

## **Abstract of Doctoral Dissertation**

### **The Construction of a Corpus of Japanese Language Essays Written by High School Students: A Quantitative Study on the Output by Non-native Speaking Individuals and those with Diverse Linguistic Heritages**

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The first aim of this thesis is to gather essays written in Japanese by high school students from diverse backgrounds studying at Japanese high schools, and to construct a corpus entitled ‘Corpus of Japanese Essays Written by High School Students’. This includes essays written by high school students with diverse linguistic heritages. The second aim is to quantitatively analyze clauses and sentences (especially those with complex structure) in the essays of the corpus and compare them against textbooks used in elementary, junior and senior high schools, clarifying the characteristics of the Japanese language in the essays and textbooks.

Part I of this thesis consists of two chapters. Chapter 1 describes the approach to the design and construction of the corpus, and Chapter 2 details the formulation of the annotation criteria for conjunctive clauses. Part II consists of three chapters. In Chapter 3, the complex sentence structure of the essays and textbooks is quantitatively analyzed. In Chapter 4, the adnominal clause structure of the textbooks is analyzed. In Chapter 5, the state of the complex sentence structure is clarified through analysis focusing on TE-linkage of adverbial clauses in the essays and textbooks. The final chapter summarizes the findings of this study.

In quantitative analysis using the corpus, differences among essays written by members of the different groups, differences among the types of school, and differences between the essays and textbooks are confirmed in many of the surveyed items.

This study shows that the results of a survey of Japanese language used in the essays and textbooks are suitable for the development of writing instruction in Japanese language education. Complex sentences may be able to serve as a useful criterion to measure the development of sentences in textbooks and students' essays, and for discriminating sentence genres.