

# Text and Context OTF Workshop 8

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## Day 1 Saturday, 4 March 2017

9:00-9:10      Opening

9:10-9:50      Session 1 (Chair: Kenichi Kadooka)

### A Perceptive Dynamism in Text Generation: Text Generator's Interaction with the Material Setting

Keizo Nanri  
Center for International Education and Research, Oita University

Marin Hiraoka  
Oita University

Layout appears to be the most crucial element in magazine article editing. Introductory books for magazine editing such as Kōya (2011: 86), Tanaka *et al* (2013), Ōsaki (2015: 7, 27, 59), Pie Books (2015: 42, 55-57, 65), and Linkup (2016: Chapter 2) all refer to the importance of layout, which appears to be least explored, for instance, by researchers working within the framework of multimodal text analysis; their primary concern is the relationship between text and image, where the relationship is primarily explained in linguistic terms (Bateman 2014), but not in 'cognitive terms' so to speak; layout may not be approached by such studies of text-image relationships.

The present paper emphasizes that an investigation into layout in magazine article editing is fruitful in elucidating the relationship between text generation and the setting (or the context of situation [COS]) where the text is generated, and probably could provide an outstanding issue in systemic functional linguistics with a solution (see **Background** below): for instance, whether text structure (or rhetorical mode) exists inside or outside the process of text generation. Nanri (2016) argues that a text structure should be stored in the mind of the text generator (in this respect, the text structure should exist inside the process of text generation), but that it also should or could exist outside the process in the form of a record, e.g., a text structure identified in an article published in a fashion magazine.

The present paper demonstrates that Anonymous's (2016) foregoing argument can be confirmed in the layout development of a certain type of articles-complex published in two Japanese fashion magazines, *CanCam* and *JJ*, during the period from 2007 to 2016, with the assistance of Gestalt psychology (Koffka 1998). The paper argues that layout schemata should be stored in the mind of magazine editors, but the storage or retrieval of those schemata should be reinforced by perceiving records of layout organisations corresponding to those schemata printed in fashion magazines.

To achieve this goal, 20 articles-complex are selected from the March issues of the two fashion magazines. Those articles are special articles (*tokushū kiji*) promoting certain outfits. The text analysis

begins by reinterpreting Gestalt principles of organisation from the viewpoint of equilibrium and disequilibrium between text components (i.e., linguistic units such as headlines and the body of the linguistic text, and pictorial units such as photos and diagrams), following Williams (2004: 15-39), Pie Books (2015: 55-57) and Ōsaki (2015: 27). The analysis then proceeds to the identification of the organisation of articles-complex from 2007 to 2016.

**Background:** Halliday (1978) suggests that there are two perspectives towards a good understanding of the process of text generation, i.e., the intra-organism and the inter-organism perspective. The former views the process as mental, whereas the latter views it as social. The former is exemplified by, of course, Halliday's interpretation of text generation (e.g., Halliday [1978] and Halliday & Hasan [1985]), and the latter by van Dijk's (2008) interpretation. What makes the two scholars' interpretations differ from each other is their interpretation of the role of the context of situation or the material aspect of the situation where the text is generated. Halliday (1978) interprets COS as elements external to text generation, and this external COS determines the content of the text generated. Taking an intra-organism perspective, van Dijk (2008:120), however, argues, as already noted, that COS cannot determine the content of the text unless the information of the COS is stored in the memory of the text generator. But, interestingly enough, van Dijk (2008:120) also suggests that the influence of the materialistic aspect of COS on the process of text generation should not be ignored, noting that the relationship between text generation and the materialistic aspect of COS 'should neither be reduced to an exclusive cognitive nor to an exclusive social account'.

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## **Contemplation of Context and Mode in Translation: of SFL in two different classrooms**

Vivian Lee

Hankuk University of Foreign Studies

Eiko Gyogi

Akita International University

The purpose of this study is to analyse how awareness of register variables of Systemic Functional Linguistics (SFL), especially those related to Mode, facilitates students in discussing and making decisions on translations across classrooms. Systemic Functional Linguistics has been applied in both L1 and L2 classrooms, especially for the development of students' literacy skills (Achugar, Schleppegrell, & Oteiza, 2007; Byrnes, 2002, 2006; Christie & Unsworth, 2005; Martin & Rose, 2005; Ramzan & Thomson, 2013; Walker, 2010; Wallace, 2003). It has been reported that SFL's register variables can provide analytical tools and informed guidance to students in examining context of the text (e.g. Wallace, 2003). This paper looks at the results of applying a SFL-based approach for translation in the language classroom with regard to mode of text output.

It looks at the SFL-based approach applied to two different classroom settings: a beginner Japanese language class at a university in London, England, and a Korean into English translation classroom at a university in Seoul, South Korea. This paper examines students' learning journals submitted after the lesson. The data related to students' contemplation on Mode was extracted and thematically analysed according to factors students took into consideration while translating a text.

In both classrooms, an analysis table based on SFL's register variables, that is, Field, Tenor and Mode, was introduced to the students for their translation task. The analysis table contained the categories of 'Purpose', 'Target audience' and 'Mode', and was intended for the purpose of aiding analysis of source and target texts.

The class in London involved the translation of a Japanese TV drama for two outlets (i.e. fan site and official DVD). Students discussed a suitable translation strategy for each medium they translated for, and tried to find appropriate words accordingly. For example, some students included some vulgar words in translations for fan site considering its informal nature.

Students in the class in Seoul translated an article from a news site, but for both online and offline modes. The students made considerations regarding online or offline mode, making decisions regarding factors such as text length, the addition of hyperlinks or possible posting on SNS and such.

The study highlights the benefits of an approach derived from SFL for stimulating considerations regarding context and mode. Despite two different classroom settings and differences in students' language proficiency, data show the useful role such an approach played in enabling students to make decisions for their text output while contemplating its mode/channel of communication and

context. The SFL-based approach allowed students to explicitly be aware of the context surrounding the text and helped them to make informed decisions regarding which translations to use. This study gives additional evidence on how the SFL-based approach can be introduced and applied in and across different contexts.

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**10:30-10:45      Morning Tea**

## **An Analysis of Digital Archives of Historical Texts: Identifying the Media Attributes and Literacy Practices in the Transfer to Digitalization**

Kate Allen  
School of Global Japanese Studies Meiji University

John E. Ingulsrud  
School of Humanities, Meisei University

To protect texts from decay and loss, efforts have been made to preserve historical texts by rendering them into digital formats. These efforts are further motivated by the possibility of placing the digital files on-line, thus giving people access to the texts without requiring travel to libraries and museums to examine the texts physically. In this paper, we focus on two digital archives *Treasure Chest of Fun and Fact* Digital Collection and *The First Folio The Meisei Copy* MR774 (West 201) with a view to understanding the discourse features that are preserved in digitalization, features that are lost, as well as features that are added. By discourse features, we refer to Norman Fairclough's (2003) three-stage model: patterns of text production, patterns of text analysis, and patterns of text interpretation. The analysis will follow these three stages.

The two archival texts we examine have contrasting patterns of text production. *The First Folio* is an expensive, elaborately bound volume that was sold on the premise it could withstand frequent use over a period of many years. In contrast, the *Treasure Chest* series was published as comic books, and as such, the cheap newsprint was intended to be disposable, not to be preserved. Yet in the digital format, both texts have the same quality of permanence in spite of the differences in the manner of their production. If digitalization provides a kind of "leveling" of texts, how can we analyze the changes that digitalization involves?

Both kinds of texts are printed and bound, thus allowing the reader to turn the pages. Both digital archives, however, have not adopted the electronic tablet reader technology that allows for page turning, but require readers to scroll down with pages linked vertically. Even though readers are given access to the text, archival readers are expected to examine the texts, not to have a reading experience, in other words, a ludic or enjoyable reading experience. Does the historical nature of the archive text lose its ludic quality?

Unlike the *Treasure Chest* comics, the digital archives of *The First Folio* represent the enduring works of William Shakespeare, appearing over the years in various printed formats and media renditions. *The First Folio*, although one of the first publications of Shakespeare's works, can be seen as simply one more iteration of the same texts. Yet, the MR 774 copy of *The First Folio* contains extensive annotations by a particular seventeenth-century reader, providing access to the interpretation of common texts by one reader in history. These annotations provide the possibility for comparing not only the

interpretation of famous lines but also literacy practices, analyzing the various purposes readers use to read text.

In this paper, the original texts and the digitalized forms are compared in order to identify the media features that differ. This will be followed by an analysis of the texts themselves. Since both archives are extensive, organizational features will be analyzed, along with issues in cross-referencing such as tracing a serialized story. Finally, issues of text interpretation and literacy practices will be suggested by comparing possible intentions of the publishers and the literacy practices of the digital archival reader.

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**11:25-13:25      Lunch**

**13:25-14:05      Session 4 (Chair: Kate Allen)**

## **For the Target Audience: Context in Presentations**

Vivian Lee  
Hankuk University of Foreign Studies

This study examines the relationship between context and text in a South Korean university setting. Context and appropriateness are considered as complex relational configurations which require the consideration of both micro and macro perspectives (Fetzer, 2007). At word-level, context is “necessary to activate the full resources of word meaning” (Schmitt 2000, 28). Context refers to the “intentions, assumptions, and presuppositions of speakers and hearers” (Kramersch 1993, 36) and can be seen as “alignments of reality along five different axes: linguistics, situational, interactional, cultural, and intertextual” (Kramersch 1993, 46). “Context is shaped by persons in dialogue with one another, saying things about the world and thus making statements about themselves, and their relationship to one another” (Kramersch 1993, 46). The context in the current study is shaped by undergraduate students and the target audience for their presentations. The data is from an intermediate-level English presentation classroom where students were assigned a project which involved a survey of their target

audience members which was to be followed by a target audience analysis. Once they had carried out an analysis, the students then proceeded to decide on a topic for their speeches, which they prepared for with the given target audience in mind.

As pointed out by Kramersch, context should not be seen as a natural given, but as a social construct – one which is a product of linguistic choices made through language interaction (Kramersch 1993). The success of any communicative activity is determined by the way context is perceived by participants (Kramersch 1993). The current study focuses on the decisions made by two students from the class for their mid-semester and end-of-semester projects, showing how texts were formed as a result of the context one finds themselves in. Although the target audience was designated as their peers (the other students taking the same course), the target audience survey and analysis enabled the students to tailor their presentation specifically for the peers they collected data, including factors such as demographic details, from. For example, one of the students commented: “*The common ground that I found out about my target audiences is that they are all very enthusiastic students, very focused on achieving their dreams. However their view regarding the good grades differed.*” (Student A, end-of-semester project). Based on this contemplation, the student then decided to prepare a speech titled “*Grades matter a lot in your life*”. The student explains her reason for this choice of topic, based on her thoughts that there were many different types of students in the university, and her personal beliefs that grades matter a lot in life both academically and for the building of one’s character.

The data highlights the social function of text arising from the context the speakers and hearers are situated in. As speakers, the target audience survey and analysis enabled the students to consider factors relating to the intentions, assumptions, and presuppositions of the hearers, and to engage in dialogue with their target audience through the creation of text.

## References

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**14:10-15:40      Special Session (Chair: Keizo Nanri)**

## **Texts in the Internet Age What is the text system going to be?**

The digitization of texts, in conjunction with the wide spread use of smartphones, has brought texts to a new era. Internet users now enjoy free access to news stories, classified ads, trendy outfits, games, a variety of entertainment news. Hardcopy texts have to compete with digitized contestants. Some of them appear to have fought well against their contestants, but others have struggled to survive,

which is illustrated by the fact that Japan's publishing industry has been in recession for the last 11 years. A major cause for this recession has been said to be the wide spread access to the Internet via smartphones. Does this fact mean the demise of hardcopy texts in the age of the internet? We are ready to find out the answers.

14:10-14:20	Keynote Report	Nanri
14:20-14:30	Report 1: Fashion Magazines	Nanri & Hiraoka
14:30-14:40	Report 2: Science Textbooks	Langley
14:40-14:50	Q & A	
14:50-15:00	Report 3: Novels	Peng
15:00-15:10	Report 4: Digital Archives	Allen & Ingulsrud
15:10-15:20	Report 5: NSN's impact	Mubashir
15:20-15:40	Q & A & Discussion	

**15:40-16:00**      **Afternoon Tea**

**16:00-17:00**      **Rakugo Workshop (Chair: John E. Ingulsrud)**

### **Introduction to Rakugo, a Traditional Narrative Art**

Kenichi Kadooka  
Ryukoku University

This workshop will consist of three parts, an introduction to Rakugo (20 minutes), a performance in Japanese with the English subtitle (20 minutes) and question-and-answer session (20 minutes).

**19:00-21:00**      **Workshop Dinner**

## **Day 2: Sunday, 5 March 2017**

**9:20-9:40 Morning Tea**

**9:40-10:20 Session 5 (Chair: Takanori Kawamata)**

### **Postscripts of Dogen function as Error Avoidance Code in his Dogen-Osho-Koroku and Shobogenzo – Language is Common Culture for All Human Beings**

Kumon K. Tokumaru  
Independent Researcher

The purpose of this paper is to evaluate postscripts in Dogen-Osho-Koroku and Shobogenzo are Error Correction Code.

In Buddha's Eightfold Path, Right Words mean that, at the end of his life, person should write down as linguistic information what he has achieved or clarified for the sake of younger generation and for the development and evolution of common human culture. When the author foresees any possibility of manipulation to his text, he has to take effective countermeasures to protect it.

Dogen (1200-1253) wrote Dogen-Osho-Koroku (the words of Dogen), and Shobogenzo, both of which have very unique and rare postscripts. Surprisingly there is not a single precedent study for his postscripts. With reference to the Information Theories (Neumann 1963), it is plausible that they are Error Avoidance /Correction Code invented by Dogen. Because he could not rely on his disciples, and he was aware of falsification and forgery, he lectured to his disciples that "If one person transmits an error, everybody transmits it as a truth." (Dogen-Osho-Koroku, Jodogo 131), and "I crave for not changing my text" (DOK, J.193)

The 75 volumes of Shobogenzo are serial numbered from 1 Genjo Koan to 75 Shukke. In each volume, the date and location of his lecturing are clearly stated as postscripts. For example, No.1 Genjo Koan was "drafted and given to Yo-Koh-Shu mid-August of 1233. It was incorporated into Shobogenzo in 1252." As No.1 was incorporated in 1252, other volumes were incorporated not earlier than 1252. As Dogen passed away in August 1253, the postscripts certify that Shobogenzo was edited at the end of his life, and his thoughts had been consistent since 1230s until his death in 1253 for more than 20 years.

There are 10 volumes in Dogen-Osho-Koroku, and first seven volumes contain 531 Jodo lectures starting in 1236 until his demise. At the beginning of these seven volume, the name of secretaries, namely Sen-E (Vol.1), Ejo (Vol.2-4) and Gien (Vol.5-7), and the name of temple where lectures had been delivered, Koshoji (vol.1), Daibutsuji (Vol.2) and Eiheiiji (Vol.3-7) are stated. At the end of each volume, numbers of Jodogo and Chinese Poem are written as a post script: Jodogo 124,

Poem 45 (Vol.1), or 59, 10 (Vol.2), 71, 13 (Vol.3), 87, 22 (Vol.4), 68, 32 (Vol.5), 57 21 (Vol. 6) and 60, 32 (Vol.7) The enumerating of Jodo lectures and poems contained in each volume is a logical and analytical effort, which, consequently, protects the text against potential falsification and forgery.

Through textual analysis of Dogen-Osho-Koroku, the author demonstrates critical and unstable relationship between Dogen and his disciples.

In the information theories or digital communications, once Error Avoidance Coding is recognized, the readers are expected to verify the code as an acceptance test before reading the text. And, if they encounter Dogen's documents without Postscripts (=Error Avoidance Code), they must treat such documents with high probability of falsification and forgery.

In Shobogenzo, there are newly edited 12 volumes, which have no postscript. As Dogen compiled Shobogenzo just before his demise, there is no time available for him to compile newly 12 volumes. Automatically these 12 volumes are regarded as forgery.

Dogen-Osho-Koroku (Sozan-Version, with PS) has an abridged version, which has no PS and was edited by Mugai Gion in China, and has a lot of contradiction with Sozan Version. But this abridged version does not protected by Postscript. In Edo-era, Manzan version of Eihei-Koroku was published. Manzan version respects Abridged version and has no PS. Abridged and Manzan versions should be treated as falsification and forgery.

“Shobogenzo Zuimonki” was published in 1929 by Iwanami Shoten, but it does not have an original version, and no manuscript before Edo-era has not been discovered. “Shobogenzo Zuimonki” contradicts against Shobogenzo and Dogen-Osho-Koroku.

The author surmises that Dogen's authentic texts are “Dogen-Osho-Koroku (Sozan version)” and “Shobogenzo” No.1 – No.75 only. When we exclude contradictive texts, we will be able to see the real image of Dogen.

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## A semiotic mechanism for linking text and context: «Evocation»

Emma Tămăianu-Morita  
Kindai University

In this paper I propose to examine a theoretical account of the role played by contextual knowledge in the construction and interpretation of discourse, advanced by Eugenio Coseriu as early as the 1950s, starting with the monographic study *Determinación y entorno. Dos problemas de una lingüística del hablar* (1955-1956). The focal point of the model is the concept of «**circumstances of speech**» (Sp. *entornos*, Germ. *Umfelder*), better understood as factors or components in the process of «circumstantiation» of speech, to be coupled with another key concept, that of «**evocative relations**» of the signs actualized in texts.

After a succinct presentation of Coseriu's (1955-1956: 310-319) categorization of *entornos* (cf. *Figure 1* below), I will first discuss the nature and role of «circumstantiation» as one of the operations specialized for the construction of designata, i.e. for orientating the significata of particular languages towards specific entities, be they real or fictitious, by restricting, specifying and fixing the designational area of the significata used in speech. In this definition, the *entornos* constitute the necessary background of any instance of actual speech, activated spontaneously and therefore representing an integral part of the linguistic competence of speakers in its universal (pan-idiomatic or pre-idiomatic) level. It will be emphasized that the activation of *entornos* does not imply an 'adaptation' of speech to (empirical) reality, but precisely the opposite, i.e. that the data of reality are used as raw material for the construction of linguistic designata.

Secondly, the *entornos* can be taken up as raw material for text/discourse constitution, gaining a higher-rank functionality in the process of constructing a second-degree autonomous type of content – textual sense. Textual sense cannot be reduced to or derived directly from the semantic level of significata and designata, and it is precisely in triggering the leap to a higher semantic level that the *entornos* play, once again, a crucial – though different – role. From this angle, the *entornos* become relevant as part of an array of functions of the signs actualized in discourse, transcending the Bühlerian functions of representation, expression and appellation (as well as the six functions in Jakobson's subsequent extended version of Bühler's model). The totality of these supplementary functions is termed by Coseriu «evocation» (1971/1977: 202, 1981: 68-101).

Focusing on the evocative relations between textual signs and the «circumstances of speech», I will argue that, viewed from the perspective of textual sense construction processes, the *entornos* function in the same way as any other text-constitutional element or strategy, including purely verbal ones, as they can be activated or suspended, accentuated or etiolated,

destroyed and recreated in alternative forms. Moreover, the configuration of evocative relations in each genuine text has text-typological relevance, and is particularly important in the case of written texts, which often need to verbally create most of their *entornos*.

Within the range of written texts, poetic texts provide the most poignant examples of evocation of *entornos*, and can therefore be used as privileged material for re-elaborating a comprehensive model of evocative phenomena in texts. Thus, throughout the discussion, the key theoretical points will be illustrated with fragments from poetic texts of markedly different typological profiles, selected mainly from the works of Walt Whitman (the poems “Night on the Prairies”, “A Clear Midnight”, “So Long!”, ) and Ezra Pound (the poems “[And the days are not full enough]”, “Salutation”, “Salutation the Second”, “Commission”, “A Pact”, “A Song of the Degrees” from the cycle “Poems of Lustra” [1913-1915]).

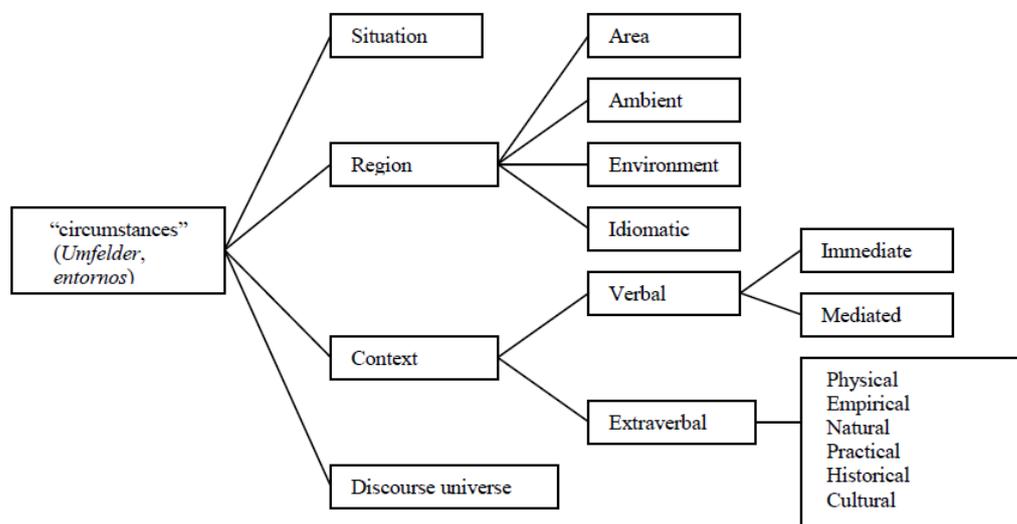


Figure 1: Types of *entornos* according to Coseriu (1955-1956)

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**11:00-13:00**      **Lunch**

**13:00-13:40**      **Session 7 (Chair: Emma Tămăianu-Morita)**

## **Reading the text as a social practice: Developing awareness of context in the beginner language classroom**

Eiko GYOGI  
Akita International University

The purpose of this paper is to examine how awareness of context affects the way beginner students of Japanese approach a given text. This is a qualitative classroom research that examines the role of translation in the language classroom. In this research, fourteen beginner and fourteen intermediate students of Japanese at a UK university participated in a series of five study sessions on a voluntarily basis. In these sessions, students engaged in translation tasks in both directions, from Japanese to English and English to Japanese, using authentic texts such as tweets, a magazine article, manga excerpts, and dialogue from a TV drama. Each session was organised in line with the principles of Systemic Functional Linguistics (SFL) (Halliday 1985; Halliday 1991/2007), especially, the context of situation. Throughout the sessions, students used the register variables (i.e. field, tenor, mode) suggested by SFL as analytical tools to examine the source and target text (see Wallace 2003). Students analysed and discussed how the context affects the choice of words of the author and vice versa.

Because of the large amount of data collected, this paper only focuses on students' performance in the translation of e-mails of refusal from Japanese to English, which were assigned before and after a series of five study sessions. It examines how their actual translation and their translation strategies have been changed before and after the sessions. The translated texts were analysed by counting the frequency of content words. The translation processes, obtained through think-aloud protocols (wherein students were asked to verbalise their thoughts aloud during the task) and retrospective interviews, were thematically analysed line by line to identify the strategies used.

The results show a significant change in the way the students approached the assigned text before and after the sessions. In the task before the sessions, students largely focused on the transfer of the referential meanings of words and syntactic structure. The majority of students took a translate-as-you-read approach, wherein they would read the text and immediately translate word-for-word, without

examining their choice of words. In contrast, in the task after the sessions, students took into consideration a range of the factors at stake in translation, including the relationship between the writer and the reader, the nature of e-mail, and the writer's intentions/feelings. Consequently, they came to closely examine their choice of words more, taking into account not only their referential meanings but also their social and subjective meanings. They also empathised with the writer and tried to mitigate acts that may cause offence to the reader.

This paper argues that awareness of register variables enables students to conceptualise translation as a social practice, rather than as an exercise of word-for-word replacement. It encourages students to be more conscious of their choice of words and of the consequences of those choices. Furthermore, it helps them to act as cultural mediators between the writer of the source text and the reader of the target text, by mitigating potentially offensive acts to the reader.

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13:40-14:20      Session 8 (Chair: Eiko Gyogi)

## **Creating Digital Texts for Discourse Analysis: Identifying the Emerging Discourse of War in 1930s Japan**

Takanori Kawamata  
Meisei University

In this presentation, an emerging discourse of war in Japan is analyzed by using texts published before World War II. In the late 1930s, many Japanese residents hesitated to support war, but somehow, war was declared (Ienaga, 2002). Various studies have described the causes of World War II, such as sociology, psychology (e.g. Grossman, 2004), media studies (e.g. Fukuma, 2006) and so on. However, there has been little focus on language in the emerging discourse of war. Moreover, there are no large digital corpora of texts in the World War II era, in spite of the fact that many exist for the post-war period.

Data for the analysis are newspaper articles from the pre-war period that are in both the form of hardcopies and digital archives (*Yomidas Rekishikan* newspaper database). Newspapers in both formats must be scanned to produce Optical Character Recognition (OCR) texts. This task is necessary to produce a digital text format allowing the various corpus analyses to be conducted. The photographic formats of the digital archive texts, for example, cannot be used as such for corpus analyses. They must

be transformed into digital OCR texts. Once in the OCR format, the corpus analyses can be conducted. The analytical techniques for these texts include concordancing, key-word analysis, and collocation analysis.

These corpus analytical techniques are intended to elucidate the strategies for communicative purpose (Fairclough, 1989; Gee, 1996), and in this case, the emerging discourse of war in Japan and how the media influenced the construction of the discourse. This analysis is only possible by the transformation of hardcopy and photographic archival texts into digital OCR texts.

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**14:20-14:30      Closing**