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Genre Mapping of Reading Tasks in Japanese EFL Textbooks: Lower Secondary School Students' Reading Experience in School Genres

OSAWA, Koji
Kyoto University of Advanced Science

Abstract

In response to the globalized era, there has been an increasing demand for second language (L2) literacy development in ESL/EFL contexts. Literacy is viewed as a social activity where language and context co-participate in making meaning and as a prerequisite for individuals to fully participate in society. However, previous research on L2 literacy in Japanese EFL secondary schools showed learners' lack of macro-skills in reading comprehension and teachers' intense focus on lexico-grammar in teaching. So far, it has been proposed that the concept of genre is a potential solution to L2 literacy problems; however, few studies have been conducted on this area in Japanese secondary school contexts. This paper aims to investigate reading tasks in Japanese EFL textbooks for lower secondary schools from the genre perspective and to clarify what genres are present and how they are distributed. A total of 628 tasks in the textbooks were qualitatively analyzed. The findings showed that a non-school genre, the sharing genre family, was the most dominant, followed by the informing and engaging genre families. Moreover, the distribution of genre tasks was imbalanced across the textbooks, and some contained atypical lexico-grammatical features. These findings will help educators resolve the L2 literacy problems in EFL contexts.

1. Introduction

In response to the globalized era, there has been an increasing demand for second language (L2) literacy development in ESL/EFL contexts. Literacy was traditionally viewed as individual cognitive abilities to read and write a text. However, contemporary theorists have defined literacy as a social activity "where language and context co-participate in making meaning" (Schleppegrell, 2004: 5). Similarly, Kern (2000) defined L2 literacy as "the use of socially-, historically-, and culturally-situated practices of creating and interpreting meaning through texts" (16). From these perspectives, literacy is a prerequisite for individuals to fully participate in society (Christie and Derewianka, 2008), and L2 literacy development is crucial for academic achievement and successful engagement in our globalized society.

However, investigations of L2 literacy in Japanese secondary schools have

identified some problems with reading: (1) learners' lack of macro-skills for reading comprehension and (2) teachers' intense focus on lexico-grammar. First, Japanese lower secondary school (LSS) students lack macro-skills for reading comprehension. A report on the results of national standardized tests for Year 9 students in 2022 highlighted their difficulty in understanding interrelations across paragraphs and sentences and getting the gist of reading texts considering social purposes and contexts (National Institute for Educational Policy Research, 2023). Second, LSS teachers have intensely focused on micro-skills (i.e., lexico-grammar) in teaching reading. The current Course of Study (CoS) guidelines—an English curriculum designed by Japan's Ministry of Education—reports that although one of the students' reading goals is to develop macro-skills for reading comprehension, teaching practice in LSSs has still intensely focused on lexico-grammatical features and lacked a communicative perspective (MEXT, 2017). Thus, L2 teachers must deal with such problems to improve learners' reading abilities.

Previous research has suggested that the genre-based approach is one potential approach to fulfilling the increasing demand for L2 literacy and dealing with the challenges of developing L2 literacy. Rose and Martin (2012) proposed a genre-based pedagogical model of reading called 'Reading to Learn,' which introduced strategies to support L2 learners in becoming independent readers and writers in schools. In systemic functional linguistics (SFL), which views language as a social semiotic system, genre is defined as recurrently configured meaning and is characterized as follows.

> '[S]taged, goal-oriented, social processes'—social because we are inevitably trying to communicate with readers… goal-oriented because we always have a purpose for writing and feel frustrated if we do not accomplish it, and staged because it usually takes us more than one step to achieve our goals. (54)

Genre is realized using three register variables: field (i.e., what is happening?), tenor (i.e., who is involved?), and mode (i.e., what is the mode of communication?). Each variable is then realized by language resources to create meaning according to three metafunctions: the ideational metafunction (i.e., the resources for expressing and connecting ideas), the interpersonal metafunction (i.e., the resources for interacting with others), and the textual metafunction (i.e., the resources for organizing our experience; Rose and Martin, 2012).

Previous SFL researchers have explored genres learners need to control for their academic achievement—school genres. Rose and Martin (2012) created a taxonomy of school genres based on the social purposes of texts and the text structure, which consists of three major families, including engaging, informing, and evaluating. The engaging genre family was sub-categorized into five types: narrative, anecdote, exemplum, personal recount, and news story. The informing genre family had four text types: history, explanation, report, and procedure. The

evaluating genre family included argument and response. Each genre has a distinct text structure and lexico-grammatical features. The deep insights gained by SFL researchers have supported L2 learners' reading skill development, promoting an understanding of the interconnections between context, text, sentences, and words.

2. Literature review: Genre analysis in EFL contexts

Research on genres and genre-based pedagogy was first initiated for indigenous people in Australia and has spread worldwide across various educational systems (e.g., primary, secondary, and tertiary schools) and broad academic areas (e.g., science, history, and literature; Rose and Martin, 2012). This approach has also been adopted for textbook analysis in EFL contexts, including Japan (Osawa, 2022; Watanabe, 2017). Watanabe (2017) investigated writing genres in government-approved and commercial textbooks for upper secondary schools. The analysis showed that the former included a variety of school genres, whereas the latter included very few. Osawa (2022) examined the distribution of school genres in writing tasks using government-approved textbooks for LSSs. The results showed that the dominant genres were reports, stories, and arguments and that atypical genre texts frequently appeared in terms of text structure, and lexico-grammar. Despite these contributions, little is known about what genres exist in reading tasks presented in Japanese EFL textbooks for LSSs. Thus, this study aims to fill this research gap by investigating the reading tasks from the genre perspective. Three research questions were formulated as follows: (1) What genres are used for reading tasks in LSS English textbooks? (2) How are the genres distributed among the textbooks? (3) How typical are the genres appearing in reading tasks from the school genre perspective? The insights gained from this study will help EFL teachers explicitly understand the relationship between language and its function and teach it to L2 learners for their literacy development.

3. Methodology
3.1 Materials
The materials used for this study were EFL textbooks currently employed in Japanese LSSs. There are six types of textbooks published by private publishing companies in accordance with the CoS guidelines. Each textbook has three graded reader series: Blue Sky (BS; Keirinkan, 2021), Here We Go! (HWG; Mitsumura Tosho Shuppan, 2021), New Crown (NC; Sanseido, 2021), New Horizon (NH; Tokyo Shoseki, 2021), One World (OW; Kyoiku Shuppan 2021), and Sunshine (SS; Kairyudo, 2021). The total number of textbooks was 18, each containing different reading tasks. The total number of reading tasks identified was 628.

3.2 Data Analysis
The qualitative approach was undertaken to examine the reading tasks from the genre perspective, and the analysis included five steps. Initially, all reading tasks were categorized into either school-or non-school-genre families, and school-genre tasks were further categorized into specific genres (see Table 1; Derewianka

and Jones, 2016; Rose and Martin, 2012). Second, school-genre tasks were analyzed to identify how they were (a)typical in terms of text structure and lexico-grammatical features. Third, non-school genres were analyzed based on two SFL theories: registerial cartography and conversation. Registerial cartography is a method that creates a typological map categorizing the field of activity into eight types (see Matthiessen, 2015). Conversation theory defines a conversation as a text that includes an exchange of personal information or goods and services in which multiple participants make "a rapid transfer of turns from one speaker to the other" (Eggins and Slade, 1997: 227). Fourth, the author tentatively named genres that did not fit the categories described above in consideration of their social purposes and register variables (e.g., self-introduction, visitor information). Although some of them (e.g., letters, emails) had various social purposes (e.g., expressing gratitude, arranging meetings), further analysis was not conducted because the main focus of this study was on school genres. Finally, the frequency of each genre was counted to understand its distribution and compare the differences within and across each series of textbooks.

Table 1. The analytical framework of reading tasks

Genre families		Social purpose	Sample genres
Engage	Stories	To entertain readers by telling a story	Narrative, Personal recount
Inform	Histories	To inform readers by telling chronologically sequenced events from the past	Biographical recount, Factual recount
	Explanations	To explain the cause and effect	Explanation
	Procedures	To direct readers to do something	Protocol, Procedure
	Reports	To inform readers by classifying and describing entities	Descriptive report
Evaluate	Arguments	To persuade readers to think or act in a particular way by expressing a point of view	Discussion, Hortatory exposition
	Responses	To express feelings, and evaluate and interpret the message of a work	Personal response
Macro-genre	Inquiries	To describe investigation with multiple purposes (e.g., observation, report on results)	Research project
Share		To exchange personal values and experiences to establish/maintain personal relationships	Self-introduction, Letter, Conversation
Recommend		To recommend addressees for their benefits or induce them for speakers' benefits	Visitor information, Event announcement

Note. The framework is mainly based on school genres (Rose and Martin, 2012; Derewianka and Jones, 2016), whereas sharing and recommending genre families are based on registerial cartography (Matthiessen, 2015).

4 Findings
4.1 Distribution of genre families within reading tasks
The main purpose of this study was to examine the reading tasks in English textbooks for LSSs from the genre perspective, and the main research questions were to identify what genres are used for reading tasks and how the genres are distributed among the textbooks. To explore these questions, a qualitative analysis was conducted. Table 2 shows that the dominant genre family in all reading tasks

was sharing (51.27%), followed by informing, engaging, and evaluating. The number of school-genre families (i.e., engaging, informing, evaluating, and inquiring; n=268, 42.61%) was far lower than that of non-school-genre families (n=360, 57.39%).

Table 2. Genre distribution of reading tasks among six types of EFL textbooks for LSSs

Genre Families	BS	HWG	NC	NH	OW	SS	Total Tasks	
Sharing	56	65	45	56	51	49	322	(51.27%)
Engaging	9	13	13	16	12	5	68	(10.83%)
Informing	30	21	25	33	24	19	152	(24.20%)
Evaluating	2	9	12	11	11	2	47	(7.48%)
Recommending	1	7	17	7	5	1	38	(6.05%)
Inquiring	0	0	0	1	0	0	1	(0.16%)
Total Tasks	98	115	112	124	103	76	628	(100.00%)

4.2 Sharing genre family

Further analysis identified the detailed genre distribution among the textbooks. Table 3 shows the specific genres within the sharing genre family (non-school genre). This family is a unit of the genres whose social purpose is to share personal experiences and values and thus negotiate interpersonal relationships (Matthiessen, 2015). Conversation comprised more than 80% (n=261), followed by self-introductions (n=33) and letters (n=14). As Humphrey et al. (2012) described, most conversation genre tasks tended to include common-sense language (i.e., everyday topics and simple connections), informal language (i.e., language used by interactants with equal power, frequent contact, and high solidarity), and spoken language (i.e., interactive, spontaneous language).

Table 3. Distribution of sharing genre family (non-school genres)

Genre	BS	HWG	NC	NH	OW	SS	Total tasks	
Conversation	49	54	25	45	43	45	261	(80.56%)
Self-introduction	7	4	12	4	4	2	33	(10.19%)
Letters	0	4	5	2	2	1	14	(4.32%)
Emails	0	2	1	3	2	1	9	(2.78%)
Text chats	0	1	2	3	1	0	7	(2.16%)
Total Tasks	56	65	45	56	51	49	324	(100.00%)

4.3 Engaging genre family

Table 4 shows the distribution of engaging genre family and the two dominant genres were narrative and personal recount. Interestingly, the number of personal recount genre tasks varied significantly from 0 (SS) to 10 (NH).

Table 4. Distribution of engaging genre family (school genres)

Genre	BS	HWG	NC	NH	OW	SS	Total tasks	
Narrative	3	3	7	6	9	5	33	(48.53%)
Personal recount	6	9	4	10	3	0	32	(47.06%)
Poem	0	1	1	0	0	0	2	(1.47%)
News story	0	0	1	0	0	0	1	(1.47%)
Total	9	13	13	16	12	5	68	(100.00%)

In detail, the most dominant genre within the engaging genre family was narrative (n=33). It is a genre that provides readers with entertainment and goes through the following stages: orientation, complications, evaluation, resolution, and optional coda (Rose and Martin, 2012). Excerpt 1 shows how a typical narrative text is unfolded. The orientation introduces the story setting (*It was a bright summer morning*) and characters (*Tom usually was free to do anything he wanted to do*). The complication presents problems (*[Aunt Polly] decided to punish him*). The evaluation shows how the main character (*Tom*) evaluates the problem (*He wondered if he could give his friends something to do the work for him*). The resolution describes how the problem was resolved (*[F]riends came by ... [and] stayed to paint*). An optional coda presents a lesson learned from the story (*A person will desire something if it is not easy to get*). Moreover, the analysis showed that the modes of narrative varied from dialogic to monologic and that all narrative texts analyzed had the typical text structure and were judged as typical narratives.

Excerpt 1. Narrative genre text, 'The Adventure of Tom Sawyer: Painting the Fence'

Stages	Extracted text (OW3; Kyoiku Shuppan, 2021: 98–101)
Orientation	It was a bright summer morning. Tom usually was free to do anything he wanted to do, but this day was different.
Complication	[Aunt Polly] decided to punish him. "… you will paint the fence out front all day.
Evaluation	He wondered if he could give his friends something to do the work for him, but he didn't have anything interesting to give in his pocket.
Resolution	[A] wonderful idea came to him. [Tom pretended that he really enjoyed painting to Ben.] …. "Let me paint a little," Ben said. Tom replied, "No, Ben. Aunt Polly wants this fence to be perfect." [Ben asked again,] "Oh, Tom, let me try. Only a little. I will give you this apple." Tom gave the brush to Ben reluctantly. …. The whole afternoon, again and again, friends came by… [and] stayed to paint.
Coda (optional)	A person will desire something if it is not easy to get.

The second most common genre was personal recounts (n=32). Their social purpose is to retell a sequence of events involving personal experiences, going through the 'orientation,' 'record of events,' and optional 'comment' stages. The analysis showed that five textbooks included multiple personal recount tasks, whereas SS did not include any personal responses. The sample texts identified were 'The memorable trip' and 'My winter vacation.'

4.4 Informing genre family

Table 5 shows the distribution of the informing genre family. The dominant genres were descriptive reports (n=81) and history (n=48). The number of procedures varied from 0 (SS) to 4 (NC), and few explanation genres existed in the textbooks.

Table 5. The distribution of informing genre family (school genres)

Genre	BS	HWG	NC	NH	OW	SS	Total tasks	
Descriptive report	20	13	13	18	10	7	81	(53.29%)
History	6	5	5	11	11	10	48	(31.58%)
Procedures	3	2	4	2	2	0	13	(8.55%)
Explanation	1	1	3	2	1	2	10	(6.58%)
Total	30	21	25	33	24	19	152	(100.00%)

The most dominant genre within the informing genre family was the descriptive report. Its social purpose is to provide factual information about an entity, going through the 'general statement' stage (i.e., identification of an entity) and 'description' stage (i.e., more specific description). Excerpt 3 was judged an atypical descriptive report text because it describes an entity (*sea otter*) using some attitudinal words (*cute*, *popular*, *shy*) instead of factual words (*marine mammals*; Derewianka and Jones, 2016).

Excerpt 3. Atypical descriptive report genre text

Stages	Extracted text (BS2, Keirinkan, 2021: 80)
Title	**Sea otters**
General Statement	Sea otters are ***cute*** and ***popular*** animals.
Description	They sometimes cover their eyes with their paws. They look ***shy***, but actually, they
behavior 1	do that to warm their paws.
behavior 2	They sometimes hold their paws. They do that because they don't want to drift apart when they are sleeping.

The second-most-frequent genre was history, and as shown in Table 6, the most dominant genre within history genres was biographical recounts (n=25), followed by factual recounts (n=14). Biographical recounts are texts that provide episodes from an inspirational person's life with their significance, going through the 'identification of a person' (e.g., name, role, qualities), 'episodes' (i.e., key episodes and contributions), and 'significance' (i.e., appreciation of the person's life) stages. The sample texts were 'Malala Yousafzai,' 'Audrey Hepburn,' and 'Gandhi.'

Table 6. The distribution of history genres

Genre	BS	HWG	NC	NH	OW	SS	Total tasks	
Biographical recount	3	3	3	5	6	5	25	(52.08%)
Factual recount	0	0	1	3	5	5	14	(29.17%)
Historical recount	3	0	0	3	0	0	6	(12.50%)
Autobiographical recount	0	2	1	0	0	0	3	(6.25%)
Total	6	5	5	11	11	10	48	(100.00%)

The analysis showed that the informing genre family included a few procedural genres: procedures (n=7) and protocols (n=6). Procedures enable readers to use or make things (e.g., recipes, instructions), while protocols are a genre that restricts readers' behavior (e.g., rules and warnings; Rose and Martin, 2012). It was found that SS did not include any procedural genres.

4.5 Evaluating genre family

The evaluating genre family included 47 reading tasks: arguments (n=37) and personal responses (n=10). It was interesting that the number of argument genre tasks varied greatly, from 2 (BS and SS) to 11 (OW) (See Table 7). Within argument genres, the discussion genre was the most dominant (n=17). The discussion is a genre that discusses an issue from multiple perspectives and generally recommends one side (Derewianka and Jones, 2012). It usually

proceeds through the 'issue' stage (i.e., the statement of an issue), the 'position' stage (i.e., consideration of multiple sides of the argument with evidence), and the 'recommendation' stage (i.e., a summary of the argument and recommendation). Excerpt 3 was judged atypical because of its unique text structure. The main issue of the text was presented in the title, and the arguments were discussed from multiple perspectives in a typical way; however, new points were added to the recommendation stage, and the main issue appeared to stray towards a different one (i.e., *whether we should wear school uniforms or different clothes*).

Table 7. The distribution of evaluating genre family (school genres)

Genre	BS	HWG	NC	NH	OW	SS	Total tasks	
Discussions	1	3	0	2	9	2	17	(36.17%)
Hortatory expositions	1	2	2	5	2	0	12	(25.53%)
Analytical expositions	0	2	4	2	0	0	8	(17.02%)
Personal response	0	2	6	2	0	0	10	(21.28%)
Total tasks	2	9	12	11	11	2	47	(100.00%)

Excerpt 3. Atypical discussion genre text

Stages		Extracted text (NH3, Tokyo Shoseki, 2021: 102)
Title		**Japan is a good country to live in: Living in Japan**
Issue		I'm a junior high school student from the United States. I have lived in Japan…
Position A	*point 1*	There are many great things about Japan that I like very much. First, the food here is fantastic. I love sushi, tempura, sukiyaki, and many other dishes….
	point 2	Also, the variety of goods sold in Japan is amazing…
Position B	*point 1*	However, there are negative sides, too. … I can't stand the crowded trains.
	point 2	Houses are too small, too, especially in big cities.
Recommendation		Many people are very friendly, and they help me with my Japanese. <u>However, I</u>
Position B	*point 3*	<u>still don't understand why every student has to wear the same uniform. If we</u>
Position A	*point 3*	<u>could wear different clothes, it would be more interesting. What do you think?</u>

Finally, a genre found in the evaluation genre family was the personal response. This is a text that personally responds to a work, typically going through the 'summary (optional)' and 'opinion' (i.e., opinions about a work and a brief reason) stages (Derewianka and Jones, 2016). The sample texts were 'song review,' 'restaurant review,' and 'peer feedback.'

4.6 Recommending genre family

The recommending genre family (non-school genres) involves genres whose purpose is to promote something (Matthiessen, 2015). The analysis identified four recommending genres: visitor information (n=20), event announcement (n = 10), advertisement (n=4), and recruitment (n=3). First, visitor information describes the location and characteristics of a particular place using instructions, protocols, recommendations, and attitudinal wording. Excerpt 4 shows typical visitor information about a place (*Uluru*). The place is described using several attitudinal words (*famous*, *sacred*, *welcome*, *happy*) to attract tourists, a protocol (*Do not take rocks as souvenirs*) to restrict their behavior, and recommendations (*Your consideration will … make your stay in the park better*). The sample texts were 'Welcome to Japan,' 'Venice,' and 'Antelope Canyon.' Moreover, it was found

that the event announcement genre was organized by the 'event' stage (e.g., date, time, place, and contact information) with the 'protocol', 'instruction', and/or 'recommendation' stages.

Excerpt 4. Example of visitor information genre text

Stages and *phases*	Text extracted from New Crown 2 (Sanseido, 2021: 56)
Title	**Uluru**
General Description	Uluru is a *famous* place in Australia. It … is actually a very big rock.
Description	To the native people, the Anangu, the rock is a *sacred* place. It is the place of their
significance	ancestors. (…) They deeply respect the rock itself and everything around it.
activity	The Anangu *welcome* you to Uluru. They will teach you their history. They will show you their art. They will also share their culture and society with you.
protocol	Please consider their traditions before you act. ***Do not take rocks as souvenirs.***
Recommendation	*Your consideration will make the Anangu **happy** and make your stay in the park better.*

5. Discussion

The genre-based analysis of reading tasks in Japanese EFL textbooks for LSSs showed that the sharing genre family comprised approximately 50% of all families, and 80% of sharing-genre-family texts were categorized as conversation genre, which was realized by common sense, informal, and spoken language. Given that EFL learners usually have much less exposure to English outside the classroom than ESL learners (Hedgcock and Ferris, 2009), abundant reading experiences in conversation genres can play a critical role as anchors for learning a specialized formal written language in their future school life (Gibbons, 2006). However, school-genre tasks comprised only around 42% of all tasks. This suggests that Japanese LSS students might not gain sufficient opportunities to develop their L2 literacy required for their future academic achievement.

Second, the analysis revealed a disproportion of school genres among the six types of textbooks. In particular, the number of personal recount and evaluation genre tasks varied significantly from 0 to 10 and from 2 to 11, respectively. This disproportion can be explained by the abstract descriptions of the CoS guidelines. Although the guidelines emphasize a functional perspective in teaching English (e.g., expressing facts, ideas, and feelings; MEXT, 2017), they do not clearly describe what and how social purposes should be fulfilled in reading tasks. Textbook-publishing companies must design their textbooks in accordance with the CoS guidelines for approval by Japan's Ministry of Education and the subsequent publication. Thus, the abstract description of the CoS guidelines could create more significant variation in school genres among the textbooks. Consequently, learners may have different genre experiences depending on their textbooks, which could make it difficult for some learners to read and comprehend particular school genres.

Third, several atypical school-genre texts were identified in reading tasks. The Findings section shows that some genres include atypical text structures and lexico-grammatical features. The inclusion of atypical tasks is in line with the results of Osawa (2022), which investigated writing tasks in LSS textbooks in

Japan. Atypical models for reading could make it difficult for L2 readers to develop skills in predicting how the text will unfold because the prediction skill depends on the understanding of the stages (i.e., the patterns within a text) and phases (i.e., the pattern within stages) of reading texts (Derewianka and Jones, 2016). As a result, this might prevent Japanese EFL students from acquiring macro-skills for reading comprehension (e.g., getting the gist of texts). In addition, these atypical genres might not function as a model for writing, causing learners critical problems with writing texts in a culturally appropriate way.

6. Implications for reading practice in EFL Japanese LSSs

The findings of the present study have several practical implications. First, a clear understanding of the types of genres appearing in the tasks in English textbooks could help teachers adopt a functional approach to reading practice. Rose and Martin (2012) emphasize that learners need four levels of reading skills to become independent readers (see Figure 1): (1) interpretive comprehension (i.e., understanding meanings beyond the text), (2) inferential comprehension (i.e., across the text), (3) literal comprehension (i.e., within the sentence), and (4) decoding skills (i.e., understanding letter patterns in words). For example, suppose learners are asked to read a text from those four perspectives. In that case, they will have an opportunity to identify its social purpose (interpretive comprehension), how the stages and phases are organized and interrelated (inferential comprehension), and how the sentences are organized (literacy comprehension), thus explicitly understanding the interconnections between genres, register variables, metafunctions, and lexico-grammar.

Figure 1. Four levels of comprehension and stratified levels of language in context (Rose, 2016)
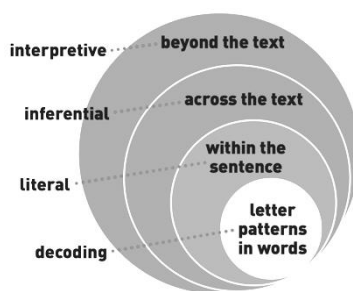
Second, it could be useful for L2 teachers to understand the (a)typicality of school genres in terms of their social purpose, staging, and lexico-grammatical features. This knowledge may help teachers raise learners' awareness of language and its function in reading texts. For example, if learners have an opportunity to compare the original atypical task (e.g., discussion) with a teacher-modified one based on the concept of the school genre, they will become more aware of how important the text structure (e.g., Issue^Position A^Position B^Recommendation) and lexico-grammar (e.g., conjunctions to connecting ideas logically; modality to

open up to other perspectives; abstraction for cohesion) are to achieve a particular social purpose (e.g., to persuade readers by discussing multiple sides of an issue). Such increased awareness could help learners gain a macro perspective on reading and develop their L2 literacy required for future academic achievement.

7. Conclusions

This study examined reading tasks in six types of EFL textbooks for Japanese LSSs from the genre perspective. The findings showed that the sharing genre family was the most dominant genre, followed by informing, engaging, and evaluating. The second finding was that regarding the distribution of each genre family, (1) the conversation genre accounted for approximately 80% within the sharing genre family. (2) Engaging genre family primarily comprised narratives and personal recounts. (3) More than 85% of the informing genre family were descriptive reports and historical texts. Third, some atypical school genre texts (e.g., descriptive reports and discussions) were found in terms of text structure and lexico-grammar.

This study has several limitations. First, this study mainly focused on school genres, and non-school genres were not explored in detail. As Gibbons (2006) argued, it is significant for EFL teachers to bridge the gap between spoken and written language. In this sense, further research is needed to fully describe the genre distribution in the English textbooks for LSSs. Second, some texts categorized into particular school genres might include other genre texts as factual description genre is often embedded into other longer texts (Humphrey et al., 2012). Thus, further analysis is required to examine L2 learners' reading experiences in LSS contexts. However, I believe that this study will make a significant contribution to L2 literacy education in EFL contexts by providing educators with a chance to gain a functional perspective on the teaching practice of L2 literacy. I hope that future research could explore EFL literacy education in primary and upper secondary school contexts and consolidate the insights for the development of L2 literacy education.

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The Program of JASFL 2022

Dates: October 22 (Sat) and 23 (Sun) 2022
Venue: Meiji University Izumi Campus Library Hall
       https://www.meiji.ac.jp/cip/english/index.html

Campus map: https://www.meiji.ac.jp/cip/english/about/campus/iz_campus.html

Access: https://www.meiji.ac.jp/cip/english/about/campus/izumi.html
       From Tokyo Station
       Take the Chuo Line to Shinjyuku Station.
       Transfer to the Keio Line at Shinjyuku Station.
       Get off the train at Meidaimae Station

Online: Zoom meeting (see the email from JASFL mailing list)

*We have decided not to provide drink and snacks to prevent the spread of Covid-19.
The convenience store on campus is available only on the 22nd (Sat).

October 22 (Saturday)

12:45 –13:25   Registration   (Library Hall)

13:25 – 13:35   Opening Remarks
Library Hall   President of JASFL **Makoto Sasaki**（**Aichi Gakuin University**）

13:40 – 14:20   Paper Session 1
Library Hall   Chair: Patrick Kiernan（Meiji University）
Peter McDonald (J.F. Oberlin University)   [To be presented in English]
'The Effect of Multimodal Retelling on Textual Meaning in Linguistic Texts'

14:25 – 15:05   Paper Session 2
Library Hall   Chair: Hidefumi Miyake（Yasuda Women's University）
Chie HAYAKAWA (Nagoya University of the Arts) [To be presented in Japanese]
'Using Picturebooks to Organize "Language Activities" in Elementary School English Classes: Basing on the Three Aspects of Context in SFL'

15:05 – 15:20   Coffee Break

15:20 – 16:00   Paper Session 3
Library Hall   Chair: Ryuichi Iimura（Tamagawa University）
Muxuan LIU (Ochanomizu University Graduate School Student)   [To be presented in Japanese]
'Tenor-Based Analysis of Language Use in Business Email'

16:00 – 16:10   Coffee Break

16:10 – 16:50　　　　　AGM
Library Hall　　　　　　　　　Chair: Hidefumi Miyake（Yasuda Women's University）

*Due to the current situation of the Covid-19 outbreak, we have decided to cancel a conference reception.

October 23 (Sunday)

10:00 – 10:30　　　　　Registration　(Library Hall)

10:30 – 11:10　　　　　Paper Session 1
Library Hall　　　　　　　　　Chair: Sonya Chik（Kanagawa University）
Kaori TERAKAWA (Dokkyo University)　　　　[To be presented in English]
'Multimodality in the EFL Classroom: Learning English with Multimodal Texts'

11:10 – 11:50　　　　　Paper Session 2
Library Hall　　　　　　　　　Chair: Virginia Peng（Ritsumeikan University）
Koji OSAWA (Kyoto University of Advanced Science)　[To be presented in English]
'Examining the Genre Distribution in the Reading Tasks of Japanese EFL Junior High School Textbooks for Literacy Development: Systemic Functional Linguistics Perspective'

11:50 – 13:00　　　　　Lunch

13:00 – 14:10　　　　　Special Lecture
Library Hall　　　　　　　　　Chair: Makoto Sasaki（Aichi Gakuin University）
Dr. Annabelle Lukin (Macquarie University)　　　[To be presented in English]
'Analysing the Texts of International War Law as Register, Corpus and Grammatical Patterning'

14:10 – 14:20　　　　　Closing Remarks
Library Hall　　　　　Vice President of JASFL **Patrick Kiernan (Meiji University)**

Proceedings of JASFL