



# Mapping Genres in Japanese:

an exercise in mapping cultural practices

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CRILL seminar, October, 2005

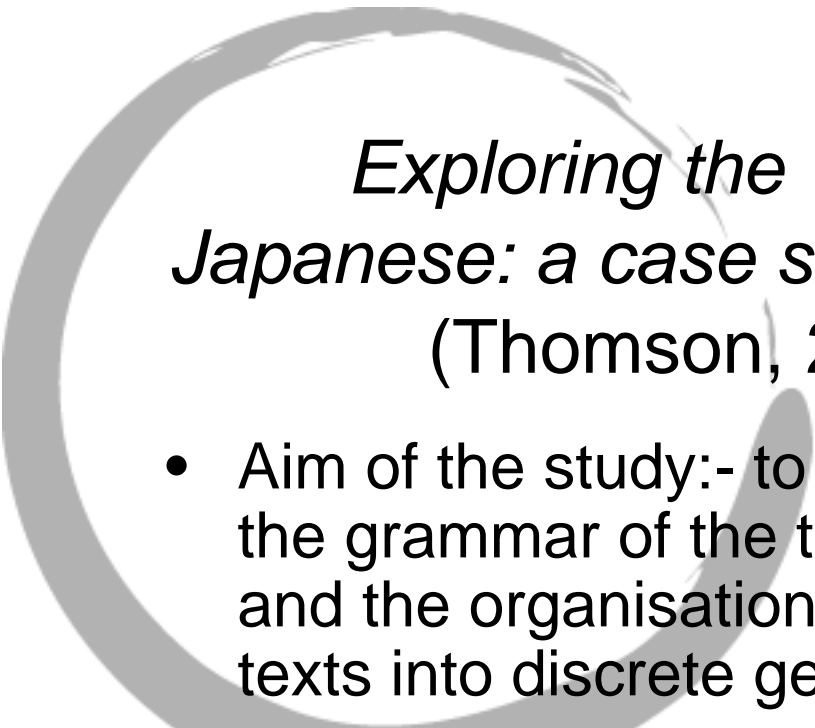


# Abstract

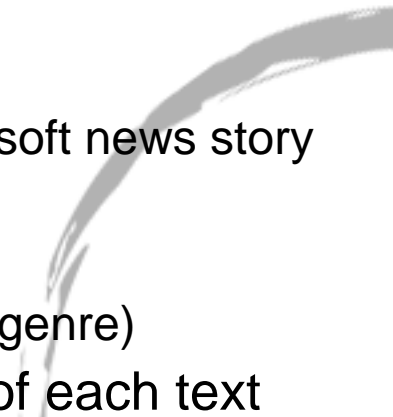
***Mapping genres in Japanese*** is a long term project modeled on the *Write it Right* Project (1994), Disadvantaged Schools Program, NSW Department of School Education. The Japanese project aims to map the written genres of Japanese, particularly those in the workplace and those found in the education system. However, unlike the *Write it Right* project, which sought to develop the literacy levels of secondary school children in NSW, the Japanese project seeks to identify, describe and provide reference material for teachers of Japanese as a Second/Foreign Language in order to better tailor curricula to the vocational needs of students. To date, genres have not been taught in the Japanese language classroom. This is primarily due to an absence of research into the kinds of genres in Japanese and a lack of appropriate learning/teaching materials. This seminar will briefly describe the Generic Structure Potential of the set of storytelling, factual and media genres thus far investigated. The project is a joint undertaking by myself, other colleagues and postgraduate students.

# Outline

- A brief look at five genres: nursery tale, narrative, hard news, soft news & exposition
- More on exposition
- Mapping factual genres in the workplace
- The written Directive
- Applications in the classroom:
  - Teaching Japanese in SS, 2001 - *A genre approach to Japanese nursery tales*
  - Understanding Japanese news stories using genre analysis
- Where to from here?



*Exploring the Textual Metafunction in  
Japanese: a case study of selected written texts  
(Thomson, 2001; 2005a; 2005b)*

- Aim of the study:- to explore the relationship between the grammar of the textual metafunction within SFG and the organisation of a set of Japanese written texts into discrete genres.
  - Outcomes:
    - Generic structure potential (GSP) representations of storytelling and factual genres
      - Storytelling
        - nursery tale, narrative, hard news story, soft news story and
      - Factual
        - news commentary (a kind of persuasive genre)
    - Descriptions of the method of development of each text
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*How to Argue in Japanese: An SFL interpretation of the logico-semantic relations in Japanese exposition* (Sano Hons., in press due 2006)

- **Aim of study:-** to describe how the system of LOGICO SEMANTIC relations (LSR) is utilised in a set of selected Japanese expository texts and to test the GSP for exposition from Thomson's study.
- **Outcome:-**
  - Rhetorical organisation is achieved
    - Via frequent use of ENHANCEMENT (of different degrees of differentiation);
    - Via particular and predictable patterns of LSR between and within generic stages

*Towards an Understanding of the Register of Expositions in Japanese: A Systemic Functional Interpretation*

(Sano Ph.D in progress)

- Aim of the study: to identify exposition as a language variety or register of Japanese using SFL using 20 expositions from academic journals, magazines, websites and editorial section of newspapers
- Outcomes: - persuasive rhetorical strategies which are valued in Japanese exposition are covert implying *suggestiveness* and *implication*. Writers construct their 'positions' by evoking their evaluations and implying logical development in a relationship of 'joint construction' with the reader.

## *Mapping the Factual Genres of the Japanese Workplace (Thomson & Sano, sent to Japanese Studies 2005)*

- **Aim of the study:**- to identify, taxonomise and describe the kinds of factual genres used in the Japanese-speaking workplace in order to inform the teaching of vocationally significant genres for students of JFL.
- **Methodology:** interviewed 21 non-Japanese speaking background employees about their Japanese language used in their workplaces and collected 127 examples of written workplace texts.
- **Outcomes:** In the workplace, listening and speaking were required most frequently, following by reading then writing; they read emails and letters and write emails and forms; the two most frequently read genres were Directives and Forms although this depends on industry sector.

# The most highly valued documents

Ranking order	1	2	3	4	5	6	7	8	9	10	total points
Points awarded	10 pts	9 pts	8 pts	7 pts	6 pts	5 pts	4 pts	3 pts	2 pts	1 point	
e-mail	6 (60)	0	2 (16)	1 (7)	1 (6)	1 (5)	0	0	0	0	<b>94</b>
memo	0	3 (27)	3 (24)	3 (21)	1 (6)	1 (5)	0	0	0	0	<b>83</b>
report	1 (10)	1 (9)	1 (8)	1(7)	1(6)	1(5)	0	0	0	0	<b>45</b>
invitation	0	2(18)	1(8)	1(7)	0	0	1(4)	0	1(2)	0	39
text book	1(10)	2(18)	0	0	1(6)	0	1(4)	0	0	0	38
instruction	0	1(9)	1(8)	2(14)	1(6)	0	0	0	0	0	37
letter	1(10)	1(9)	0	1(7)	0	0	2(14)	1(3)	0	0	37
newsletter	1(10)	0	1(8)	0	0	1(5)	0	0	0	1(1)	24
journal article	0	0	1(8)	1(7)	0	0	0	2(6)	1(2)	0	23
financial documents	1(10)	0	0	0	1(6)	1(5)	0	0	0	0	21

# Classification according to genre

genre type			total
directives		23 (26%)	<b>26%</b>
provisions	plans	8 (6.3%)	15%
	role specifications	2 (1.6%)	
	protocols	0 (0%)	
	procedures	9 (7.1%)	
records	affairs: forms	28 ( <b>22.0%</b> )	52%
	descriptions	9 (7.1%)	
	event: recounts	4 (3.1%)	
	Hist. Recounts	15 (11.8%)	
	Account	10 (7.9%)	
mixed genres	report	8 (6.3%)	7%
	application	1 (0.8%)	

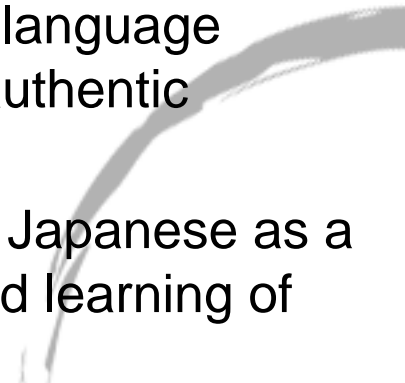
# Classification of genres according to industry type

genre type		education	total	government	total	business	total
directives		22 (50 %)	<b>50%</b>	8 (12 %)	12%	3 (17.6%)	18
provisions	plans	2 (4.5%)	16%	3 (4.5%)	11%	3 (17.6%)	<b>47%</b>
	role specifications	1 (2.3%)		1 (1.5%)		0	
	protocols	0		0		0	
	procedures	4 (9.1%)		3 (4.5%)		2 (11.8%)	
records	affairs: forms	15 (34.1 %)	34%	8 (12.1%)	<b>65%</b>	5 (29.4 %)	<b>47%</b>
	descriptions	0		6 (9.1%)		3 (17.6%)	
	event: recounts	0		4 (6.1%)		0	
	Hist. Recounts	0		15 (22.7%)		0	
	Account	0		10 (15.2%)		0	
mixed genres	report	0	0%	7 (10.6%)	12%	1 (5.9%)	6%
	application	0		1 (1.5%)		0	



*A study of written administrative Directives in  
the Japanese and Australian workplace  
(Mizusawa Ph.D in progress)*

- **Aim of the study:-**

- to study the genre of written administrative Directives in the Japanese workplace and compare it to Directives in the English speaking workplace in order to better understand the different cultural modes of workplace interaction;
  - to facilitate tertiary pedagogies of Japanese language learning, particularly in relation to teaching authentic workplace language use;
  - to provide written models for the teaching of Japanese as a Second or Foreign language for teaching and learning of Japanese for business purposes.
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# Applications in the classroom

- Teaching Japanese - *A genre approach to Japanese nursery tales: Urihimeko (The Melon Princess)*
  - Ramzan (UoW) developed learning/teaching materials based on Thomson's descriptive work on nursery tales. This involved modeling *Urihimeko*, deconstructing it in terms of generic staging and lexicogrammatical choices ^ joint construction of a nursery tale ^ individual writing of a nursery tale.
- Understanding Japanese news stories using genre analysis
  - Fukui (UNSW) teaches the reading of news stories in Japanese based on Thomson's descriptive work on hard and soft news stories. This involves 3rd & 4th students of Japanese collecting news stories and deconstructing them into their stages for presentation to the class.

# Where to from here?

- To continue the task of describing the genres of Japanese:
- actively seeking PG students to undertake research projects looking at other factual texts;
- Linking up with other functional linguists of Japanese both in Japan and Australia, *Nihongo Bunseki Gengo Gakkai* (A colloquium of Systemic Functional Analysis of Japanese), 24/7/05;
- Setting up a mailing list: the *Janru* group
- Looking for linkage partners such as the Japanese Department of Education, *Monbusho*



Thank you.

