patterns, or regularities, in what *goes together with* what. The ordering principle is that of rank, and organized by the relationship of “is a part of.” For example, in the writing system, a word consists of a whole number of letters, a sub-sentence of a whole number of words, a sentence of a whole number of sub-sentences; the number may be more than one, or may be just one.

Paradigmatic order, on the other hand, is the phenomenon of “choice” in the linguistic system. In SFL, it is described in terms of systems and networks. Its pattern is in what *could go instead of* what. Any set of alternatives constitutes a system in this technical sense. The relationship on which the system is based is “is a kind of.” An example would be “all clauses are either indicative or imperative,” which is shown in Figure 1.1. The horizontal arrows in the network lead to systems of choices in which a speaker or a writer can choose one feature or another; and these choices lead on to other systems, in which they can choose another feature, until they get to the end of the path. In order to get wh-questions, for example, they have to choose indicative (not imperative), and then interrogative (not declarative), and then wh-questions (not yes/no questions).

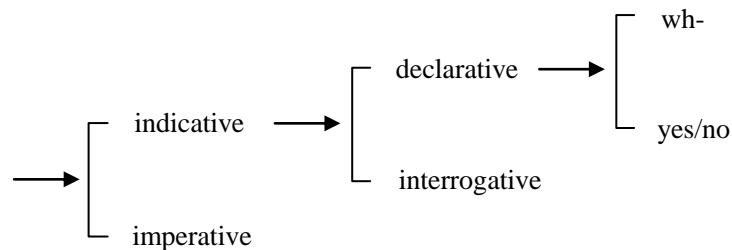


Figure 1.1 System network

Coffin, Donohue, and North (2009) argue syntagmatic and paradigmatic order as follows:

Traditional formal and communicative approaches tend to take a syntagmatic perspective, whereas systemic functional linguists hold the view that both perspectives are important in order to understand the meaning made by a clause (or any other language element). (p. 202)

Another theoretical concept for SFL is stratification (see Figure 1.2). Phonology, lexicogrammar, and discourse semantics form the multi-layered strata and they are metaredundantly related to language system. This is what allows the meaning potential of a language to expand, more or less indefinitely (Halliday & Matthiessen, 2004):

We use language to make sense of our experience, and to carry out our interactions with other people. This means that the grammar has to interface with what goes on outside language: with the happenings and conditions of the world, and with the social processes we engage in. But at the same time it has to organize the construal of experience, and the enactment of social processes, so that they can be transformed into wording. (p. 24)

The way it does so is to split the task into two. Regarding the interfacing with what goes on outside language, experience and interpersonal relations are construed as meaning. This is formed in the stratum of semantics. As for the organizing experiences and social processes, the meaning in the semantics stratum is further transformed into wording. This is formed in the

stratum of lexicogrammar (Halliday & Matthiessen, 2004). Those strata are interrelated through realization and metaredundancy (Martin & Rose, 2008).

The upper level stratum from the phonology layer is referred as lexicogrammar.¹ It is concerned with the recoding of phonological patterns as lexis and grammar. However, what should be noted here is that lexicogrammar is not made up of phonological patterns but is realized through them. Lexicogrammar stratum “is a more abstract level of organization, not just a bigger one” (Martin & White, 2005, p. 9). Martin argues that it is a more abstract level realized by a more concrete element and one way to appreciate this is to note that both phonology and grammar have their own compositional hierarchies.

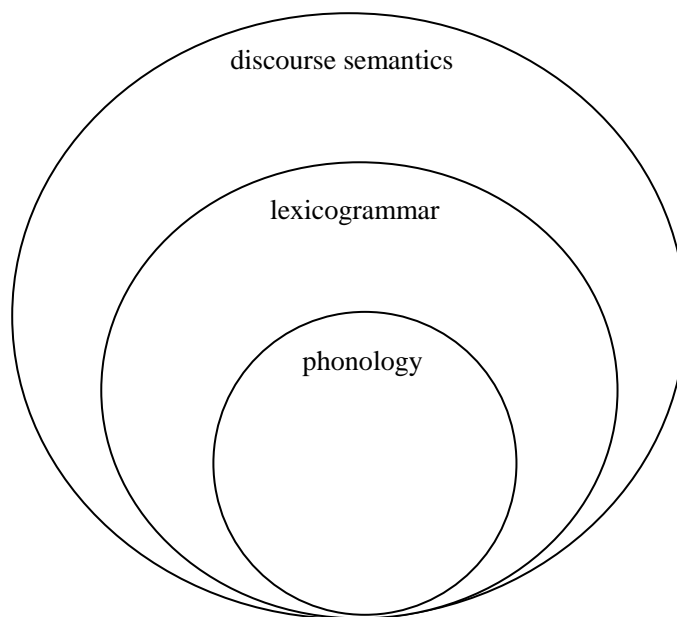


Figure 1.2 Stratification (adapted from Martin 1993a)

Lexicogrammar construes three corresponding kinds of meaning: the ideational (experiential and logical), textual, and interpersonal (see Figure 1.3). Language, from the ideational perspective, is used to express our perceptions of the world and our own

¹ This thesis does not discuss the phonology layer.

consciousness. This is known as the ideational metafunction, which is classified into two subfunctions: the experiential and the logical. The experiential is largely concerned with content or ideas. The logical is concerned with the relationship between ideas. From the interpersonal perspective, language is used to enable us to participate in communicative acts with other people, to express feelings, attitudes and judgments. This is known as the interpersonal metafunction. Language, from the textual perspective, is used to relate what is said to the rest of the text. This involves the use of language to organize the text itself, and is known as the textual metafunction.

In almost any instance of language use, all three metafunctions operate simultaneously in the creation of meaning in relation to context. This is because certain aspects of grammar support the ideational metafunction; other aspects realize the interpersonal metafunction, and others realize the textual metafunction (Bloor & Bloor, 1995).

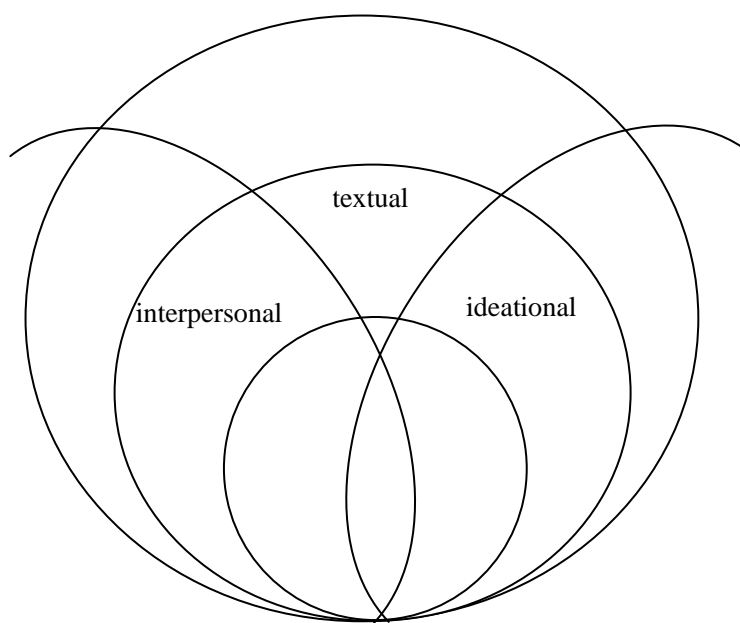


Figure 1.3 Metafunctional organization of language

The third level of abstraction is referred to as discourse semantics. It is concerned with meaning beyond the clause. Martin and White (2005) briefly illustrate this stratum as follows:

This level is concerned with various aspects of discourse organisation, including the question of how people, places and things are introduced in text and kept track of once there (identification); how participants are related as part to whole and sub-class to class (ideation); how turns are organised into exchanges of goods, services and information (negotiation); and how evaluation is established, amplified, targeted and sourced (appraisal). (p. 9)

The relation between each of these strata of language and context is modeled as “realization” (Halliday & Matthiessen, 2004).

2. Review of Relevant Literature

According to Eggins and Slade (1997), there has been less research in the domain concerned with interpersonal assessment and the description of evaluative meanings. Although several studies on semantic fields (Lyons, 1977; Lehrer, 1974) were conducted, their focuses were not on interpersonal lexis, grammatical structure, or discourse structure, but on ideational structure.

Appraisal is one of the discourse semantic resources that construes interpersonal meaning. Its theoretical framework was extensively developed by Martin by building upon early work, and his approach to the descriptions of evaluative meanings is, to a certain degree, similar to past studies (Eggins & Slade, 1997). In Labov & Waletzky's study (1967), for example, the core devices for evaluation were mainly intensifiers. This involves repetition, comparators, correlatives, and explicatives. Appraisal is also theoretically developed by the framework of "styles of stance" argued by Biber and Finegan (1989), defining stance as the lexical and grammatical expression of attitudes concerning the propositional content of a message.

Martin proposes that Appraisal is concerned with "evaluation—the kinds of attitudes that are negotiated in a text, the strength of the feelings involved and the ways in which values are sourced and readers aligned" (Martin & Rose, 2007, p. 25). It is systemically identified as the Attitude, Engagement, and Graduation as shown in Figure 2.1.

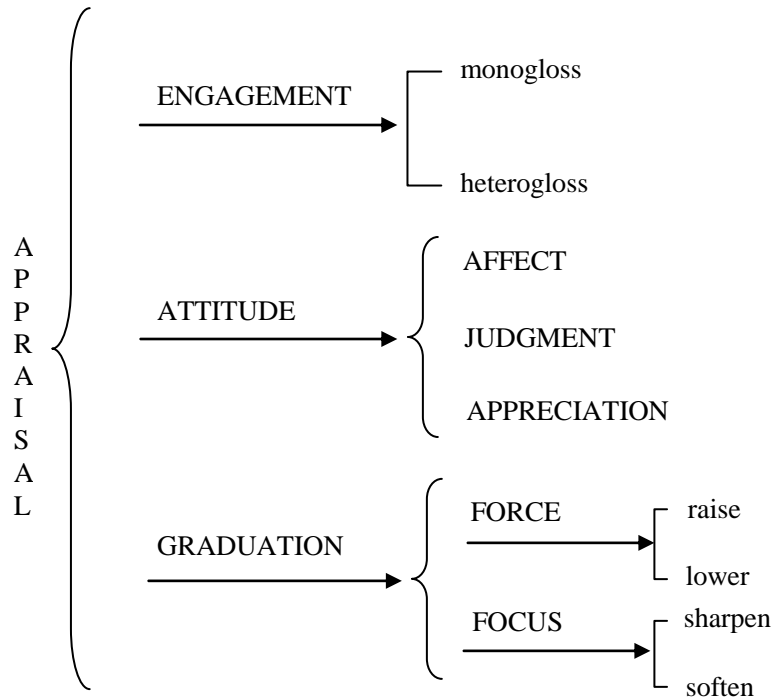


Figure 2.1 An overview of Appraisal resources (adapted from Martin & White, 2005)

Engagement covers resources which present other voices into a discourse through projection, modalization, or concession. The key choice for engagement has to do with voice (monogloss) or more than one voice (heterogloss). Graduation covers grading, including Force and Focus. Force comprises the choice to raise or lower the intensity of gradable items, and focus involves the option of sharpening or softening an experiential boundary. Attitude, which is the main framework used for the analysis in this thesis, comprises the three major regions of feeling, which are Affect, Judgment and Appreciation. They are systemically represented as Figure 2.2 below.

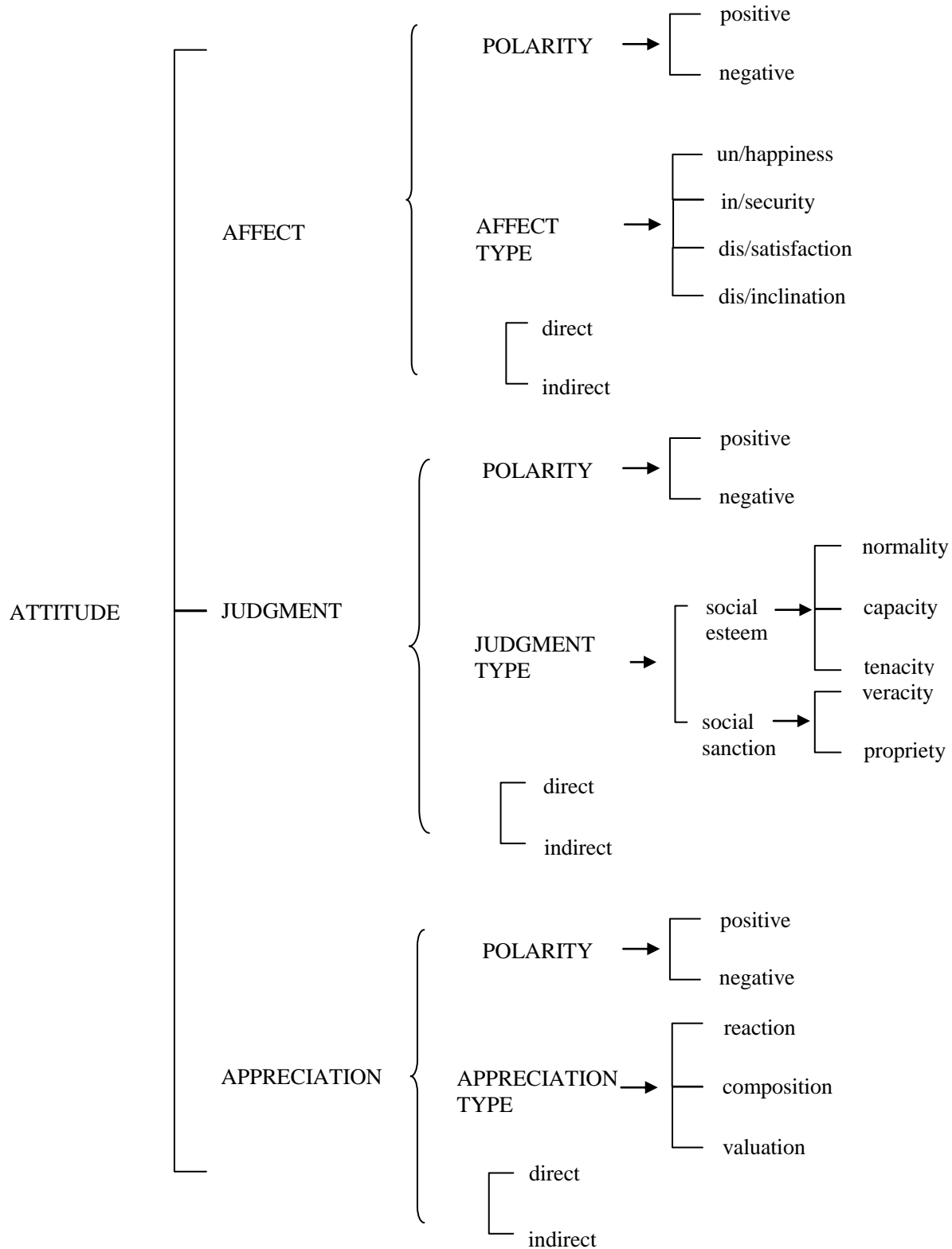


Figure 2.2 An overview of Attitude (adapted from Martin & White, 2005)

2.1. Affect

Affect is concerned with expressions of emotions with positive and negative responses and dispositions. The key areas of the lexicogrammar involve “qualities” and “processes.”

Martin (1996) illustrates the realization of Affect as follows:

Emotive qualities may describe (Epithet) or be ascribed to participants (Attribute); they can also be used to characterise the attitude in which a process is undertaken (Circumstance of manner). In addition, affective mental processes can be used to construe the reactions of participants; agnate to these behavioural processes which express the physiological manifestation of inner feelings. (p. 134)

This various realizations of Affect are exemplified in Table 2.1.

“qualities”	describing participants	a happy boy	Epithet
	attributed to participants	the boy was happy	Attribute
	manner of processes	the boy played happily	Circumstance
“processes”	affective mental	the present pleased the boy	Process
	affective behavioural	the boy smiled	Process

Table 2.1 Key lexicogrammatical regions realizing Affect

Martin and White (2005) explain that emotions are construed by the culture as positive feelings or negative feelings. For instance, *happy* in “the boy was happy” is presented as a positive Affect whereas *sad* in “the boy was sad” is presented as a negative Affect. This polarity of feelings is expressed as “+” for positive Affect, and “-” for negative Affect in the analysis. As for realization, Martin and White point out that “the selection of ideational meaning is enough to invoke evaluation, even in the absence of attitudinal lexis that tells us directly how to feel” (2005, p. 62). This is referred to as Token of Appraisal and

represented as (*i*) in the analysis. This is a critical resource for identifying the reader's reading position as well as distinguishing between individual and social subjectivity.²

Regarding Affect type, four subtypes of Affect used in the texts are as follows:

- un/happiness: emotions concerned with “affairs of the heart” such as sadness, hate, happiness, and love.
- in/security: emotions concerned with ecosocial well-being such as anxiety, fear, confidence, and trust.
- dis/satisfaction: emotions concerned with the pursuit of goals such as ennui, displeasure, curiosity, and respect.
- dis/inclination: emotions directed at some external agency such as tremble, wary, suggest, and miss. This involves intention rather than reaction and is set aside from the three subtypes above (Martin & White, 2005).

Examples for the first three subtypes of Affect are summarized in Table 2.2 below.

Affect			
Category	Meaning	Positive examples	Negative examples
un/happiness	“how happy did you feel?”	<i>happy, cheerful, smile, chuckle, love, adore, hug, laugh, rejoice</i>	<i>down, sad, miserable, whimper, wail, rubbish</i>
in/security	“how secure did you feel?”	<i>together, declare, confident, assert, assured, proclaim, commit, entrust</i>	<i>uneasy, anxious, freaked, worried, restless, shaking, twitching</i>
dis/satisfaction	“how satisfied did you feel?”	<i>interested, busy, reward, attentive, industrious</i>	<i>bored, fed up, angry, fidget, jaded, stale, yawn</i>

Table 2.2 Categories of Affect (adapted from Eggins & Slade, 1997; Martin, 1997)

² Further explanations on this indirect realization are illustrated in section 3.

2.2. Judgment

Whereas Affect is individual feelings, Judgment is feelings institutionalized. It “take(s) us out of our everyday common sense world into the uncommon sense worlds of shared community values” (Martin & White, 2005, p. 45): In this sense, Judgment transforms feelings into “proposals” about behaviour. Proposal, in SFL, is the semantic function which demonstrates the exchange of “goods-&-services.” Rules and regulations are more or less formalized via the semantics of proposals by exchanging feelings of how people should or should not behave.³ Judgment involves expressing evaluations about the ethics, morality, or social values of people’s behaviour. It is divided into those dealing with “social esteem” and those oriented to “social sanction.”

- social esteem: has to do with “normality” (how unusual someone is), “capacity” (how capable they are), and “tenacity” (how resolute they are).
- social sanction: has to do with “veracity” (how truthful someone is) and “propriety” (how ethical someone is) (Martin & White, 2005).

Martin indicates that in those two categories:

Social esteem involves admiration and criticism, typically without legal implications; if you have difficulties in this area you may need a therapist. Social sanction on the other hand involves praise, and condemnation, often with legal implications; if you have problems in this area you may need a lawyer. (2007, p. 68)

This category is summarized in Table 2.3.

³ For more explanation on “proposal”, see Halliday & Mattiessen 1997; Martin 1992.

Judgment			
Category	Meaning	Positive examples	Negative examples
social esteem	normality “how special?”	<i>lucky, fortunate, cool, charmed, fashionable, predictable, stable, normal</i>	<i>unlucky, odd peculiar, obscure, retrograde, also-ran, dated</i>
	capacity “how capable?”	<i>powerful, droll, insightful, expert, mature, vigorous, healthy, sensible</i>	<i>mild, weak, dull, wimpy, sick, thick, stupid, helpless, illiterate</i>
	tenacity “how dependable?”	<i>brave, heroic, patient, careful, wary, reliable, faithful, tireless</i>	<i>timid, cowardly, impatient, hasty, impetuous, weak, distracted, disloyal</i>
social sanction	veracity “how honest?”	<i>truthful, honest, discrete, direct, credible, frank, tactful</i>	<i>dishonest, deceitful, lying, deceptive, blunt, devious</i>
	propriety “how far beyond reproach?”	<i>good, moral, ethical, fair, caring, just, sensitive, kind</i>	<i>bad, immoral, evil, unfair, vain, snobby, selfish, greedy, unfair</i>

Table 2.3 Categories of Judgment (adapted from Eggs, 1997; Martin, 1997)

2.3. Appreciation

In contrast to Judgment, which transforms feelings into proposals about behaviour, Appreciation transforms feelings into “propositions” about the value of things. Proposition in SFL sense is the semantic function in the exchange of information. The lexis of Appreciation allows the Appraiser to exchange “information” of how he/she feels about things. Systems of awards such as prices, grades, and grants are represented in this concept, and appraised despite whether or not they are deserved. Appreciation can be divided into three subcategories.

- reaction: has to do with attention and the emotional impact.
- composition: has to do with the perceptions of proportionality and detail in a text.
- valuation: has to do with the assessment of the social significance of the text.

This category is summarized in Table 2.4.

Appreciation			
Category	Meaning	Positive examples	Negative examples
reaction	impact “did it grab me?”	<i>arresting, lively fascinating, captivating, remarkable</i>	<i>dull, boring, dry, uninviting, flat, ascetic, predictable</i>
	quality “did I like it?”	<i>okay, fine, good, lovely, beautiful, splendid, appealing</i>	<i>bad, yuk, nasty, plain, , repulsive grotesque, ugly, revolting</i>
composition	balance “did it hang together”	<i>balanced, logical, shapely, harmonious, curvaceous</i>	<i>unbalanced, irregular, uneven flawed, shapeless, contradictory</i>
	complexity “was it hard to follow?”	<i>simple, pure, elegant, clear, precise, intricate, rich, detailed, precise</i>	<i>unclear, plain, monolithic, simplistic, byzantine, wooly, monolithic</i>
valuation	“was it worthwhile?”	<i>deep, original, creative, timely, penetrating, real, profound, priceless, helpful</i>	<i>shallow, fake, reductive, bogus, insignificant, glitzy, worthless, pricey, ineffective</i>

Table 2.4 Categories of Appreciation (adapted from Eggins, 1997; Martin, 1997)

2.4. Rationale

The purpose of this thesis is to demonstrate that there are distinct and purposeful differences in the way that language of evaluation is used between English textbooks and Japanese textbooks. This thesis applies Appraisal system to the language arts textbooks used in 2nd to 4th grade classrooms.

In the domain of language of schooling, tools for identifying the construal of the language of evaluation are important in the English curriculum, which focuses on writing and responding to the story genre (Martin, 1993b). According to Schleppegrell, “Schooling is primarily a linguistic process” (2004, p. 2), and language is often an unconscious means of evaluating students. Regardless of this, many teachers are unprepared to make the expectations of schooling linguistically explicit to students. Reading texts, moreover, are highly diverse and learners and teachers need flexible tools for identifying how meanings are construed through the texts (Rose, 2007).

As well as evaluatively assessing the language of schooling, Appraisal analysis of story genres can recognizably reveal much about the culture because “story genres in general are powerful resources for cultural reproduction, which have been a key factor in human society” (Martin & Rose, 2008, p. 74). “Inner” levels of interpretation of story genres are culture-specific, and they differentiate themselves from other cultural interpretations. Therefore, the choice of Appraisal items, which represents how people appraise, grade, and give social value to social experience, is critical to this construction of an interpretation (Coffin, 2000).

Language arts textbooks involve diverse story genres, and they are legally bonded to follow school curriculum. West Virginia, for example, applies the curriculum *21st Century Skills* in educational settings, which integrates its own list of standards into the Common Core State

Standards. The Common Core States Standards aim to establish consistent and clear education standards for English/language arts and mathematics in the United States. Similarly, the required curriculum guidelines in Japan, “学習指導要領 Gakushu-Shidou-Youryou” are instituted by the Ministry of Education. Language textbooks used in WV and Japan are both legally required to employ reading texts to nourish particular abilities. Analyzing school curriculum functionally will reveal how knowledge is selected and moderately presented in a specific way in order to meet the requirement of the curriculum (Barnard, 1998).

In this thesis, the analysis of the purposeful differences in the way that the language of evaluation is used in both language arts textbooks would present the focal school strategies for conveying cultural messages to learners as well as instructing learners to adapt particular ways of interpreting interpersonal meanings with regard to people and things.

3. Analysis

The methodological approach of this study draws on a systemic functional analysis of the texts mentioned above.

3.1. Data

The data used for the analysis are comprised of three sequential elementary school language arts textbooks used in U.S. schools and Japanese schools in the 2nd, 3rd, and 4th grade. The English textbooks selected for the analysis have been adapted by Cabell County (West Virginia) and are currently used in Ona Elementary School. The Japanese textbook data were selected among commonly used textbooks in elementary schools in Japan. The textbooks are officially approved respectively by the West Virginia Department of Education and the Japanese Ministry of Education. From the three English textbooks, eight different stories were selected for the analysis and from the Japanese textbooks, seven stories were analyzed. For the purpose of this thesis, these stories are designated “texts.”

3.2. Unit of Message

Unit of message is adopted based on Martin’s 1992 model. In his model, message is realized as a ranking clause which is not a projection, nor a hypotactically dependent elaborating clause (Martin, 1992). Locutions, ideas, elaborating β clause, and embedded clauses are treated as part of messages as illustrated below.

locution	He said he’d won .	
idea	He thought he’d won .	
$\bar{\beta}$	He said he’d won, which he had .	(Martin, 1992)

As for messages in the Japanese texts, the ranking clauses illustrated above are treated as part of messages in the same way based on the description of taxis and logico-semantic relations in Japanese (see Teruya, 2006). Examples are illustrated as follows:

locution	「そうしてくれ」と 母が たのんだ。 “Soo site kure”to hahaga tanon da. “Please do so”, asked my mother.
idea	男も女も永遠の愛があると 信じていた。 Otoko mo on’na mo eien no ai ga aru to shinjite ita. “Both men and women believed that eternal love existed.”
β	私の窓の窓際には、小父さんがカストリ雑誌を読むか、 居睡りをするか していた。 <i>Watashi no soba no madogiwa niwa, ojisan gakasutori zasshi o yomuka, inemuri o suru ka shiteita.</i> “On my side of the window, my uncle was doing things like reading a cheap magazine or dozing off.” (Teruya, 2006)

3.3. Methods of Analysis

For the analysis, each text is divided into messages. Each message is entered into Microsoft Word and numbered accordingly. Subcategories of Appraisal, Affect, Judgment, and Appreciation are manually tagged using Martin and White’s 2005 SFL Appraisal model (see Figure 3.1). The analysis focuses on three factors in order to elaborate Attitudinal lexis: polarity, direct/indirect realization, and their categories. In this thesis, three Appraisal analyses are reported: The first analysis is concerned with the frequency of explicit and implicit total Attitudinal items in the texts. In example 1 and 2 below, inscribed Attitudinal items are underlined, and invoked Attitudinal items are highlighted and italicized. Inscribed and Invoked Attitudinal items are counted and the average of their frequency is calculated for each grade.

1. Carol Ann is very bossy (judgment) and I’m a tiny bit scared (affect) of her.
2. Every night in bed I *bit my nails ((t) affect)*

Inscribed attitude in Wojciechowski						
message#	Appraising items	Appraiser	Affect	Judgment	Appreciation	Appraised
28	bossy	Beany		-prop		Carol
28	scared	Beany	-sec			Carol

Figure 3.1 Sample data analysis (sec: security, prop: propriety)

The second and third analyses are concerned with the three systems of Attitude: Affect, Judgment, and Appreciation. They are tagged based on whether they are used in a positive or negative way as well as whether or not they are used explicitly or implicitly. Judgment lexical items are further divided into “social esteem” and “social sanction.”⁴ The average of their frequency is calculated for each grade.

The final analysis is concerned with the distributional patterns of Attitudinal items in the texts. In this analysis, the distributional patterns of Affect, Judgment, and Appreciation are examined for the first ten messages of each text, the majority of which comprise Orientation stage in the SFL genre perspective.

⁴ For more explanation, see section 2 for Review of Relevant Literature.

4. Analysis and Results

4.1. Attitudinal Inscription and Invocation

The frequency of inscribed Attitudinal lexical items in the English texts for each grade is below 40% of the total number of the messages. Each frequency percentage for these lexical items is 23% for the 2nd grade, 29% for the 3rd grade, and 37% for the 4th grade. The frequency of invoked Attitudinal lexical items in the English texts is below 20%, with 14% for the 2nd grade, 15% for the 3rd grade, and 14% for the 4th grade (see Table 4.1).

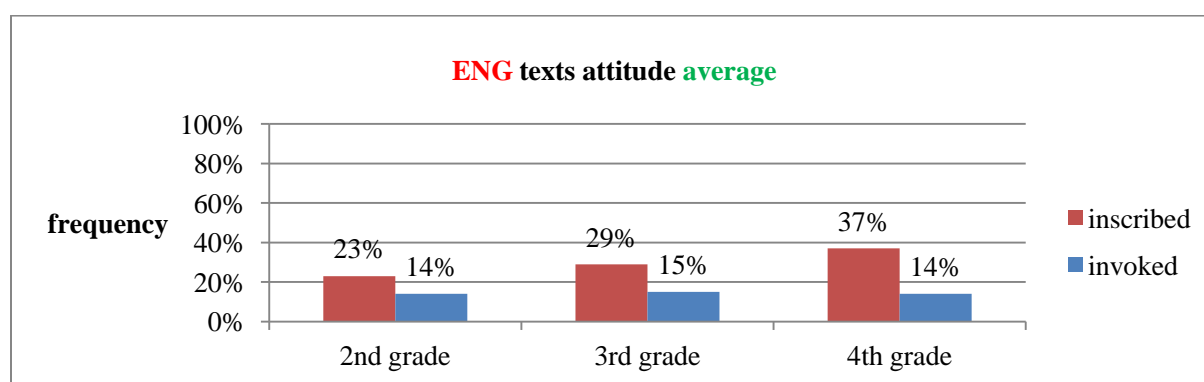


Table 4.1 Inscribed and invoked Attitudinal lexical items frequency in the English text

On the other hand, the frequency of inscribed Attitudinal lexical items in the Japanese texts for each grade is above 40% with the exception of 4th grade. Inscribed Attitudinal lexical items are used 46% for the 2nd grade, 58% for the 3rd grade, and 18% for the 4th grade. The frequency of invoked Appraisal in the Japanese texts is over 40%, with 68% for the 2nd grade, 81% for the 3rd grade, and 45% for the 4th grade (see Table 4.2).

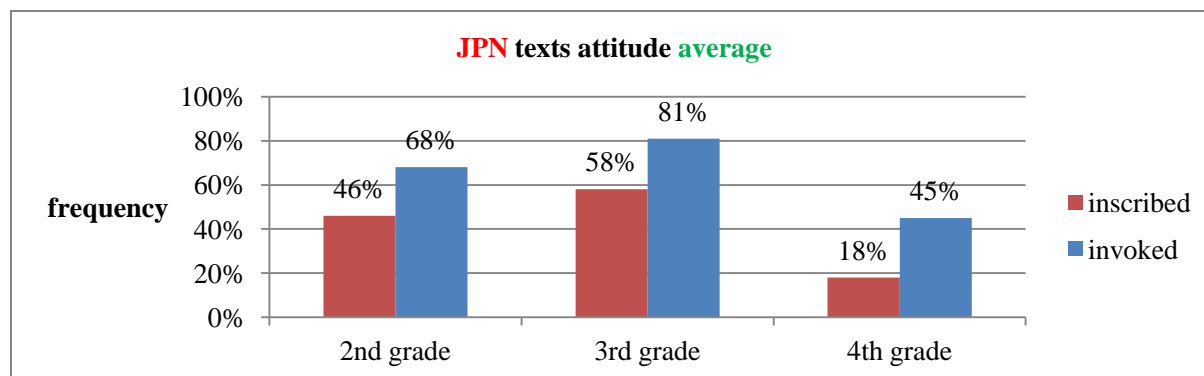


Table 4.2 Inscribed and invoked Attitudinal lexical items frequency in the Japanese text

4.2. Frequency of Attitudinal Lexical Items

The frequency of Affect, Judgment, and Appreciation items shows distinct patterns in the English texts and Japanese texts. As Table 4.3 indicates, the Japanese texts use more inscribed Attitudinal lexical items, especially Affect items, than the English texts. The frequencies of inscribed Affect lexical items in the Japanese texts are 26% for the 2nd grade, 35% for the 3rd grade, and 10% for the 4th grade, whereas the English texts use them 15%, 20%, and 20% respectively. The analysis also indicates that the English texts do not prefer inscribed Judgment items, whereas the Japanese texts deploy them as the second most frequently used lexical items (see Table 4.3).

Inscribed Judgment lexical items are used 13% for the 2nd grade, 16% for the 3rd grade, and 6% for the 4th grade in the Japanese texts, while the percentages are 1%, 5%, and 8% in the English texts.

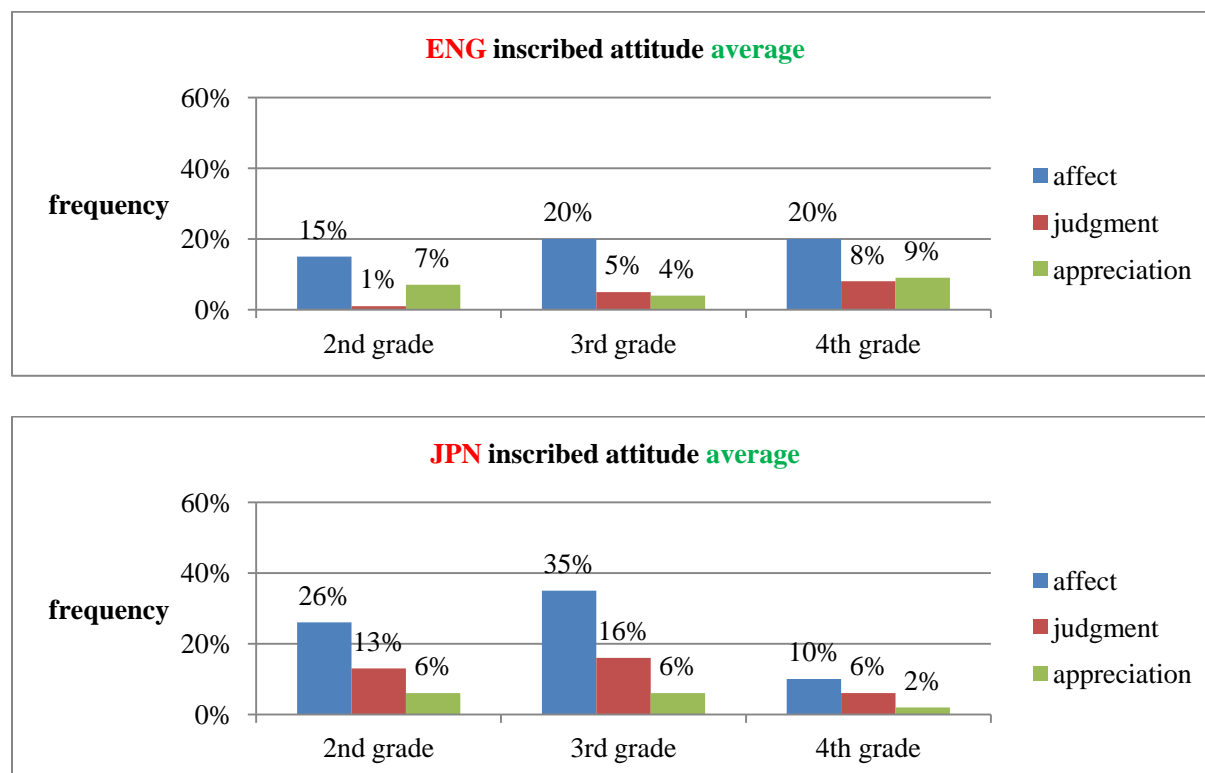


Table 4.3 Inscribed Affect, Judgment, and Appreciation items in both texts

Similarly, the Japanese texts more frequently deploy invoked Affect and Judgment items. The number of invoked Judgment items in the Japanese texts is almost twice as much as those in the English texts (see Table 4.4).

Especially in the 2nd grade Japanese texts, invoked Judgment items comprise 53% of the texts. This is significantly higher than that in the 2nd grade English texts, which deploy invoked Judgment items in 4% of the texts. As well as high frequency of invoked Judgment, the Japanese 3rd grade texts favor more invoked Affect items than in the English 3rd grade texts. Whereas 4% of the messages in the 3rd grade English texts are invoked Affect lexical items, 39% of the messages in the 3rd grade Japanese texts are invoked Affect items.

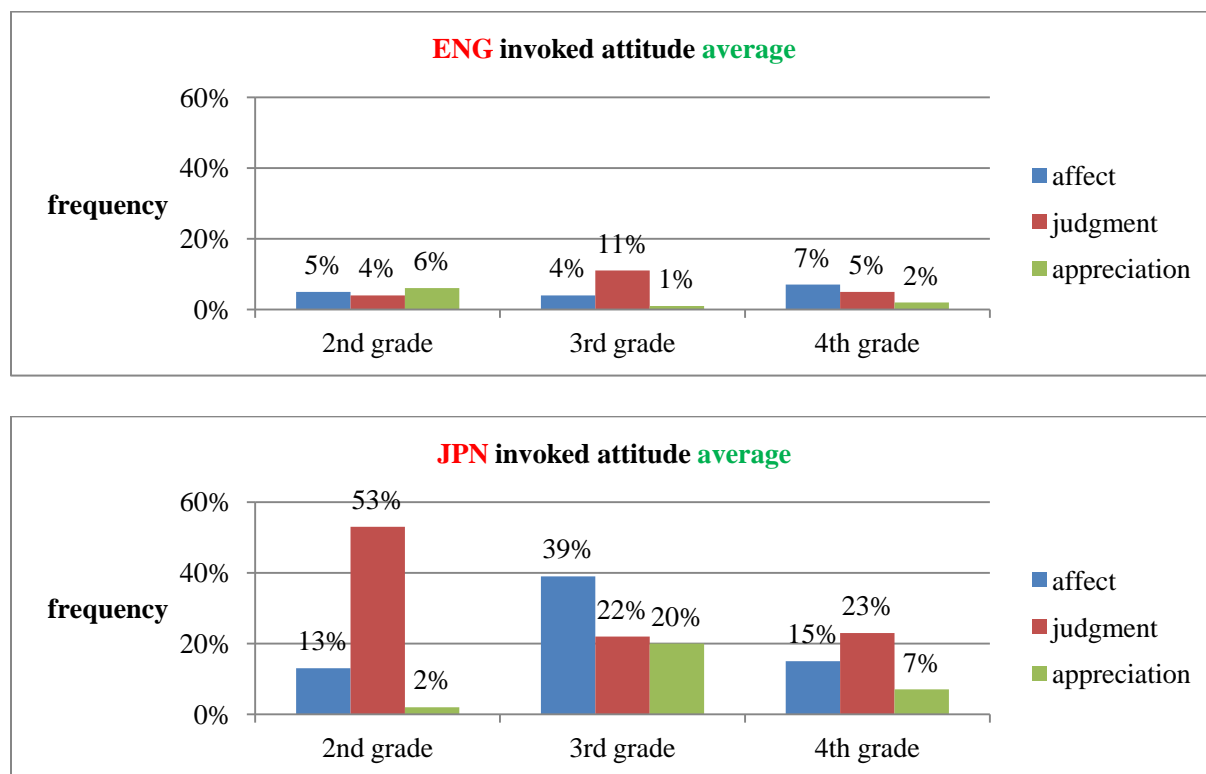


Table 4.4 Invoked Affect, Judgment, and Appreciation items in both texts

4.3. Polarity of each Attitudinal Lexical Item

The number of negative evaluated Affect items is overall higher than positively used Affect items in the Japanese texts with the exception of the 3rd grade (see Table 4.5). Negatively evaluated inscribed Affect items are 16% for the 2nd grade, 17% for the 3rd grade, and 7% for the 4th grade. As for invoked Affect items, they are used in a negative way in 9%, 18%, and 11% in the texts respectively.

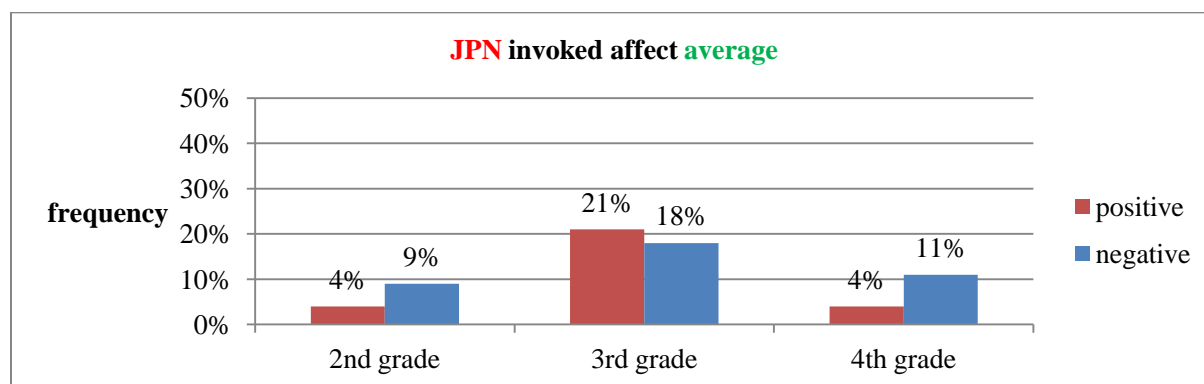
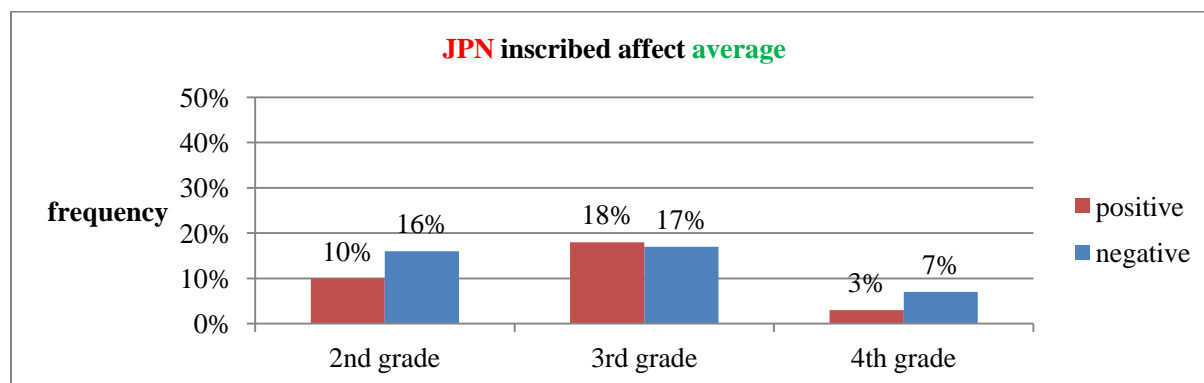


Table 4.5 Positive and negative Affect items in the Japanese texts

On the other hand, as Table 4.6 indicates, this high frequency of negative evaluation is not the main feature of the English texts, which use mostly positive evaluating items throughout the grades. Negatively evaluated inscribed Affect is used 4% for the 2nd grade, 10% for the 3rd grade, and 8% for the 4th grade, whereas positively evaluated Affect items are 11%, 10%, and 3% of the texts respectively. As for invoked Affect items, negative evaluation is slightly more preferred than positive evaluation. Negatively invoked Affect items are used 0% for the 2nd grade,

3% for the 3rd grade, and 5% for the 4th grade, while positively invoked Affect items are used 5%, 1%, and 2% for each grade. The overall frequency of invoked Affect items in the English texts is significantly lower as we can see in Table 4.6.

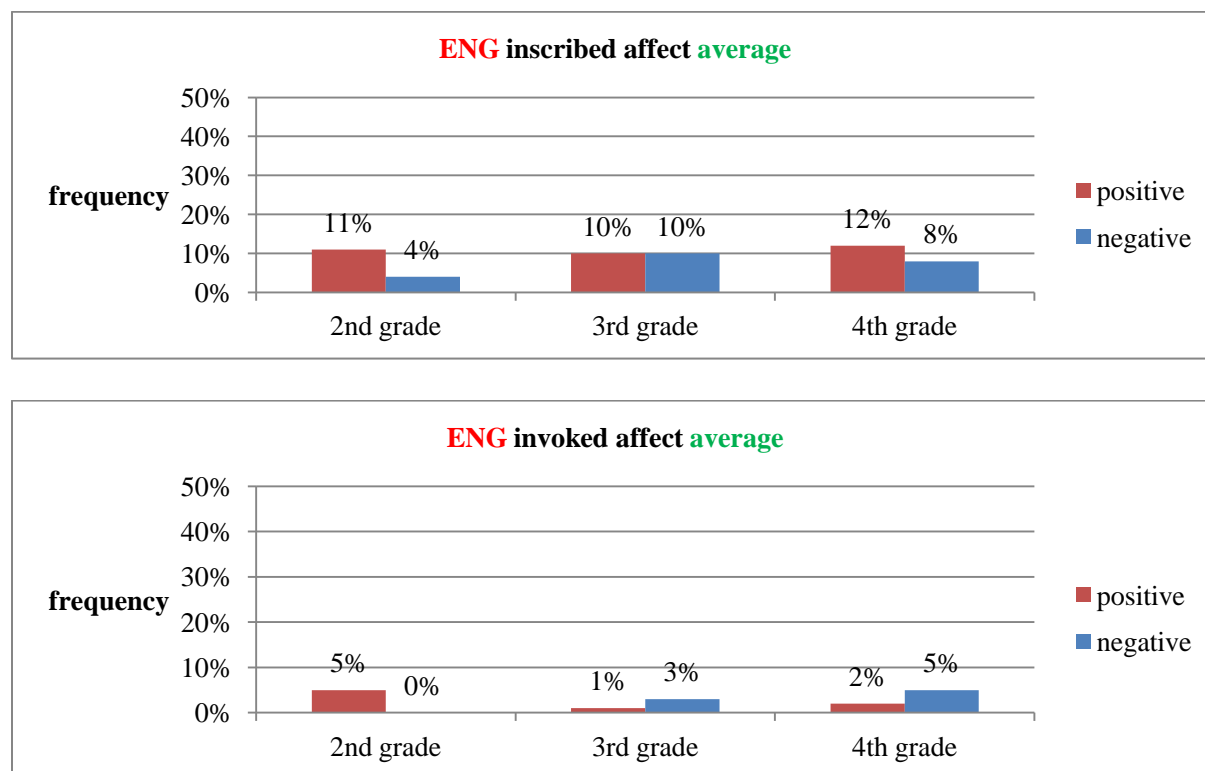


Table 4.6 Positive and negative Affect items in the English texts

The preference of positive evaluation in the English texts is also observed in Appreciation items. Table 4.7 shows that the frequency of positively evaluated Appreciation items is always higher than that of negative Appreciation items. Positively evaluated inscribed Appreciation items are used 6% for the 2nd grade, 3% for the 3rd grade, and 6% for the 4th grade, whereas negatively used Appreciation items comprise 1%, 1%, and 3% of the texts for each respective grade. Identical pattern is observed in invoked Appreciation items in the English texts.

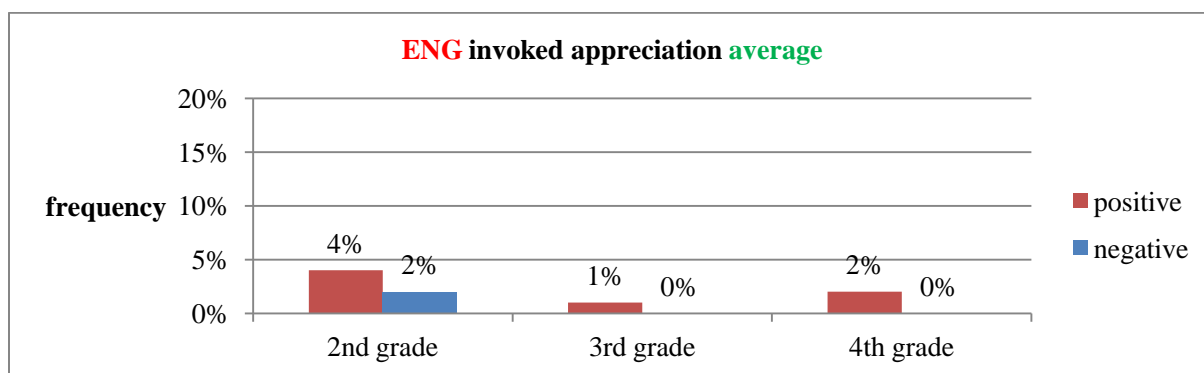
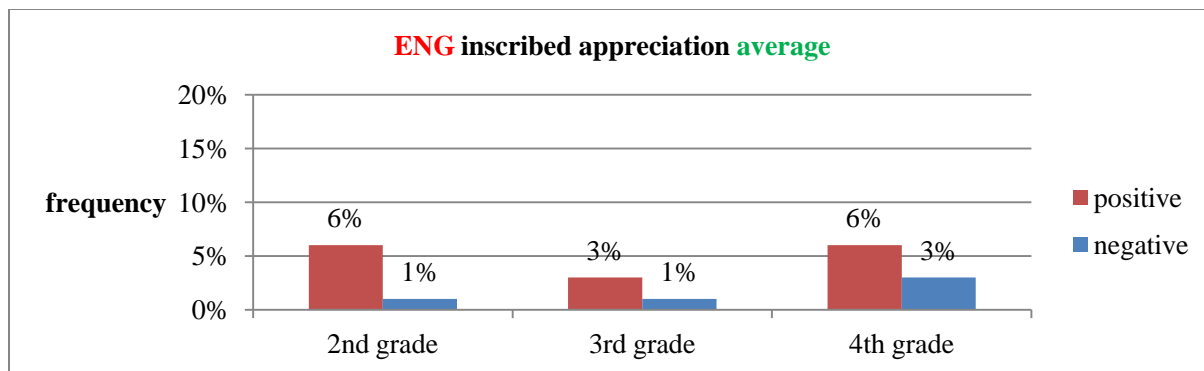


Table 4.7 Positive and negative Appreciation items in the English texts

The frequency of negatively used Appreciation items seems diverse in the Japanese texts (see Table 4.8). Positive appraising with inscribed Appreciation items in the 2nd grade is used more than negatively used items, while the 3rd and 4th grade equally deploy them. As for invoked Appreciation items, the 4th grade texts favor negative Appreciation items while the 2nd and 3rd grade texts equally deploy them.

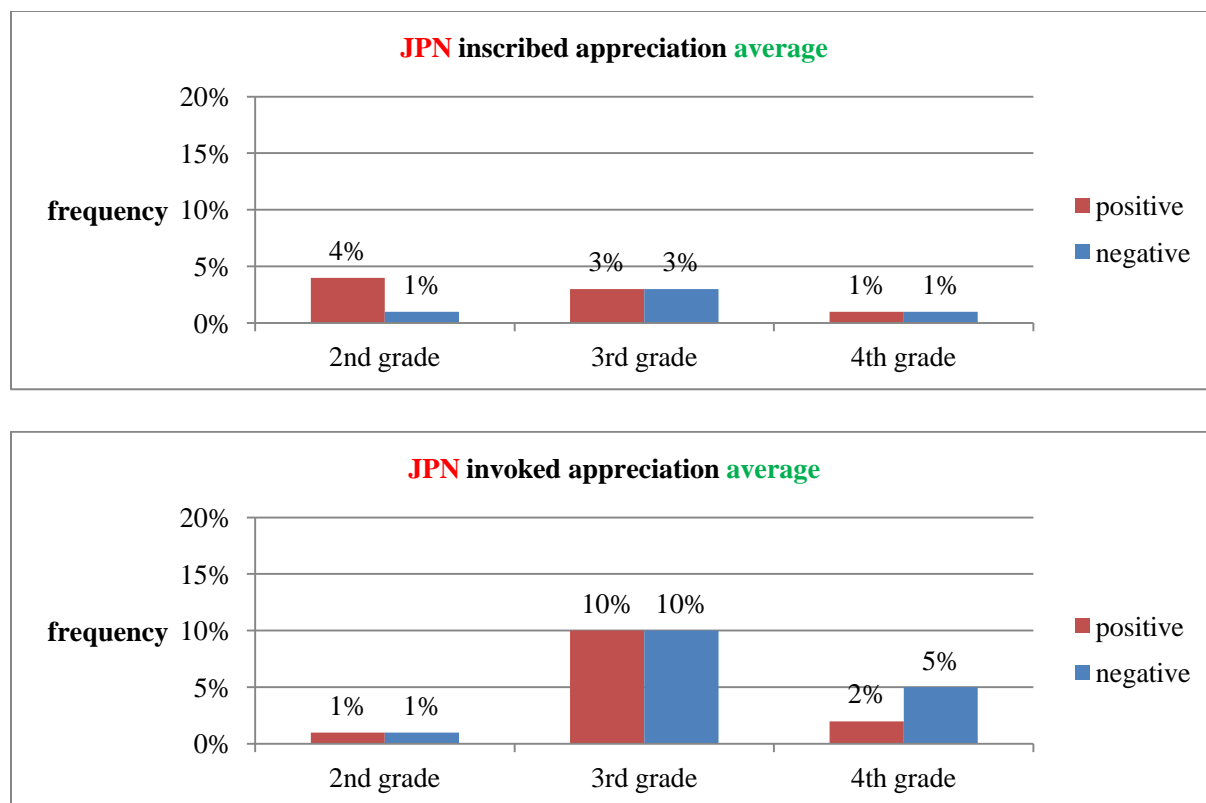


Table 4.8 Positive and negative Appreciation items in the Japanese texts

Invoked Judgment items of the “social esteem” type are favored in the Japanese texts. With one exception in the 2nd grade data, the number of negatively evaluated “social esteem” is considerably higher than that of the other Judgment types (see Table 4.9). Examples are illustrated from the 3rd grade Japanese texts.

3. ちいちゃんは、ひとりぼっち((*t*) judgment)になりました。
Chi-chan wa hitori bocchi ni narimashita.
 Chi-chan alone become
 “Chi-chan has become alone.”
4. こわれかかった 暗い ぼうくうごうの中で、ねむりました((*t*) judgment)。
Kowarekakatta kurai bookuugoo no nakade, nemuri mashita.
 A tumble-down dark air-raid shelter’s inside, slept.
 “(She) slept in a dark, tumble-down air raid shelter.”

In this scene, a six-year old girl, named “Chi-chan” lost sight of her mother and brother during an air strike. She had nothing to eat and nowhere to go. The invoked Judgment of “social esteem: negative normality” is deployed before she died from hunger and fatigue.

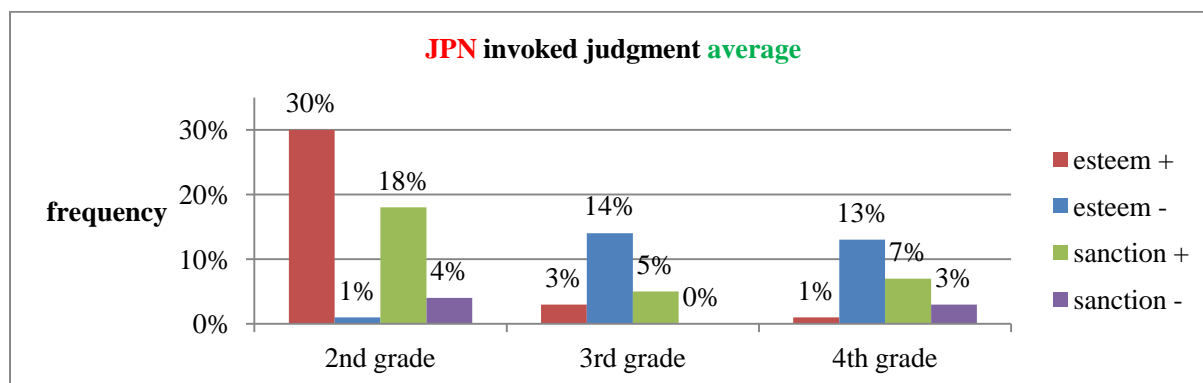


Table 4.9 Positive and negative invoked Judgment in the Japanese texts

This high frequency of the use of “social esteem” type is also observed in inscribed Judgment category. However, they are used less frequently than invoked Judgment items. Whereas invoked Judgment of “social esteem” is 31% for the 2nd grade, 17% for the 3rd grade, and 14% for the 4th grade, inscribed Judgment of this type is 7%, 14%, and 5% for each grade (see Table 4.10).

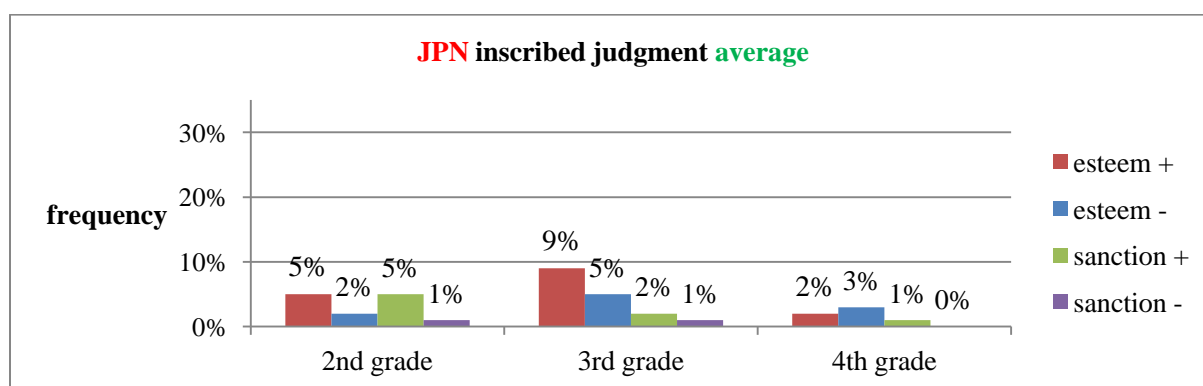


Table 4.10 Positive and negative inscribed Judgment in the Japanese texts

The English texts, on the other hand, favor invoked Judgment of “social sanction,” although their overall frequency is not very high. Invoked “social sanction” occurs in the texts 4% for the 2nd grade, 5% for the 3rd grade, and 6% for the 4th grade. The invoked Judgment of “social esteem,” which the Japanese texts often deploy, shows the lowest frequency in the 2nd grade and

4th grade English texts (see Table 4.11). Any evaluative significance in inscribed Judgment in the English texts is not observed.

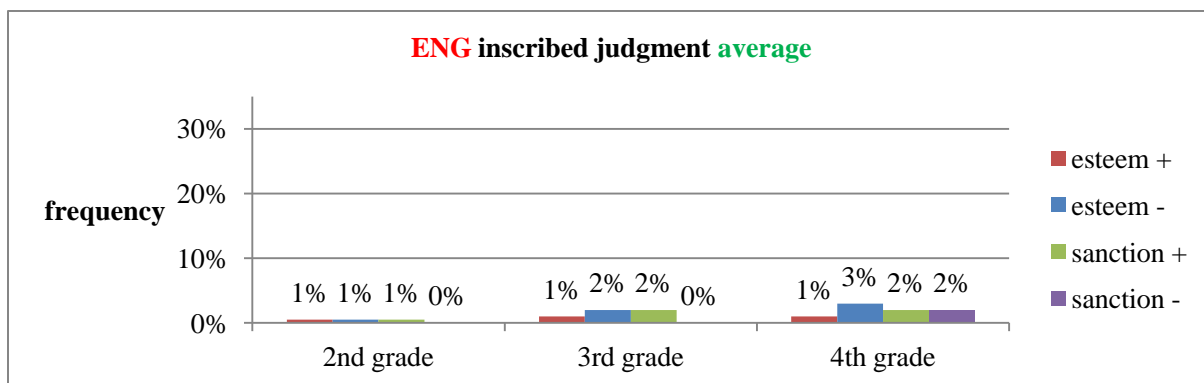
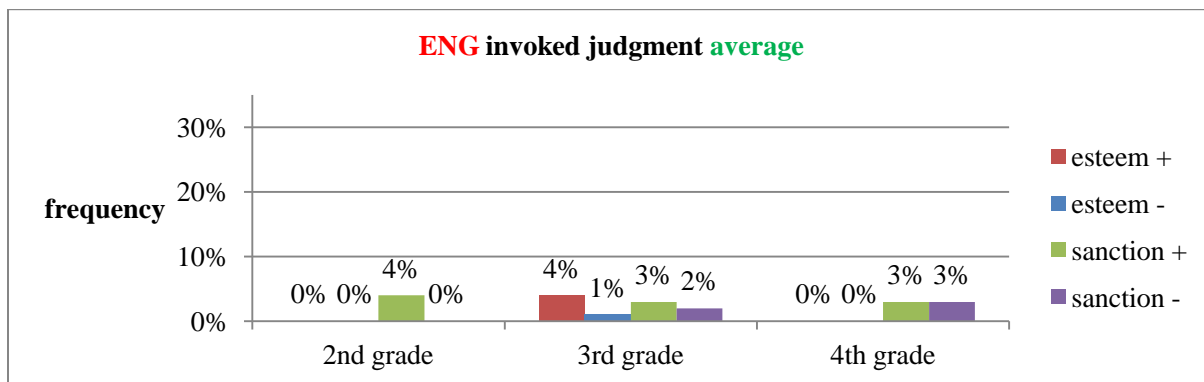


Table 4.11 Positive and negative Judgment in the English texts

4.4. Deployment of Attitudinal Lexical Items

Inscribed and invoked Attitudinal items are variously employed in the first ten messages in both English and Japanese texts. The Attitudinal item distribution shows that the Japanese texts preferably deploy more inscribed or invoked Judgment in the first ten messages than other Attitudinal lexical items (Table 4.12).

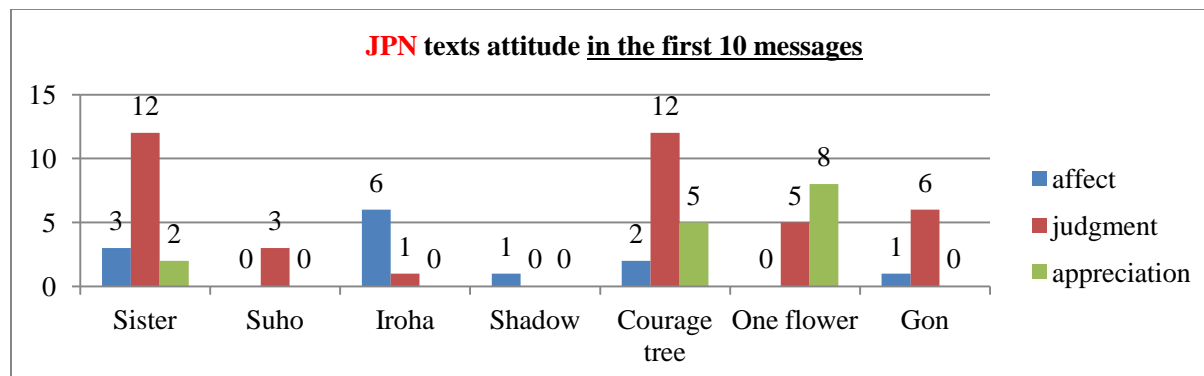


Table 4.12 Attitudinal items in the Japanese texts in the first 10 messages

The Appraiser of Judgment is in particular the narrator or the person who is close to the protagonist, for example, his/her family. The characters who were judged by the Appraiser are in most cases the main characters. Examples are illustrated from one of the 3rd grade Japanese textbook stories (“Courage Tree”). Following is a brief summary of the story: This story is about a cowardly boy named “Mameta” who overcomes his fear. He was living on a mountain with his grandfather. The boy was so scared that he could not go to the bathroom without his grandfather at night. A tree in their garden was one reason for this fear because it was so big and eerie. It was okay for him to see and touch it at daytime, but at night it transformed into a scary monster. One snowy night, he found his grandfather groaning in pain. His grandfather was so sick that the boy had to run to the foot of the mountain and bring a doctor. Though he was really scared of going outside at midnight, he could overcome this fear for his beloved grandfather. On the way back home, he and the doctor saw the tree glittering. His grandfather, who had recovered in the next

morning, told him that he was so brave and kind the previous night, that he could see a festival of the mountain god (glittering tree).

Invoked Attitudes are in blue (Figure 4.1). The following section discusses inscribed and invoked attitude as related to “Courage Tree.”

Inscribed and Invoked attitude in 斎藤

message#	Appraising items	Appraiser	Affect	Judgment	Appreciation	Appraised
1	おくびょう			-ten		豆太
2-3	もう五つに			t, -ten		豆太
4	モチモチの 木	豆太	t, -sec			木
4	空いっぱい				t, -reac	木
4	かみの毛				t, -reac	木
4	ばさばさ				t, -reac	木
4	両手を				t, -reac	木
4	一人じゃ			t, -ten		豆太
5	小さい声	豆太	t, -sec			木
6	「しょんべん かと[...]」			t, +prop		じさま
8	かわいそう	じさま		-norm		豆太
8	かわいかった	じさま		+norm		豆太
9	くまと組み 打ち			t, +ten		おとう
9	頭をぶっさ かれて			t, +ten		おとう
9	きもすけ			+ten		豆太のおと う
10	じさまだっ て[...]			t, +ten		じさま
10	きもをひや すような				-reac	岩
10	岩から岩へ			t, +ten		じさま
10	見事に			t, +ten		じさま

Figure 4.1 Sample data (sec: security, ten: tenacity, prop: propriety, norm: normality, reac: reaction)

In message #1, Mameta, the protagonist in this story, is explicitly judged as “social esteem” negative tenacity by the narrator. Example 5 shows this inscribed Judgment of Mameta.

5. 全く、 豆太ほど おくびょうな(judgment) やつはいない。
Mattaku, Mametahodo okubyouna yatsuwa inai.
 Totally, Mameta as coward as nobody
 “No other guy has ever been as cowardly as Mameta.”

Message #1 is followed by message #2-3 which comprises invoked Judgment of Mameta that shows “social esteem” negative tenacity. It is shown in Example 6.

6. もう五つにも なったんだから、
 夜中に、ひとりで せっちんぐらい 行けたっていい((t) judgment)。
Mou itsutsunimo nattan dakara,
yonakani, hitoride secchin gurai iketatte ii.
 Already five years old (he) has become,
 at night, by himself at least the bathroom be able to go to.
 “(He) has already turned five years old, he should be able to go to the bathroom by himself.”

Next, message #4 evaluates the tree implicitly as a “scary monster tree” (Example 7).

7. 空いっぱい((t) appreciation)の髪の毛((t) appreciation)を
 バサバサとふるって((t) appreciation)、両手を「わぁっ。」とあげる((t) appreciation)
Sora ippaino kaminokewo
basa basato furutte, ryoutewo “waa”to ageru.
 Full of sky hair both hands “Boo!” lift
 shake rustlingly
 “(The tree) shakes his hair which is full of rustling sky and lifts his hands.”

Negative Appreciation of the monster tree in Example 7 is followed by Judgment of Mameta.

Example 8 shows implicit Judgment of Mameta as a consequence of invoked Appreciation of the monster tree.

8. じさまについていってもらわないと、
 一人じゃしょうべんも できない((t) judgment)のだ。
Jisamani tsuite itte morawanaito,
Hitorija shoubenmo dekinainoda.
 Grandfather come along with not
 by himself even peeing cannot do.
 “[Thus] without his grandfather coming along with him, (he) cannot pee by himself.”

This diversity of inscribed or invoked Judgment from the narrator is not used as much in the English texts. Instead, a high number of Affect items are typically deployed in the first ten messages in the English texts (Table 4.13).

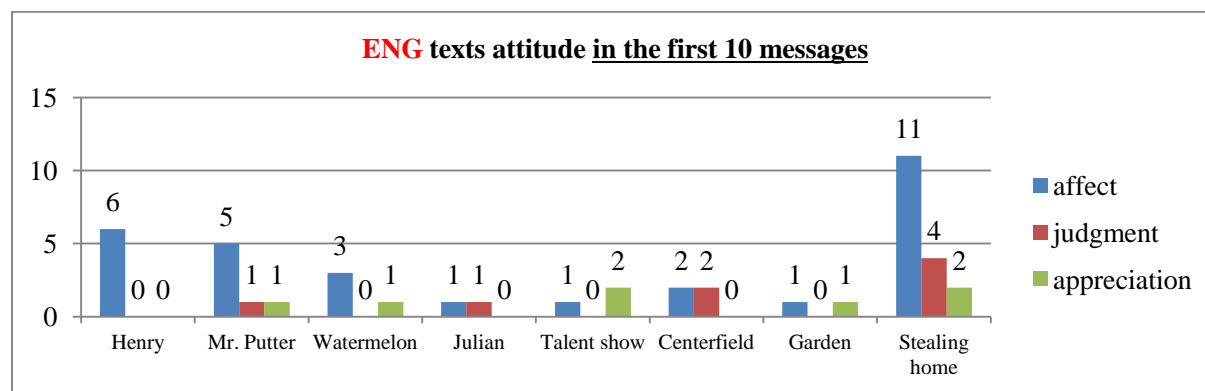


Table 4.13 Attitudinal items in the English texts in the first 10 messages

Examples which show this pattern are illustrated from the 2nd grade English texts (Figure 4.2).

Here is a brief summary of this story (“Mr. Putter”): This story is about how much the main character, Mr. Putter, loves a toy airplane. He is sort of aware that he is not supposed to play with toys because of his age, but he cannot help going to the toy shop. He found, one day, a beautiful biplane that he had never seen, and loved it. He bought it without any hesitation and tried to fly the airplane outside. The airplane is, however, rather old and hard to fly. He almost gave up when he failed to fly it the third time. Seeing how depressed Mr. Putter was, his beloved cat, Tabby, encouraged him by licking his nose. Although he was once discouraged and almost gave up, he could finally fly his airplane.

Inscribed and Invoked attitude in Rylant						
message#	Appraising items	Appraiser	Affect	Judgment	Appreciation	Appraised
1	loved	Putter	+hap			toys
3	wasn't supposed to love	Putter'	neg +hap			toys
3-4	and he knew [...]	Putter	t, +hap			toys
5	fine			+ prop		Tabby
5	they always	Putter	t, +hap			toys
6	not happy	Tabby	neg +hap			toy store
8	weren't as good as ...				neg +reac	her nerve

Figure 4.2 Sample data (hap: happiness, prop: propriety, reac: reaction)

Positive Attitude appraises a toy airplane at the very outset with the Affect item “love” from Mr. Putter in message#1 which is shown in Example 9.

9. Mr. Putter loved (affect) toys.

Mr. Putter explicitly evaluates his attitude toward a toy airplane. As Example 10 shows, this is intensified in the following message, which implicitly evaluates Mr. Putter’s positive feeling about how much he loves toys.

10. [...] and he knew he wasn't supposed to love toys anymore. *But he did ((t) affect)*.

This positive evaluation of Mr. Putter’s attitude toward a toy airplane is further intensified by invoked Affect items in Example 11.

11. [...] they *always stopped at the toy store ((t) affect)*.

5. Conclusion and Discussion

In this thesis, I have presented a SFL discourse analysis of three U.S. and three Japanese language arts textbooks, which are intended to be used sequentially in an elementary school setting, in order to show that there are distinct and purposeful differences in the way that the language of evaluation is used between the textbooks in these two languages. The textbooks are officially approved by the West Virginia Department of Education and the Japanese Ministry of Education. Eight English texts and seven Japanese texts are randomly selected from the 2nd, 3rd, and 4th grade reading textbooks. As an analytical tool for this research, Appraisal system is employed that allows researchers to see how writers approve and disapprove, enthuse and abhor, applaud and criticize, and how they position their readers to do likewise.

Each text is divided into messages and entered into Microsoft Word. Subcategories of Appraisal, Affect, Judgment, and Appreciation are tagged accordingly using Martin's 2005 SFL Appraisal model. Three Appraisal analyses are reported in this thesis. The first analysis is concerned with the frequency of explicit and implicit total Attitudinal items in the texts. The second and third analysis is concerned with the frequency of three systems of Attitude: Affect, Judgment, and Appreciation. They are tagged based on whether they are used in a positive or negative way as well as whether or not they are used explicitly or implicitly. In the analysis, Judgment lexical items are further divided into "social esteem" and "social sanction." The fourth analysis is concerned with the distributional patterns of Attitudinal items in the texts. The distributional patterns of Affect, Judgment, and Appreciation are examined for the first ten messages of each text, the majority of which comprise Orientation stage in the SFL genre perspective.

5.1. Attitudinal Inscription and Invocation

The result of the first analysis shows that the overall frequency of inscribed and invoked Attitudinal lexical items in the Japanese texts is notably higher than that of the English texts. With the exception of the 4th grade texts for inscribed Appraisal items, the frequency of inscribed and invoked Attitudinal lexical items in the Japanese texts is over 40%. Inscribed Attitudinal lexical items are used 46% of the time in the 2nd grade, 58% in the 3rd grade, and 18% in the 4th grade texts. Invoked Attitudinal lexical items are used 68%, 81%, and 45% respectively, and they are considerably higher than inscribed items.

On the other hand, the frequency of Attitudinal lexical items in the English texts for each grade is below 40%. Each frequency percentage for inscribed Attitudinal items is 23% for the 2nd grade, 29% for the 3rd grade, and 37% for the 4th grade. Invoked Attitudinal lexical items are used 14%, 15%, and 14% respectively. As the data analysis shows, the frequency of invoked Attitudinal items in the English is considerably lower than that of the Japanese texts.

Significantly high frequent use of invoked Attitudinal lexical items in all of the Japanese texts can be explained by the Japanese curriculum guidelines called “学習指導要領 Gakushu-Shidou-Youryou.” Gakushu-Shidou-Youryou is institutionalized by the Japanese Ministry of Education and all schools are legally obliged to follow the guidelines. All the textbooks used in class must follow the guidelines for each subject area. Following are the quotations from the curriculum guidelines for Japanese language class (Reading section only) for 1st and 2nd, and 3rd and 4th grade.

C. Reading (1st & 2nd grade)

(1) Instruction should be given on the following items in order to develop reading abilities:

- a. To read aloud while paying attention to the unity and sound of words;
- b. To comprehend the overall content, considering the sequential order of events involved and the sequence of the events;
- c. To read with extending of the imagination of the context of the situation, focusing on the actions of the characters;
- d. To extract important words or sentences in writings;
- e. To make connections between what is written and what they have experienced, to organize their thoughts and ideas and to give presentations; and
- f. To read by choosing books or sentences to enjoy and to acquire knowledge.

(Gakushu-Shidou-Youryou, p. 3)

C. Reading (3rd & 4th grade)

(1) Instruction should be given on the following items in order to develop reading abilities:

- a. To read aloud so that the focal points of content and the scenes of the story are easy to understand;
- b. To read in consideration of the mutual relationship between paragraphs and between facts and opinions, while grasping the key words or sentences in accordance with objectives.

- c. Using imagination to read based on the descriptions about the personality and the changes in emotions of the characters, and scenes while paying attention to changes in scenes;
- d. To read while paying attention to essentials and details of the writing and to make citations or summarize writing, etc. in accordance with the objectives and needs;
- e. **To present each other's thoughts after reading writings and to become aware of the difference of each perception;** and
- f. To read by choosing various books or sentences in accordance with objectives.

(Gakushu-Shidou-Youryou, p. 7)

The focal point throughout the grades is to give instruction that nurtures students' ability to imagine the characters' feelings (objective c. p. 3 & objective c. p. 7). This attainment is largely concerned with the overall objective for the Japanese language arts program:

To enable pupils to acquire the ability to read, while grasping the focal points of the content and considering the mutual relationship of paragraphs in accordance with objectives, and to develop an attitude of willingness to expand their reading scope.

(Gakushu-Shidou-Youryou, p. 1)

The texts may employ not explicit evaluative words, but implicit evaluative words, and this may be a source to let students imagine the main characters' attitudes in the story. A number of invoked Attitudinal lexical items in the texts seem to be linguistically supportive of the objectives for reading in the curriculum.

The focus in each grade shows further distinctive features. Whereas more inscribed Attitudinal lexical items in the English texts are employed as grades go up, those of the Japanese

texts do not. Both inscribed and invoked Attitudinal items in the Japanese 4th grade texts are relatively lower than those of the other grades.

The decrease of the frequency of Attitudinal items in the 4th grade texts might be reflected by the objective e. p. 7 (“to become aware of the difference of each perception”), which is a newly emerged objective in the 3rd and 4th grade curriculum. Because there are fewer resources for the readers to interpret what the character feels, how kind or immoral the character is, and how comfortable, or how the character experiences tragedy, readers have to make more efforts to interpret the character’s feeling. This naturally establishes a gap of interpretation of the stories more or less among the readers. For example, in one of the Japanese 4th grade texts, there is a story about one mischievous fox, Gon, who always tricks people just for fun. One day and as usual, Gon tricked one poor man and interrupted his eel-fishing. The man was unable to bring eels to his sick mother, whose last wish was to eat eels. It was nothing for Gon at that time, but Gon found out the man’s mother passed away a few days after this. This made Gon feel uncomfortable, and he reconsidered the effect of what he did to the man’s eel-fishing and regretted what he did to the man’s dying mother. In order to make up for his mistakes, he left foods for the fisher man anonymously. After this scene, the deployment of Judgment items toward the fox changes from “negative social sanction” (how dishonest he is) to “positive social sanction” (how truthful he is) because of his compensatory behaviour in bringing food to the man. However, besides this invoked Judgment of the fox, the majority of the messages are employed for descriptions of the mother’s funeral, the man’s new life without his mother, and the conversation between the man and his friend, until the last scene where the fox was accidentally shot by the man. Although “the changes in emotions of the characters” (objective c. p. 7) is implicitly conveyed in the story, the total number of Attitudinal items is still low. What

the curriculum wants readers to interpret may be hidden deeper than the Attitudinal items and may allow for different interpretations of the story.⁵

In contrast, in the English texts, the emphasis on various interpretations among the readers is not seen in the 21st Century Skills objectives. Following are examples from the American curriculum guidelines, 21st Century Skills objectives.

Reading objectives for Above Mastery (2nd grade)

Second grade students at the above mastery level in reading provide main idea and supporting details, draw conclusions, describe characters and paraphrase literary genres and informational texts. *They establish a purpose for reading and explain connections between simple events in a literary work and their own lives.* They use structural analysis, describe multiple meanings of words and use homonyms and figurative language. They select labels for diagrams and choose electronic resources for a purpose. (21st Century Skills objectives)

Reading objectives for Above Mastery (3rd grade)

Third grade students at the above mastery level in reading make inferences, analyze characters and skim and scan to comprehend written text. *They determine author's purpose, literary elements and connections to self and other's cultures in literary genres and informational texts.* They apply vocabulary across content using structural analysis and content clues. When reading informational selections, they recognize visual representations and judge texts for reliability.

(21st Century Skills objectives)

⁵ This is also discussed later in the section 5.4 for Deployment of Attitudinal lexical items in the first ten messages.

Reading objectives for Above Mastery (4th grade)

Fourth grade students at the above mastery level in reading compare and contrast characters, select defining characteristics and construct background of literary and informational texts. *They differentiate and interpret to make connections to self, text and the world.* They use root words, prefixes and suffixes to change word meanings and generate new vocabulary. They use reference material to determine meaning.

(21st Century Skills objectives)

These American curricular objectives focus more on the students' ability to connect a text with their own experiences; in doing so, they establish a purpose for reading (italicized objectives above). Since the direct inscription of Attitudinal lexis is comparatively easier to understand than the indirect realization of evaluative language, it may be argued that a high percentage of Attitudinal inscriptions in the text may help readers connect interpersonal meanings in the texts with their own experiences. Consequently, the linguistic source, specifically the Attitudinal inscription or invocation in the texts, can be an indication of the goals embedded within; analyzing Attitudinal lexis reveals purposeful differences in the way texts have been designed to fulfill specific curriculum objectives. This analysis indicates that the inscribed or invoked Attitudinal lexis are purposely selected and presented to readers to achieve the curricular guideline objectives.

5.2. Frequency of Attitudinal Lexical Items

The result of the second analysis demonstrates that the Japanese texts prefer inscribed Affect items over the English texts. The frequency of inscribed Affect lexical items in the Japanese texts are 26% for the 2nd grade, 35% for the 3rd grade, and 10% for the 4th grade, whereas the English texts use them 15%, 20%, and 20%, respectively. The analysis also shows

that the English texts do not use inscribed Judgment items often, whereas the Japanese texts deploy them as the second most frequent lexical items. Inscribed Judgment lexical items are employed 13% for the 2nd grade, 16% for the 3rd grade, and 6% for the 4th grade in the Japanese texts, while they are used 1%, 5%, and 8% in the English texts.

Invoked Attitudinal frequency is also distinct between the two groups of textbooks. The Japanese texts deploy a significantly high number of invoked Affect and Judgment items. The number of invoked Judgment items in the Japanese texts is almost twice as that in the English texts.

5.3. Polarity of each Attitudinal Lexical Item

Following are the percentages of each Attitudinal lexical item in terms of polarity.

Affect

Overall, the number of negatively evaluated Affect items is higher than that of positively used Affect items in the Japanese texts with the exception of the 3rd grade. Negative inscription of Affect are 16% for the 2nd grade, 17% for the 3rd grade, and 7% for the 4th grade. As for invoked Affect items, they are used in a negative way 9%, 18%, and 11% respectively. However, this high frequency of negative evaluation is not the main feature of the English texts, where mostly positive evaluation items are employed throughout the grades. Negative inscription of Affect is used 4% for the 2nd grade, 10% for the 3rd grade, and 8% for the 4th grade, while positively evaluated Affect items are 11%, 10%, and 3% respectively in the English texts. As for invoked Affect items, negative evaluation is used slightly more than positive evaluation. Negatively invoked Affect items are used 0% for the 2nd grade, 3% for the 3rd grade, and 5% for the 4th grade, whereas positively invoked Affect items are used 5%, 1%, and 2% for each grade. The overall frequency of invoked Affect items in the English texts is significantly lower.

Appreciation

In addition to the preference of positively evaluated Affect items in the English texts, a high number of positively evaluated Appreciation items are also counted in the English texts. Positively evaluated inscribed Appreciation items are used 6% for the 2nd grade, 3% for the 3rd grade, and 6% for the 4th grade, whereas negatively used Appreciation items are 1%, 1%, and 3% for each grade. In the English texts, identical pattern is observed in invoked Appreciation items. In the Japanese texts, on the other hand, the frequency of negatively used Appreciation items is diverse. Positively inscribed lexis of Appreciation in the 2nd grade is used more than negatively inscribed lexical items, whereas the 3rd and 4th grade equally deploy them. As for invoked Appreciation items, the 4th grade texts favor negative Appreciation items while the 2nd and 3rd grade deploy them equally.

Judgment

As for Judgment items, invoked Judgment items of the “social esteem” type are favored in the Japanese texts. With one exception in the 2nd grade data, the number of negatively appraised “social esteem” is considerably higher than the other Judgment types. This high frequency of the use of “social esteem” type is also observed in inscribed Judgment category. However, they are used less frequently than invoked Judgment items. Whereas invoked Judgment of “social esteem” is 31% for the 2nd grade, 17% for the 3rd grade, and 14% for the 4th grade, inscribed Judgment of this type is 7%, 14%, and 5% for each grade. The English texts, on the other hand, favor Judgment invocation of “social sanction”, although their overall frequency is not very high. Invoked “social sanction” occurs 4% for the 2nd grade, 5% for the 3rd grade, and 6% for the 4th grade. The invoked Judgment of “social esteem,” which is the principal method of

interpersonal meaning, shows the lowest frequency in the 2nd grade and 4th grade English texts. No evaluative significance in inscribed Judgment in the English texts is observed.

A number of invoked Judgment items in the Japanese texts may reveal the ways in which the texts and moral education can be understood. Moral education, which is not part of the American education system, is a required school subject in elementary schools and junior high schools in Japan. Japanese schools are required to have a moral education class for at least one hour per week, and students learn morality and ethical values in the class. The objectives of the moral education curriculum guidelines instituted by the Ministry of Education is generally divided into four categories: objectives regarding self, objectives for relation to others, objectives for nature & the sublime, and objectives for relation to groups & society. Following is a brief summary of the curriculum guidelines for moral education⁶ (3rd & 4th grade).

(1) Regarding self

- a. To do what pupils can do by themselves and hold a moderate life
- b. To accomplish sedulously what students have decided to do
- c. To do with courage what students have judged as right
- d. To correct a fault and live happily
- e. To know students' self and improve their positive qualities

(2) Relation to others

- a. To know the importance of manner and communicate with others sincerely
- b. To sympathize with classmates and be kind
- c. To understand friends, trust, and help each other
- d. To communicate with people who support your life with respect and gratitude

⁶ Because there is no available English translation, this has been translated by the author.

(3) Relation to nature & the sublime

- a. To respect life and all living things
- b. To appreciate wonderful nature, value nature, and all living things
- c. To be inspired by beautiful and dignified things

(4) Relation to groups & society

- a. To keep promises and rules in society, and develop a sense of public duty
- b. To understand the importance of working, and be willing to work
- c. To love and respect parents and grandparents, and endeavor to build better family in cooperation with others
- d. To love and respect teachers and people at school, and endeavor to build better school tradition in cooperation with others
- e. To nurture interests in culture and tradition of Japan, and love the nation
- f. To become familiar with Japanese tradition and culture and be interested in foreign people and culture

The focal point of these objectives that the curriculum guidelines emphasize is that students learn morality and ethical values, not only in the moral education class per se, but also in relation to their whole school life. The course of study for science (4th grade), for example, includes the following objective, which can realize the objective of moral education:

“To foster an attitude to love and protect living things and to develop perspectives and ideas about the structure of the human body”

(Gakushu-Shidou-Youryou, p. 3)

Another example of these objectives in a physical education (3rd & 4th grade) class includes the following objective to realize moral education:

“To enable pupils to develop an attitude of cooperation and fairness, and of making an effort to continue physical activity until the last moment while paying attention to health and safety”

(Gakushu-Shidou-Youryou, p. 4)

Japanese language art textbooks also comprise moral education. As the analysis shows, in the Japanese texts, Judgment lexical items “social esteem” are frequently observed, especially in invocation. Examples of this are drawn on from one of the texts for the 3rd grade Japanese textbook. This implicitly evaluated “social esteem” on the main character is deployed in order to engage the readers’ sympathy and empathy with the story.

ちいちゃんは、	ひとりぼっち((f) judgment)	になりました。
<i>Chi-chan wa</i>	<i>hitori bocchi</i>	<i>ni narimashita.</i>
Chi-chan	alone	become

“Chi-chan has become alone.”

こわれかかった	暗い	ぼうくうごうの中で、	ねむりました((f) judgment)。
<i>Kowarekakatta</i>	<i>kurai</i>	<i>bookuugoo no nakade,</i>	<i>nemuri mashita.</i>
A tumble-down	dark	air-raid shelter”s inside,	slept.

“(She) slept in a dark, tumble-down air-raid shelter.”

According to Martin and White, sharing “social esteem” values is “critical to the formation of social networks (family, friends, colleagues, etc.)” (2005, p. 52). The high percentage of the lexis of Judgment in the Japanese texts may indicate that the focal purpose of the reading, i.e. empathy, functions to make the readers see themselves as part of a social network. Tellingly, this promotion of social networks and group harmony is encouraged by an objective in Japanese moral education course guidelines (4) “Relation to groups & society⁷.”

⁷ See the Japanese curriculum guidelines for moral education (3rd & 4th grade) on page 46.

The high frequency of the lexis of Judgment is also persuasive to a certain extent from a cultural perspective. Davies and Ikeno, authors of *The Japanese Mind*, illustrate the social network as follows:

In Japanese society, people are primarily group-oriented and give more priority to group harmony than to individuals. Most Japanese consider it an important virtue to adhere to the values of the groups to which they belong. This loyalty to the group produces a feeling of solidarity, and the underlying concept of group consciousness is seen in diverse aspects of Japanese life. In Japan, group members create their own social codes of behaviour, and group consciousness has become the foundation of Japanese society. The development of nonverbal communication, the distinction between *uchi* to *soto*, and emphasis on harmony, have all had an influence on the distinct group consciousness of the Japanese. (2002, p. 195)

On the other hand, the analysis shows that this is not the main feature of American education. Although the overall Attitudinal frequencies are low, explicit lexis of Affect and Appreciation are deployed more than Judgment items.

Unlike Judgment whose attitude is aimed at someone's behaviour, Affect is an individual feeling (Figure 5.1). It stays inside the Appraiser's heart and formulates the Appraiser's emotional state.

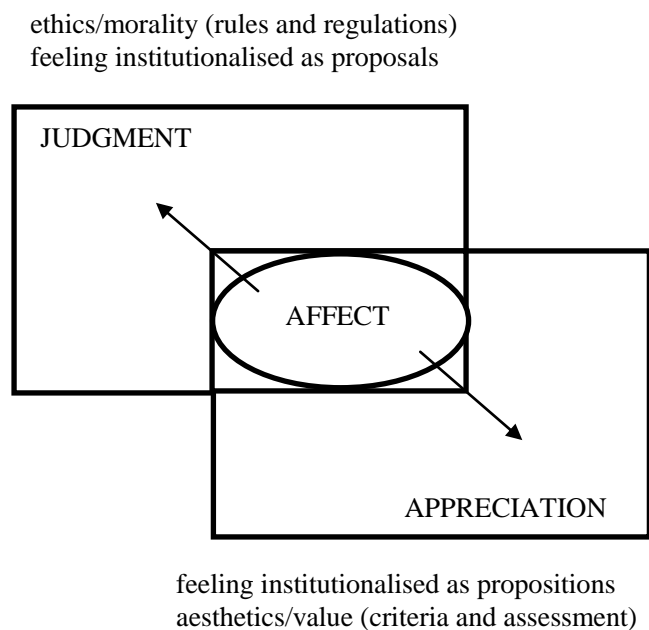


Figure 5.1 Judgment and Appreciation as institutionalised Affect (Martin & White, 2005)

When the emotional state cannot be held inside the Appraiser, the feeling goes through the layer of the Appraiser's behavioural process, and the Appraiser emits his or her attitude toward people and/or things. This concept is illustrated in Figure 5.2. Attitude towards people and/or things is concerned with institutionalized feeling: Judgment (proposal) and/or Appreciation (proposition) (Martin, 1992). Judgment allows the Appraiser to exchange discourse semantic "goods-&-services" with other people by evaluating their behaviour, whereas Appreciation allows the Appraiser to exchange "information" by describing how he or she feels about things. Unlike Judgment, attitude never goes back to the Appraiser in Appreciation because things are not capable of an emotional state. People can evaluate things but things cannot evaluate people. As this evaluative transaction from Affect to Appreciation is a one-way street and does not involve evaluating people's behaviour, it can be achieved by the Appraiser. This independent individual achievement of appraisal transmission from Affect to Appreciation could be a possible resource for reflecting individuality.

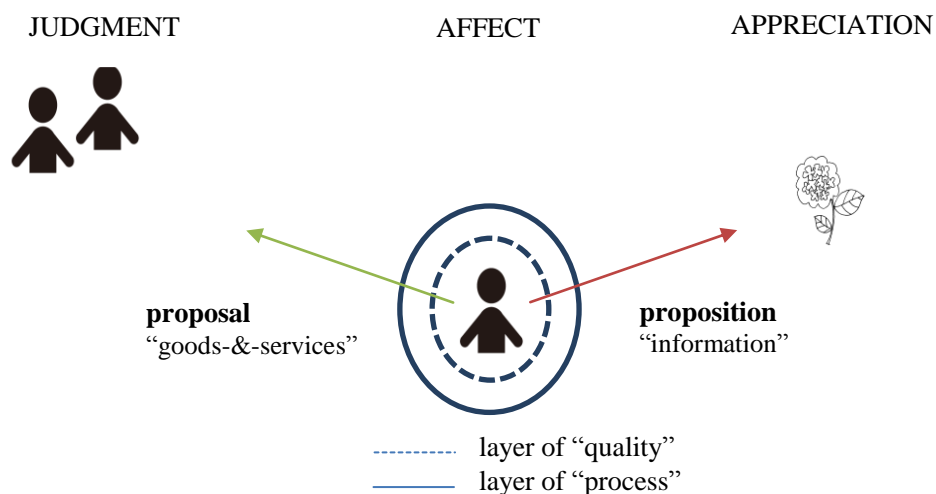


Figure 5.2 Transmission from Affect to the other Appraisal categories

As Schleppegrell (2004) argues, “Language use is always socially and culturally situated. What we learn and how we learn it depends on the context in which we learn” (p 4). Relatively frequent deployment of the explicit lexis of Affect and Appreciation items in the English texts are persuasive in the sense that the messages from the author to the readers have potential to be an element to realize the individualism in the U.S.

This frequent deployment of the explicit lexis of Affect and Appreciation items in the English texts is also realized by the American curricular guideline’s purposes for reading. Whereas the purpose of reading in the Japanese class is largely geared toward teaching moral and ethical values, the English language arts class puts a high prominence on establishing a purpose for reading as discussed in the first analysis.⁸ As one of the reading purposes, they consistently hold “reading for pleasure” throughout their grades. This objective does not require the readers to interact with other readers in order to exchange various interpretations among them, but encourages the reader to foster their own interpretations. Achieving this objective is possible without other readers, and is not concerned with different interpretations among the readers,

⁸ See section 5.1 for Attitudinal inscription and invocation.

which is prioritized in the Japanese reading objective. This focal point on the individual work rather than interacting with others can be inferred as a potential element for certain cultural messages that realize individualism.

Whereas the Japanese texts employ evoked lexis of Judgment that aims to change people's behaviour and formulate a sense of group harmony, the English texts deploy inscribed lexis of Affect and Appreciation which align with exchanging information of how the Appraiser feels towards things. Because of the mutual realisational strata between language and culture, culture-specific messages embedded in the texts can be unpacked by examining the language of evaluation.

5.4. Deployment of Attitudinal Lexical Items (the first ten messages)

The last analysis shows variously employed Attitudinal items in the first ten messages in both the English and Japanese texts. The distribution of Attitudinal items shows that the Japanese texts deploy more inscribed or invoked Judgment items in the first ten messages than the other Attitudinal lexical items. The Appraiser of Judgment is typically the narrator or the person who is close to the protagonist: his or her family. The characters who are described with the lexis of Judgment are in most cases the main characters. This diversity of inscribed or invoked Judgment is not the central feature in the English texts. Instead, a high number of Affect items are employed in the first ten messages in the English texts.

Within the SFL framework, the first ten messages provide ideational perspectives on the wholes story; however, they do much more than that because they also foreground interpersonal authorial interpretations so that such interpretations can permeate the text through the use of implicit evaluative lexical items. In this sense, the initial part of the Japanese texts, which comprises a high number of Judgment lexical items, instructs the readers (elementary school

students) how to interpret the participants and the processes they perform in the story in terms of interpersonal perspectives. This authorial interpretations of the participants and the processes within the first ten messages can more or less realize one of the Japanese reading objectives: “to read with extending of the imagination of the context of the situation, focusing on the actions of the characters” (objective c., p. 3), as discussed in the first analysis. In this sense, how to interpret the Token of Appraisal is implicitly instructed in the initial stage of the story as well as ideational elements, and students are urged to interpret in the way intended by the author. In the Japanese texts, the deployment of Judgment lexical items can be prominently constructed in the initial stage in order to urge the readers to interpret the protagonists’ characteristics throughout the texts.

This authorial interpretation of the protagonists in the initial stage, however, does not correspond to another Japanese reading objective: “the difference of each perception” held for the 4th grade. As discussed in the previous section, the 4th grade texts do not employ a lot of Appraisal lexis regardless of the readers being highly encouraged to have different interpretations of the story. Because the readers are already imposed in the initial stage to interpret the non-interpersonal meaning in the way that they are supposed to interpret, all of the readers will end up having a similar understanding of the story, at least, judging the protagonists’ characteristics. In this sense, judging people in the story is the minimum requirement in the reading class; that requirement is one of the main objectives of the Japanese Ministry of Education.

Similarly, in the English texts, the lexis of Affect is foregrounded in the initial stage. Affect lexis in the initial stage instructs readers to interpret the protagonist’s immediate feeling, and they can see how its emotional state will be affected by other participants. Because the

English texts throughout the grades do not employ a lot of invoked lexis of Attitudinal items as discussed in the first analysis, this overt emotional change can be construed as covert “cause & effect” in the story. The English reading objective “connecting the story with the reader’s self” as discussed in the first analysis is consequential in the sense that readers are urged to understand what makes people happy and sad, and nurture their warm-heartedness.

Controlling the Appraisal system highly contributes to the construction of an interpretation and positions a reader to accept the interpretation (Coffin, 2000). This analysis demonstrates how the readers are instructed to interpret ideational meanings in the texts from interpersonal perspectives and how it is culturally diverse.

It should be noted that the result of the study will be strengthened with further research into a larger number of reading texts. Further research on the discourse analysis would reveal similarities and differences in the way that language of evaluation is used between English textbooks and Japanese textbooks and may allow for measuring how knowledge is constructed and presented in certain culture-specific ways.

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7. Appendix

Invoked attitude
Inscribed attitude

Text 8

“Mr. Putter and Tabby: Fly the plane”

Cynthia Rylant

1 Toys

1. Mr. Putter loved (affect) toys.
2. He was old,
3. *and he knew that he wasn't supposed to love (affect) toys anymore.*
4. *But he did (love toys). ((t) affect)*
5. When Mr. Putter and his fine (judgment) cat, Tabby, drove into town, *they always stopped at the toy store ((t) affect).*
6. Tabby was not happy (affect) at the toy store.
7. She was old, too,
8. and her nerves weren't as good (appreciation) as they used to be.
9. The wind-ups made her twitch.
10. The pop-ups made her jump.
11. And anything that flew gave her hiccups.
12. But Tabby loved (affect) Mr. Putter, *so she put up with all of it. ((t) judgment)*
13. While she twitched and jumped and hiccupped, Mr. Putter played with everything.
14. He played with the dump trucks.
15. He played with the cranes.
16. He played with the bear on the flying trapeze.
17. But most of all, he played with the planes.
18. Ever since he was a boy Mr. Putter had loved (affect) planes.
19. When he was young *he had covered his whole room with them ((t) affect).*
20. Biplanes were his favorite (appreciation),
21. but he also loved (affect) monoplanes and seaplanes and shiny ace Junkers.
22. He thought he might really fly a plane one day.
23. But he never did.
24. So now he just looked at toy planes every chance he got.
25. One day when Mr. Putter and Tabby were in the toy store and Tabby was hissing (affect) at a wind-up penguin, Mr. Putter spotted a plane he had never seen before.
26. It was white and red, with two wings on each side and a little flag on its tail.
27. It was the most beautiful (appreciation) biplane he had ever seen.
28. And it had a radio control so a person might really fly it.
29. Mr. Putter was in love (affect).
30. He bought the little plane
31. and put it in the car with Tabby.
32. He told her not to worry (affect).
33. *He promised her a nice (appreciation) cup of tea with lots of cream and a warm English muffin. ((t) judgment)*
34. But still she hiccupped all the way home.

2 The little plane

35. Mr. Putter kept his promise.
36. *He gave Tabby tea with cream and a warm English muffin. ((t) judgment)*
37. Then together they went outside to fly his new (appreciation) plane.
38. Tabby had stopped hiccupping, but only because she was full of tea.
39. She still didn't like (affect) Mr. Putter's plane.
40. Mr. Putter sat on the grass
41. and read all the directions.
42. Then he put the plane on the grass
43. and stepped back
44. and pressed the start button.
45. But the plane did not start.
46. It just rolled over
47. and died.
48. Tabby purred.
49. Mr. Putter ran to the little plane.
50. He set it right again.
51. He told it to be a good (appreciation) little plane.
52. He stepped back
53. and pressed the start button.
54. But the plane did not start.
55. It fell on its nose
56. and died.
57. Tabby purred
58. and purred.
59. Mr. Putter ran to the plane.
60. He brushed the dirt off its nose.
61. He told it to be a brave (judgment) little plane ((t) appreciation).
62. He stepped back
63. and pressed the start button.
64. But the plane did not start.
65. One of its wings fell off
66. and it died.
67. Tabby purred
68. and purred
69. and purred.
70. But poor (judgment) Mr. Putter was so sad (affect).
71. He picked up his little biplane.
72. He told the plane that it was all his fault.
73. *He told it that he was an old man and old men shouldn't have toys anyway ((t) judgment).*
74. *He said he wasn't any good at flying planes ((t) judgment).*
75. Tabby watched Mr. Putter.
76. She could see that he was sad (affect).
77. Then she felt sad (affect), too.
78. Tabby went to Mr. Putter
79. and *rubbed herself against his legs ((t) judgment).*

80. *She sat on his shoulder,*
 81. *put her head by his((t) judgment),*
 82. *and licked his nose ((t) judgment).*
 83. This made Mr. Putter feel better (affect).
 84. He decided to try again.
 85. He fixed the wing.
 86. He set the little plane on the grass.
 87. He told it that he and Tabby knew it was the best (appreciation) plane in the world.
 88. Then he pressed the start button.
 89. The little plane choked.
 90. The little plane coughed.
 91. The little plane gagged.
 92. But it didn't die.
 93. It warmed up
 94. and began to sound better (appreciation).
 95. Then slowly, slowly, it rolled across the grass.
 96. It picked up speed....
 97. *And then it flew ((t) appreciation)!*
 98. It flew high into the blue sky.
 99. Mr. Putter cheered (affect).
 100. Tabby purred
 101. and hiccupped.
- Mr. Putter was finally flying a plane of his own.

Inscribed attitude in Rylant

m#	appraising items	Appraiser	Affect	Judgment	Appreciation	Appraised
1	loved	Putter	+hap			toys
3	wasn't supposed to love	Putter'	neg +hap			toys
5	fine			+ prop		Tabby
6	not happy	Tabby	neg +hap			toy store
8	weren't as good as ...				neg +reac	her nerve
12	loved	Tabby	+hap			Putter
18	had loved	Putter	+hap			planes
20	favorite	Putter			+reac	biplanes
21	also loved	Putter	+hap			other planes
25	hissing	Tabby	-hap			wind-up penguin
27	most beautiful	Putter			+reac	biplane
29	in love	Putter	+hap			(biplane)
31	worry	P'' Tabby	-sec			biplane
33	nice	Putter			+comp	coffee
37	new				+comp	plane
39	didn't like	Tabby	neg +hap			plane
51	good	Putter''			+comp	plane
61	brave	Putter''		+ten		plane
70	poor			-norm		Putter
70	so sad	Putter	-hap			(plane)
76	sad	T' Putter	-hap			(plane)
77	sad	Tabby	-hap			Putter
83	better	Putter	+hap			(Tabby)
87	best	Putter'' P and T''			+comp	plane
94	better				+comp	plane
99	cheered	Putter	+hap			(plane)

Inscribed Appraisal items frequency in the text

	Affect		Judgment		Appreciation		Total	# of ms	Appraisal % per m
	+ve	-ve	+ve	-ve	+ve	-ve			
	7	8	2	1	7	1	26	102	25%

Note: +ve =positive; -ve =negative; ms =messages

Invoked attitude in Rylant

m#	appraising items	Appraiser	Affect	Judgment	Appreciation	Appraised
3-4	and he knew [...]	Putter	t, +hap			toys
5	they always	Putter	t, +hap			toys
12	so she put up it [...]			t, +prop		Tabby
19	he had covered	Putter	t, +hap			toys
32-34	He promised [...]			t, + prop		Putter
36	He gave Tabby [...]			t, +prop		Putter
61	brave				t, +reac	
73	He told it that [...]			t, +ver		Putter
74	He said he wasn't [...]			t, +ver		
79	rubbed her against her legs			t, +ver		Tabby
80-81	She sat on his shoulder, put her [...]			t, + ver		Tabby
82	and licked his nose			t, +ver		Tabby
97	And then it flew!				t, +reac	plane

Invoked Appraisal items frequency in the text

	Affect		Judgment		Appreciation		Total	# of ms	Appraisal % per m
	+ve	-ve	+ve	-ve	+ve	-ve			
	3	0	8	0	2	0	13	102	13%

Note: +ve =positive; -ve =negative; ms =messages

Text 12

“The talent show”

Susan Wojciechowski

1. Ms. Babbitt came to school one morning wearing her smiley face earrings, the ones that mean something special (appreciation) is going to happen.
2. Kelsey asked her why she was wearing them.
3. But Ms. Babbitt said she wouldn't tell till the end of the day.
4. Right before dismissal Ms. Babbitt said, “Boys and girls, I have something special (appreciation) to announce. Two weeks from today this class is going to have a talent show. It'll be in the gym, and all the first, second, and third graders will come to see it. We won't have winners. We won't have prizes. It's just going to be for fun (affect). You may perform anything you'd like— a poem, a song, a joke, a dance. Are there any questions?”
5. Carol Ann asked, “Can we wear costumes?”
6. “You may wear costumes or not, whichever you prefer.”
7. Steven asked, “Can we do stuff in groups?”
8. “You may perform alone or in groups.”
9. Pam asked, “If we say a poem, do we have to rememberize it, or can we read it off a paper?”
10. “I think it would be much more effective if you memorized it.”
11. Leo asked, “Can I have my dog in my act?”
12. “You may, but someone must bring the dog at the time of the show. It may not roam around our classroom all day distracting (judgment) the class.”
13. Wendy, who's shy (judgment) and talks so quietly you can hardly hear her, asked, “Do we have to do something?”
14. “No one has to be in the show, but I think those of you who choose to be a part of it will have lots of fun (affect).”
15. The dismissal bell rang
16. and we all ran for the buses, talking about the talent show.
17. That night, Carol Ann called me on the phone.
18. “Beany, I have the greatest (appreciation) idea for the talent show. You and I are going to recite a poem together. I wrote a poem that has lines for two people to say. It's about bees— a queen bee and a worker bee. It'll be the best (appreciation) act in the whole show. If they gave awards, this act would win first place (appreciation). We'll practice every day after school. My mother will make the costumes. *You'll be the worker bee and I'll be the queen bee ((t) judgment).*”
19. “Why do you get to be the queen?” I asked.
20. “*Because I have curly hair((t) judgment), silly (judgment). Don't you know anything ((t) judgment)?*”
21. The next day Carol Ann gave me a copy of the poem.
22. We practiced at her house after school.
23. *Carol Ann stretched out on big pillows to say her lines ((t) judgment).*
24. *I had to stand holding a mop and a pail ((t) affect + (t) judgment).*
25. Carol Ann said those were props
26. and they made us look our parts.

27. *I didn't want to hold a pail and mop while Carol Ann lay on pillows* ((t) affect),
28. but I *didn't complain* (affect) because, number one, Carol Ann is very *bossy* (judgment) and I'm a tiny bit *scared* (affect) of her and, number two, I *didn't have any better* (appreciation) ideas for an act.
29. The day after that we practiced at my house.
30. *Carol Ann wore a crown* ((t) judgment).
31. *I didn't* ((t) affect + (t) judgment).
32. On Saturday *Carol Ann decided* ((t) judgment) I should say my lines in a low, *growly* (judgment) voice *like a worker* ((t) judgment) who is *tired* (judgment) and she should say her lines soft and *tinkly* (judgment) *like a queen* ((t) judgment).
33. On Monday Carol Ann showed me pictures she drew of the costumes.
34. *Carol Ann's had a gold ruffled ballerina skirt* ((t) judgment).
35. *Mine had a big black-and-yellow-striped T-shirt and black tights* ((t) affect + (t) judgment).
36. A week before the show Carol Ann said, "Let's talk about all the things that might go *wrong* (appreciation)."
37. "Let's not," I said.
38. *Carol Ann ignored that* ((t) judgment)
39. *and started to list them: "I'm worried* (affect) *you might forget your lines, or drop your mop, or get a run in your tights, or trip over your pail, or get the hiccups, or sneeze."* ((t) judgment)
40. That's when I started to *worry* (affect).
41. I *worried* (affect) that I would spit when I talk.
42. I *worried* (affect) that my antennae would fall down over my face.
43. I *worried* (affect) that instead of saying, "I feed that queen and build the hive," I would say, "I feed the hive and build the queen."
44. Every night at supper I said my lines to my family.
45. Every night in bed I *bit my nails* ((t) affect) thinking about doing the bee poem.
46. One night as I was repeating, "I feed the queen and build the hive," over and over during supper, my dad said, "Beany, *relax* (affect). You're supposed to be *enjoying* (affect) this talent show."
47. "I know. Ms. Babbitt even said the show was for *fun* (affect). But I'm *not having any* (fun) (affect). I know I'll do something *wrong* (appreciation) and Carol Ann will be *mad* (affect) at me."
48. "Then why are you doing an act with her?" my brother asked.
49. "It just sort of happened. Besides, I *don't have any better* (appreciation) ideas."
50. "How about doing the cartwheels you just learned in gymnastics class?" my mother asked. "Your teacher said you do them really *well* (judgment)."
51. "Carol Ann wouldn't *like* (affect) that. She's got everything all figured out for us."
52. That night as I lay in bed *biting my nails* ((t) affect), my dad tiptoed into my room.
53. "Are you awake?" he whispered.
54. "I can't sleep," I said. "I'm thinking about the bee poem."
55. "I want to show you something *wonderful* (appreciation)," Dad said.
56. He swung me and Jingle Bell onto his back
57. and carried us down the stairs and out the front door.
58. There were two sleeping bags spread out on the driveway.
59. Jingle Bell and I lay on top of one of them

60. and Day lay on the other.
61. "Look at the sky," he said. "I don't think I've ever seen it so beautiful (appreciation). *I wanted to share it with you ((t) judgment)*."
62. Dad was right (judgment).
63. The sky looked *like black ink ((t) appreciation)*.
64. The stars looked *like white polka dots ((t) appreciation)*.
65. "How many stars are there?" I asked my dad.
66. "Billions," he answered.
67. "I mean, what's the exact number?"
68. "That's a mystery."
69. "I'm going to count them," I decided.
70. So I picked a spot to start at
71. and tried to keep track of which stars I had counted and which ones were left.
72. When I got to twenty-seven, I got mixed up
73. and had to start over.
74. This time I got to thirty-two before I got mixed up again.
75. I started a third time.
76. Dad stopped me. "You know something, Beany? I don't think you should count the stars. There are some things in life that are just meant to be enjoyed (affect)."
77. "You mean like a dish of double chocolate ice cream with colored sprinkles and whipped cream on top?" I asked.
78. "Yes," he said, "and like a sausage, pepperoni, and onion pizza."
79. "And like kittens," I added.
80. "Right. And like Beethoven's Fifth Symphony."
81. "And like a starry, starry night."
82. We looked up at the sky for a while.
83. Then my dad asked, "Do you know what else should just be enjoyed (affect)?"
84. "What?"
85. "A talent show."
86. *He reached over to my sleeping bag*
87. *and squeezed my hand ((t) judgment)*.
88. We lay there looking up at the stars for a long time.
89. Not counting them.
90. Just enjoying (affect) them.
91. *The next day on the bus ride to school I took a deep breath ((t) affect)*
92. and said to Carol Ann, "I don't want to do the bee poem. I want to do cartwheels across the gym floor."
93. "Why?" she asked.
94. "Because cartwheels are fun (affect)."
95. "What would wear?"
96. "Shorts and a T-shirt."
97. "What kind of music would you have?"
98. "No music."
99. "How many cartwheels would you do?"
100. "As many as it takes."
101. "What if you fall?"

102. "I'll get up and keep going."
103. "What if you do a cartwheel into Kevin Gates?"
104. "Carol Ann, quit it," I said. "I'm doing cartwheels no matter what you say."
105. Then I gave her back the paper with my bee poem lines.
106. On Friday our class put on the best (appreciation) talent show in the whole world.
107. For his talent, Boomer Fenton showed his birthmark in the shape of a dog's face.
108. Kelsey played "Twinkle, Twinkle, Little Star" on her violin.
109. Leo tried to get his dog to roll over,
110. but the dog ran under Ms. Babbitt's chair
111. and wouldn't come out for the rest of the show.
112. Carol Ann and Wendy did the bee poem.
113. Carol Ann's crown fell off right in the middle of it.
114. For my talent, I did cartwheels from one end of the gym to the other.
115. It was fun (affect).

Inscribed attitude in Wojciechowski

m#	appraising items	Appraiser	Affect	Judgment	Appreciation	Appraised
1	special	Beany			+comp	(a talent show)
4	special	Ms. Babbit''			+comp	(a talent show)
4	fun	Ms. Babbit'' Students	+hap			(a talent show)
12	distracting	Ms. Babbit''		-ten		the dog
13	shy	Beany		-cap		Wendy
14	fun	Ms. Babbit'' Students	+hap			(a talent show)
18	greatest	Carol''			+val	idea
18	best	Carol''			+com	a poem
18	first place	Carol''			+val	a poem
20	silly	Carol''		-cap		Beany
28	didn't complain	Beany	neg -sat			Carol
28	bossy	Beany		-prop		Carol
28	scared	Beany	-sec			Carol
28	didn't have any better	Beany			neg +comp	ideas
32	growly	Carol'		-cap		Beany
32	tired	Carol'		-cap		Beany
32	tinkly	Carol'		+cap		Carol
36	wrong	Carol''			-val	a poem
39	worried	Carol''	-sec			Beany
40	worry	Beany	-sec			a peom
41	worried	Beany	-sec			spiting
42	worried	Beany	-sec			antenna falling down
43	worried	Beany	-sec			(saying different line)
46	relax	Dad'' Beany	+sec			a talent show
46	enjoying	Dad'' Beany	+hap			a talent show
47	fun	B'' Ms. B'' Students	+hap			a talent show
47	not having any (fun)	Beany''	neg +hap			a talent show

47	wrong	Beany"			-val	a poem
47	mad	B" Carol"	-sat			Beany
49	don't have any better	Beany"			neg +comp	ideas
50	well	Mother"		+cap		Beany
		Ms. B"				
51	like	Beany"	-hap			the cartwheels
		Carol				
55	wonderful	Dad"			+reac	the sky
61	beautiful	Dad			+reac	the sky
62	right	Beany		+prop		Dad
76	enjoyed	Dad"	+hap			some things
		(people)				
83	enjoyed	Dad"	+hap			a talent show
		(Beany)				
90	enjoying	B and Dad	+hap			the sky
94	fun	Beany"	+hap			cartwheels
106	best	Beany			+comp	a talent show
115	fun	Beany	+hap			a talent show

Inscribed Appraisal items frequency in the text

	Affect		Judgment		Appreciation		Total	# of ms	Appraisal % per m
	+ve	-ve	+ve	-ve	+ve	-ve			
	11	9	3	6	8	4	41	115	36%

Note: +ve =positive; -ve =negative; ms=messages

Invoked attitude in Wojciechowski

m#	appraising items	Appraiser	Affect	Judgment	Appreciation	Appraised
18	You'll be the worker bee			t, -prop		Carol
20	Because I have [...]			t, -prop		Carol
20	Don't you know			t, -prop		Carol
23	Carol Ann stretched[...]			t, -prop		Carol
24	I had to stand [...]	Beany	t, -sat			Carol Beany
27	I didn't want to hold	Beany	t, -sat			Carol
30	Carol Ann wore a [...]			t, -prop		Carol
31	I didn't.	Beany	t, -sat			Carol Beany
32	on Saturday Carol Ann decided			t, -norm t, -prop		Carol
32	like a worker	Carol''		t, -cap		Beany
32	like a queen	Carol''		t, +cap		Carol
34	Carol Ann's had a [...]			t, -prop		Carol
35	mine had a big [...]	Beany	t, -sat			Carol Beany
38	Carol Ann ignored [...]			t, -norm t, -prop		Carol
39	and started			t, -prop		Carol
45	bit my nails	Beany	t, -sec			a talent show
52	biting my nails	Beany	t, -sec			a talent show
61	I wanted to share with			t, +prop		Dad
63	like a black ink				t, +reac	the sky
64	like white polka dots				t, +reac	the sky
86-87	he reached over [...]			t, +prop		Dad
91	the next day	Beany	t, -sec			Carol

Invoked Appraisal items frequency in the text

	Affect		Judgment		Appreciation		Total	# of ms	Appraisal % per m
	+ve	-ve	+ve	-ve	+ve	-ve			
	0	7	3	13	2	0	25	115	22%

Note: +ve =positive; -ve =negative; ms=messages

Text 4

「一つの花」

今西祐行

1. 「一つだけちょうだい((t) judgment)。」これが、ゆみ子のはっきり覚えた最初の言葉でした((t) judgment)。
2. まだ戦争のはげしかった(appreciation)ころのことです。
3. そのころは、おまんじゅうだの、キャラメルだの、チョコレートだの、そんな物はどこへ行ってもありませんでした((t) appreciation)。
4. おやつどころではありませんでした((t) appreciation)。
5. 食べる物といえば、お米の代わりに配給される、おいもや豆やかぼちゃしかありませんでした((t) appreciation)。
6. 毎日((t) appreciation)、てきの飛行機が飛んできて、ばくだんをおとしていきました((t) appreciation)。
7. 町は、次々にやかれて((t) appreciation)、はいになっていきました((t) appreciation)。
8. ゆみ子は、いつもお腹をすかしていたのでしょうか((t) judgment)。
9. ごはんのときでも、おやつするときでも、もっともっとと言って、いくらでもほしがるのでした((t) judgment)。
10. すると、ゆみ子のお母さんは、「じゃあね、一つだけよ。」と言って、自分の分から一つ、ゆみ子に分けてくれるのでした((t) judgment)。
11. 「一つだけ—。一つだけ—。」と、これが、お母さんの口ぐせになってしまいました((t) judgment)。
12. ゆみ子は、知らず知らずのうちに、お母さんのこの口ぐせをおぼえてしまったのです。
13. 「なんてかわいそうな(judgment)子でしょうね。一つだけちょうだいと、言えばなんでももらえると思ってるのね((t) affect + (t) judgment)。」あるとき、お母さんが言いました。
14. すると、お父さんが、深いため息(affect)について言いました。「この子は、一生、みんなちょうだい、山ほどちょうだいと言って、両手を出すことをしらずにすごすかもしれないね((t) affect + (t) judgment)。一つだけのいも((t) affect + (t) judgment)、ひとつだけのにぎりめし((t) affect + (t) judgment)、ひとつだけのかぼしゃのにつけ—((t) affect + (t) judgment)。みんなひとつだけ((t) affect + (t) judgment)。ひとつだけのよろこび(affect)さ。いや、よろこびなんて、ひとつだってもらえない(affect)かもしれないんだね。いったい、大きくなって、どんな子に育つだろう((t) affect + (t) judgment)。」
15. そんなとき、お父さんは、きまってゆみ子をめちゃくちゃに高い高いするのでした((t) affect + (t) judgment)。
16. それからまもなく、あまりじょうぶでない(judgment)ゆみ子のお父さんも、戦争に行かなければならない日がやって来ました((t) appreciation)。

17. お父さんが戦争に行く日、ゆみ子は、お母さんにおぶわれて、遠い汽車の駅まで送っていきました。
18. 頭には、お母さんの作ってくれた((t) judgment)、わた入れの防空頭巾をかぶっていきました。
19. お母さんのかたにかかっているかばんには、包帯、お薬、配給のきっぷ、そして、大事な(appreciation)お米で作ったおにぎりが入っていました。
20. ゆみ子は、おにぎりが入っているのをちゃあんと知っていましたので、「一つだけちょうだい((t) judgment)、おじぎり、ひとつだけちょうだい((t) judgment)。」と言って、駅に着くまでにみんな食べてしまいました。
21. お母さんは、戦争に行くお父さんに、ゆみ子の泣き(affect)顔を見せたくなかったのでしょうか((t) judgment)。
22. 駅には、ほかにも戦争に行く人があって、人ごみの中から、ときどきばんざいの声が起こりました。
23. また、べつの方からは、たえず勇ましい(appreciation)軍歌が聞こえてきました。
24. ゆみ子とお母さんのほかに見送りのないお父さん((t) judgment)は、プラットホームのはしの方で、ゆみ子をだいて、そんなばんざいや軍歌の声に合わせて、小さくばんざいをしていたり((t) affect)、歌を歌っていたり((t) affect)していました。まるで、戦争になんか行く人ではないかのように((t) judgment)。
25. ところが、いよいよ汽車が入ってくるというときになって、またゆみ子の「一つだけちょうだい((t) judgment)。」が始まったのです。
26. 「みんなおやりよ((t) judgment)、母さん。おにぎりを—。」お父さんが言いました。
27. 「ええ、もう食べちゃったんですの—。ゆみちゃん、いいわねえ(judgment)。お父ちゃん、兵隊ちゃんになるんだって。ばんざあい(affect)って—。」お母さんは、そう言ってゆみ子をあやしましたが、
28. ゆみ子は、とうとう泣きだして(affect)しまいました。「一つだけ((t) judgment)。一つだけ((t) judgment)。」と言って。
29. お母さんが、ゆみ子を一生けんめいあやしている(judgment)うちに、お父さんが、ぷいといなくなってしまう。
30. お父さんは、プラットホームのはしっぽのごみすて場のような((t) appreciation)所に、わすれられたように((t) appreciation)さいていたコスモスの花を見つけたのです。
31. あわてて帰ってきたお父さんの手には、一輪のコスモスの花((t) affect)がありました。「ゆみ、さあ、一つだけあげよう。一つだけのお花((t) affect)、大事にするんだよう—。」((t) judgment)
32. ゆみ子は、お父さんに花((t) affect)をもらうと、キャッキョッと足をばたつかせて((t) affect)よろこびました(affect)。
33. お父さんは、それを見てにっこりわらう(affect)と、何も言わずに、汽車に乗って、行ってしまいました((t) affect)。ゆみ子のにぎっている、一つの花を見つめながら—((t) affect)。
34. それから、十年の年月がすぎました。
35. ゆみ子は、お父さんの顔を覚えていません。
36. 自分にお父さんがあったことも、あるいは知らないのかもしれない((t) judgment)。

37. でも、今、ゆみ子のとんとんぶきの小さな家は、コスモスの花((t) affect)でいっぱい包まれています((t) appreciation)。
38. そこから、ミシンの音が、たえず速くなったり、おそくなったり、まるで、何かお話をしているかのように((t) appreciation)、聞こえてきます。
39. それは、あのお母さんでしょうか。
40. 「お母さん、お肉とお魚とどっちがいいの。」と、ゆみ子の高い声が、コスモスの中から聞こえてきました。
41. すると、ミシンの音がしばらくやみました。
42. やがて、ミシンの音がまたいそがしく始まったとき、買い物かごをさげたゆみ子が、スキップ((t) affect)をしながら、コスモスのトンネル((t) affect)をくぐって出てきました。
43. そして、町の方へ行きました。
44. 今日は日曜日、ゆみ子が小さなお母さんになって、お昼を作る日です((t) appreciation)。

Inscribed attitude in 今西

m#	appraising items	Appraiser	Affect	Judgment	Appreciation	Appraised
2	はげしかつ た				-val	戦争
13	かわいそう な	お母さん”		-norm		ゆみ子
14	ため息	お父さん	-sec			ゆみ子
14	よろこび	お父さん” ゆみ子	+hap			ゆみ子
14	よろこび [...]もらえ ない	お父さん” ゆみ子	+hap neg			ゆみ子
16	じょうぶで ない			-ten		お父さん
19	大事な				+val	お米
21	泣き	お母さん’ ゆみ子	-hap			お父さん
23	勇ましい				+com	軍歌
27	いいわねえ	お母さん” ゆみ子		+norm		お父さん
27	ばんざあい	お母さん” ゆみ子	+hap			お父さん
28	泣きだして	ゆみこ	-hap			(空腹)
29	あやして			+prop		お母さん
32	よろこびま した	ゆみこ	+hap			コスモス
33	わらう	お父さん	+hap			ゆみ子

Inscribed Appraisal items frequency in the text

	Affect		Judgment		Appreciation		Total	# of ms	Appraisal % per m
	+ve	-ve	+ve	-ve	+ve	-ve			
	4	4	2	2	2	1	15	44	34%

Note: +ve =positive; -ve =negative; ms=messages

Invoked attitude in 今西

m#	appraising items	Appraiser	Affect	Judgment	Appreciation	Appraised
1	「一つだけ [...]」			t, -norm		ゆみ子
1	最初の言葉			t, -norm		ゆみ子
3	どこへ行 っても				t, -reac	戦争
4	おやつど ころでは				t, -reac	戦争
5	おいもや かぼちゃ				t, -reac	戦争
6	毎日				t, -reac	戦争
6	爆弾を				t, -reac	戦争
7	次々に				t, -reac	戦争
7	はいに				t, -reac	戦争
8	いつもお 腹を			t, -norm		ゆみ子
9	いくらで も			t, -norm		ゆみ子
10	ゆみ子の お母さん は[...]			t, +prop		ゆみ子
11	一つだけ			t, +prop		ゆみ子
13	なんでも	お母さん”	t, -hap			ゆみ子
				t, -norm		ゆみ子
14	両手を	お父さん”	t, -hap			ゆみ子
				t, -norm		ゆみ子
14	一つだけ のいも	お父さん”	t, -hap			ゆみ子
				t, -norm		ゆみ子
14	ひとつだ けのにぎ りめし	お父さん”	t, -hap			ゆみ子
				t, -norm		ゆみ子
14	ひとつだ けの	お父さん”	t, -hap			ゆみ子
				t, -norm		ゆみ子
14	みんなひ とつだけ	お父さん”	t, -hap			ゆみ子
				t, -norm		ゆみ子
14	いったい	お父さん”	t, -hap			ゆみ子
				t, -norm		ゆみ子
15	きまって	お父さん”	t, -hap			ゆみ子
				t, -norm		ゆみ子

16	ゆみ子を 戦争にい かなけれ			t, -reac	ゆみ子 戦争
18	頭には			t, +prop	お母さん
20	ひとつだ け			t, -norm	ゆみ子
20	ひとつだ け			t, -norm	ゆみ子
21	お母さん は戦争に 行くお父 さん[...]			t, +prop	お母さん
24	ゆみ子と お母さん のほかに [...]			t, -norm	お父さん
24	小さくば んざいを	お父さん		t, -hap	戦争
24	歌を歌っ たり	お父さん		t, -hap	戦争
24	まるで戦 争に			t, -norm	お父さん
25	ひとつだ け			t, -norm	ゆみ子
26	みんなお やりよ			t, +prop	お父さん
28	ひとつだ け			t, -norm	ゆみ子
28	ひとつだ け			t, -norm	ゆみ子
30	ごみすて 場のよう			t, -reac	プラット ホーム
30	わすれら れたよう			t, -reac	コスモス
31	一輪のコ スモス	お父さん		t, +hap	ゆみ子
31	お花	お父さん”		t, +hap	ゆみ子
31	あわてて 帰って[...]			t, +ver	お父さん
32	花	お父さん		t, +hap	ゆみ子

32	足をばた つかせて	ゆみ子	t, +hap			コスモス
33	何も言わ ずに	お父さん	t, -sec			ゆみ子
33	ゆみ子の にぎって [...]	お父さん	t, -sec			ゆみ子
36	知らない			t, -norm		ゆみ子
37	コスモス	お父さん	t, +hap			ゆみ子
37	ゆみ子の とんとん [...]				t, +reac	現在
38	お話をし ている				t, +reac	現在
42	スキップ	ゆみ子	t, +hap			
42	コスモス のトンネ ル	お父さん	t, +hap			ゆみ子
44	ゆみ子が 小さな				t, +reac	現在

Invoked Appraisal items frequency in the text

	Affect		Judgment		Appreciation		Total	# of ms	Appraisal % per m
	+ve	-ve	+ve	-ve	+ve	-ve			
	7	12	6	20	3	10	58	44	132%

Note: +ve =positive; -ve =negative; ms =messages

Text 10

「モチモチの木」

斎藤隆介

おくびょう豆太

1. 全く、豆太ほどおくびょうな(judgment)やつはない。
2. もう五つにもなったんだから、
3. 夜中に、一人でせっちんぐらいに行けたっていい((t) judgment)。
4. ところが、豆太は、せっちんは表にあるし、表には大きなモチモチの木((t) affect)がつっ立って、空いっぱい((t) appreciation)かみの毛((t) appreciation)をバサバサとふるって((t) appreciation)、両手を「わあっ。」とあげるからって((t) appreciation)、夜中には、じさまについてってもらわないと、一人じゃしょうべんもできないのだ((t) judgment)。
5. じさまは、ぐっすりねおっている真夜中に、豆太が「じさまぁ。」って、どんなに小さい声((t) affect)で言っても、
6. 「しょんべんか。」と、すぐ目をさましてくれる((t) judgment)。
7. いっしょにねている一まいしかないふとんを、ぬらされちまうよりいいからなあ。
8. それに、とうげのりょうし小屋に、自分とたった二人でくらしている豆太が、かわいそう(judgment)で、かわいかった(judgment)からだろう。
9. けれど、豆太のおとうだって、くまと組みうちして((t) judgment)、頭をぶっさかれて死んだ((t) judgment)ほどのきもすけ(judgment)だったし、
10. じさまだって、六十四の今、まだ青じしを追っかけて((t) judgment)、きもをひやすような(appreciation)岩から岩へのとびうつり((t) judgment)だって、見事にやってのける((t) judgment)。
11. それなのに、どうして豆太だけが、こんなにおくびょう(judgment)なんだろうか。

やい、木い

- 12.モチモチの木((t) affect)ってのはな、豆太がつけた名前だ。
13. 小屋のすぐ前に立っている、でっかいでっかい(appreciation)木だ。
14. 秋になると、茶色いピカピカ光った((t) appreciation)実を、いっぱいふり落としてくれる。
15. その実を、じさまが、木うすについて、石うすでひいてこなにする。
16. こなにしたやつをもちにこね上げて、ふかして食べると、ほっぺたが落ちこちるほど((t) appreciation)うまいんだ。
17. 「やい(affect)、木い(affect)、実い落とせえ(affect)。」なんて、昼間は木の下に立って、かた足で足ぶみして((t) affect)、いばって(judgment)さいそくしたりするくせに、夜になると、豆太はもうだめ(judgment)なんだ。
18. 木がおこって(affect)、両手で((t) affect)、「お化けえ。」って、上からおどかさんだ((t) affect)。

19. 夜のモチモチの木((t) affect)は、そっちを見ただけで、もう、しょんべんなんか出なくなっちゃまう((t) judgment)。
20. じさまが、しゃがんだひざの中に豆太をかかえて((t) judgment)、「ああ、いい夜だ((t) appreciation)。星に手がとどきそうだ((t) appreciation)。おく山じゃあ、しかやくまめらが、鼻ちょうちん出して、ねっこけてやがるべ((t) appreciation)。それ、シー一ッ。」って言うてくれなきゃ、とっでも出やしない((t) judgment)。
21. しないでねると、あしたの朝、とこの中が、こうずいになっちゃまうもんだから、
22. じさまは、かならずそうしてくれるんだ((t) judgment)。
23. 五つになって「シー」なんて、みっともない(judgment)やなあ。
24. でも、豆太は、そうしなくっちゃだめ(judgment)なんだ。

霜月二十日のばん

25. そのモチモチの木((t) affect)に、今夜は、灯がともる((t) appreciation)ばんなんだそうだ。
26. じさまが言った。「霜月の二十日のうしみつにゃあ、モチモチの木((t) affect)に灯がともる((t) appreciation)。起きてて見てみる。そりゃあ、きれい(appreciation)だ。おらも、子どものころに見たことがある。死んだお前のおとうも見たそうだ。山の神様のお祭り((t) appreciation)なんだ。それは、一人の子どものしか、見ることはできねえ。それも、勇気のある(judgment)子どもだけだ。」
27. 「一それじゃあ、おらは、とっでもだめ(judgment)だ一。」豆太は、ちっちゃい声で((t) affect)、なきそう(affect)に言った。だって、じさまもおとうも見たんなら、自分も見たかったけど、こんな冬の真夜中に、モチモチの木を((t) affect)、それも、たった一人で見に出るなんて、とんでもねえ話だ((t) affect)。ぶるぶるだ(affect)。
28. 木のえだえだの細かいところにまで、みんな灯がともって((t) appreciation)、木が明るくぼうっとかがやいて((t) appreciation)、まるでそれは、ゆめみてえに((t) appreciation)きれい(appreciation)なんだそうだが、
29. そして、豆太は、「昼間だったら、見てえなあ一。」と、そっと思ったんだが((t) affect)、ぶるぶる(affect)、夜なんて考えただけでも、おしっこをもらしちまいそうだ—((t) affect + (t) judgment)。
30. 豆太は、はじめっからあきらめて((t) judgment)、ふとんにもぐりこむと、じさまのたばこくさい、おねん中に鼻をおしつけて((t) affect)、よいの口からねてしまった((t) judgment)。

豆太は見た

31. 豆太は、真夜中に、ひょっと目をさました((t) affect)。
32. 頭の上で、くまのうなり声が聞こえたからだ。
33. 「じさまあっ。」おちゅうで(affect)じさまにしがみつこう(affect)としたが、
34. じさまはいない。
35. 「ま、豆太、心配すんな(affect)。じさまは、じさまは、ちょっとはらがいてえだけだ。」((t) judgment)まくら元で、くまみたいに((t) judgment)体を丸めて((t) affect)うなっていた(affect)のは、じさまだった。

36. 「じさまっ。」こわくて(affect)、びっくりして(affect)、
37. 豆太はじさまにとびついた((t) affect)。
38. けれども、じさまは、ころりとたたみに転げると、歯を食いしばって((t) affect)、ますますうなるだけだ(affect)。
39. 「医者様をよばなくちゃ。」
40. 豆太は、子犬みたいに((t) judgment)体を丸めて((t) affect)、表戸を体でふっとばして走りだした。ねまきのまんま((t) affect)。はだして((t) affect)。半道もあるふもとの村まで—((t) judgment)。
41. 外はすごい星で、月も出ていた。
42. とうげの下りの坂道は、一面の真っ白い((t) appreciation)霜で、雪みたい((t) appreciation)だった。
43. 霜が足にかみついた((t) appreciation)。
44. 足からは血が出た。
45. 豆太は、なきなき(affect)走った。
46. いたくて((t) affect)、寒くて((t) affect)、こわかった(affect)からなあ。
47. でも、大すきな(affect)じさまの死にまうほうが、もっとこわかった(affect)から、
48. なきなき(affect)、ふもとの医者様へ走った。
49. これも、年よりじさまの医者様は、豆太からわけを聞くと、「おう、おう—。」と言って、ねんねこぼんてんに薬箱と豆太をおぶうと((t) judgment)、真夜中のとうげ道を、えっちら、おっちら、じさまの小屋へ上がってきた。
50. とちゅうで、月がでていのに、雪がふり始めた。
51. この冬はじめての雪だ。
52. 豆太は、そいつをねんねこの中から見た。
53. そして、医者様のこしを、足でドンドンけとばした((t) affect)。
54. じさまが、なんだか死にまいそうな気がしたからな((t) affect)。
55. 豆太は、小屋へ入るとき、もう一つふしぎなものを見た。「モチモチの木((t) affect)に、灯がついている((t) appreciation)。」
56. けれど、医者様は、「あ、ほんとだ。まるで、灯がついたようだ((t) appreciation)。だども、あれは、とちの木の後ろにちょうど月が出てきて、えだの間に星が光ってるんだ。そこに雪がふってるから、灯りがついたように((t) appreciation)見えるんだべ。」と言って、小屋の中へ入ってしまった。
57. だから、豆太は、その後は知らない。
58. 医者様のてっだいをして(judgment)、かまどにまきをくべたり、湯をわかしたりなんだり、いそがしかったからな。

弱虫でも、やさしけりゃ

59. でも、次の朝、はらいたがなあって元気になった(affect)じさまは、医者様の帰った後で、こう言った。「おまえは、山の神様の祭り((t) appreciation)を見たんだ。モチモチの木((t) affect)には、灯がついたんだ((t) appreciation)。おまえは、一人で、医者様よびに行ける((t) judgment)ほど、勇気のある(judgment)子どもだったんだからな。自分で自分を弱虫だなんて思うな(judgment)。人間、やさしささえあれば(judgment)、

やらないやらねえことは、きっとやるもんだ。それを見て、他人がびっくらするわけよ。は、は、は。」

60. —それでも、豆太は、じさまが元気(affect)になると、そのばんから、「じさまぁ。」と、しょんべんにじさまを起こしたとさ((t) judgment)。

Inscribed attitude in 齋藤

m#	appraising items	Appraiser	Affect	Judgment	Appreciation	Appraised
1	おくびょう な			-ten		豆太
8	かわいそう	じさま		-norm		豆太
8	かわいかっ た	じさま		+norm		豆太
9	きもすけ			+ten		豆太のおと う
10	きもをひや すような				-reac	岩
11	おくびょう な			-ten		豆太
13	でっかいで っかい				-reac	木
17	やい	豆太”	-sat			木
17	木い	豆太”	-sat			木
17	実い落とせ え	豆太”	-sat			木
17	いばって			-ver		豆太
17	だめ			-ten		豆太
18	木がおこっ て	木	-sat			豆太
23	みっともな い			-ten		豆太
24	だめ			-ten		豆太
26	きれい	じさま”			+reac	木
26	勇気のある	じさま”		+ten		子ども
27	だめだ	豆太”		-ten		豆太
27	なきそう	豆太	-hap			木
27	ぶるぶるだ	豆太’	-sec			木
28	きれい				+reac	木
29	ぶるぶる	豆太	-sec			木
33	おちゅうで	豆太	-sec			じさま
34	しがみつこ う	豆太	-sec			じさま
35	心配すんな	じさま” 豆太	-sec neg			じさま
35	うなって	じさま	-sec			
36	こわくて	豆太	-sec			じさま

36	びっくりし て	豆太	-sec			じさま
38	うなる	じさま	-sec			
45	なきなき	豆太	-hap			外
46	こわかった	豆太	-sec			外
47	だいすきな	豆太	+hap			じさま
47	こわかった	豆太	-sec			外
48	なきなき	豆太	-hap			外
58	てっだいを			+prop		豆太
59	元気	じさま	+sat			
59	勇気のある	じさま”		+ten		豆太
59	弱虫だなん て思うな	じさま”豆 太		-ten neg		豆太
59	やさしささ えあれば	じさま		+prop		豆太
60	元気	じさま	+sat			

Inscribed Appraisal items frequency in the text

	Affect		Judgment		Appreciation		Total	# of ms	Appraisal % per m
	+ve	-ve	+ve	-ve	+ve	-ve			
	4	17	7	8	2	2	40	60	67%

Note: +ve =positive; -ve =negative; ms=messages

Invoked attitude in 齋藤

m#	appraising items	Appraiser	Affect	Judgment	Appreciation	Appraised
2-3	もう五つ にも			t, -ten		豆太
4	モチモチ の木	豆太	t, -sec			木
4	空いっば いの				t, -reac	木
4	かみの毛				t, -reac	木
4	ばさばさ				t, -reac	木
4	両手を				t, -reac	木
4	一人じゃ			t, -ten		豆太
5	小さい声	豆太	t, -sec			木
6	「しょんべ んかと [...]」			t, +prop		じさま
9	くまと組 み打ち			t, +ten		おとう
9	頭をぶっ さかれて			t, +ten		おとう
10	じさまだ って[...]			t, +ten		じさま
10	岩から岩 への			t, +ten		じさま
10	見事に			t, +ten		じさま
12	モチモチ の木	豆太	t, -sec			木
14	ピカピカ 光った				t, +reac	モチモチ の木(実)
16	ほっぺた が落っこ ちる				t, +reac	モチモチ の木(実)
17	かた足で	豆太	t, -sat			木
18	両手で	木	t, -sat			豆太
18	お化けえ て	豆太	t, -sec			木
19	夜のモチ モチの木	豆太	t, -sec			木
19	そっちを 見ただけ			t, -ten		豆太

20	で しゃがんだひざ			t, +prop		じさま
20	ああ、い い夜だ	じさま			t, +reac	夜
20	星に手が	じさま			t, +reac	夜
20	おく山じ やあ	じさま			t, +reac	夜
20	とっても 出や			t, -ten		豆太
22	かならず			t, +prop		じさま
25	モチモチ の木	豆太	t, -sec			木
25	灯がとも る				t, +reac	木
26	モチモチ の木	じさま” 豆太	t, -sec			木
26	灯がとも る	じさま”			t, +reac	木
26	山の神様 のお祭り	じさま”			t, +reac	木
27	ちっちゃ い声で	豆太	t, -sec			木
27	モチモチ の木	豆太	t, -sec			木
27	とんでも ねえ話	豆太	t, -sec			木
28	みんな灯 が				t, +reac	木
28	明るくぼ うっと				t, +reac	木
28	夢みてえ				t, +reac	木
29	昼間だっ たら、	豆太	t, -sec			木
29	夜なんて [...]	豆太	t, -sec			夜
30	はじめっ から[...]			t, -ten		豆太
30	鼻をおし つけて	豆太	t, -sec			木
30	よいの口			t, -ten		豆太

31	から				
31	ひょっと	豆太	t, -sec		
35	ちょっと			t, +prop	じさま
	はらがい				
	てえだけ				
35	くまみた			t, -cap	じさま
	いに				
35	体をまる	じさま	t, -sec		
	めて				
37	とびつい	豆太	t, -sec		じさま
	た				
38	歯を食い	じさま	t, -sec		
	しばって				
40	子犬みた			t, -ten	豆太
	いに				
40	体を丸め	豆太	t, -sec		
	て				
40	ねまきの	豆太	t, -sec		
	まんま				
40	はだしで	豆太	t, -sec		
40	半道もあ			t, +ten	豆太
	るふもと				
42	真っ白い			t, +reac	夜
42	雪みたい			t, +reac	夜
43	霜があし			t, -reac	とうげの
	に[...]				下りの坂
					道
46	いたくて	豆太	t, -sec		
46	さむくて	豆太	t, -sec		
49	豆太をお			t, +prop	医者様
	ぶうと				
53	足でドン	豆太	t, -sec		じさま
	ドン				
54	死んじま	豆太	t, -sec		じさま
	いそう				
55	モチモチ	豆太	t, -sec		木
	の木				
55	灯がつい			t, +reac	木
	ている				
56	灯がつい			t, +reac	木
	たようだ				

59	山の神様の祭り	じさま”		t, +reac	木
59	モチモチの木	じさま” 豆太	t, -sec		木
59	灯がついたんだ	じさま”		t, +reac	木
59	一人でお医者様	じさま”		t, +ten	豆太
60	それでも、豆太は[...]			t, -ten	豆太

Invoked Appraisal items frequency in the text

	Affect		Judgment		Appreciation		Total	# of ms	Appraisal % per m
	+ve	-ve	+ve	-ve	+ve	-ve			
	0	28	12	10	17	5	72	60	120%

Note: +ve =positive; -ve =negative; ms=messages