

Co-editors

James D. Benson  
Department of English  
Glendon College  
York University  
2275 Bayview Ave  
Toronto, Ontario, M4N 3M6  
Canada

e-mail address  
GL250012@yuvvenus.bitnet

Peter H. Fries  
Box 310  
Mount Pleasant, MI, 48804  
U. S. A.

e-mail address  
343i2tw@cmuvm.bitnet

Review Editor

Martin Davies  
English Studies  
University of Stirling  
Stirling, FK9 4LA  
Scotland,  
Great Britain

e-mail address  
pdsen@vaxa.stir.ac.uk

Managing Editor

Nan Fries  
Box 310  
Mount Pleasant, MI, 48804  
U. S. A.

## EDITORIAL

This issue has something old and something new, something borrowed and something blue. Our old materials consist of information about recent International Systemic Workshops/Congresses (ISC:16, Helsinki; ISC:15, E. Lansing; ISW:14, Sydney; and ISW:13, Canterbury). Among the featured new materials are the reports on the computational projects now going on around the world. We also have three reports on resources available to Systemic linguists: the Systemic Archives, the list of Electronic Mail addresses of Systemic linguists, and the Select Bibliography of Systemic Linguistics. We also have reviews by Tom Brown, Martin Davies, and James Martin. And of course we've borrowed a number of book notices and other information.

Speaking of blue, NETWORK has run out of money with the publishing of this second double issue. We have attached a form for you to renew your subscription. If the number 1990 appears on your mailing label then please read the attached sheet at the end of this issue carefully. If you wish to postpone your payment until Stirling (and pay in sterling) please feel free to do so.

The Editors need your help to make things work smoothly. Please take some time today and send news to NETWORK NEWS, your articles to the Systemic Archives (c/o Martin Davies), any change of address to Nan Fries (Box 310, Mt. Pleasant, MI, 48804), any references of your work to Christian Matthiessen for the Systemic Bibliography (Linguistics Department, University of Sydney, NSW, 2006, Australia) and your electronic address to GL250012@YUVENUS.BITNET. If you take the initiative, the network of systemicists as a whole will benefit. Thank you for your cooperation.

The editors would like to thank Glendon Research Typing Services, Paule Anne B. Cotter and her team: Marie-Anne Lee-Kui-Chun and Jeannette Wong-Tung, for helping ensure that publication deadlines were met for volumes 11/12 and 13/14 of *Network*.

The Editors

# NEXT DEADLINE SEPTEMBER 1, 1990

renew please

NETWORK has 260 subscribers from 31 countries.

## MEETINGS

### FUTURE MEETINGS:

9th World Congress of Applied Linguistics -- AILA: 15-21 April, 1990, Thessaloniki, Greece. Invited speaker: M.A.K. Halliday. All correspondence: Prof. Stathis Efstathiadis, "AILA 1990 Thessaloniki-Halkidiki" ARISTOTLE UNIVERSITY, P.O. Box 52, GR-540 06, Thessaloniki, GREECE. USE AIR MAIL ONLY.

ISISS 90, 12th International Institute for Semiotic and Structural Studies, June 1-29, 1990, University of Toronto. Contact: Paul Perron, NFB 224, Victoria College, University of Toronto, 73 Queen's Park Cr. Toronto, Canada, M5S 1K7. (See Announcement in this issue. Bernstein and Greimas on faculty.)

11th ICAME (English Language Research on Computerized Corpora) meeting will be held in Berlin, June 10-13, 1990. Contact: Gerhard Leitner, Institut für English Philologie, Freie Universität Berlin, Goßlerstr. 2-4, D-1000 Berlin, 33.

TESOL (Teachers of English to Speakers of Other Languages) Summer Institute, June 23-August 3 (Two sessions). Contact: Sue Gass, English Language Institute, Michigan State University, East Lansing, MI, 48824, USA. (Fries teaching discourse analysis).

The Fourth International Conference on Functional Grammar, 25-29 June. (See notice in NETWORK 11/12.)

Seventeenth International Systemic Congress, 3-7 July, 1990, Stirling, Scotland. Contact: Martin Davies, English Studies, The University of Stirling, Stirling, FK9 4LA, Scotland, Great Britain. [NOTE NEW DATE.]

International Pragmatics Conference, 9-13 July, 1990, Barcelona, Spain. (see notice in NETWORK 11/12.)

LACUS (Linguistics Association of Canada and the United States), August 7-11, 1990, California State University at Fullerton. Contact: V. B. Makkai, LACUS, P.O. Box 101, Lake Bluff, Illinois, 60044 USA. (Systemic papers welcome.)

COLING, 20-25 August, 1990, The Thirteenth International Conference of Computational Linguistics, University of Helsinki, Helsinki, Finland.

P.A.L.A. Conference in Amsterdam, September 12-14. Contact: Ron Carter, Department of English Studies, University of Nottingham, Nottingham, England. (Speakers: Widdowson, Leech and Enkvist)

Language Sciences Summer Institute, Tokyo, Japan, July 22-26, 1991.

Languages Sciences Association of Japan Summer Conference, July 27-28, 1991, Tokyo, Japan.

18th International Systemic Congress, Tokyo, Japan, July 29th-August 3, 1991. Contact: Michael Halliday.

Please notify the editors of NETWORK of any meetings which may be of interest to our readers. Thank you.

## SYSTEMIC MEETINGS

### 17th International Systemic Congress:

Stirling, Scotland

July 3-7, 1990

Contact: Martin Davies

followed by:

2nd Nottingham International Systemic (mini) Workshop

July 9-11, 1990 (see notice)

### 18th International Systemic Congress:

Tokyo, Japan

July 29-August 2, 1991

Contact: Michael Halliday

### 19th International Systemic Congress

Sydney, Australia

Contact: Ruqaiya Hasan

1992

## NEXT INTERNATIONAL SYSTEMIC CONGRESS NEWS

Stirling, Scotland  
July 3-7, 1990

Contact: Martin Davies

Plans for ISC:17 are coming along. Over 75 abstracts are in and over 175 people have asked for the Second Circular. Martin will still accept late abstracts, but things are getting a bit full. If you plan to go to Stirling, Scotland, contact Martin Davies immediately. Because of the huge response to ISC:17 Martin will start on July 3rd and not July 4th. Check Second circular for details. If you have not told Martin that you are planning to come to Stirling it is URGENT that you do so.

LATE NEWS: The Congress will start at 9am July 3.  
The Congress will end at 5pm July 7th.

# MEETINGS

## ISISSS 90

Three Colloquia will take place during the Institute

DEIXIS

June 8-10

VICO AND ANGLO-AMERICAN SCIENCE AND PHILOSOPHY

June 15-17

THE SOCIO-SEMIOTICS OF OBJECTS: THE ROLE OF  
ARTIFACTS IN SOCIAL SYMBOLIC PROCESSES

June 22-24

SEVERAL WORKSHOPS WILL MEET TWICE A WEEK IN THE EVENINGS

and a workshop on Facial Measurement will take place June 1-3

(Facial Action Coding System—FACS; Ekman & Friesen)

All courses, workshops and colloquia will take place at Victoria College, a federated college of the University of Toronto, located in downtown Toronto, in the immediate vicinity of the Ontario Provincial Parliament, the Royal Ontario Museum, Queen's Park, Bloor Street and Yorkville Village.

All courses will be open to Visiting Scholars and Auditors. There will be a global participation fee of \$400. Students taking courses for certification (maximum of two courses) will pay an additional fee of Can. \$75 per course. Visiting Scholars and Auditors registering before March 31, 1990 will pay a reduced fee of Can. \$350.

Limited financial assistance for students may be available.

On-campus accommodation will be available on a first-come, first-served basis. Rates are Can. \$190 per week for a single, and \$158 per week (per person) for a double. (Breakfast and tax included).

For more information about accommodation at Victoria College please contact:

Mr. G. Ruona  
Director of Residence  
Victoria College  
73 Queen's Park Cr.  
Toronto, Canada  
M5S 1K7  
telephone: (416) 585-4522

Toronto Semiotic Circle

## ISISSS 90

Twelfth International Institute for Semiotic and Structural Studies  
University of Toronto (Victoria College)

June 1-29, 1990

Under the aegis of the School of Graduate Studies of the University of Toronto, the Toronto Semiotic Circle will offer a programme of advanced courses in various branches of semiotics at Victoria College in the University of Toronto during the month of June. The 1990 institute's emphasis will be on visual semiotics, the semiotics of education, drama, film, discourse analysis and the semiotics of the emotions. The courses listed below will include twenty-four hours of lectures and seminars.

### PROGRAM\*

- |                                                                                                                                         |                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Bernstein, Basil (Institute of Education, University of London)<br><i>The Social Construction of Pedagogic Discourse</i>                | Möhrmann, Renate (University of Cologne)<br><i>The Discourse of the Other: Feminism and Postmodernism</i>                             |
| Danesi, Marcel (University of Toronto)<br><i>The Psycho-semiotics of Problem-Solving: Cognitive and Pedagogical Aspects</i>             | McNeill, David (University of Chicago)<br><i>Gestures During Narrative Discourse</i>                                                  |
| Douglas, Mary (London)<br><i>Claims and Counterclaims: The Securing of Public Knowledge</i>                                             | Pavis, Patrick (Université de Paris VIII)<br><i>Theatre in Cinema: The Representation of Theatre and Theatricality in Cinema</i>      |
| Esch, Deborah (University of Toronto)<br><i>Reading Deconstruction: Language, Aesthetics and Politics</i>                               | Pierantoni, Ruggero (National Council of Research, Genoa)<br><i>Perceptions and Representations: Relationships and Contradictions</i> |
| Fabbri, Paolo (University of Palermo)<br><i>Symbolic Efficacy: Actions, Passions, Aesthetics</i>                                        | Saint-Martin, Fernande (Université du Québec à Montréal)<br><i>The Semiotics of Visual Language</i>                                   |
| Henderson, Greig (University of Toronto)<br><i>The Critical Theory of Kenneth Burke</i>                                                 | Schechner, Richard (New York University)<br><i>Twice Behaved Behaviour: The Unoriginality of Performance</i>                          |
| Hutcheon, Linda (University of Toronto)<br><i>The Discursive Politics of Irony</i>                                                      | Thone, Renzo (University of Rome)<br><i>The Semiotics of Educational Discourse in Classroom Settings</i>                              |
| Jreimas, A.J. (Ecole des Hautes Etudes en Sciences Sociales, Paris)<br><i>Recent Theoretical Developments in Paris School Semiotics</i> | Trevarthen, Calwyn (University of Edinburgh)<br><i>The Developmental Origins of Gestures</i>                                          |
|                                                                                                                                         | White, Hayden (University of California at Santa Cruz)<br><i>Narrative Discourse and Historical Consciousness</i>                     |

\*Subject to final approval (Other courses may be added)

Please send further information concerning ISSS 90

NAME (Please Print) \_\_\_\_\_

ADDRESS \_\_\_\_\_

TELEPHONE (including Area Code) \_\_\_\_\_

Mail to:  
Prof. Paul Feron  
NFH 224  
Victoria College  
University of Toronto  
73 Queen's Park Cr.  
Toronto, Canada  
M5S 1K7  
Tel. (416) 585-4418

## PAST MEETINGS

Systemic Linguistics and Writing: A Perspective on the 16th ISL

Barbara Couture  
Department of English  
Wayne State University  
Detroit, MI 48202

When Peter Fries invited me to review the 16th ISL sessions on writing, I readily agreed, welcoming the opportunity to review the most recent work in systemic linguistics on written English. At the time, I had not anticipated that by far the majority of sessions at the Helsinki conference would address written English either centrally or tangentially--as, in fact, they did. Not only was it not possible for me to attend all the "writing" sessions at the Congress, but also it was quite difficult to characterize them as they contributed to systemic theory and research in writing. But this, in fact, is what I shall attempt to do here, as well as to demonstrate, in the process, that applications of systemic theory to writing are validating the enormous potential of this theory to explain language as it relates to social context.

The "writing" sessions in the main characterized written language through classifying the grammatical functions of sample texts. These sessions highlighted the power of systemic theory to discriminate choice. In a recent essay, Nesbitt and Plum claim, and insightfully so, that "it is the notion of choice, paradigmatic relations of 'either/or', which is the organizing concept of the systemic-functional model of grammar" (7). This simple assumption has important consequences for the development of systemic theory using computer technology; clearly, the either/or structure is highly compatible with the binary arrangement of data in computer memory. It also has significant implications for description and definition of language structure, in that descriptive models inevitably adopt the binary either/or strategy at all levels from phoneme, through word, to sentence, to extended discourse--a structure pre-eminently suitable for distinguishing grammatically new information from old, meta-discourse from content, writing from speech, and in turn, one written genre from another.

The descriptive offerings at the 16th ISL can be classed as they contribute to research on writing as follows: distinguishing oral and written discourse, tracing writing language acquisition, describing diachronic/historical development of written prose, distinguishing artistic and non-artistic written language, accounting for cohesion and coherence in writing, characterizing the structure and function of the written sentence, and identifying and describing written genres. I shall discuss papers at the Congress as they reflect these scholarly interests in the field of composition research.

Comparisons of oral/written discourse have had wide currency in research on composition, with many studies supporting or disavowing pedagogical practices which link speaking and writing skills (e.g., Zoellner's talk-write strategy). Early studies which classified the linguistic features of oral and written discourse often became inappropriately associated with efforts to distinguish basic and

advanced writing skill (e.g., Lunsford, Kroll). And--even more discouraging--early studies of student writing tended to associate advanced thinking with writing and sub-standard reasoning with orality, as seen in pedagogical applications of the work of David Olson and Walter Ong. Confusion about the motivation for research on the oral/written distinction may in fact account for the fact that we see relatively little research in composition on the topic now. At the 16th ISL, two sessions dealt with the topic of oral/written differences directly. Karen Malcolm in "Dialogue and Discourse" compared "real" conversation with prose dialogue in fiction in an effort to identify conventions which effect the function of "dialogue" in both modes. And Agnes Yang in "Marked Word Order in Discourse: A Text-Based Study in English" compared the meaning and function of "marked" and "unmarked" word order sequences in a 75,000 word corpus of both written and oral texts. Both studies are situated well within the province of linguistic expertise; each classifies features grammatically, avoiding speculation about the social and cognitive value of the oral mode versus the written.

At the 16th ISL, two papers addressed the topic of written language acquisition: Janet Gilbert's "A Close-up Look at the Acquisition of Two Patterns that Predominate in Written English" and Ann-Charlotte Lindeberg's "Rhetorical Patterns in Student Writing in EFL." The former paper examined the use and structure of the relative clause in student and professional writing; the latter examined rhetorical patterns in writing of students in their 10th year of schooling to the first-year at the university. Developmental studies of written English continue to thrive in composition research, with many such studies attempting to link theories of cognitive development proposed by Piaget, Bruner, and others to the acquisition and use of certain syntactic patterns in written English. Here too is an area where presumptive applications of linguistic research have had deleterious effects on written language instruction. Fueled by research in developmental English, echoed in the progressive taxonomy of discourse types developed by James Moffett, instructors have virtually doomed students in writing classes to begin every semester writing "narratives" in the belief that the narrative is the essential stepping stone to the higher-order discourse patterns of exposition and argument.

Pedagogical research which applies systemic theory to writing instruction has demonstrated quite convincingly that young children are as capable of producing exposition as narrative, and are only limited to the latter by unenterprising teachers (see, for instance, Christie, Martin and Rothery). I believe that the more complete descriptions we can obtain of the writing behaviors of children at different ages, the more accurately we can ascertain the relationship between cognitive and written language skills. At the same time, I believe researchers need to question the appropriateness of adopting a cognitive developmental model to explain the difficulties of less-skilled adult writers. At any rate, much more work is needed here, and I would welcome more research incorporating systemic grammatical theory.

Three sessions at the Congress presented diachronic/historical studies of written English. In "Markers in Discourse: Comparative Analysis of Old English and Contemporary English Texts," Mariann Borgenstierna examined, as her abstract states, aspect as a linguistic category which plays a central "role in organisation of narrative discourse." She predicts that a comparison of the textual realizations of this category over time may lead to a diachronic description of the aspect system. Martin Davies in "Theme from 'Beowulf' to Shakespeare" traced the development of theme systems through a historical comparison of literary and non-literary texts. And Brita Warvik in "On Discourse Markers and Narrative Strategies in the History of English" compared foregrounding strategies as they typify story-telling in Old and Middle English narratives with more modern "literate" strategies which favor backgrounding techniques. (The reader will note that I do not regard Warvik's presentation as a study of oral/written differences; the surviving Old-Middle English corpus is composed of written texts with oral origins; this discredits their use, I believe, as accurate examples of oral story-telling.) These studies echo the grand philological tradition of early linguistics and offer a new twist: in addition to illustrating the linguistic basis for our appreciation of classic texts, these studies identify language functions which have evolved over time. Similar historical studies are beginning to flourish in composition research. The most promising work is being done in technical and business English where researchers are tracing through time the changing functions of syntax and lexicon in business communications (e.g., research by Herbert W. Hildebrandt and Kitty Locker) and examining the rhetorical roots of the scientific/technical report (e.g., work by Charles Bazerman, Carol Lipson, and Marilyn Schauer Samuels). This research not only will explain the evolution of linguistic conventions in written discourse in the professions, but also promises to explain changes in the cultural practice of these disciplines.

Four Congress papers addressed the differences between artistic and non-artistic prose. Roger Sell's plenary address "Literary Pragmatics and Literary Genre" explored the potential of systemic theory to characterize literary pragmatics, that is, the use of conventions which link textual features to sociocultural circumstances. Martina Bjorklund and Tuija Virtanen compared innovative narrative techniques employed by Chekov with more conventional counterparts in children's narratives in "Variation on Narrative Structure." Josephine Bregazzi in "Studies of Linguistic Irony in Chaucer, Webster and Pope" described features which direct the reader to interpret a text as "ironic." And Julia Lavid in "Semantic Options in the Transitivity System" explained how motivated choices from the transitivity system are linked with character roles and actions in Melville's *Billy Budd*. These studies carry on bravely a tradition of investigating the linguistic sources of literary style which all but has been bludgeoned to death by new critical interest in the reader as the arbiter of textual meaning. The popularity of the reader-oriented perspective is reflected in the apologetic stance of critically sanctioned style studies, such as Mary Ann Caws' anthology entitled *Textual Analysis* (MLA, 1986), which carries the deferential subtitle "Some Readers Reading." Systemic linguistics, with its overt purpose to explain language as social semiotic, has the potential to

move textual criticism beyond the current game of bickering over who the meaning last through forwarding the view that text does not stand in opposition to socially constructed meaning, but rather embodies it.

Studies of cohesion and coherence form the most typical application of linguistic theory to composition research. Four papers at the Helsinki conference tackled this topic. In his plenary address "Coherence and Cohesive Harmony: A Complementary Perspective," Michael Hoey explored the relationship between cohesive strategies and textual coherence, asserting that an identification of lexical and syntactic equivalents among sentences in an extended written discourse can demonstrate how cohesive ties contribute to coherence. A "translation" of textual features into a set of lexical-syntactic equivalents reveals that a coherent text maintains shared connections among sentences which are quite distant from each other; these connections promote the reader's continuous interpretation of similar meanings. In "Information Management, Context, and Sentence Structure," Kim Brian Lovejoy examined professional writing in the fields of counseling (psychology), biology, and history to determine patterns of thematization and intonation which function to manage information in written discourse. Ruth Brend in "(Non-)Cohesion in Modern Poetry" demonstrated how rules of cohesion, as defined by Halliday and Hasan, are violated in the modern poetry of Sietze and Buning. In "Scientific Texts: Cohesion and Coherence," Gerald Parsons tested hypotheses that link coherence to the ratio between central to peripheral tokens which form lexical chains in a text. His study of scientific texts produced by non-native and native writers revealed that the percentage of central tokens alone appears to contribute to the reader's sense of textual coherence.

The authors of these diverse papers on cohesion and coherence all acknowledge the interdependency of these related qualities in effective written discourse. In early studies of student writing, cohesion was mistakenly equated with coherence, a misconception Witte and Faigley addressed a decade ago in their essay "Cohesion, Coherence, and Writing Quality." Here they distinguished for composition researchers "cohesion," a textual function, from "coherence," a socio-semantic function, through referring to the functional linguistic theory of Michael Halliday and the textual component of that theory as detailed in Halliday and Hasan's *Cohesion in English*. Field studies which examine readers' perceptions of coherence as they correlate with degrees of textual cohesion will continue to advance the potential of systemic theory to explain how texts mean.

Several Congress presentations reported on the grammatical functions of the written sentence in English. In "To Sum Up: Initial Infinitive Clauses as Structural Markers in Written English," Ingegerd Backlund examined the function of introductory adverbial infinitives as they signal structural relations or function to "incorporate metalinguistic comment," as she notes in her abstract. Jean Bear in "Teaching Writing: Variations on (a) Theme" analyzed the rhetorical effectiveness of presenting "given" information in the "theme" position in a sentence, particularly as this fronted information provides continuity among larger segments of discourse. She also noted the difficulties of teaching inexperienced writers to recognize "given" and

"new" information when constructing sentences. In "The Use of Systemic Linguistics to Describe Summarising Strategies at University Level," Helen Drury identified differences in summarizing strategies of non-native and native English speakers, focussing in particular on the feature "grammatical metaphor." Peter Fries in "Patterns of Information in Initial Position in English" posited a correlation between method of development in a text and linguistic choices in the theme position, and a correlation between message (or the "point" of the discourse) and linguistic choices in the rheme position.

While focussing on the English sentence, many of the studies named above examined the function and placement of organizational devices which structure the flow of information among several sentences in written prose. This topic has been of increasing interest to researchers and teachers of composition and technical English who are concerned with the affects of sentence structure on readability (see essays on this topic by Huckin and Selzer). Systemic theory contributes to readability research through providing a consistent framework within which discourse organizational markers can be identified grammatically in their role of information management.

Perhaps the most elaborate research on written language to incorporate the systemic model is that in the category of "genre description." Four papers addressed the problem of describing written genres at the 16th ISC. In her plenary address "Thematic Options and Success in Writing," Margaret Berry reported research on student writing of travel brochures, identifying grammatical devices which contribute to the successful articulation of the "brochure" genre. In a two-part presentation entitled "A Mixed Genre: From Case Report to Case Story," Gillian Francis and Anneliese Kramer-Dahl articulated in detail the syntactic and lexical similarities and dissimilarities between a psychologist's clinical case report of a patient's progress in therapy and a case story, which also narrates a psychiatrist's interaction with a patient, but purports to intrigue and entertain the reader with the human drama of the therapeutic setting. These researchers demonstrated the explanatory potential of systemic theory through using the grammar to identify linguistic features which correlate with the factual or quasi-fictional stance of the writing examined. This methodology shows potential to articulate and complement rhetorical theory on the difference between professional and popularized science writing (see, for example, Fahnestock) and more general work on the heteroglossic functions of written discourse (for example, Lemke). In "Some Stylistic Aspects of Technical English," Liora Machauf and Judith Rosenhouse explored the boundaries between technical and non-technical English through examining the use of metaphor and idioms in both varieties. (Although these researchers chose to identify discourse simply by field, I believe one can say that this work appropriately contributes to the more specific area of genre study.) In "Thematic Progression Patterns and the Structure of Discourse in Professional and Popularized Medical Texts," co-authors Kevin Ngozi Nwoogu and Thomas Bloor compared variations in the thematic organization of information in abstracts, research articles, and journalist reported versions of the

same medical project. Hence, they reported on differences in textual presentation when field is held constant but tenor and textual organization vary.

In my view, the most provocative and interesting paper on genre description was Jim Martin's "Life as a Noun: Arresting the Universe in Science and Humanities." In this plenary address, Martin characterized basic text types in the humanities and science through examining passages selected from school text-books as they realize specific clausal functions which support their purpose to taxonomize and explain, in the case of science, and to generalize, in the case of humanities. He also illustrated how texts of these types typically develop messages through sentence themes and discourse hyper-themes. Particularly interesting was Martin's introduction of the "anti-discourses" of ethnomethodology and post-structuralist criticism, which respectively oppose the taxonomic technicality of "scientific" discourse and the logical rationality of "humanities" discourse. As with every presentation I have heard Jim Martin give, I found his textual analysis to be insightful and his conclusions substantial. Yet this paper left me with the uncomfortable sense that the cart was dragging the horse, as the old saying goes. Martin accepts a priori that selections from grade-school textbooks adequately represent the range of discourse which literate society recognizes as "scientific" and "humanistic," an assumption which is not supported by field research, nor even defended intuitively in his work. Yet, in his defense, it would seem difficult to "name" a text type under study without using a term which presumes a field or function already existing in common parlance. (This problem of "presumptive" nomenclature is explored by Halliday in "The Ineffability of Grammatical Categories," where he discusses the difficulty of using a term already existing in language to name a metalinguistic grammatical category.) Nevertheless, it seems a bit surprising to me that of the work I have surveyed which applies systemic theory to genre identification, only one study addresses the problem of accounting for variation in structure of texts commonly assumed to represent a category (see Harris). Without some theory of the distinctiveness of generic categories, fruitful comparisons of work claiming to investigate texts realizing a given category, be it "science," the "service encounter," or the "fictional narrative," are unlikely to be made. (I will note in passing another problem--that of conflating terminology used to name register and genres, which I most certainly have contributed to here!) This problem of naming genres can be addressed, I believe, through combining theoretical perspectives from linguistics, literary criticism, and rhetorical theory in future genre studies. Where linguistics may profitably define grammatical functions common to a body of texts, criticism and rhetorical theory may profitably identify social criteria by which a group of texts are interpreted to represent a genre.

The work on genre classification suggests an important point I wish to raise before concluding this brief review--a point which I asserted in my own address to the Congress entitled "Touting Recidivist Linguistics: A Reflection on Functional Theories of Writing." My talk was designed to provoke discussion about the ethical appropriateness of applying functional language theories to writing instruction. In particular, I questioned why teachers have interpreted the assumptions

of functional linguistic theory to be "directions" for improving the behavior of unpracticed writers. I also asked my listeners to consider the consequences of interpreting all language as social semiotic for the vitality of "individual" expression. Or the consequences of investigating generic consistencies for overlooking language as an agent of change. I raise these issues not to discourage applications of systemic theory to the writing classroom, but rather to endorse applications that remain open, limitless, and respectful of human capacity not only to use language in conventional ways, but also to chart new possibilities for language to mean. Overall, I found the work on written English at the 16th ISC to be comprehensive, motivated, and central to these concerns and those of composition research in general. This fine work illustrates the potential of systemic theory to revitalize the field of textual analysis through deftly articulating written texts as socio-linguistic phenomena.

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ISC-16 Hanasaari, Finland

'Theme' workshop

June 16th 1989

Workshop leader: Peter Fries

Report by Gill Francis

The workshop on theme in systemic linguistics was not part of the original schedule for ISC-16. The idea developed during the week of the Congress, in response to the unusually large number of papers on the subject and the interest they elicited. We were happy to welcome Professor Danes, whose work has inspired and informed everyone writing and researching in this field.

Peter Fries began by asking the participants about their interest in the subject and the problems they had encountered in following it up. We had thought of this as the preliminary stage of the workshop, after which we intended to look at thematic selection and progression in specific texts. In the event, the problems gained momentum and occupied all our time. We began to record them on transparencies as they emerged. The list below is the result of an attempt to group, under more general headings, those problems that seemed to be related. These offer, tentatively, a number of heuristic questions as to our future research directions.

Theme in discourse: problems and directions

1. The unit of investigation and its boundaries

We need to decide what is the nature and size of the unit of analysis, and whether this should vary according to the emphasis of one's study. The first question is clearly whether theme is to be understood as the first grammatical element of the clause, or in terms of degrees of communicative dynamism. Also, should we look at the theme of the whole clause complex, or the independent conjoinable clause complex (Peter Fries' T-unit), or both main and subordinate clauses, or even of the nominal group? Do different patterns emerge according to which alternative we select, and what are the implications of these?

Secondly, we need to define the boundaries of theme more clearly. It seemed that most of us use Halliday's definition and take theme to be first element. Differences remain, however. Some people see it as including everything that precedes the verb of the main clause, or everything up to and including the grammatical subject, while others consider it to be only the first grammatical element of the clause. There is also some question as to whether conjunctions like *if* and *and* should be seen as part of (textual) theme. Moreover, the first grammatical element may well be a subordinate clause, which has its own theme-rheme structure, so different levels of analysis may be necessary. In any case, it is important to clarify what one is exploring, and why, in the interests of comparability and reproducibility.

2. Terminology and the status of definitions; the meaning of theme

Having decided *what* unit we are exploring, we need to reconsider its nature. What do we mean by 'aboutness', by 'point of departure for the message' and 'peg to hang one's message upon'? These are not of course definitions - it is impossible to define without concretising, and the point about textual meaning is that it is *not* representational. Instead we have either to demetaphorise our terminology ('peg' in particular) or look for the best metaphors to encode the perceived functions of theme and to provide a heuristic for investigation. One useful way to conceptualise theme is to consider it as a dynamic operator, highlighting and moving elements around within the ideational space in order to create the local context of the clause (Christian Matthiessen).

Then we need to consider the meaning of thematic choice and distribution, both in the immediate context of the clause and in longer stretches of text. Can theme become a unified concept - can we identify, for example, a single, consistent thematic function? We should collect a large body of examples and categorise them in order to discover regularities. Some of the possibilities raised were:

i) Certain themes have specific local functions, as do initial purpose clauses and other 'abbreviated' clauses, negations and negative inversions, etc.

ii) Regularities occur within text-segments: when any feature is systematically thematised, this is meaningful. A particular type of thematic progression may characterise a text segment. There may also be a perceivable relationship between thematisation and participant-building (the signalling of major participants, etc.).

iii) Similarly, there will be relationships between theme and discourse structure. In the text as a whole, various TPs and their sequence may characterise its generic structure.

It was agreed that perhaps the patterns of thematic progression need to be reformulated. Related theme-rheme patterns should also be explored, for example, patterns of Repetition and Replacement. TPs must be systematically related to genre.

3. Theme-like structures in larger discourse units

We should also develop the notion that clauses (or clause-complexes) function thematically with respect to larger units much as smaller elements realise the themes of clauses. This analogy has been developed from Fries' formulation by Jim Martin, who uses the terms *Hyper-Theme* and *Macro-Theme* to refer to themes predicting the thematic progression paragraph-like text segments and longer stretches of text.

4. Theme-rheme; given-new etc.

It is also necessary to consider the concepts most closely connected with theme: rheme, given-new, old-new, known-unknown, topic-comment etc. All of these need to be clearly conceptualised in order to reach consensus about what we are investigating.

In particular, we should look at the differences between the use of the beginnings and endings of clauses to encode given and new information.



When and why is new information supplied in rheme, and what is the significance of the *last* clausal element (or N-rheme)? When and why does new information sometimes coincide with *theme*? How do new meanings accumulate as a text progresses? Here we need to look at such concepts as *Hyper-New* and *Macro-New* (Martin), *secondary new*, *tertiary new* etc.

#### 5. Types of theme and other related concepts

We should investigate all the types of theme that have been formulated, reconceptualising them if necessary, as well as closely related concepts such as cohesion and coherence:

- ideational, interpersonal and textual themes (How do textual themes relate to overall textual meaning?);
- marked and unmarked themes (What does markedness mean? Why are marked themes used?);
- dynamic and static themes (with reference, particularly, to Margaret Berry's ISC-16 paper);
- displaced themes;
- predicated (cleft) and 'equative' (pseudo-cleft) themes;
- grammatical metaphor in theme, especially nominalisations such as general nouns, metalinguistic and 'summary' items; text-reference and other types of anaphora;
- coherence; cohesive harmony; chain interaction; the distribution of tokens over the clause.

#### 6. Cognition

The cognitive function in the serial processing of language means that the ordering of elements is crucial. The question is whether the writer/speaker's conception of how to orient the reader/hearer necessarily mirrors the processing of the message (Rachel Whittaker). Is thematisation what writers do, or what readers need, or both?

#### 7. Types of signal

On the subject of signalling, referred to earlier, we discussed:

- i) whether the boundaries of text segments are often signalled by *marked* themes, as suggested by Peter Fries. The question also arises as to the role of theme in enabling *recognition* of text segments.
- ii) the signalling of both local and global boundaries by pitch-changes and other intonational features.

Also on intonation, to what extent does it define the boundaries of given and new information? It was suggested that we should investigate the location and nature of the tone-unit as related to the information unit. Is the information unit typically intonational, grammatical, semantic, etc.?

#### 8. Theme in languages other than English

Several people mentioned the difficulties they have had in deciding on how to deal with theme in other languages, especially those with word-ordering principles more fixed than those of English. It may not be possible to identify theme with the first element of the clause, and so one has to consider alternative realisations (e.g. based on CD).

#### 9. Pedagogical uses of the concepts of thematic progression, method of development etc.

Are these ideas directly relevant to the teaching of reading and writing? Can we go so far as to make them part of the metalanguage we use in teaching such skills? There was also some discussion about possible differences between native and non-native speakers in terms of the overt signalling or encoding of logical relations.

#### 10. Dialogue

Throughout a text, given and new can be seen as realisations of covert dialogic property; this has applications to readability and memorability (Jean Ure).

I apologise to anyone who made comments and suggestions not included here, as well as for probable misrepresentations of various contributions. My notes on the discussion were very brief, and some of them refuse to be reconstructed.



Information on the running of NETWORK: In the future please send all material for publication to James D. Benson, English Department, Glendon College, York University, 2275 Bayview Avenue, Toronto, M4N 3M6, Ontario, Canada. Please send all reviews and archive material to Martin Davies, English Studies, The University of Stirling, Stirling, FK9 4LA, Scotland, Great Britain. Please send all problems about subscriptions and mailing to Peter H. Fries, Box 310, Mt. Pleasant, MI, USA, 48804. The price of NETWORK as of May, 1990, is \$7.50 surface mail and \$15 for airmail. If you haven't subscribed and wish to, please send the money in US currency to Nan Fries, Managing Editor, NETWORK, Box 310, Mt. Pleasant, MI, USA, 48804. The deadline for the next issue is September 1, 1990.

Book Authors, would you please tell your publishers to send brochures announcing your books to James D. Benson, English Department, Glendon College, York University, 2275 Bayview Avenue, Toronto, M4N 3M6, Ontario, Canada. Would you also ask your publishers to send review copies of your books to Martin Davies, English Studies, The University of Stirling, Stirling, FK9 4LA, Scotland, Great Britain. We would like to review and announce works which are of interest to our readers.

Sixteenth International Systemic Congress  
Helsinki, Finland  
June 1989

Minutes of the Business Meeting

(prepared by Peter H. Fries)

- I. Introductions were made by the Chair, Robin Fawcett. Robin also thanked the Congress Chair, Eija Ventola (and her Programme Committee and staff), for the wonderful job they had done on the Helsinki Congress.
- II. The Nominating Committee presented their report and the Chair then took nominations from the floor. The written ballot will be mailed out in the first circular of the Stirling Congress.
- III. The Constitution Committee presented a draft of a constitution for the International Systemic Congress Committee. Revisions were suggested from the floor. The written ballot on whether to accept or reject the (revised) constitution will be included in the first circular of the Stirling Congress.
- IV. Future International Systemic Congresses: (approved)
  - a) Stirling (Martin Davies, Chair) July 4-7, 1990
  - b) Tokyo (Michael Halliday, Chair) July 29-Aug. 2, 1991
  - c) Sydney (Ruqaiya Hasan, Chair) no dates available
- V. Invitations for future Congresses: The International Systemic Congress Committee has received both formal and informal invitations from the following sites:
  - a) Ghent: Davidse
  - b) Madrid: Bregazzi
  - c) Singapore: Francis
  - d) Daytona Beach: Ragan
  - e) Chicago: Pappas
  - f) British Columbia: Mohan
  - g) Nigeria: Akindele
  - h) Glasgow, Scotland: Phelp (See minutes from ISC:13)
- VI. Hilary Hillier, Treasurer, presented a financial report. At present there are small funds in the U.K., U.S. and Australia for emergencies (e.g. first circular expenses).
- VII. Nan Fries, Membership Secretary, gave a membership report. Please notify her of any change of address as undelivered mail is costly to the person chairing the Congress. There are approximately 700 names on the computer list at present.
- VIII. The new editors of NETWORK, James Benson and Peter Fries, were introduced.

IX. Michael Halliday, on behalf of the International Systemic Congress Committee, thanked Robin Fawcett for the many years he had served as Chair, and there was a standing ovation.

\*The International Systemic Congress Committee would appreciate WRITTEN invitations (in the future) with some information on some or all of the following: site of Congress, approximate costs of dorms, meals, rooms, etc., volunteers available, university resources available, nearest international airport, approximate dates, and any other relevant information available at this time. Please send information to Nan Fries, Box 310, Mt. Pleasant, MI, 48804, USA. Thank you.

ISC:16

ISC:15

FIFTEENTH  
INTERNATIONAL SYSTEMIC CONGRESS

Michigan State University  
East Lansing, Michigan

August 8 - 12, 1988

International Systemic Congress Committee: Robin Fawcett, Chair, (Europe); Hilary Hillier, Treasurer, (Europe); Nan Fries, Membership Secretary, (USA); Peter H. Fries, (USA); James D. Benson, (Canada); William S. Greaves, (Canada); and James R. Martin, (Australia).

Program Committee: Peter H. Fries, Central Michigan University (Chair); Richard W. Bailey, University of Michigan; James D. Benson, York University; Barbara Couture, Wayne State University; Michael Cummings, York University; William S. Greaves, York University; Michael Gregory, York University

Local Arrangements: Ruth M. Brend, Michigan State University



15th INTERNATIONAL SYSTEMIC CONGRESS  
Minutes of the ANNUAL GENERAL MEETING

Venue: Michigan State University, East Lansing

Date: 7:00 p.m. August 9, 1988

Chair: Richard W. Bailey

1. The Chair thanked the Program Committee, especially Peter and Nancy Fries, and the Local Arrangements Committee, especially Ruth Brend and Linda Rashidi, for their work. The Chair thanked Michigan State University and Wayne State University for financial support, especially the donation of postage from Wayne State.

2. Report of Robin Fawcett, the Program Committee Chair.

The main job of the Committee is to ensure future meetings. In 1987 in Sydney the AGM approved the change from 'Workshop' to 'Congress'. The AGM elected the ISC Committee for two years: Robin Fawcett (chair), Peter Fries (U.S. representative), Nancy Fries (membership secretary), Jim Benson and Bill Greaves (Canadian representative), Jim Martin (Australian representative), Hillary Hillier (treasurer). The AGM approved a ballot to test the proposition that we should become more 'organized' and formal.

3. Report of the Membership Secretary: there are now 600 names on the 'membership' list, and the addresses are all current.

4. Treasurer's report: Robin Fawcett on behalf of Hillary Hillier

There is a sum of 450 pounds in the bank, which may be applied for to defray Congress expenses by local organizers, and by the editors of Occasional Papers in Systemic Linguistics (University of Nottingham).

Report of Ruth Brend, Local Organizer: ISC:15 is expected to break even.

Question from Martin Davies re out of pocket expenses at the Stirling Workshop: Robin Fawcett encouraged Davies to apply for reimbursement of approximately 50 pounds.

5. Workshop Leader reports:

Cummings had experienced people in his group and learned from them.

Fries had a range of expertise in his group, which was catered for by dividing into subgroups.

Ragan felt that more 'bridging' toward ESL was desirable, and proposed exploring more explicitly defined tasks. (Fries observed that this was difficult to organize.)

Couture in her group covered approaches other than systemic.

In general discussion, Fries posed several questions: did the 'bridging' idea work? was there a problem about some workshops being too small and others too large? Greaves and Watt said that small numbers were an advantage rather than a disadvantage. Davies said that he welcomed diversity. Brend said she didn't like to be forced to attend particular workshops, and that on this occasion everyone had his/her first choice. Mann suggested keeping the 'workshop' and 'tutorial' functions separate. Lemke recounted his three workshop experiences, all of which were different and all of which were positive: one was 'presentational'; one was with subgroups catering to different levels of expertise; and one was a 'real' workshop, with no preset agenda, a presenter who knew a great deal, a text, a theoretical problem, and time to deal with it.

Other observations: 1. abstracts are extremely important; 2. 'the cracker barrel', while not conducive to deep academic discussion, provided a good setting for furthering subsequent communication among delegates; 3. more reaching out beyond the boundaries of systemic linguistics is required.

6. Eija Ventola, the organizer of ISC:16 announced that the Congress would be held June 12-16 in Banasaari, Helsinki, Finland. Invited speakers are Halliday, Hasan (both have accepted), Danes, Firbas, and Enkvist. One day might be devoted to theoretical issues, one day to stylistic issues, one day to applied issues, with workshops following. Abstracts will be required by November or early December of 1988.

The Finnish Summer School of Linguistics will be held just prior to the ISC, from June 5-9, 1989 at the University Jyväskylä (Prof. Kari Sajavaara, Dept. of English). Halliday and Hasan will be featured, and the format will include bridging, applied and introductory workshops.

Ruth Brend announced LACUS 88 to be held in East Lansing, and Michael Jorden announced that LACUS 89 would be held at Queens University in Kingston, Ontario in the middle of August.

Robin Fawcett reviewed the locations of previous systemic workshops: 76-81 (U.K.), 82 (Toronto), 83 (U.K.), 84 (U.K. Stirling), 85 (Ann Arbor), 86 (U.K. Canterbury), 87 (Sydney), 88 (East Lansing), 89 (Helsinki). On behalf of the ISC Committee, he proposed 90 (U.K.), 91 (Australia), and 92 (Australia). At this point Fred Peng offered to organize a Congress in Tokyo.

7. Network. Robin Fawcett announced that Network was about to resume publication after a two year hiatus, and solicited news and views for the next edition, which already has a number of reviews. Benson and Greaves were asked to provide North American news, Matthiessen and

Poulton were asked to summarize the Australian scene. Review copies should be sent to Martin Davies for Network, and to Ruth Brend for consideration by Word. Authors were asked to send publishers brochures to Robin Fawcett.

#### 8. Publications.

1. A list of ISI reports is available from:

Dr. William C. Mann.  
University of Southern California  
Information Sciences Institute  
4676 Admiralty Way  
Suite 1101  
Marina del Rey  
California 90291

2. Systemic Functional Approaches to Discourse (12th ISW), edited by Benson and Greaves, and published by Ablex, is now out.
3. Linguistics in a Systemic Perspective (original papers), edited by Benson, Cummings and Greaves, and published by Benjamins, is now out.
4. A bibliography of Halliday's recent publications prepared by Christian Matthiessen is available at cost.
5. Jay Lenke's Talking Science: language, learning and values, is forthcoming from Ablex.
6. Previously unpublished papers by Paul Thibault will appear in a volume of the Toronto Semiotic Circle.
7. David Bloom, editor of the journal Linguistics and Education, encouraged the submission of articles.
8. Volume 1 of Fawcett and Halliday's New Developments in Systemic Linguistics, published by Frances Pinter, appeared in 1987. Volume 2, edited by Fawcett and Young, is in press.
9. Pragmatics, Discourse, and Text (Canterbury ISW), edited by Steiner and Veltman, and published by Pinter, is also in press.
10. Functions of Style, edited by Birch and O'Toole, and also published by Pinter, has appeared.
11. John Bateman and Christian Matthiessen are preparing a book on text generation.
12. Terry Patten's Systemic Text Generation as Problem Solving, published by Cambridge Univ. Press, has just appeared.
13. Ruth Brend welcomed the submission of articles to Word.

14. Fred Peng welcomed the submission of articles to Language Sciences.

15. The two volume festschrift for MAKH, edited by Steele and Threadgold, and published by Benjamins, has appeared.

16. The three volume festschrift for MAKH, edited by Martin, Hasan, Fries, Gregory, Butler, Berry and Fawcett, to be published by Ablex is in varying degrees of readiness.

9. Jim Benson urged those with email potential at their universities to develop it.

10. The result of the ballot distributed to all members was 28-8, which the ISC Committee took as a mandate to proceed with becoming a more formal organization.

11. The meeting charged the ISC Committee to construct a draft constitution by the next AGM in Helsinki.

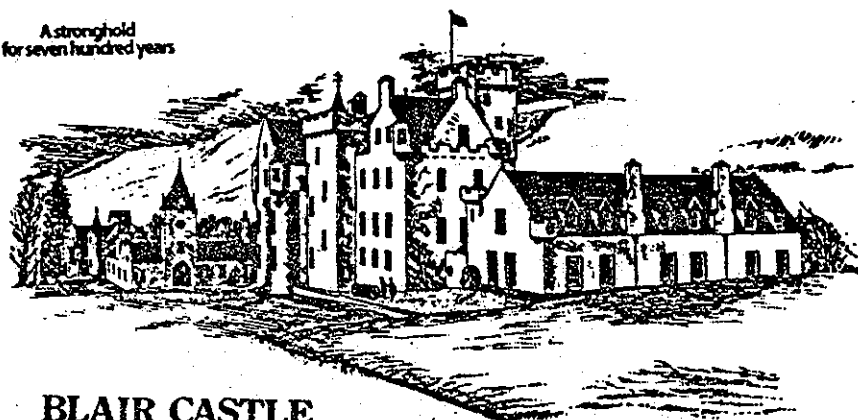
12. Adjournment at 9:15.

ISC:15

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Looking Ahead to ISC:17 SCOTLAND

Stronghold  
for seven hundred years



BLAIR CASTLE

Near Stirling

ISC: 15 - Some personal observations from an ESL perspective

Reviewed by Peter Ragan

Attending a systemics conference has always been a very special event for me as each of the two times I have gone I travelled from a university where there was little, if any, work going on from a systemic perspective. The workshop in Sydney last year was exciting indeed for it had what interests me most: papers and workshops on practical classroom applications for teaching writing relevant to my field of English as a second language. I looked forward to similar stimulation at the Congress in East Lansing this year. And stimulating it was, but not as practical as it might have been for me.

Avkward travel connections kept me from the plenary address on day 1, but the references over the next few days to Chris Butler's call for more research to provide evidence of the validity of systemic theory gave me some idea of what had gone on. I happily settled into Bernard Mohan's afternoon workshop on 'Language, situation, computers, content'. The content of this and of his subsequent paper proved to be relevant and necessary: a theoretical model ved classroom activity and discourse. The focus was on immigrant children in British Columbia undertaking language socialization through content-based language had an obvious message regarding practical descriptions of methodology for classroom practitioners.

Day 2 began with my workshop on a systemic analysis of contextualized task-based language learning activity and implications for classroom methodology. This definitely had a classroom orientation and was intended to stimulate participants to consider how a meaning-based textual orientation leads to changes in materials and methodology in the classroom. Text analysis appeared to be more of interest to the participants than implications of the activity for classroom practice and materials. This is an issue for me to address in the future.

This was to become the distinguishing feature of the Congress for me. Search as I might for a paper or workshop on pedagogically-oriented, student-centered applications of systemics in the classroom, I found only variations on linguistics. A workshop that afternoon analyzed professional and student-written compositions. Later presentations revealed new frontiers in SP grammar, exciting parsers, social values lurking in science texts, undoubtedly expert systems, and a fascinatingly concise and simple picture of the complexity of English articles.

Perhaps I should not have expected something different. It is just that I have this feeling that systemics needs to market itself more broadly and thereby more successfully for the rest of the world. This Congress, to a greater extent than the workshop in Sydney, was systemics for systemics. Perhaps we all need this on an annual basis, but we remain a remarkably incestuous group. As it was pointed out during the evening panel discussion on future directions, we need to share our perspective with others, including those who teach allied subjects in the humanities and social sciences, such as language education, writing, literature, psychology, and education. Shouldn't this happen at our own Congress? I have presented a systemic orientation often enough at conferences of large groups of non-systemicist language teachers such as TESOL, AC's, and language teaching associations in non-English speaking countries, to realize how others through ignorance perceive systemics as some inapplicable fringe element of linguistics. Yet systemics is the most marketable of linguistic models to those who have yet to consider the

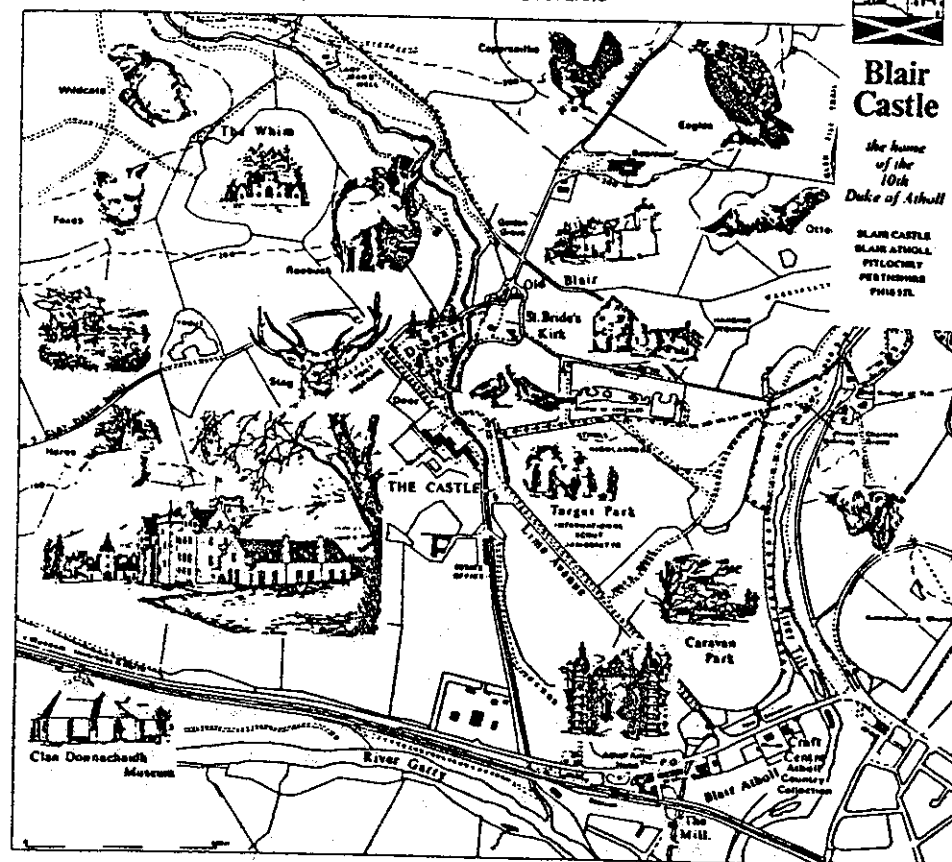
importance of language in their own field and has much to offer as a heuristic bridging disciplines.

ISC:15 was stimulating to me, but few ESL teachers would have found it so. From what Eija Ventola has described, however, Helsinki promises to be different - and not just for ESL teachers. With a more varied audience in mind and the promise of presentations by non-systemicists, ISC: 16 is moving in the right direction.

Dept. of Humanities and Social Sciences  
Embry-Riddle Aeronautical University  
Daytona Beach, Florida, U.S.A. 32014

ISC:15

Looking Ahead to ISC:17 SCOTLAND



Highlights of the Annual Business Meeting of the 14<sup>th</sup> International Systemic Workshop held at the University of Sydney, August 28, 1987.

Minutes recorded by Nan Fries

Michael Gregory summed up the feeling of the participants with the statement that the Sydney Workshop was the fullest, richest workshop ever. Jim Martin encouraged participants to make suggestions for future meetings, and some of the suggestions were:

CONTINUE THE VARIED FORMAT introduced in Sydney with some enhancements:

hold a week-long meeting and continue the change of venue format rotating to Europe, N. America and Australia; find ways to encourage more dialogue [to encourage dialogue we could try using a modification of the dialogue session in which members of a panel would state their positions on an issue, and then the audience could break into small groups for discussion]; keep providing situations where 'Jrs' (novices) and 'Srs' (experts) can rub shoulders; take Wednesday afternoon off for 'chatting time'; and start 'buzz groups'.

CONTINUE THE WORKSHOP/SEMINAR SESSIONS started in Sydney with some slight changes. Some of the recommendations included:

orient some workshops toward novices and some toward experts (with self-evaluation of audience); have more workshops [The workshops and seminars at Sydney constituted about 40 per cent of the program] present papers first, then do the workshops; divide the seminars/workshops into

'questions' vs. 'issues' sessions; separate workshops into 'reports' vs 'theoretical' strands; for text-analysis workshops, distribute texts to workshop participants ahead of time; give participants more information on the nature of each seminar/workshop beforehand, so that they have some basis for selecting the ones they wish to attend (perhaps a short description of each workshop should be sent out with the second circular - some noted that the workshops with more general titles filled first and those with more specific titles filled later); try having 'introduction' type workshops (mini-courses?) on the first day for new comers (especially next year); make special efforts to actively recruit workshop leaders.

CONTINUE TO HAVE PAPERS because some participants can't get funded unless they give papers. Some recommendations on paper-giving included:

be sure to include papers oriented to a mixed audience; allow for longer papers (perhaps 1 1/2 hour slots with a 45 minute paper followed by discussion); discourage the reading of papers (with the comment that persons reading papers tend to use too much 'grammatical metaphor'); encourage more elaborate handouts because this allows people to reconstruct what was said and encourages 'spoken' papers rather than 'read' papers.

CONTINUE THE PANELS/DIALOGIC SESSIONS (even though they didn't accomplish what the Sydney organizers had originally planned)

After the discussion of the Sydney Workshop, the meeting moved on to the business agenda. The current International Systemic Workshop Organizing

Committee was introduced: Robin Fawcett, Chair; Hilary Hillier, treasurer; James Benson and William Greaves, Canada; Peter Fries, USA, and James Martin, Australia.

The first item discussed was the Fifteenth International Systemic Congress. [Note name change which will be explained later in the minutes.] Three meeting places were suggested for 1988. England, the University of Illinois, and Michigan State University. A straw vote was taken by participants who were considering attending the meeting. Michigan State University was chosen because LACUS (The Linguistics Association of Canada and the U.S.) was meeting at MSU August 16-20. The 15<sup>th</sup> International Systemics Congress will meet at Michigan State University in East Lansing, Michigan, the week of August 8. Ruth Brend is in charge of local arrangements and Peter Fries is in charge of the program.

Plans for the Sixteenth International Systemic Congress were discussed next. Eija Ventola invited the participants to meet in Helsinki in 1989. She noted that Halliday and Hasen will be teaching an introductory course in a summer school of linguistics June 1-7 and the workshop could follow the course and be held June 12-17. The participants supported these plans with an overwhelmingly favorable vote. The site of the 1990 meeting will probably be in England.

A list of journals that might accept articles from Systemic Linguists was discussed. Those mentioned included: Australian Journal of Linguistics (David Bradley, La Trobe University), Word (Ruth Brend, Michigan State University), English in Australia, AALA Review, Linguistics and Style, Linguistics and Education, Language and Education and Occasional Papers in Systemic Linguistics (Margaret Berry, University of Nottingham).

Book news: Oxford University Press may distribute the Deakin Series. There are now two festschrifts (five volumes) for Michael Halliday. One festschrift of two volumes, Language Topics: Essays in Honour of Michael Halliday (edited by Steele and Threadgold), is being published by John Benjamins and a second festschrift of three volumes (Vol I edited by Martin and Hasen, Vol II edited by Berry, Butler and Fawcett, and Vol III edited by Fries and Gregory) will be published by Ablex. Selected papers from the 1986 Canterbury International Systemic Workshop will be published in a book (edited by Steiner and Veltman) called Text and Discourse Structure. The papers from the 1985 Ann Arbor International Systemic Workshop will be published as Systemic Functional Approaches to Discourse (edited by Benson and Greaves and published by Ablex). The proofs will arrive soon. A book of essays edited by Benson, Greaves and Cummings called Linguistics in a Systemic Perspective will come coming out with John Benjamins.

The International Systemic Workshop Organizing Committee was reelected for two years. Nan Fries agreed to put a mailing list on a computer (please send any new addresses and corrections of old addresses to Fries, Box 310, Mt. Pleasant, Michigan, 48804, USA). Robin Fawcett was elected editor of Network for two years. He may step aside when his term is up. There was a discussion of whether we should have a refereed journal. The decision was postponed. The name of our workshop was changed to the International Systemic Committee. The participants at the workshop agreed that 'the International Systemic Congress' should be used as our group name on official correspondence. The Congress Committee will order stationery with this letterhead. It was suggested that a ballot be sent to all persons on the current mailing list to see if we should become more organized (perhaps become an association/or a dues-paying

organization.) The International Systemic Congress Committee is working on the wording of the ballot. There is definite growth in the number of people interested in Systemics. Over 150 attended the Sydney workshop. It is hoped that a more structured organization will improve communication. There was discussion of the need for a constitution, a long-range planning committee, and dues. The meeting adjourned after discussion of these issues.

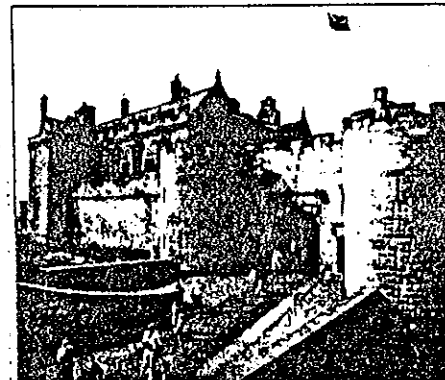
ISC:14

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Looking Ahead to ISC:17 SCOTLAND

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### Airthrey Castle

Airthrey Castle was built in 1791. It is currently used by various clubs and societies including the University choir and the student dramatic society. Radio Airthrey is also based there.



Reviewed by Michael Walsh

1. Me

While attending the International Systemic Workshop in Sydney I was foolhardy enough to start giving my impressions of the conference. I soon found myself committed to making these impressions more public.

To do this I should also make my background more public. For about fifteen years I have been researching various aspects of Australian Aboriginal languages. I gained a Ph.D. by describing a morphologically rather complex language of northern Australia and through teaching and research maintain an active interest in the whole Australian language family (numbering over 200 distinct languages at the time of first European settlement). More generally I am interested in language description and typology, the ethnography of speaking and lexical semantics. So much for background and interests, what about my theoretical position?

My theoretical position, such as it is, is a product of my particular interests. With regard to Australian (Aboriginal) languages I have become a consumer of linguistic theories because descriptions of Australian languages have been cast in terms of a whole range of theories. To maintain access to this literature one must have at least nodding familiarity with numerous approaches (whether you like them or not!). The same can be said for typology where volumes of studies flit from Relational Grammar to GB to LFG and so on. Of course I have my own preferences and these are very definitely towards the functionalist end of the spectrum. However I need a theory which is still usable even when I don't know an awful lot about the language under study. One such theory is the Role and Reference Grammar developed by Foley & Van Valin (1984) which is functionally oriented but explicitly addresses analytic problems using data from a very wide range of languages.

2. Theory vs. Practice

In the opening address Michael Halliday stressed the need to focus on the lexicogrammar and to extend systemic theory to the study of languages other than English. I found both of these aims highly congenial but was disappointed with the response to them as realized in the conference itself. Almost all the presentations over three quite full days eschewed the 'centre': the lexicogrammar and flew to the 'periphery': discourse, register, ideology. Just a few offerings dealt with languages other than English. As a newcomer I had to wonder about this gap between theory and practice. As a participant - observer I began to realise the gap was in some areas like a chasm.

The most yawning of these proved to be the evening 'dialogic sessions'. Among the strengths of systemic theory is its emphasis on register and ideology and thereby one would assume heightened awareness thereof. However, to a large extent, the dialogic sessions turned out to be a row of 'heavies' on a stage talking to each other and to a few publically credentialled gurus in the audience. The rest of the audience barely made a peep. Such situations are of course not uncommon in academic discourse but this was a 'workshop' for people who are perhaps more devoted than most to seeing that there is equality of access to a discourse.

Question time (at any session) bothered me as well. A well-formed question appears to follow a pattern something like this:

I'd first like to say, Max, how much I enjoyed your talk in which you related X and Y to Z. I particularly appreciated your interpretation of X and the way in which you relate that and Z to the whole of Bloggs and Smith..... [question follows a fair bit later]. So the question serves to display the credentials of the questioner. In part the very fact that the person is asking a question at all suggests a privileged position. The easy familiarity with the questioner (Max) indicates a well established personal network. The lead-up to the (actual) question shows that the questioner not only has a very clear idea of what the speaker has been saying but can also relate it to the rest of systemic theory. When the (real) question actually arrived it was frequently pitched at such a high level of generality that it was hard to see how the questioner could do justice to it.

By contrast an ill-formed question has the form:

What does 'squiggle' near the top of p.3 (of the handout) mean? The trouble with this question is that it suggests the person asking doesn't already know the answer and might not even have a very clear idea of what the theory is all about. It's also a bit short and there's no indication that the questioner even knows who he's talking to.

Of course these question-types are idealized (even caricatures some might say). A healthy academic discourse should allow questions of various types and access to those different types should, in systemics especially, be open to all comers. However academic discourses tend to differ according to the types of questions usually put and the rights of access to the available questioning.

3. Academic discourses.

Academic discourses can be grouped as follows:

A		B	
systemic linguistics		non-systemic linguistics	
anthropology	.	philosophy	
other		other	

To reveal the implicit agent, I have grouped them this way as a reflection of my own participation in the four specified subject areas. I was trained in the practise non-systemic linguistics, I work with systemic linguistics through friends, colleagues and supervisees, and I have attended seminars in anthropology and philosophy fairly regularly over the years. Group A allows quite general questions with a run-up (as already described) but restricts access to questioning: Group B prefers rather specific questions and has a fairly easygoing attitude regarding who can ask them. Group B is also actively disputatious. Debate is sometimes acrimonious but can also be a form of play: doubters as well as believers have a place in the academic discourse of Group B. For Group A talk is a serious business: any signs of levity should be nipped in the bud. Let me give one example from a run-up to a (well-formed) question - not an exact quote but reasonably close:

You've set forth a lot of very interesting ideas here, Jay. That was a lot of fun. (pause) I don't mean that it wasn't serious but, that is, ... these things should be fun although we can learn as well... [question follows].

For Group A there seems to be a reluctance to turn the subject matter and its methods back on to one's own experience. Within anthropology many practitioners find it peculiar or trivial to anthropologize what is going on around them. For instance, I have found among anthropologists little enthusiasm for a study of academic politics by the distinguished political anthropologist, F.G. Bailey (1977). Among systemicists I have likewise encountered a reluctance to apply their tools to their own immediate experience. When I tried applying some of the concepts of growth proposed by Jay Lemke (in his plenary address) to systemic and other theories people thought I was joking: although I was enjoying myself I couldn't have been more serious. It seemed to me completely appropriate to start applying some ideas (which were equally new for all of us) to something familiar. On another occasion (prior to the conference) I asked some systemic devotees if they had considered the schematic structure of doctoral dissertations. Since most of the people I was talking to were directly involved in the process of producing such texts it seemed to me an especially legitimate application of one part of systemic theory. Again the idea was treated with amused tolerance rather than being seriously entertained. In a Group B discourse I would have had someone to engage with: being in a Group A discourse I had just committed a faux-pas. However if you are aware that there are different discourse styles then you should be able to adapt. In the domain of anthropology I find myself doing a question run-up in the approved fashion almost without thinking about it. But if there are two cultures (and no doubt a lot more) it is important that linguists of all people should be bicultural and bidiscursal otherwise both sides miss out.

#### 4. Religion

Not long into ISW I began to characterize what was going on around me in terms of religious metaphors. There are believers and there are non-believers. I saw the morning plenary sessions as sermons in which members of the clergy spoke to a congregation. One priest/guru reminded the congregation that there are not many of us and it can be lonely out there. This is gathering when we are among like-minded people; we can go back out into a hostile world (spiritually) refreshed. So systemicists are missionaries! What does that make me? Certainly a doubter. From attempts at Group B discourse I was clearly not serious enough, obviously irreverent, at times even blasphemous. On top of this before and after ISW I had been harbouring unto my bosom Beelzebub's brethren: I had MIT niks (six of them) staying in my own house!

At first I regarded the religious analogies with some levity but as time went on I began to realize that the situation was a good deal more serious than that. Lots of people at the conference had really got religion. This is fine when it is religion but not when it is one particular approach to the study of language.

In most religious followings the theologians and religious leaders have a rather broad view of the world: it is among the mass of believers that a certain narrowness is to be found. So too in Systemics it is mainly the high priests that are adaptable but the bulk of the congregation seems committed to an unchanging orthodoxy. A belief arises that there is one, indivisible truth. What other people think doesn't really matter: it's us against them.

#### 5. Us and Them.

It's partly in the nature of a specialist conference that the in-group should be foregrounded. The trouble for me with some of the participants is

that the out-group wasn't even somewhere in the background. At coffee one day I remarked that in the department at the University of Sydney there were students who had not even heard the names of prominent non-systemic theories. Warming to my subject I went on: 'You could be sitting around a table like this and no-one would even recognize the acronyms: GB, GPSC and LFG!' There was a long, strained silence. Walsh had faux-passed again.

OK, so perhaps some systemicists don't know much about non-systemic approaches but what they do know is that they're no good. Naturally I want to know why - slipping (inappropriately) into Group B discourse. So I'm told they (i.e. any non-systemicist!) are only interested in made-up, decontextualized sentences. I point out that this is not so but people really don't want to know. I'm told 'they' don't do anything that's applied. I blow my cover by pointing to all these MIT niks I've had staying with me who do applied linguistics in Aboriginal Australia, China and Nicaragua. 'Well, they're exceptional.' 'But all six of them are exceptional!' I could go on. It was a losing battle.

From my outsider's perspective I can see one point of resemblance between this 'us' and 'them' which has been unhealthy for all. Transformational - generative grammar has been accused of being a closed shop in terms of access to crucial information (Ney 1975). Linguists would write papers which would circulate sometimes for years in mimeo form. These papers would often quote from other papers which were only available to the inner circle. Unfortunately systemics seems to me to suffer from the same disease: it's just that the circle is a lot, lot smaller. But even when I work at one of the world centres of systemics I find that access to certain information is only available in someone's filing cabinet. Halliday's unpublished *The Meaning of Modern English* is a good case in point but there are many other more recent papers which I'm sure are not widely known outside the 'charmed circle'.

#### 6. What's in it for me.

As a non-aligned functionalist I find plenty in systemics that's quite congenial especially when I'm looking at English. Work by McGregor (to appear) and Martin (e.g. 1983) has convinced me that systemics can be profitably applied to languages other than English. But there are limitations. One of the great strengths of systemics is the level of detail it can provide in textual analysis. But this is also a major drawback when one has barely got under the surface of a language. It is as though an archaeologist could use either a brush or a backhoe in her dig. When the site has been exposed the backhoe is too gross an instrument and may actually destroy what is under investigation. At the start of the dig the brush is well nigh useless. Neither the fine brush of systemics nor the gross cuts of a formalist backhoe are suitable tools for a little known language.

As a pragmatic minimalist I find systemics immensely frustrating. Systemicists are spendthrifts when it comes to proposing analytic categories and their possible interrelations: non-systemicists tend to be fairly miserly; typologists are parsimonious to a fault.

As an ethnographer of speaking the systemicist's interest in context seems inviting. While it has promise I believe a theory of context needs to be much more constrained than it is at present. Certainly in systemic discourse the use of the word 'context' is apt to set my teeth on edge because it is too often used not as an explanation but instead of one. Whether or not an object falls towards the centre of the earth depends on context as does the

temperature at which water boils. But it is very little help to me unless I have a clear idea of what the context is and how it affects the phenomenon under consideration.

In short there's plenty in it for me. I just wish it was all a lot more explicit e.g. analytic categories and tests for their application; the literature; people debating with each other. There will be more in it for me when it is more readily applicable to languages other than English. Really this is just another plea for greater explicitness and I should point out that there is some recognition of this need from within the ranks of systemicists, Fawcett (1980) being a good example.

#### 7. Advice?

In conclusion I must say I enjoyed the conference and believe that systemic theory has much to offer. However there is an awful lot of groundwork to be done and some of this was pointed out at the workshop Fawcett encouraged people to produce system networks with full sets of realization statements while Halliday emphasized the importance of the lexicogrammar. I would enjoin systemicists to debate (explicitly) differing approaches within systemics and linkages with theories outside. Blind faith is extremely unhealthy and the lack of engagement with most practising linguists is unrewarding for everyone. Advice is cheap but I would like you to be

more disputatious  
more centripetal<sup>2</sup> and  
less autoomphaloscopic<sup>3</sup>

and then we would be more at one.

Michael Walsh  
Dept. of Linguistics  
University of Sydney

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1. My thanks to Bill McGregor and Jim Martin for comments on an earlier draft.
2. Centripetal (literally 'seeking the centre') refers to my agreement with Halliday that there is a tremendous need to focus on the lexicogrammar.
3. Autoomphaloscopic = inspecting one's own navel.



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SYDNEY  
IS NOT  
THE WHOLE WORLD

THERE IS ALSO  
MELBOURNE.



Adelaide  
Australia

REPORT ON THE 13<sup>TH</sup> INTERNATIONAL SYSTEMIC WORKSHOP, UNIVERSITY OF KENT,  
CANTERBURY, AUGUST 1986

While Robin was busy drumming up reviews of the 14<sup>th</sup> ISW, he reminded me that I'd promised one for last year's. So here it is, somewhat late but hopefully still of interest.

So what do I remember one year after the event? Primarily great excitement (and trepidation) about my first workshop; amazement at the surprisingly good weather, delight in the location and pleasure at meeting so many different and interesting people. Although Kent University was somewhat isolated from the local tourist attractions, it did mean that for 3 days we had no choice but to socialise together, and that contributed a lot to the general bonhomie.

Bod Veltman deserves a round of applause for the organisation; the only real complaint was that the programme was so tightly packed (and that of course was changed this year). And what about the programme? What I remember now is three "clusters" of papers. Firstly, those which dealt with "problems with where we're at": critical examinations of the current shape of systemic theory, in terms of levels, contextual relations and so on. Here, papers included the relation of pragmatics to systemic theory (which reminded us that when one says "Isn't it hot in here" it really means "open the door before we all suffocate") and a debate on the theory - specifically, those of Ruqaiya Hasan (represented by herself) and of Jim Martin and his colleagues (represented by Eija Ventola). The second group included "where we could be going" papers: some looking forward to future developments in linguistics, and some presenting the cutting edge of current research, as with Michael Cumming's excellent presentation of software for network writing (which we all secretly hope will save us a lot of work). Finally there were those papers which said "hey, look what we did": here I include the younger students presenting the results of their research, with a strong representation of students from all corners of the globe. A "bonus" at the 13<sup>th</sup> Workshop was Michael Gregory's paper on the second evening: in an insightful analysis of a Donne poem, it managed to add some welcome humour at the end of a long second day.

by Louise Ravelli

Minutes from Business Meeting Workshop 1986 Canterbury

1. It was proposed that the committee be empowered to reduce fees for special categories of participants (e.g. the unemployed part-time and research students) at future workshops.
2. Chairman and one British committee member to be replaced 1986. Treasurer and Australian and North American member to be replaced 1987 Workshop.
3. Venues for Workshop 1988.  
Offer for consideration from:  
Eija Ventola - Helsinki  
Andrew Phelps - Glasgow
4. Martin Davis asks for papers from 1986 Workshop for the archive.  
He suggested having a summer school - a week long school of English for foreigners and a place for systematists to meet. Martin to arrange.

## BOOK REVIEWS

Geoffrey Sampson, *Schools of Linguistics: competition and evolution*. London: Hutchinson (Hutchinson University Library), pp. 283.

Reviewed by James R. Martin

*Schools of Linguistics* is a valuable survey of 20th century linguistic theory. Beginning with a discussion of 19th century historical linguistics, Sampson goes on to discuss the following 'schools': Saussure, the Descriptivists (including American structural linguistics from Boas to Harris), the Prague School, TG Grammar and Generative Phonology, Relational Grammar (embracing Hjelmslev and Stratificational Linguistics) and the London School (covering Firthian, Neo-firthian, and Systemic approaches). In addition Sampson includes a chapter on the Sapir-Whorf hypothesis which does not as one might at first have expected deal with American anthropological linguistics as a school. No survey of this kind could fail to be stimulating, but Sampson has produced a very readable and at times provocative book as well. It updates and treats at a more advanced level much of the material presented in Dineen (1967) while avoiding the often abstruse and needlessly technical account in Davis (1973). As such *Schools of Linguistics* should prove a useful addition to reading lists at the advanced undergraduate and postgraduate levels.

Linguists familiar with Sampson's linguistic views will not be surprised to find schools presented very much from a 'generalist' as opposed to a 'particularist' (to use Sampson's 1975: 4 terms) perspective. That is, if we divide linguists into those with a philosophical/psychological world view (the phoneme to neuron or phoneme to reality group) and those with a descriptive/ethnographic orientation (the phoneme to culture or phoneme to social reality group), then Sampson falls rather extremely into the former category. At the beginning of his *The Form of Language* (1975: viii) for example Sampson thanks Chomsky 'for creating the subject' (my italics) on which he has written; and in *Liberty and Language* (1979: 9) he describes himself as linguistically speaking more Chomskyan than Chomsky (politically of course the two are polar opposites). Given this orientation it is somewhat ironic that one's two lasting impressions of *School of Linguistics* have to do with a. the very critical (I should perhaps say 'irreverent') stance adopted with respect to TG orientation; and b. the very friendly stance adopted with respect to the Prague and London Schools, whose ethnographic orientation is well known. Unfortunately this friendly stance does little to mitigate and functions almost as an apology for the anti-ethnographic bias which leads Sampson to gloss over social and functional interpretations of language in several chapters.

In this review I will concentrate on redressing Sampson's generalist stance, being rather too much in sympathy with his approach to Chomskyan linguistics to argue against it. I will comment in detail only on the chapter dealing with the London School, leaving it to members of other schools to address exhaustively any injustices done to them.

In Chapter 1, 'Prelude: the nineteenth century', Sampson reviews those developments in 19th century historical linguistics which set the stage for Saussure's synchronic revolution. The account is less chronological than that of Robins (1979) and ignores the work of von Humboldt which had little impact in this period. Sampson focuses in particular on three areas: the development of the concept of sound laws out of work on formal correspondences within the historical-comparative paradigm; the conception among workers in the field of their research as science; and the search for a theory of language change, particularly along the lines of a Darwinian model. With the ascendancy of the neo-grammarians movement sound laws were conceived as exceptionless rule-

governed processes, and historical linguistics as the science which studied them. But the neo-grammarians(1) insistence on language change originating in the individual and their focus on the data of language change led to an often caustic rejection of Theorizing about language change in general. It is Sampson's thesis that it was this lack of a satisfactory theory of language change which made the 20th century ripe for Saussure.

In Chapter 2, 'Saussure: language as social fact', Sampson discusses naturally enough the legacy of Saussurian dualisms - synchronic and diachronic, syntagmatic and paradigmatic, and *langue* and *parole*. For Sampson the key issue appears to be to what extent language can be characterised as a social as opposed to an individual fact. Saussure's concept of *langue* as an aspect of collective consciousness in Durkheim's sense stands of course in sharp contrast to a philosophical/psychological view of competence as something in people's heads and is thus something of a challenge to Sampson's generalist orientation. Unfortunately Sampson's focus on this issue is at the expense of an adequate discussion of Saussure's concept of the sign, whose arbitrariness was for Saussure the underpinning of those dualisms noted above. Culler (1976), in a far more satisfying treatment, notes that for Saussure it was the arbitrariness of the sign which ensured that the neo-grammarians' sound laws operate blindly. And it is this arbitrariness which leads Saussure to treat language as form not substance; and if as form, then as a set of paradigmatic and syntagmatic relations, interlocking and constituting a single *état de langue*. Sampson's slight treatment of the sign would be harmless enough if Saussure's own formulation of the concept could be simply taken for granted in 20th century linguistics. But there is every reason to believe that it cannot. For Saussure both *signifiant* and *signifié* were arbitrary - the sign orders both a conceptual and an acoustic *morasse*. Modern linguistics has always been comfortable with the idea of an arbitrary *signifiant*, but the idea of an equally arbitrary *signifié* has never been widely accepted. Indeed, Sampson seems not really to appreciate Saussure's position on the arbitrariness of the *signifié*, attributing to Putnam a long argument having to do with just this fact. Almost incredibly, in the middle of this argument, Sampson points out that 'part of the concept of 'beech' is 'not elm' and *vice versa*' (52; my italics) without even mentioning Saussure's discussion of value, content, and signification. All this has the effect of completely undercutting Saussure's interpretation of language as a semiotic system, and for Saussure's contribution to structuralism outside linguistics readers will have to look elsewhere.

In Chapter 3, 'The Descriptivists', Sampson turns to Bloomfieldian linguistics. Boas is introduced as the father of American structuralism, and his attention to linguistic relativity (looking at each language in its own terms) is briefly reviewed. Sampson then turns to the question of Bloomfieldians' attitude to behaviourism and discovery procedures. Sampson interprets the positivist orientation of Bloomfield's work as healthy so far as phonology, morphology and syntax were concerned, but as naive once meaning was considered. And he criticizes the Bloomfieldians at length for failing to develop a theory of language because of a. the attention given to discovery procedures, and b. their exaggerated stance with respect to linguistics - namely that languages vary without limit and unpredictably (a position which is in fact attributed by Joos, 1957:96 to Boasian linguistics; I know of no references to any American linguist actually arguing for this position). In this Sampson accepts and further reifies the straw Bloomfieldian man set up by Chomskyans to promote their revolution.

I would like to make two criticisms of Sampson's interpretation. First, it is important as Gleason (1975) points out to distinguish between heuristics and theory, where heuristics refers to a set of analytical techniques and theory to an interpretation of the results of these. Now Bloomfieldians avoided the term 'theory'; but it would be wrong to characterise their interest in discovery procedures as a simple interest in heuristics. As Gleason suggests, the Bloomfieldians' term for heuristics was 'short cuts', and for them theory was in fact the discussion of discovery procedures. To my mind there is nothing inherently atheoretical about working on discovery procedures. Indeed Chomsky's (1957) abandonment of the search for their formalisation was not at all a shift from an interest in heuristics to one in theory, but a shift in what he thought linguistic theory should be about. In fact, Chomsky admits openly that the goals he sets for linguistic theory are weaker than those pursued by the Bloomfieldians (for Chomsky a theory chooses between descriptions, it does not generate them). I see no reason why the corpus cannot be interpreted as a rich and exciting theoretical interest, one that might eventually explain how a child learns a language, or how people 'parse' a sentence in conversation (no matter how often a generativist claims neutrality in his use of the term 'generative', his productive bias is clear). Sampson's dismissal of Bloomfieldians as atheoretical is surely misguided.

Second, and more seriously, Chapter 3 has nothing whatever to say about anthropological linguistics after Boas. Sapir's name does not even appear, and there is no reference to the contribution made by him and his students to American structuralism. What seems to be going on here is that Sapir and his followers have become discredited in modern linguistics because of their ethnographic concerns (in this Chomskyans simply follow in the neo-Bloomfieldians' footsteps; note the insultingly patronising notes by Joos after Sapir's article in his 1957 collection). Once discredited their contribution to 'generalist' linguistics is completely ignored (in this, post-1957 characterisations of the Bloomfieldian period are remiss where the Bloomfieldians themselves were not; see for example Harris' reviews of the work of Newman (1944), Boijer (1945), and Sapir himself (1951)). It is disheartening that Sampson has allowed his anti-ethnographic bias to so pervert the history of American structuralism; especially so when it is clear that workers in the Sapir tradition could hardly have been but sympathetic to Sampson's criticisms of Bloomfieldians' behaviorist approach to meaning, their focus on discovery procedures, and so on. One wonders how an article such as Sapir's 'The psychological reality of the phoneme' (1933) could fail to count as linguistic theory, even in Sampson's understanding of the term. Hymes and Fought (1975) are an essential antidote to this chapter.

As one might expect given this second point, only a final paragraph is devoted to the work of Pike and tagmemics in general. The title of Pike's (1967) *Language in Relation to a Unified Theory of the Structure of Human Behaviour* is apparently enough to guarantee his exclusion from Sampson's book. But as with Sapir and his students, an interest in ethnographic linguistics does not guarantee the irrelevance of descriptive and theoretical contributions to general linguistics. Pike was heavily involved in many of the late Bloomfieldian debates - the question of grammatical prerequisites to phonological analysis comes easily to mind. Moreover in several crucial respects Pike's model of language differed from that of the neo-Bloomfieldians: distinct phonological, grammatical, and later discourse hierarchies were proposed; nodes of constituency trees were labelled for both function and class (the tagme); the binary segmentation of IC analysis was not followed, and so on. Sampson is wrong to dismiss such factors as superficialities (he himself (1970) argues for the need for a phonological hierarchy) - try for a moment to

imagine, philosophical issues aside, the shape of Chomsky's grammar had it derived from tagmemic rather than mainstream neo-Bloomfieldian descriptions. I will return to Sampson's treatment (or rather the lack of a treatment) of continuity in American linguistics in considering Chapter 6.

In Chapter 4, 'The Sapir-Whorf hypothesis', Sampson examines the interrelatedness of language, thought, and reality. The relation between language and thought has been a particularly vexing one for modern linguistics. Several prominent 20th century linguists, whether basing their argument on the arbitrariness of the *signifié* as in the case of Saussure and Hjelmslev, on linguistic relativity as in the case of Sapir and Whorf, or on the basis of rejecting the duality in the first place as in the case of Firth, have argued that it is a logical consequence of their perspectives that language determines or is thought and conditions or is our perception of reality and not vice versa. This is a strong and fascinating claim, and one that many linguists shy away from, so strong is the contrary common sense view implicit in western ideology. Sampson approaches the question from a philosophical/psychological perspective, discussing to what extent language can be said to determine both how we think and what we perceive. He dismisses an example of purportedly illogical thinking attributed by Lévy-Bruhl to the Bororó on the basis of their claim that they are red parakeets (when they patently are not by all appearances) and goes on to discuss Berlin and Kay's (1969) work on colour terms. I personally find such a discussion of Whorf unproductive - if Whorf is right we will never know it. This is presumably what Sampson has in mind in describing the hypothesis as trivially true at best. Interpreted from the point of view of ethnographic linguistics however I think the hypothesis does have empirical content. In this interpretation it is the relation between language and social structure (or culture if you will) which is a stake. And Whorf's own stress on the idea of *habitué* behavior and his frequent references to fashions of speaking are evidence that this interpretation is at least tenable. On this reading the hypothesis refers to a conspiracy of covert meanings (see in particular Whorf, 1956:158) reflecting ways of analysing and reporting experience which have become fixed in the language. This is not to say that we cannot turn language back on itself and escape through a conscious act of semiotic reconstruction (this presumably is just what we academics are paid to do), but rather to argue that most of the time we are at the mercy of an ideology the language encodes. The work of Bernstein (1971; 1973; 1975) and his colleagues provides some evidence for the hypothesis (there are striking parallels between the reactions of philosophical/psychological linguists to Bernstein and Whorf) and Fowler et al. (1979) and Kress and Hodge (1979) present further elaboration. In concluding this chapter Sampson appears to grant the validity of an ethnographic interpretation of Whorf but sees little significance in it in light of 'the ability that individual men possess to break conceptual fetters which other men have forged' (102). His generalist orientation to the individual as opposed to the social is, as ever, clear.

Chapter 5, 'Functional Linguistics: the Prague School', is perhaps the most satisfying in the book. It provides a clear and sympathetic account of the school's functional orientation to language. For the Prague School, a functional orientation to language manifested itself in three ways. First of all there was a concern with paradigmatic relations - the function of a linguistic unit within the system. This characterised both Trubetzkoy's work on phonology and Martinet's functional interpretation of language change. Second there is the question of the function of linguistic items in a text. The school's work on functional sentence perspective is crucial here. Sampson notes Mathesius's introduction of the concepts of Theme and Rheme which formalised this functional perspective in their work on syntax. Mathesius, in

his use of the terms, is unfortunately responsible for the confusion of Theme and Rheme with Given and New in much later work and it would have been helpful if Sampson had cleared up this problem with reference to Halliday instead of exacerbating it on page 105 by writing that passive is not the only way of adjusting functional sentence perspective: 'it is possible to mark John as rheme rather than theme in John kissed Eve by stressing it.' (my italics). Third there was the function of text in context. Sampson mentions Bühler's classification of speech functions, and then refers to the Prague School's concern with stylistics and register. Sampson notes that a concern with stylistics is outside the scope of his book but some discussion of the concept of foregrounding as developed by Mukavovsky would have been useful since it is this concept which makes explicit the linguistic manifestation of verbal art, which connection distinguishes the linguistic approach to literature from that of other disciplines. After a discussion of Jacobsonian universals, Sampson ends the chapter on a rather curious note, discussing Labov's work on language and social context. There is something distinctly odd about this particular allocation of linguists to schools. But it is no doubt explained by the fact that in spite of having dismissed sociolinguistics as peripheral and outside 'core' linguistics as defined from the generalist perspective (10) Sampson cannot avoid incorporating somewhere in his book the invaluable methodological and descriptive contributions of the variationists.

Labov's demonstration of the feasibility of studying sound change in progress is of course of great significance in modern linguistics and bears critically on the neo-grammarians conception of sound laws and how they work, on Sampson's discussion of *langue* and *parole*, on Sapir's notion of drift, on Chomsky's idealised speaker, on the kind of data linguistics should be analysing, and so on. As such the work of Labov and his colleagues surely provides the clearest possible vindication of an descriptive/ethnographic perspective in linguistic theory. That Sampson relegates his discussion of the work of Labov, the Sankoffs, Bickerton, Bailey and their colleagues to four pages in this chapter is one of the two most serious failings of the book (the other being Sampson's treatment of Hjelmslev which will be discussed below). Sampson himself seems uncomfortable with the philosophical/psychological interpretation of sociolinguistics as the study of the correlation between language and sociology rather than the mutual determination and explanation of one by the other. Hopefully variation theory will receive recognition with the chapter it deserves in future editions of the book.

In Chapter 6, 'Noam Chomsky and generative grammar', Sampson turns to the work of Chomsky with respect to TG grammar (Generative Phonology is considered in Chapter 8). Sampson briefly introduces readers to Chomsky's formalisation of syntax in generative rules and then presents a critique of the linguistic theory with Chomsky bases on this formulation. Although attracted by Chomsky's theory of language universals (or what it is about language that can't be explained and is therefore innate), Sampson expresses serious reservations about the impact of this theory on linguistic research. His main complaint is that while Chomsky's formalisation of syntax as a finite system of rules, generating an infinite set of sentences made an empirical approach to syntax possible for the first time, his rationalist orientation to intuitions as the data which linguists describe has made research anything but scientific. In Sampson's view this problem is compounded by Chomsky's tendency to express universals in terms of a notation system which does not permit other than the predicted patterns with the ever present danger that what cannot be described will be observed. It is of course part and parcel of all linguistic revolutions to redistribute the concerns of theory and heuristics in the sense of the terms used earlier. Chomsky's use of intuition and their focus on

universals can be seen in this light as a legitimization of certain Bloomfieldian heuristics (ie. short cuts having to do with tendencies in language and the use of intuition in analysis; cf. Gleason, 1975). But in Sampson's view the advancement of intuitions and universals to the status of theory is premature and has been lethal. He argues for a return to the empiricist methodology of the Bloomfieldian period and a reorientation within linguistics to the description of languages on their own terms so that a viable theory of universals can eventually be constructed. It is hard not to be sympathetic with this position.

One of the refreshing aspects of this chapter is the attention Sampson gives to socio-political aspects of the competition between the evolution of schools. Such is the force of personality in academe, and the importance of being in the right place at the right time, that real progress is made only over the centuries (or even millennia as in the case of Panini). The power of Chomsky's polemics and the eclipsing stance adopted by him and his followers to even those linguists to whom they owed the greatest debt has probably not been in the interest either of scholarship or productive debate. Although he does criticize the Chomskyan school for its egocentricity (especially in Chapter 8) Sampson himself does little to bring out the continuity between Chomsky and neo-Bloomfieldian linguistics. One feels for the first time in the book that differences between schools have been emphasized at the expense of historical relationships. Chomskyan linguistics could only be the (albeit rebellious) child of neo-Bloomfieldianism. To take just two examples, Chomsky's argument for the necessity of transformations depends entirely on his implicit assumption that the only kind of syntactic analysis which can be formalised in a generative way is IC analysis; similarly the Bloomfieldians' preoccupation with the problem of just how morphemes could be described as consisting of phonemes is clearly reflected in the lack of attention given by Generative Phonology to a phonological hierarchy, syllable structure, and prosody in general.

Linguists who believe with Postal (1972) that TG grammar uncovered more facts in its first 12 years of research than could fit into a dozen works like Jespersen's 7 volume *Modern English Grammar* will not like this chapter but will certainly enjoy Neumeier (1980) who ups the ante claiming that more has been discovered 'in the last 25 years than in the previous 2500' (250). Is any 'my italics' necessary?

In Chapter 7, 'Relational Grammar: Hjelmslev, Lamb, Reich', Sampson turns to a consideration of what is generally known as stratificational linguistics. Hjelmslev is dismissed in a page and a half as 'abstruse', 'airy fairy', and guilty of the dilettantish and aprioristic theorizing for which he criticised others (Sampson is virtually Bloomfieldian in his anti-theory polemics here). Hjelmslev is apparently included as worthy of mention simply because Lamb has made so much of his very Saussurian concept of language as a network of relationships. I am at somewhat of a loss as to how appropriately to respond to Sampson here. It is true that Hjelmslev is difficult. Exemplification for many of his ideas must be provided by the reader. He does not directly attack many of the ideas of his contemporaries. Nor are there any well known descriptions deriving from his theory. But Sampson's reaction is undergraduate at best; in writing a book of this kind one expects an attempt at interpretation in place of so shallow a treatment. My own reaction to Hjelmslev on reading him some 10 years ago was that of Sampson's; but with each subsequent reading I have become more convinced of his status as the leading theoretician of the century. The proof of the pudding will be in the eating as

Sampson puts it; and in the long run I think Sampson will be more embarrassed by this page and a half than by any other section of *School of Linguistics*.

A review is no place to do justice to Hjelmslev's ideas. Readers interested in his work will find in Halliday's systemic/functional grammar a far more Hjelmslevian theory than that articulated by Lamb, incorporating Hjelmslev's formulation of system manifested in process, with system interpreted paradigmatically and process syntagmatically, and language treated as the expression plane of higher order semiotics. Unfortunately Sampson does not understand the work of either linguist well enough to note the connections. Readers interested in Hjelmslev's development of Saussure's thinking are best referred to the *Prolegomena* itself. Hjelmslev's reinterpretation of *rapports associatifs* as systems with a limited number of terms and renamed paradigmatic relations is a crucial contribution. As well, his formulation of the concept of double articulation (for which Martinet is known) is an invaluable clarification of Saussure's discussion of the sign - Hjelmslev providing a clear theoretical interpretation of stratification in language at a time when Bloomfieldian morphophonemics wrestled aimlessly with the relation between morphemes and phonemes. This work is fundamental to any understanding of the relationship between language and other semiotic systems in our culture and as linguistics crawls out of its philosophical/psychological shell Hjelmslev will in time no doubt be recognized as the genius he is. In the meantime one can only apologize on behalf of the contemporary linguistic ideology which underlies Sampson's reaction.

The rest of the chapter is more than responsible. Sampson sets out clearly the advantages and disadvantages of stratificational linguistics as he sees them. On one plus side he notes: 1. the relative simplicity of relational network notation in terms of the number of symbols used; 2. the practicality of measuring the overall simplicity of a grammar using this notation (simplification in one part of a TG grammar generally leads to a complication elsewhere, making simplicity next to impossible to measure); 3. the recognition of strata with distinct inventories and tactic patterns permitting a clear statement of the differences between phonological, morphological, grammatical, and semological patterns; 4. the neutrality of relational network notation with respect to speaking or listening (as workers in Artificial Intelligence have discovered one main problem with TG grammars is that you cannot run them backwards); 5. Reich's (1969) prediction of the ungrammaticality of centre embedding (which can be blocked only in an ad hoc way in TG grammar and must then be ignored as a performance feature). Sampson has two major reservations about relational network grammar. The first has to do with his feeling that it cannot be used to generate structures such as relative clauses involving what he terms structure dependency. I do not think that Sampson's doubts are at all well founded here. Relational networks have since the late sixties included downward ordered "or" - brackets which make their tactic patterns comparable in generative power to a context sensitive PS grammar. These can be used to suppress the realization of a potential constituent under conditions specified by enablers (see Lockwood, 1972, section 3.4). I can see no problem in wiring a tactic pattern which permits the realization of a constituent in a relative clause only if it is not co-referential to the head of the construction. Indeed, stratificational grammar is in a far better position to do this than many TG grammars in that its semology includes information about the identity of participants in a given text, providing the necessary conditioning information for the rule. Sampson's second reservation has to do with the fact that relational network notation can be used to describe semiotic systems other than language and thus runs the danger of not showing how language differs from other human activities. Sampson is surely being inconsistent here. In the



preceding chapter he criticised the incorporation of universals into TG notation on the grounds that it was premature and foreclosed potentially significant observations. Any notation system which can be used only to describe language runs a similar danger in showing language to be more different from other semiotic codes than it actually is. For an illuminating discussion of language in relation to other sign systems see Hjelmslev (1961, section 21).

Two final comments before turning to Chapter 8. First Sampson could have made more of the continuity between stratificational and Bloomfieldian linguistics. He does note that stratificational grammar constitutes a generative formalisation of Item-and-Arrangement descriptive linguistics in contrast to the Item-and-Process formalisation of TG grammar (Hockett's [1954]) third model, that of Word-and-Paradigm, is incidentally formalised generatively in systemic linguistics although Sampson does not note this in Chapter 9). But Hockett's crucial 1961 paper which outlines the stratificational solution to the problem of Bloomfieldian morphophonemics is not mentioned. More discussion of continuity of this and other kinds would have been helpful especially since the design of the chapter makes it seem as if stratificational grammar derives principally from Hjelmslev when in fact it is a fundamentally post-Bloomfieldian theory. Second, Sampson regrettably makes no reference at all in the chapter to the work of the Hartford stratificationists on discourse. Unlike Lamb whose focus has been principally on phonology and morphology, Gleason and his students approached the question of stratification from the point of view of the relation between discourse and grammar (see Gleason, 1968; Gutwinski, 1976). Their work on the discourse structure of texts in various non-Indo-European languages led to a stratified model of language in which the text was the basic semantic unit, represented in a reticulum including information about participant identification and conjunction. Sampson presumably views textlinguistics as outside linguistics proper and so ignores their work on triple articulation here. Such a posture is untenable even for a grammarian, given a language like Kâte whose narrative texts are described by Gleason (1968) as consisting of a single clause complex with portmanteau morphemes realising reference and conjunction between each clause. On the whole, more attention could have been given to how stratificational linguists argue for the necessity of strata. Linguists seem generally to agree that languages consist of sounds, wordings, (and perhaps meanings as well). But they do not agree on where the boundary between strata falls. Indeed, Chomskyan linguistics has by virtue of the power of its mutual rules completely obscured the boundary between syntax and semantics (it would not be too far fetched to argue that in its twilight years generative semantics obliterated the boundary between language and the world; cf. Newmeyer, 1980, chapters 5 and 7).

In Chapter 8, 'Generative Phonology', Sampson discusses the Chomskyan approach to phonology. Sampson's feeling is that other than the personalities involved, all that generative phonology has in common with TG Grammar is an interest in universals. While it is quite true as Sampson points out that one thing generative phonology does not do is generate all and only the well formed sequences of phonemes in a language (their Bloomfieldian preoccupation with the relation between morphemes and phonemes distracts them from this), I would have thought that the main thing that TG Grammar and Generative Phonology share is a generative formalism involving unrestricted rewrite rules with the power to reorder, delete, and to generally mutate in any way a string of symbols. Much more of their echos flows from the power of these rules than Sampson seems willing to admit.

Sampson begins with a brief introduction to the concept of distinctive features, deriving from Jakobson, and introduced to generative phonology by Halle. I have always found puzzling the argument that once distinctive features are introduced, the phoneme is no more than a handy abbreviation for use in transcription. Hjelmslev's distinction of system and process is relevant here. Distinctive features represent the paradigmatic oppositions which characterise the phonological system of a language; phonemes are the syntagmatic units which constitute the process on the expression plane. Both features and phonemes are units - they differ simply in terms of whether one is describing language from the point of view of chain or choice. In this connection note for example that no systemicist would argue that because his network generates a set of features underlying a clause in a derivation, clauses do not exist! Clauses simply realise features; just as phonemes do. The main problem here seems to derive from Bloomfieldian obsession with looking at language in terms of composition. Thus a phoneme is interpreted as consisting of distinctive features rather than realising them. The dilettantish theorising of 'a certain style of Continental scholarship' (167) might have helped American linguistics here.

Sampson goes on to discuss the number and types of features proposed and whether features are binary in light of the universal claims made by generative phonologists on behalf of their features and their binariness. Halle's (1959) dismissal of the phoneme is reviewed - the question of whether simplicity alone should be used to eliminate such a unit from linguistic theory aside, Sampson points out that Halle's treatment is not really a simplification - it requires that the level of phonemics be replaced by that of a universally motivated level of systematic phonetics. Sampson then criticises the tendency for generative phonologists to include the phonological history of a language in their descriptions as synchronic fact. Sampson's general point is that generative phonology typically posits far more of the history of languages as synchronic and far more of the phonology of a language as innate (or universal) than is warranted. Some discussion of developments in natural phonology in the 70's would have been useful to amplify this scepticism. The chapter ends on a political note - Sampson is as puzzled intellectually by the success of generative phonology as he was of TG grammar and looks for some explanation beyond the quality of the ideas involved. His somewhat whimsical conclusion is that generative phonology has been successful largely because Americans are bad at phonetics and secondly because it is fun to perform facile diachronic analyses of morphophonemic alternations in a language to be included in one's synchronic account. At moments like this one longs for a truly socio-political account of 20th century linguistics and it is hard not to agree with Sampson that competition between schools is far less a battle of ideas than is commonly imagined.

In Chapter 9, 'The London School', Sampson turns his attention to Firthian linguistics. The treatment is very friendly, surprisingly so in light of Sampson's generalist stance, and clears up a number of misconceptions deriving from such chauvinistic and eclipsing works as Postal (1964) and Langendoen (1968). Sampson begins by commenting briefly on the work of Sweet and Jones in phonetics before introducing Firth, the founder of the London School. Sampson's presentation of prosodic analysis is excellent. Firth's system/structure phonology is clearly described and Sampson draws a number of useful comparisons with the Bloomfieldian phonology Firth and his colleagues reacted against. The presentation is refreshing and an essential introduction for those introduced to Firth's work through the likes of Langendoen (1968). Sampson expresses two reservations about prosodic analysis. First there is the problem of abstraction. Sampson sees a danger in setting up prosodies whose



realisation is not a 'natural' class, which danger is enhanced by Firthians' practice of being rather inexplicit about the phonetic realisation of some of their prosodies. In this respect prosodic analysis is more Hjelmslevian than Bloomfieldian phonemics, interested in phonology as an abstract formal system rather than as a principle for reducing languages to writing. However both Firth's 'renewal of connection' and Hjelmslev's principle of 'appropriateness' were designed as constraints on abstraction, which constraints linguists of all schools have been very slow to formalise. Sampson's second reservation has to do with Firth's claim that it is part of the meaning of an American to sound like one. This makes sense or no sense depending on how one defines meaning and for Firth the purpose of linguistics was to make statements of meaning which describe the way in which people use language to live. Defined in this way, Labov's work on the social significance of phonological variation would seem to vindicate Firth.

Sampson's treatment of Firth's description of meaning as function in context is more problematic. Not only does Sampson fail to give an accurate presentation of Firth's views, but he presents them in terms of two points of view that Firth was at pains to argue against. The first of these involves Sampson's tacit acceptance of a number of dualisms which Firth explicitly rejected: word and idea, language and thought, expression and content (note Sampson's distinction (227) 'between what one says and how one says it'). In other words Sampson accepts the idea that sentences and the like have meaning; for Firth sentences mean but they do not have a meaning. The second involves Sampson's implicit acceptance of the basic meaning of a sentence as a truth-functional relation between that sentence and some possible world (note his reference (227) to the 'propositional meaning' that a logician would see in a sentence). Thus it follows that *The farmer killed the duckling* is meaningful because one can imagine a world in which it would be true; for Firth one essential part of a linguistic analysis of meaning involves a description of the context in which an utterance functions. It follows that lacking this implication of utterance a sentence cannot be meaningful. In Hjelmslev's terms, meaning can only be discussed with reference to process (or text) in context; system as such has no meaning. Firth's approach to meaning certainly is 'bizarre' as Sampson puts it if one accepts the duality of content and expression and goes on to analyse meaning referentially as the relation between this content and some world. But seen in its own terms Firth's approach is perfectly coherent.

Even setting aside these deeper issues for a moment, Sampson's description of Firth's approach to meaning is a complete misrepresentation. Firth made it absolutely clear on several occasions that the central purpose of his theory was to break meaning up into a series of component functions. These component functions included: context of situation, collocation, syntax (including colligation), and phonology. In spite of this Sampson (226) describes collocation as an approach which led Firth 'to equate the meaning of a word with the range of verbal context in which it occurs' (Sampson's italics but it would have been mine had he not used it). And context of situation is taken as implying that meaning 'is to be interpreted as acceptability or appropriateness' (226; my italics). Firth's famous dispersal of light through a spectrum metaphor is obviously lost on Sampson. Readers interested in a more sensitive introduction to Firth's technique of semantics are referred to Monaghan (1979). The best example of a Firthian approach to colligation, which Sampson does not discuss, is Allen (1956). Mitchell (1957) illustrates Firth's contextual approach applied to a buying and selling situation type.

Having dismissed Firth's approach to meaning Sampson skips over the work of neo-Firthian linguists on scale and category grammar, collocation, and register and goes on to focus on systemic linguistics. Sampson looks only at systemic grammar, ignoring the work of systemicists on phonology (especially intonation), discourse, register, codes, language development, stylistics, and applied linguistics (including both mother tongue and second language teaching) most of which is presumably defined by Sampson as outside core linguistics. This would perhaps be forgivable were it not for the fact that in the Firthian view of many systemicists language, even grammar itself, cannot be properly described without taking these functions into account (Sampson makes no attempt to discuss the functional orientation of the school which has extended much of the thinking of the Prague School). For something of the true descriptive/ethnographic flavour of systemic research see Halliday (1975), Halliday and Hasan (1976), Halliday (1978) and Halliday and Martin (1981).

Sampson's presentation of the paradigmatic orientation of a systemic grammar from which its name derives is fairly clear. Very little attention is given to the question of how systems are realized - how language is manifested as text in Hjelmslev's terms. Halliday has been notoriously inexplicit about this it is true, but Hudson (1971) provides a clear exposition of how systems generate grammatical structures. This lack of attention to realisation (in both Halliday's work and Sampson's account) makes the theory seem more exotic and inaccessible than necessary. Most linguists find it difficult even to think of language in terms of system rather than structure - more than one systemicist has to their chagrin found linguists reacting to their networks as tree diagrams at a funny angle. Sampson's lack of attention to Halliday's functional analysis of English clauses and groups also has the disadvantage of failing to publicly embarrass linguists like Simon Dik whose *Functional Grammar* (1978) acknowledges none of the work in systemic linguistics which he has presumably reinvented for himself.

Sampson's criticisms of systemic grammar raise a number of interesting points, many of which are hotly debated issues at the systemic workshops which have been held annually in Britain since 1974. Sampson first raises the question of whether there is a stratum of system networks underlying those normally proposed for lexico-grammar (in his dualistic terms, whether semantics and syntax are isomorphic). This strikes me as a straight-forward empirical question having to do with whether or not system networks and realisation rules have enough generative power to simply state everything there is to say in closed systems outside phonology. As such it is a rather global issue, not one which can be settled on basis of one or two examples such as those Sampson proposes. Still less progress can be made if accepting the dualism of content and expression one restricts one's definition of context in such a way that the distinction between finite and nonfinite clauses in English is said to have no particular meaning (one wonders how many hundreds of years it will be before Firth's rejection of these dualisms and Saussure and Hjelmslev's discussion of the arbitrariness of the signifié have any major impact on linguistics). Halliday and Fawcett (1987) will include a number of papers referring to the issue of stratification.

Sampson then goes on to criticize the concepts of rank and delicacy as used by Halliday in particular. I am surprised by Sampson's outright rejection of the concept of rank given his interest in constituency as the basic defining property of human language (1975; 1979, 1980). Any grammar incorporating a concept of rank makes stronger claims about constituency in language than an IC based one and would thus seem more appealing to a generalist. My feeling is that Sampson's problem here has to do with a preoccupation with syntagmatic

patterns in discussing constituency. The concept of rank embodies an empirical claim about the way in which systems cluster paradigmatically in terms of their dependence on or independence of each other. How many ranks a language has, and the number of ranks at which a given unit enters into systemic oppositions, is a descriptive question. For example, Chinese, like other isolating languages, does not distinguish words and morphemes; French, like other syllable timed languages, does not distinguish syllable and foot. The strongest universal claim that can be made is that all languages have two ranks on each stratum. Turning to the question of the number of ranks at which a given unit must be described (the problem of total accountability as it is termed in systemic linguistics), once again this is a purely descriptive question. An utterance like *Run!* clearly must be described at clause, group, and word ranks if the semantically significant oppositions it realises are to be described; a conjunction such as *because* on the other hand can be generated directly from clause complex systems - it does not enter into oppositions at other ranks. Again languages differ in the number of ranks a comparable unit is relevant to: in English for example an argument can be advanced for the recognition of verbal groups while in an essentially agglutinating language like Tagalog, clause and word systems are adequate to generate the comparable unit. I have every confidence that when linguists who have based their description of syntax on IC analysis turn their attention to the paradigmatics of grammar, if ever they do, they will boldly pronounce the concept of rank as a powerful new constraint on PS grammars. (We can be equally confident that no reference will be made to tagmatics or systemic linguistics, such is the state of scholarship in our times, as Sampson quite rightly suggests).

Halliday's concept of delicacy is less easy to defend, especially in the extreme polemical formulation whereby he characterises a grammar as an infinite system generating finite texts. But on a weaker reading delicacy provides a valuable challenge to the traditional bricks and mortar view of grammar and lexis in western linguistics. This view depends on a strong syntagmatic orientation and views syntax as the glue which binds words together in sentences. It is this view which underlies both transformational (generate the structures, then add in the words) and lexicalist (start with the words and add on the structures) approaches to grammatical description. The alternative systemic view is that lexis is most delicate grammar - that the difference between words and structures is one of general vs. specific semantically significant opposition. Interpreted paradigmatically this means that as system networks progress from left to right in delicacy their features come increasingly to be realised through lexical items rather than structural configurations. Hasan's paper in the Halliday and Fawcett (1987) collection exemplifies this principle. It is worth noting in passing that such a formulation does not exhaust the lexico-grammatical description of lexis for Halliday, who retains Firth's concept of collocation, thus treating the acceptability of a strong cup of tea and the unacceptability of a powerful cup tea (cf. Sampson, 227) as a lexico-grammatical fact. Note as well that in this view the concept of open and closed class items is replaced by that of those entering into collocational patterns in text and those lacking this mutual expectancy.

Sampson's major reservation about systemic linguistics has to do with the 'role that intuition appears to play in systemic analysis' (234). I find the objection an odd one in that it confuses heuristics and theory. No linguistic theory that I know of has succeeded in incorporating the whole of heuristics in theory - this is, succeeded in formulating a set of discovery procedures which will generate grammars out of data (Chomsky has not helped us towards this goal by flatly denying that this is possible). All linguists make use of intuition

in constructing their analysis. The crucial question it seems to me is not whether intuition is used, but whether intuitions count as data. In TG grammar they do; in systemic linguistics they do not. Systemicists, like Firthians before them, have more than any other school (except perhaps more recently Labov and his colleagues) insisted that it is texts in their social context which constitute the data for which they must account. Firth's concept of 'renewal of connection', the neo-Firthians' 'exponence', and 'systemicists' 'realisation' are all explicitly oriented to ensuring that Firthian descriptions account for language in use. If systemicists have been at times slow to make explicit the exponence of their descriptions it is because their goals are so much broader than those of other schools. If they have been reluctant to use simplicity as a criterion for deciding between descriptions it is because they are not interested in providing descriptions of small arbitrary pieces of language - there is no point in ranking minigrammars in terms of simplicity since simplification in the short term may lead to complexity overall. Of course these tendencies have been bad PR in an age when it is better to be explicit and trivial than inexplicit and comprehensive. But hopefully in the long term the political price will have been worthwhile.

Before concluding I would like to make two political comments. The first is rather fanciful, but will serve I hope to underline the philosophical/psychological bias from which *Schools of Linguistics* was written. Imagine that in a couple of generations the descriptive/ethnographic tradition in linguistics achieves hegemony in our discipline. (This will be necessary if linguists are to survive in their present numbers. One wonders how long the Thatchers, Reagans, and Frasers of our world will fund a discipline whose leaders publicly assert that linguistics is useless. Sampson himself regards applied linguists as a group of charlatans (11) who have duped governments into wasting tax-payers' money by supporting them.) Imagine then the contents of a book about 20th century linguistics written in that period:

- Chapter 1 : Sussure: language as social fact
- " 2 : Boas, Sapir, & Whorf: anthropological linguistics in America
- " 3 : The Prague School: functional linguistics
- " 4 : Pike: language in relation to a unified theory of human behaviour
- " 5 : Labov: the study of language in social context
- " 6 : Halliday: language as a social semiotic
- " 7 : Bernstein: socialisation, language, and education
- " 8 : Textlinguistics: Bible translation; cohesion; European approaches
- " 9 : Artificial Intelligence: teaching computers to talk
- " 10 : Applied Linguistics: contextual theories of language learning
- " 11 : Stylistics: foregrounding and connotative semiotics

Bias? Perhaps. But no more so than *Schools of Linguistics*. In the Introduction to his *Form of Language* Sampson, quoting Hao, and commenting on generalist as opposed to particularist linguistics, suggests as a principle for the conduct of intellectual affairs that a 100 flowers blossom, a 100 schools of thought contend (1975:11). Such is the force of ideology in linguistics that the weeds comprising our ethnographer's imaginary history wither and die at Sampson's hand.

My second comment is unfortunately not fanciful and has to do with two examples of what I consider the essential political irresponsibility of philosophical/psychological linguistics. In 1979 Sampson published a book,

Liberty and Language, in which on the basis of his interpretation of linguistic semantics he argues for a form of ultra-Thatcher-Reaganism which he refers to as liberalism (in doing so he advocates among other things the abolition of public education at all levels, primary, secondary, and tertiary; an end to social security payments of all kinds; the deregistration of all trade unions; and so on). A year later Chomsky allowed a piece of his writing on civil liberties to appear as the introduction to Faurisson's (1980) neo-fascist volume which claims that Hitler's racist holocaust never in fact took place. It strikes me as a sad comment on philosophical/psychological linguistics that a. it is compatible with political views as different as those of Sampson and Chomsky; and b. it somehow encourages the publication of the documents noted above. Chomsky adamantly refuses to apologize (1981) for his publication arguing that everyone has a right to be heard and that anyone who challenges this idea is worse than Faurisson. Sampson (1980) makes no attempt to qualify the politics of *Liberty and Language*. But Chomsky has allowed his name to be used (and because of his fame that of linguistics as well) by people whose politics he abhors. And Sampson has provided plenty of ammunition for a Razor Gang which in Australia has in the past year threatened the career of several applied linguists and which has virtually abolished applied linguistic research with its dismantling of the Curriculum Development Centre, The Educational Research and Development Committee, and its more general cuts in education funding. I do not think that ethnographic linguistics would tolerate either of these actions. It takes very little in the way of semiotic analysis to recognize that the Introduction to a book is the syntagmatic slot which realises the feature [praise]. It takes very little in the way of register and code analysis to realise that the group of 'tyrants' in Canberra that marry our sisters and rule our lives (1979:212) are just part of the realisation of an ideology based on power and deriving from the material distribution of wealth in western society (the idea that small government will destroy this ideology is absurd). I am convinced that as linguists we can be useful, we can be relevant, and we can be politically sensible. Philosophical/psychological linguistics has done no greater disservice to our discipline than to deny these responsibilities.

It should be obvious from the above that *School of Linguistics* is an extremely stimulating book to say the least. Because of its scope it is not an easy book to review; but it must have been all the more difficult to write and we are indebted to Sampson for a well written contribution to the history of our discipline. I don't think that many linguists will like the book. Sampson's approach is too original (I should perhaps say too iconoclastic) for that. Generalists are likely to be dismayed by the irreverence of Sampson's discussion of Chomskyan linguistics. Particularists are likely to feel that far too little attention has been paid to the problem of language and social man. Nonetheless I feel confident in predicting that no one will be bored and that we will all have learned something from the book about why we think the things we do (without even at times knowing that we think them).

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Department of Linguistics,  
University of Sydney,  
Sydney, N.S.W. 2006.

K. Wales: *A Dictionary of Stylistics*, London, New York: Longman, xii + 504 pp, 1989

The blurb claims that this is "the only work of its kind, contains over 600 entries, has an easy to use alphabetical arrangement, draws from a range of related disciplines, (and) will be of value to any student or teacher of English". I would say the claims are justified. Writer Dr. Wales, says, "as much for (her) own benefit as anyone else's", it is bound to be useful for anyone who is becoming, as she says she was, "increasingly overwhelmed by the proliferation of terms that has inevitably accompanied the development of stylistics and other disciplines relevant to textual analysis since the 1960's" and "becoming increasingly frustrated by the semantic problems in the terminology that have resulted". The main problem with the book as it stands though, is the price: it is currently £ 40.00 in hardback in the U.K., and most of us will probably wait for the paperback edition, promised for some time in 1990. But we will undoubtedly get it then, and - if the price is right for them - specify it for students.

The entries are, as claimed, informative, clear (by and large), and well informed. In a book which draws on a useful bibliography of what must be more than 600 items, one would not expect the articles to maintain exactly the same balance between fullness and economy as one might personally prefer, so that we may have to accept that in a major entry such as that on "register" there is no room for mention of the distinction (made first, I think, by Michael Gregory and subsequently by Jim Martin) between "Tenor", "Functional Tenor" and "Personal Tenor", since these are all distinguished from each other in the entry on "Tenor" elsewhere and are also used in the entry on "Mode" (though we might demur at the absence of the critical distinction between the DEFINITION of the register as a SEMANTIC matter and its RECOGNITION in specific texts LEXICO-GRAMMATICALLY, the lack of which distinction vitiated some work in the 70's and can still cause problems).

(Here I might offer a slight variation on the musical source for the term "register" itself which, as she says, is probably drawn metaphorically from the notion of vocal and instrumental registers, i.e. the particular pitch ranges which a voice or an instrument can encompass. I practice the use of the term in much work in stylistics is much closer, whether consciously or not, to its use (and the use of its cognate, "registration") by organists, not to describe the one-dimensional quality of pitch but to describe the particular combination of stops required for a passage of music, i.e. the acoustic colouring to be used: diapasons, flutes, or whatever - alone or in combination or contrast. This multi-dimensional concept matches much more closely the semantic colouring of a text, derived from its particular contextual configuration, which is at the heart of the idea of register. I think it was T. B. W. Reid who used the term first in 'Linguistics, Structuralism and Philology' (*Archivum Linguisticum*, (First Series), vii, (1956), p. 32 ff., which doesn't appear in the bibliography), but I have no idea whether he thought of these terms or not. I offer the suggestion not as an account of the origin of the term but as a gloss on it.)

On the other hand, if you can quibble over a particular entry, you can't help being grateful (unless you are so polymath that you are familiar with all the disciplines she draws upon) for the work she has done in bringing together information and insights from the ones that are less familiar. The comprehensive bibliography already mentioned has been extensively used, and there are specific references to it on most pages. One can always find gaps in bibliography, but nevertheless this one could reasonably be described as comprehensive. (The most recent title in it I've spotted was dated 1986.) In addition, cross-references to other entries in the main text are indicated by the use of italic small capitals and bold face, in the usual way, ensuring that when one looks up a term one wastes a great deal of time very enjoyably looking up all the references - which is one of the chief pleasures of using a dictionary. Since this review is being transmitted to the editors by Electronic Mail, and my terminal does not have the facilities to indicate these variations in type-face very clearly, I cannot reproduce a typical entry absolutely faithfully, (the editors will do their best to reconstruct the

but it is worthwhile giving the flavour of one or two which are likely to be of interest to readers of NETWORK, their strengths and weaknesses being plainly manifest.

de-automatization, also de-familiarization

Terms used by the RUSSIAN FORMALISTS and PRAGUE SCHOOL linguists in their discussions of LITERARY, especially POETIC, and non-literary language; and in particular, of the AUTOMATIZING tendencies of everyday communication and its consequent over-familiarity.

(1) Poetry by contrast de-automatizes, it ACTUALIZES or FOREGROUNDS (q.v.) utterances consciously and makes the reader aware of the linguistic medium, by what the Formalists called devices: e.g. METAPHOR, unusual patterns of SYNTAX, or REPETITION (see Havranek 1932; Mukarovsky 1932).

(2) Literary language not only highlights or foregrounds, but also it ALIENATES or ESTRANGES (*ostranenie*). Readers must look afresh at what has become familiarized (see Shklovsky 1917). So Blake's "Tyger" in its IMAGERY and RHETORICAL QUESTIONS forces on the reader a radical and dynamic re-conceptualization of the animal. And Hopkins's poetry generally, in language and subject, makes me feel the essence of things (inscape): an apt illustration of Shklovsky's own description of the function of literature, namely that it should reveal the 'stoniness' of a stone.

However, as these same critics acknowledge, what is novel or strange can itself become automatized, familiar. Literary language through the ages reveals successive tendencies to conventionalization.

One can acknowledge that there are grounds for leaving out a cross-reference to what would have to be a fairly lengthy account of "inscape" (there is in fact no entry for it); but while we do in a sense "learn" what the terms "de-automatization" and "de-familiarization" mean from this, without more detailed exemplification the terms do seem to remain rather shadowy as this stands — I would like to know how we tell the difference between an automatized and an un-automatized utterance, or between an actualized and an un-actualized one, for example — though to give the definitions more substance in this way would have required a very different book — in fact, books.

Here is the second example, currently of particular interest to systemicists:

theme; thematization; etc.

In LITERARY CRITICISM theme is the 'point' of a literary work, its central idea, which we infer from our INTERPRETATION of the PLOT, IMAGERY and SYMBOLISM, etc.

(2) In LINGUISTICS theme is one of a pair of terms (see also RHEME) particularly developed by the post-war PRAGUE SCHOOL as part of their general interest in the INFORMATIONAL value of UTTERANCES. (See also COMMUNICATIVE DYNAMISM; FUNCTIONAL SENTENCE PERSPECTIVE (FSP). See further Firbas, 1975 f.)

In effect, theme in (1) coincides more with rheme in that this carries most semantic importance, most commonly coinciding with the FOCUS and with NEW INFORMATION, i.e. 'what is said about a topic' or comment. The theme, in contrast, carries least significance in content, commonly coincides with GIVEN INFORMATION, and is also usually found in initial position, generally coinciding with the grammatical SUBJECT of the utterance, i.e. the topic or 'starting point' (hence thematic subject). Linking theme and rheme are transitional elements (usually the VERB PHRASE), e.g.: "Time" (theme) "doth transfix" (transition) "the flourish set on youth" (rheme). (Shakespeare: Sonnet 60). Although the theme commonly occurs initially, it need not always in a connected discourse; but it will always be the element with the lowest communicative value.

Outside the Prague School, however, the terms theme and rheme have been taken over in a more schematized way, as in the SYSTEMIC/FUNCTIONAL GRAMMAR of Halliday (1985), under the general heading of thematic structure (and what is elsewhere called topicalization). Here the theme is any initial element, whether CONJUNCTION, ADVERBIAL or NOUN PHRASE; and not only the subject but also the COMPLEMENT, if placed initially. Theme as 'point of departure' might seem plausible in some cases, e.g. for adverbials of place as in "In the window" (theme) stood a candle" (rheme) where the most important part of the message focusses on "a candle". In other cases, however, the variation of normal WORD ORDER is such (as) to prompt FRONTING or INVERSION for EMPHASIS or prominence, and so to produce what other linguists (e.g. Sinclair, 1972a; Quirk et al. 1975) would call a marked theme; or what others would call (confusingly) thematization or topicalization, e.g. Down came the rain. It is hard to justify "down" as topic and "rain" as the comment here; rather the reverse.

In Quirk et al. (1985) theme is opposed not to rheme but to FOCUS, normally END-FOCUS, the 'point of completion', carrying usually the most informational interest or value, and thus the element coinciding with the normal NUCLEUS of the INTONATION in speech. With this opposition between point of initiation and point of completion, theme ceases in some ways to have the 'lowest' communicative value, as for the Prague School, but is actually an element of some prominence.

All in all, the thematization of utterances or thematic meaning (Leech 1974), the distribution of elements according to the degrees of prominence, is an important part of PARAGRAPH and TEXT structuring and processing in the written medium: significant also for the understanding of theme in (1). (See further Lyons 1977, vol. 2, 12.7.)

(3) In ORAL-FORMULAIC THEORY, the study of oral verse composition, a theme is a recurrent element of narration and description, a sort of set-piece. It is larger than a FORMULA which occurs within the verse line, which helps the oral poet to compose his songs the more readily. Examples would be the arming of the hero; or a sea-voyage (such as survive in the Old English poem "Beowulf"). It is also known as a type-scene. See further Lord 1960; Fry 1968).

Here, in paragraph 2 of the second definition, one would like to see a sharper definition of "most semantic importance", distinguishing it from "communicative importance" (or "value" or "dynamism"), a clearer understanding of what is meant by "least significance", how theme in this scheme of things is identifiable (in English) if it is not identifiable by 'initial position', a discussion of how the difference between a "transitional element" and the "rheme" can be recognized, how we know whether there is a transitional element at all in a given clause (? sentence, ? utterance), and — if rheme is 'what is said about topic', and topic 'generally coincide(s)' with the grammatical subject of the utterance [sic] — what are the differences between topic and subject and theme?

In the next paragraph, where various approaches to the topic are discussed, it is not made clear that Halliday — as well as Sinclair and Quirk et al. — would recognize adverbials and complements in initial position as "Marked Themes". (It is not denied, but it is left open, with the possibility of misunderstanding as in contrast, through the word "other".) Moreover, in "Down came the rain", it is surely not difficult to identify "Down" as theme IF theme is not topic, though one can understand the difficulty if the two functions are conflated; so the entry at this point is not talking about theme but topic, as is underlined by the final sentence in the paragraph.

All in all, this is — and would probably only claim to be — an introduction to the topic for beginners (and perhaps many of the other entries would claim to be no more); but even so, there is in clarity here which one would particularly wish to be absent in an account for beginners; and also one would wish to have seen some mention of the role of Theme in Method of Development

(i.e. some indication of its role in the development of discourse); and a mention of the work of Fries (some of whose work on this would have been early enough to get into the bibliography) and of Enkvist in this area would have been helpful, though the latter's — so far as I am aware — may not have been done in this area soon enough to get mentioned. (I cannot resist a mention here of the very great interest in the topic manifest at Helsinki in 1989, in the International Mini-Conference on Theme at Nottingham shortly afterwards, and in the abstracts for the forthcoming ISC-17 at Stirling, in July.)

To make such criticisms does not invalidate the generally high value I put upon the book. It takes a long time to get such a substantial work through the press, and it has to stick to the level which it aims at. I have had it by me, while teaching a course on stylistics, and have frequently found it useful; and I can report, too, the high rating given to it by literary colleagues who have perused it when I let security lapse. It is undoubtedly going to be a valuable reference book for many of us, and one can only hope that it will sell well enough for it to be up-dated periodically.

#### Reference:

P. Fries: "On the status of theme: arguments from discourse", *Forum Linguisticum* 6 (1): 1 - 38

Martin Davies  
Department of English Studies  
Stirling University

Martin Montgomery. AN INTRODUCTION TO LANGUAGE AND SOCIETY. London: Methuen, 1986. (211 pp.)

As one of a series of books on Communication Studies, this provides an Introduction to language studies related to the topic of communication directed to the needs of 'the new student'. In a short review I shall look mainly at the range of topics Montgomery offers, and the sort of provision he makes for the teacher who uses this book.

A short introductory chapter introduces the student to the notion that at all levels language is 'rule-governed', and that, unlike such a system as the game of chess, it has also the power to refer to things outside itself in a characteristically oblique way. Illustrating this very aptly by a table showing how children develop a range of expressions for 'animals'. Such a development is only achieved in a social context, by interaction. It follows that language is constantly adapting itself to the circumstances it is used in, and just as important, it forms a constraint, or system of constraints on our behaviour. This well focusses the reader's attention on the ensuing sections of the book.

Thus the first of these considers the development of language in childhood, while the later sections deal with the particularisation of 'languages' in different social groupings, and the consequences for the individual in society. The approach throughout is broadly that associated with Halliday, as one might expect, though the illustrative material derives from a wide variety of sources, as the bibliography attests. The final sections look at the nature of discourse and at the opposing theories of linguistic representation. Each section ends with a list of background sources and further reading, followed by suggestions for appropriate work, including fieldwork involving the student in collecting material and subjecting it to analysis.

Part One begins with a discussion of the earliest stages of language acquisition: the 'protolanguage' of Halliday's analysis, and the beginnings of syntax as exemplified in two-word utterances. The role of dialogue in this phase and beyond is illustrated quite thoroughly with attention to both interpersonal and ideational aspects. The picture of language as functioning in a social context and moving towards the increasing use of forms encountered in such contexts is clearly established. The book cannot of course explore the role of phonological features such as Halliday, for instance, takes account of, because in practice the time and effort required to equip the 'new student' with the skill to exploit them would be too great.

We now turn to a consideration of the different sorts of social groups the language of which one may learn: the nation, the region, a social class grouping — not to mention the groups which in one sense or another do not belong to any of these. Here the emphasis is first on the social significance of accent, the work of Labov and Trudgill exposing amongst other things the ambivalent attitudes towards the prestige form of those who do not habitually speak it. The whole section on accent and dialect sensitively explores the network of responses that underlies (what is not considered in this text) such things as the current concern in Scotland for a recognition of Scots — the language (not dialect) that since the late seventeenth century has had no written form but mainly in accent has given Scots (the people) a shadowy identity, preserved in a literature never more strongly than today. This is a mother-tongue reaction. Even considering the Gaelic speakers of the Western Isles of Scotland, we have in Scotland no such sense of a language displaced by our English bosses so acutely as that of those West Indians whose mother tongue, whose native social system, and whose past status in history, and whose present status as immigrants from the Caribbean are those of people now thought to be speakers of English. The history of the development from a variety of English of African origins by way of Pidgin to Creole is well illustrated here, and its social consequences. More isolated still

Eduard H. Hovy

Information Sciences Institute  
University of Southern California

4676 Admiralty Way  
Marina del Rey, CA 90292-6695  
Telephone: 213-822-1511  
Electronic mail: hovy@isi.edu

January 1990

### OVERVIEW

The Penman Project at USC/ISI has been conducting research in computational natural language processing since 1978. The project is presently organized around three principal theoretical efforts: - Natural language generation (single-sentence generation) - Text structure development (paragraph-length text planning) - Natural language understanding (single-sentence parsing). USC/ISI is a non-profit organization of about 200 people conducting research into various aspects of Computer Science. The Penman project is part of the Intelligent Systems division, whose members are investigating a number of questions in the general area of Artificial Intelligence (AI).

### NATURAL LANGUAGE GENERATION (PENMAN)

Penman is a natural language sentence generation program developed at USC/ISI. It provides computational technology for generating English sentences and paragraphs, starting with input specifications of a non-linguistic kind. The culmination of a continuous research effort since 1978, Penman embodies one of the most comprehensive computational generators of English sentences in the world.

The research goals underlying Penman are threefold: to provide a framework in which to conduct investigations into the nature of language, to provide a useful and theoretically motivated computational resource for other research and development groups and the computational community at large, and eventually to provide a text generation system that can be used routinely by computer system developers. Penman is being used by computer scientists (as the output medium of their programs, among others projects in human-computer communication, expert system explanation, and interface design) and by linguists (as a reference and research tool).

Penman consists of a number of components. Nigel, an English grammar based on Systemic Functional Linguistics, is the heart of the system, containing over 600 systems. Guided by its inputs and default settings, Penman traverses the Nigel network, selecting a feature at each system, until it has assembled enough features to fully specify a sentence. After a process of realisation, Penman then generates the English sentence. Nigel is described in, among others, [Matthiessen 84, Mann & Matthiessen 83]. In order to use or extend Nigel, the user need simply load it on a computer and can then interact via the window interface (which is tailored to support research on grammar construction and control) to control selections within systems and study the resulting output feature collections and realisations.

Besides Nigel, Penman also contains a number of information resources, such as a lexicon of closed-class words and a very general taxonomic model of the world. This taxonomy, called the Upper Model, is based on the distinctions made

are the languages of the socially unacceptable: the junkies, the criminals, the prostitutes - the Anti-languages.

Returning to normality we have to consider the different choices of language we have to make in different situations; what we refer to as register, with its three aspects of tenor, mode and style. While the author deals lucidly with the effects of the linguistic differences between speech and writing, I feel that more might have been said in two respects. First, the visual representation of language which in writing allows the manipulation of text for practical purposes, as Jack Goody points out in *THE DOMESTICATION OF THE SAVAGE MIND*, which has been taken up by the computer; and second, it is the writing system that has created for us our folk-linguistic (and to some extent our linguistic as well) picture of the sounds of our language, and to some extent its grammar. The implications of this for folk linguistics are considerable. The influence of the written forms may be felt, too, to have some bearing on the next topic discussed, the work on codes and role systems due to Bernstein. The treatment here is lucid and the controversy about disadvantage is met with a proposal that speakers may in fact handle codes more flexibly than either party to the controversy may be prepared to allow. This whole part is brought to a suitable conclusion with a final summary.

Part Three deals with the nature of dialogue and its possible range of social uses, while Part Four looks at the issues raised by Whorf, proposing a compromise formula to reconcile the universalist and relativist positions, and then looks at the hidden ideological features that lurk in linguistic forms.

The text, then, offers a comprehensive introduction to its proclaimed topic. I wish all introductory texts in linguistics could deal as fully and clearly with their subject as this does. I would even consider it as a general introduction to the study of language, particularly for B.Ed students.

Tom Brown  
Edinburgh  
January 1990



in English -- for example, since objects are treated differently in English than actions, actions and objects are defined in different classes in the model -- and is represented in a generalisation hierarchy with property inheritance. In order to use Penman, a user must define a lexicon of domain-specific words and also provide a model of domain-specific entities to be linked to the Upper Model. For these tasks Penman provides programs that allow a person with relatively little training to create lexical items and link domain concepts to the Upper Model. The structure and use of Penman is described in detail in the Penman Manuals [Penman 88].

The Penman sentence generator is written in Common Lisp and currently operates on TI Explorer and Symbolics Lisp machines as well as on Apple Macintosh-II computers. It is available free of charge from ISI for study and instructional purposes. It has been distributed to about 20 sites worldwide, and has been used for graduate-level instructional purposes at various universities, as well as forming part of various Ph.D. thesis efforts. On the Mac, the full system occupies about 7.5 MegaBytes and generates a two-clause sentence in about 30 seconds; on a TI Explorer, it generates the same sentence in about 2 seconds.

#### TEXT STRUCTURE DEVELOPMENT (TEXT PLANNING)

Over the last seven years, members of the project have been investigating the planning and generation of coherent multisentential paragraphs. Recognising the need to plan the coherent order and linkage of clauses, a theory of the interrelationships inherent in text structure called Rhetorical Structure Theory (RST) [Mann 84, Mann & Thompson 85, Noel 86, Mann & Thompson 88a, Matthiessen & Thompson 88] was developed after extensive analysis of hundreds of texts of various genres. The analysis concluded that English text is coherent by virtue of rhetorical relations which hold between clauses and blocks of clauses, and identified about 25 basic relations for English. These relations, such as sequence, purpose, and elaboration are often identified by key words or phrases (such as "then", "in order to", and "e.g.", respectively). In order to plan multisentence paragraphs by computer, one requires both a sound theory of text organization and an algorithm that can make efficient use of it. The theory is provided by RST; the algorithm by an adaptation of the top-down hierarchical expansion planning system NOAH (see [Sacerdoti 75]). This text structure planner plans coherent paragraphs which achieve communicative goals of affecting the hearer's knowledge in some way. It operates after some application program (such as an expert system) and before Penman. From the application program, the planner accepts one or more communicative goals along with a set of terms that represent the material to be generated. Using reformulations of RST relations as plans, it assembles the input entities into a tree that embodies the paragraph structure, in which nonterminals are RST relations and terminal nodes contain the input material. It then traverses the tree, submitting the input entities to Penman to be formulated as clauses. The planning process is described in [Hovy 88a, 88b, 90]. Similar work, with plans based partly on RST relations, has also been performed at ISI; see [Moore & Svartout 88, 89, Moore & Paris 89].

#### NATURAL LANGUAGE UNDERSTANDING (PARSING)

A prototype parser has been developed to use the Nigell grammar, enabling its bidirectional use for both language generation and understanding. Using an automatically derived representation of the grammar in the notation of Functional Unification Grammar [Kay 85], the parser extended a widely used unification-based parsing system (PATR-II [Shieber 84]) to accommodate a fuller range of grammatical descriptions, including descriptions containing disjunctive and conditional information (see [Kasper 88a, 88b]).

Recently, advances have been made in the theory of representation languages which make possible a new integrated treatment of syntax and semantics. Until recently, disjunction (the logical operator OR), could not be handled in the KL-ONE knowledge representation language family. This meant that grammars (as well as the intermediate structures built by parsers) could not be represented in these languages, because parsers necessarily deal with multiple options due

to the structural and semantic ambiguities inherent in language (since the KL-ONE family of languages provide some of the best and most well defined representation languages available, this inability was a serious problem). On the other hand, semantic knowledge is usually represented in these languages. The inability to represent both syntactic and semantic knowledge in the same system has precluded the development of parsers using a single inferencing technique such as classification to perform their work in a homogeneous and unified manner. Thus the lack of a general framework for computing with disjunctive knowledge structures has been a hindrance to the development of parsing technology.

Recently, the ability to perform inference over disjunctions was added to Loom, a newly developed exemplar of the KL-ONE-like languages, at ISI. This capability will allow the representation of syntactic and semantic knowledge in the same representation system. This will enable a parser to access semantic and syntactic information as soon as it is relevant in a straightforward and direct fashion using a single general mechanism, the classifier, as the central inferencing operation. The potential benefits of an integrated parsing approach are manifest.

#### PENMAN PERSONNEL AND PUBLICATIONS

The Penman group currently consists of Dr. John Bateman, Dr. Eduard Hovy (project leader), Dr. Robert Kasper, and Dr. William Mann (on partial retirement), Mr. Richard Whitney, and Mr. Mick O'Donnell (a graduate student visitor from the Linguistics Department, University of Sydney). Closely associated with the project at ISI are Dr. William Svartout, Dr. Cécile Paris, and Dr. Yigal Arens.

A number of people have worked on or with the project in the past; the list includes Christian Matthiessen, Michael Halliday, Susanna Cumming, Sandra Thompson, Norman Sondheimer, Johanna Moore, Peter Fries, Cecilia Ford, Lynn Poulton, Robert Albano, and Thomas Galloway.

In addition, for many years the Penman group has benefitted from the work of visiting researchers. Computer scientists, linguists, and others from all over the world have come, to work with us on generation problems. Our work has been significantly extended and refined by our interactions with these researchers.

The group embodies a combination of Computer Science and Linguistics. In recent years the proportion has been about 70% Computer Science and 30% Linguistics. We maintain active interaction with linguists who serve as consultants, primarily in the areas of discourse, grammar, lexical knowledge and speech processing. We also maintain contact with academic departments of several universities in the U.S. and abroad, and regularly employ graduate students from USC, UCLA, the University of Sydney, and other institutions. The group has an active publication record. The following is a summary of the publications since beginning 1988: - Conference and Workshop Presentations: 45 - Book Chapters: 20 - Journal Articles: 5 - Books: 1

#### COLLABORATIONS

Recently, in order to promote increased development of various computational aspects of Systemic Linguistics, the project entered into a multinational collaboration in which various partners would have different focuses of research, while using Penman as a common centre. All work will be shared among all the partners and periodic updates will ensure that everyone is using the same basic mechanisms in their investigations. This collaboration, initiated by Dr. Erich Steiner, started in September 1989. The partners are: - A group in the Linguistics Department of the University of Sydney, Australia - The KOMET project at IPSI, Darmstadt, West Germany - The Penman project at ISI, Los Angeles, USA. Roughly speaking, ISI will act as a clearing-house for the computational implementation and distribution of Penman and the parser, and support various aspects of research. IPSI will support research on generation and parsing as well. The Linguistics Department group in Sydney will pursue



fundamental work on linguistic theory and grammar development. In more detail, the cooperation will be as follows:

**THE PENMAN PROJECT AT ISI:** The project at ISI will perform three kinds of work. First, it will continue research on text planning and parsing, with the intent of adding to the functionality of the Penman sentence generator. Second, it will continue the short-term grammar developments and enhancements that continually appear when any new requests are made by users. Third, it will continue distributing and supporting Penman to the international computational and linguistics community, adding the latest knowledge representation and presentational technology and incorporating new theoretical developments in the grammar and models as they are developed by the other partners. Contacts there are: Dr. Eduard Hovy, Dr. Robert Kasper, Dr. John Bateman. Information Sciences Institute of USC 4676 Admiralty Way Marina del Rey, CA 90292-6695 U.S.A. Tel: [USA]-213-822-1511 Fax: [USA]-213-823-6714 Email (on the ARPAnet): hovy@isi.edu, kasper@isi.edu, bateman@isi.edu

**THE KOMET PROJECT AT IPSI:** The project at IPSI will initially concentrate on three areas: the development of a German grammar parallel to Nigel, the refinement and extension of the Upper Model, and the development of parsing techniques in association with those developed at ISI. Work on text planning is also foreseen for the future. Periodically the Upper Model and the other work will be sent to ISI to be included in a new release of Penman. Contacts there are: Dr. Erich Steiner, Dr. John Bateman. Projekt KOMET IPSI Gesellschaft für Mathematische und Datenverarbeitung Dolivostrasse 15 D-6100 Darmstadt Federal Republic of Germany Tel: [V.Germany]-6151-375-826 Fax: [V.Germany]-6151-875-818 Email (on BITNET): steiner@ipsi.darmstadt.gmd.dbp.de

**THE GROUP AT THE UNIVERSITY OF SYDNEY:** The group at the University of Sydney will concentrate on the refinement and extension of the grammar of English and the development of new areas of grammar and supra-grammatical control. The group will act as the clearing house for specialised segments of grammar developed by systemic linguists throughout the world, and will periodically fuse all the grammar parts and provide a new version of Nigel to be placed into Penman and distributed. ISI and IPSI will serve as training ground for graduate students pursuing a Ph.D. in Systemic Functional Linguistics from the University. Contacts at the University are: Dr. Christian Matthiessen, Mr. Mick O'Donnell. Department of Linguistics University of Sydney Sydney 2006 Australia Tel: [Australia]-2-692-4227 Email (on UUNET): munnari@psych44.su.oz.au/jafta@uunet.uu.net

#### OTHER INTERESTS

In addition to the above collaborations and research, members of the Penman project, in some cases in collaboration with other researchers, have pursued or plan to pursue work on the following questions: - Register-Controlled Generation of Variations: The definition and use of register in order to determine the selection and organization of material, constituent head, and lexical entity, in order to tailor the generated text to the level of sophistication of the reader. Dr. John Bateman with Dr. Cécile Paris from ISI. See [Bateman & Paris 89a, 89b]. - Text Planning and Focus: The use of focus/thematization in order to help control the text planning process. Dr. Eduard Hovy with Prof. Kathy McCoy from the University of Delaware, Newark, DE, USA. See [Hovy & McCoy 89]. - Machine Translation: The use of Penman and the parser in a multi-project, multi-module language translation program, in which the Upper Model plays the role of a generalised Transfer Structure/Interlingua. The whole Penman project with the KOMET project, the IAI in Saarbrücken, West Germany, Prof. Sergei Nirenburg, CMU, Prof. Yorick Wilks, CRL, Dr. Ralph Weischedel, BBN, and Prof. Ralph Grishman, NYU. - Construction of a Linguistic Programming System: The construction of a general computational framework in which different grammatical models, parsers and generators can be written, tested and compared. This project aims to customize knowledge representation and inference methods to create a linguistic programming system that can be used by (noncomputational) linguists. The proposed system should generalize and improve upon the capabilities developed in earlier unification-based frameworks, such as PATR-II and Functional Unification Grammar. Dr. Robert

Kasper with Prof. Carl Pollard, CMU, Pittsburgh, PA, USA. - Speech. The addition into the grammar of features to control the realisation of intonational contours in order to achieve desired communicative effects. Dr. John Bateman with Prof. Bea Oshika from the Portland State University, Portland, OR, USA. - Construction of large bilingual lexicon: Dr. Ken Church from AT&T Bell Laboratories will spend a year at ISI and build a large (over 100,000 word) English-French lexicon using the Canadian Parliamentary Hansard.

#### CONCLUSION

The Penman project is always in search of new opportunities for growth and new collaborations. The group has hosted a number of shorter-term visitors and Fulbright scholars, and attempts to foster an open, friendly, and positive research environment. For further information, please contact the author.

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#### FIRST GLIMPSES OF ISI

By Mick O'Donnell

...off the plane, LA International, heading towards baggage. Someone holds cardboard signifier bearing my name. Chee, from ISI. Rally-driven to my motel, but on the way, we drop in on the ISI offices, to meet Bob and Cecile. Dinner is arranged. I am taken to the motel, time for a shower, and to the restaurant, somewhere in the endless suburbia of L.A.

So begins my first days in the employ of Information Sciences Institute, working as part of Penman. Penman is a large scale text generation project using Halliday's systemic functional grammar. The grammar is called NIGEL.

During the years of NIGEL's development, Christian Matthiessen was the resident grammarian. He's in Sydney now, getting a computational project started down under, in the systemic capitol. John Bateman now holds that role, but he's in Darmstadt at present, working on a German text generation project with Erich Steiner's group, also using systemic grammar. While he's away, I guess Nigel's in my hands.

Nigel is grown up now, so the grammarian's task isn't as important as it was. I correct his grammar when it's poor. I'm teaching him to say univariate complexes properly at present. You could say that I'm an ESL teacher for a computer.

Well, as I say, most of the work in the grammar is done, the main effort in the project is being applied in other directions. Producing coherent whole texts is important, so 'text planning' and 'Rhetorical Structure Theory' (RST) are key issues. Producing text appropriate for varying contexts is also important, so register theory is an issue.

The ideational component of the semantics is central to our work. This is where we represent the meanings which Nigel expresses. In Artificial Intelligence (AI) they call this "knowledge representation". We use the Loom knowledge representation system for this purpose. Penman takes ideational structures in Loom notation and generates text to express them.

You might want an example of how Penman actually generates. Well, imagine a satellite sitting up there, constantly beaming down the latest weather info. This information can be converted into a database of facts (in Loom notation). Loom may be then used to deduce new information from these facts ('high pressure system' implies 'rain tomorrow'). The text planner then decides in what order it wants to express the information, and how the information is to be logically related (e.g. "rain tomorrow BECAUSE there is a high pressure system building"). Nigel then generates text for each fact.

Parsing is becoming important too -- for machine translation. Systemics is in a good position in the translation stakes, having existing projects in English and German, and soon to be in Japanese. Translation might take place as follows: we parse in one language into some (language-neutral) representation (say Loom), and then generate from Loom to the other language. We've done a lot of work on the generation side, so now we need to get the parsing side together. Bob Kasper's working on this.

The team here at present is relatively small. Ed Hovy, as project manager, Bob Kasper, working on parsing and knowledge representation, Richard Whitney programmer, Cecile Paris on register and John Bateman (when he gets back). Passers-through are common... people (like me) drop in for 6 months or so, add

their bit to the project, and go off again. It's a good way for a systemicist like me to get trained in the computational side of things.

I'm discovering that the most important word here is "funding" - it determines how many people are working on the project, and what sort of machines we can have to work on. Ed seems to spend all his time chasing the elusive dollar, and being dragged away from what we academics really consider important.

ISI is a good environment for research. I can get in when I like (noon's a good time) and come and go as I please. I sometimes get distracted by the great views out over the marina, or out to the mountains, but if the smog is up, you can't see very far anyway. There's plenty of people willing to rave about language related issues, and more talks from drop-ins than I have time for, giving exposure to a wide range of language/AI related topics. I'm gaining hands on experience in all aspects of the Penman system, and can test out my own linguistic theories by incorporating them into the system.

...Anyway, I must get back to Nigel's lessons.

FOR MORE NEWS ON COMPUTATIONAL LINGUISTICS  
LOOK IN NETWORK NEWS UNDER MATTHIESSEN AND POULTON.

THE COMMUNAL PROJECT: TWO YEARS OLD AND GOING WELL  
Robin P. Fawcett  
The Computational Linguistics Unit  
University of Wales College of Cardiff

COMMUNAL is a major research project that applies and develops Systemic Functional Grammar (SFG) in a very large, fully working computer program. It is planned to last 5 years, with around 6 researchers working on it at any one time. We are now at the end of a very successful Phase 1, and have three years to go. From the viewpoint of readers of Network it can be seen as a project of research in linguistics, but it is also a project in the never field of artificial intelligence (AI), and it could as well be based in a Department of Computer Studies. (The Computational Linguistics Unit is in fact based in the School of English Studies, Journalism and Philosophy, part of which is the Applied English Language Studies Section.) The acronym COMMUNAL stands for CONvivial Man-Machine Understanding through NATural Language. The purpose of this informal account of it is to give you a picture of what we are trying to do, of how we are going about it, and of what should be happening in the next three years (including the possibility of taking on new researchers).

What sort of project is it?

First, it is a clearly a project in linguistics. My reason for planning the project in the first place was to develop, test and re-develop a model of language. About 7 years ago I realized that I had the great good fortune to be doing research in language at just the time when computers with sufficiently large memory capacity and sufficiently fast running times had come within reach of researchers. To use these new tools to develop fuller systemic functional models of language presented an enormous challenge and a wonderful opportunity. The reason why it is a challenge is, of course, because you must make completely explicit everything in your description of the language concerned (English, in our case); the computer soon finds you out if you don't. Sometimes, at moments when the damned program won't work, I often think back, nostalgically, to the days when 'doing systemic functional grammar' meant coming up with a structural apparatus - with behind it, of course, a system network of meanings that were, one assumed, realized in those structures and items - with which one could analyze texts in what felt to be a satisfying way. It is certainly harder to write 'generative' grammars (the old Chomskyan challenge, to which some of us sought to develop systemic responses in the 1970's). And it is even harder to build computational grammars. It used to be said that 'all grammars leak'; well, with a computational implementation one has the opportunity to test grammars to the uttermost, and to ensure that they do not leak. Computational linguistics is 75% computation (and most of that is 'de-bugging' the program) and 25% linguistics. It is hard, time-consuming work, and at times it is tedious. But we have found it to be immensely rewarding and often exciting. It gives one an especially good feeling when, after carefully putting in a new part of the grammar (i.e. a new network and its realization rules) it finally works; you know ... well, not 'that you have got it right', because no model of anything is ever identical with what one is modelling, but, let us say, 'that you have got a pretty good likeness'. I never felt, in the days when I was writing 'pencil and paper' generative grammars (e.g. in my book *Cognitive linguistics and social interaction* (1980) and my long paper on relational processes (in Halliday and Fawcett 1987)) anything like the sense of achievement that I have felt when the large systemic functional grammar that Gordon Tucker and I have been implementing at Cardiff over the last two years actually worked. Not only did it work; even when Ivy (our name for the total system) was generating randomly she at times showed great wisdom. After we had built in the first provision for embedded clauses (as the 'complement' of verbs such as 'believe'), Ivy's first randomly

generated output was "Ivy believes that the Prime Minister loves the Prime Minister." (It was generating randomly, remember, and wasn't equipped to handle anaphoric reference.) Out of the mouths of babes and computers ...

However, if I had not spent years of my life working on description, I would not, I feel, have been ready for this present project. Work on developing adequate descriptions for what the computational linguistics community call 'unrestricted natural language text' (i.e. what linguists simply call 'text') is a vital preparation to the current project.

While COMMUNAL is clearly a project in linguistics, it is also a project in AI. This is because language is part of any attempt to use computers to model how people think and communicate. If you believe, as I do, that the use of language for communication to other members of one's species and its use to communicate with oneself (i.e. to 'think' about those many things that are most naturally mediated through the code of language) are essentially the same, and if you therefore believe (as Whorf did) that the semiotic systems (codes) by which we communicate provide us with our apparatus for thinking, then your model of how the human mind 'thinks' and 'plans' will depend crucially on the linguistic categories that are built into the codes by which the human organism communicates with its fellows. The COMMUNAL project has therefore begun with language, but it is going on to relate language to other resources of the human mind, including sociolinguistic resources of various types. By the end of Phase 1 Ivy was able to deal, in a principled way, with the question:

"Where does Fred Jones live?"

As it happens, Fred Jones lives at 11 Romilly Crescent, Canton, Cardiff. If Ivy (the program) believes that her interlocutor knows that Canton is a part of Cardiff, she replies (cooperatively):

"He lives at 11 Romilly Crescent, Canton".

Notice the way in which this reply avoids excessive redundancy, not only by the use of "he" (which is not easy to provide for in a fully principled way) but also because we Cardiffians know that "Canton" is part of Cardiff. To get this right in a principled way involves many aspects of what is termed problem-solving, and this in turn involves the various aspects of sociolinguistics with which SFG naturally interrelates. In other words, even in Phase 1 we have attended to the relations of the 'core' model of language itself outwards and upwards to discourse and to other 'higher' components, these being in turn modelled in terms related to the SFG model of language. In Phase 2 we shall develop these other components rather further, but always around the semiotic system of language itself.

In any case, any adequate systemic grammar needs higher components. This is because the labels that we use in system networks mean very little on their own; the best way to think of them is as short forms for the 'felicity conditions' which must be satisfied if that option is to be chosen (roughly - the 'inquiries' in the 'choosers' in the Nigel grammar at ISI). And these felicity conditions or inquiries must refer 'up' or 'out' to something else - but something, we claim, which is itself shaped, in large measure, by the options available in the language. (In some models, such as Terry Patten's (1988), the suggestion is that all choices in the system networks are 'pre-selected' in a higher network; this is the strongest form of Halliday's hypothesis about higher semiotic systems, and it is good that the idea should be pushed to see how far it will go. We in COMMUNAL make no assumption that system networks, essential though they are for understanding the 'meaning' stratum of any semiotic system, are necessarily appropriate for representing all higher components - and we do in fact use other ways of structuring these components.)

From the viewpoint of some of our sponsors, COMMUNAL is not regarded as centrally a project in either linguistics or AI; it is in electronic engineering. So we linguists in the team have had to learn to see linguistics, which we first knew and loved as an 'arts' subject, as a 'technology': one of

the technologies that contribute to the development to superior AI models, and so better ways of using the knowledge and intelligence in computer programs. This now seems to us a perfectly fair viewpoint; the old 'arts vs. sciences' divide never did make much sense. Luckily our sponsors also recognize that we are not simply 'applying' what is 'known' in linguistics to this new area of application. They recognize that the process of 'application' is potentially highly innovative, and that we often need to do fundamental research in linguistics as a part of achieving our goals. So there is no conflict between these alternative views of what we are doing.

#### Predecessors of COMMUNAL

Most current work on generation, world-wide, use a 'functionalist' theory of language, and many use ideas derived from SFG.

The first successful generator was Davey's PROTEUS (Davey 1978). But the most well-known of recent generators is undoubtedly Mann and Matthiessen's NIGEL (e.g. Mann and Matthiessen 1985, Matthiessen 1987 and 1988), developed at the Information Sciences Institute (ISI) of the University of S. California. But there have also been the following: Bateman's adaptation of NIGEL for Japanese (developed at Kyoto, and to be described in a book, written jointly with Christian Matthiessen, about the English and Japanese version of NIGEL, hopefully to be published in late 1990), Patten's socio-semantically driven generator (1988), and Houghton and Isard's FRED and DORIS system (Houghton and Isard 1987, Houghton and Pearson 1988). Butler (1985) points out that other recent work has also been influenced by systemic notions, and he cites McDonald's MUMBLE (1980, 1983), McKeown's TEXT (1982, 1985) and Kay's grammar-writing tool Functional Unification Grammar (Kay 1979, 1983). There is also the work by Erich Steiner and his colleagues, first in the German part of the EUROTRA Project at Saarbrücken (e.g. Steiner et al 1988) and now, in a very recently started project on generation in German, at Darmstadt. Finally, in the last few years a new body of work has begun to develop that is concerned with systemic grammar as a formalism (Patten & Ritchie 1987, Patten 1988, and Hellish 1988). Fawcett (1988a) suggests reasons why SFG lends itself naturally to language generation.

#### Some background facts about the structure of the COMMUNAL project

The long-term goal of the project is to contribute to the development of systems that will enable computationally naive people to interact naturally ('convivially') with the Intelligent Knowledge Based Systems (IKBSs) that we should expect a decade ahead. Because of the broad scope of the project, there is considerable potential for spin-off projects and applications (see further below).

The COMMUNAL consortium consisted in Phase 1 of the University of Wales College of Cardiff, the University of Leeds, RSRE Malvern, ICL and Longman. Each has a representative on the Project Management Committee, and each has a share, in proportion to the input, of any royalties that may eventually be earned by the consortium. The provisions of the Collaboration Agreement for Phase 1 (1987-89) will continue in Phase 2 (1990-93), though we expect there to be some changes in the consortium members. At the time of writing we are just finalising arrangements for Phase 2, and this report will end with a look at what we hope to achieve in the period 1990-93.

The project has three sub-teams, each of whom works closely with the others. In Phase 1 these worked on (1) language generation (at Cardiff: Robin Fawcett (Project Director), Gordon Tucker and Joan Wright, assisted part-time by Paul Tench and David Young), (2) language parsing and understanding (at Leeds: Eric Atwell (the Leeds Team Leader), Clive Souter and Timmy O'Donoghue) and (3) beliefs, inferencing and planning (at Cardiff: Joan Wright and Liz Atkinson). Thus, while the project has a firm linguistic base in the Natural Language Processing (NLP) subfield of AI, it encompasses many other central aspects. Indeed, it could in due course be extended to other areas of AI, such as vision and learning, and it could be adapted to new ways of representing mental processes such as parallel processing (which should suit the

'simultaneity' of system networks) and neural networks. Given sufficient funding, we may begin the exploration of some of these during Phase 2.

#### The achievements of Phase 1 of COMMUNAL

What was achieved in Phase 1? There are three main achievements. The central component of the overall system is the generator, built at Cardiff. This is called GENESYS (because it GENERates SYStemically). The Leeds contributions were to build (1) a derived parser, called the RAP (for Realistic Annealing Parser, which develops earlier work at Leeds), and (2) the interpreter (called REVELATION, because it reveals the 'meaning' from the 'wording'). Each of these is a major development in its field. But because both build directly on the relevant aspects of GENESYS, we can characterize the coverage of the COMMUNAL system as a whole in terms of the size of GENESYS.

Here are a few facts to give you a perspective on our work in Phase 1. McDonald, Vaughan and Pustejovsky 1987:179 (in Kempen, G. (ed.) Natural Language Generation (1987)), referring to the Pennman project at the University of S. California, say: 'Nigel, Pennman's grammar .... is the largest systemic grammar and possibly the largest machine grammar of any kind.' Although we developed GENESYS completely independently, starting from scratch with new networks and handling realization in a rather different way, GENESYS already has more systems than Nigel (which has not grown in the interim because the team have been working on other components of Pennman). One major theoretical difference between the two is that the networks in GENESYS are more explicitly oriented to semantics than in Nigel. We make the assumption that the system networks in the lexicogrammar are the semantics. In some areas the effect of this is that we have more systems than they do for an equivalent set of realizations. It is difficult to compare grammars, but if we take the metric that Bill Mann used to use to tell other AI people how large Nigel is, we can say that GENESYS has around 600 semantic systems realized in grammar (syntax and morphology, and also intonation and punctuation (see below), while Nigel has about 400 (semantic?)-grammatical systems. But GENESYS additionally does something that the builders of Nigel would have liked to do, but from which they were prevented by the requirement of a sponsor that they link their generation system to a parser produced on more conventional lines: GENESYS integrates system networks for vocabulary with the networks realized grammatically. Gordon Tucker has particular responsibility for this area, and, through him, we are now implementing what Halliday termed 'the grammarian's dream of lexis as most delicate grammar' (instead of having a separate lexicon, as in Nigel and all other grammars that we know of).

So, at the end of Phase 1, GENESYS has altogether 1,100 systems, of which 600 are realized in syntax, morphology, intonation or punctuation. In addition there are some 1,400 realization rules, involving about 4,000 operations.

Another notable feature of GENESYS is that it generates output that is either written or spoken (i.e. marked for semantically motivated intonation), as required. (It needs a speech synthesizer to turn this into a phonetic output; we have recently heard that RSRE Malvern have invited a research proposal from University College London to work with us on this, so we hope that this will happen.)

Every grammar has its areas of strength and gaps in its coverage. GENESYS at this point still has many gaps; filling these is one of the main tasks of Phase 2. Areas of grammar covered so far include the following (using the most general terminology possible, which may not always coincide with that of, say, Halliday 1985): complex structures realized in any of 8 different auxiliary verbal elements, realizing choices in mood, modality, tense, aspect and voice, etc (including, as well as the usual forms that are standard in all treatments, "used to", "would" in its 'habit' sense, "be going to", "be about to"); complex nominal groups with provision for multiple modifiers, three types of determiner selection, as in, e.g., "five of the biggest of those apples", (i.e. (a) selection by quantification, including weak "one" and "a(n)", (b) selection by superlativisation, and (c) selection by three types of deictic meaning, realized in "the", demonstratives and possessives), and qualifiers; a

full range of pronouns and proper nouns (with their own quite complex internal grammar); complex genitive constructions, e.g. "the new doctor's car's door"; comparative and superlative adjective and adverb constructions (but not with embedded clauses yet); prepositional groups; many types of verb complementation (including some 'extraposition'), handled as embedded clauses, seen as situations that 'fill' the Phenomenon; the relationship of adjectives to adverbs of manner; irregular verbs, nouns, adjectives and manner adverbs, handled in a single network; realizations of information structure in both punctuation and intonation; polar and Wh-questions (including multiple Wh-questions); five types of potentially co-occurring 'time' adjuncts (including two types of frequency, and repetition); adjuncts of place and manner; marked thematization of all participant roles (Complements) and of all types of meaning introduced so far that are realized in Adjuncts; a nearly complete range of transitivity types (defined in terms of configurations of participant roles, including covert roles); three types of 'passive' construction; 'special' grammars of dates, addresses and human proper names; Adjuncts expressing logical relationships ("because ...", "to ..."), and much else. Apart from the greater semanticization of the networks mentioned above, GENESYS covers a number of areas which, so far as we are aware, are not yet in NIGEL. These include: (1) some register options in MODE and TENOR, and their effects on realizations in both lexis and syntax (e.g. "Who were you listening to?" vs. "To whom were you listening?"); (2) the use of probabilities in generation (on which my paper will shortly be published in the journal Machine Translation); (3) detailed co-ordination rules for not just two but any number of co-ordinated nominal and other classes of groups; and, as mentioned above, (4) the first stages of providing semantically motivated intonation in a speech synthesizer output, and (5) a system network approach to lexis, integrating grammar and lexis (as well, of course, as intonation/punctuation) in a single 'lexicogrammar' of 'meaning potential'. (No doubt NIGEL covers some areas that we don't, but we are, perhaps naturally, less aware of these.)

GENESYS is still growing, so that in Phase 2 I estimate that it will more than double the number of systems realized in syntax. This should enable it to handle something approaching unrestricted syntax. (There are problems ahead, of course, in that a systemic syntactician is committed to handling the phenomena covered in transformational grammars by so-called 'movement' rules without first generating one structure and then turning it into another. We have already found good ways of handling many of the patterns in syntax that transformations were once thought by many to be appropriate for, and we can see the way to tackle many of the remaining ones. But there remain several problems that are likely to be less tractable in a systemic framework - as well as plenty that are sticky for all grammars.)

As for the vocabulary in GENESYS, it should grow in Phase 2 to at least 3-4,000 word-senses (or possibly more if an ambitious planned procedure is successful).

GENESYS already covers many aspects of intonation and punctuation, and the intonation in particular will be extended and refined in Phase 2. In this area we have no precedents to build on, and it is hard to predict how hard it will be to solve all the many problems of this fascinating area of the computer generation of language.

In all this work, a vital element has been the grammar writing tool for writing systemic functional grammars developed to our specifications by Joan Wright. It is in a continual process of development, and it has been interesting to see the way in which it has defined the nature of systemic grammar formally and at the same time pinpointed where we were adding to it (e.g. in our re-setting of probabilities in networks). It is called DEFREL (because it DEFINES RELationships between entities in the grammar).

COMMUNAL's first major achievement is therefore the size and scope of GENESYS. The second must be seen in the wider framework of the model as a whole. It has been a long-standing goal of NLP to build a large scale system that uses the same grammar to either generate or interpret a sentence. (Many current systems use a different grammar for each process.) The second major

achievement is therefore that we have performed this task with a very good grammar - a Systemic Functional Grammar, in this case. This breakthrough was achieved by Timmy O'Donoghue, of the Leeds team, who successfully devised a system to turn the tree diagram outputs of the generator into the semantic representation (bundles of semantic features, arranged hierarchically but not sequentially) that is the output of choices in the system networks. In other words the interpreter, called REVELATION, draws on the 'knowledge' stored in the networks and on the realization rules to make the realization rules 'run in reverse', as it were. It is interesting that those of us who built the generator found that we had to make only minor modifications to meet the needs of the interpreter; we had expected that it would put severe demands on the form of the generator. It seems that we have been lucky, in that our initial sense of what form the generator should take has turned out to be, at least for this purpose, 'right'.

This achievement came so late in Phase 1 that it needs more work to be done on it in tidying up and checking the system - and it needs to be written up and presented to the research community. But it raises major theoretical issues, such as (1) the basic characteristics of an optimal model of language for NLP; (2) whether generation or interpretation (or neither) is logically prior; and (3) how best to divide the work between adjacent components, in generation and interpretation (e.g. between the parser and the interpreter).

The third major achievement is the development at the University of Leeds of a large probabilistic parser. Leeds was already a leading centre in this field, through the work of Geoffrey Sampson and Eric Atwell (both originally at Lancaster). Eric Atwell, Clive Souter and Timmy O'Donoghue (who did much of the actual programming) have extended the Leeds work to build the Realistic Annealing Parser (the RAP), which parses the complex systemic functional syntax of the outputs of GENESYS on the basis of its knowledge of the probabilities of what is likely.

It is interesting that the concept of probabilities plays a role now in both generation and parsing in COMMUNAL - though in very different ways in the two components concerned. In Phase 2 the Leeds team will also develop a non-probabilistic parser, with the intention of incorporating both in the final system.

The work on relating the system networks to beliefs, inferencing and planning is less well advanced, as is to be expected in a language-led project. But we already have small but principled components that enable the system to accept sample utterances from the parser and interpreter; to add appropriately to its beliefs; to draw inferences from a new belief; and to make an appropriate discourse plan as input to GENESYS. (Comparisons with Penman are harder here, because Penman generates monologue, not dialogue.) Given adequate funding, Phase 2 will develop these components very much further.

Similarities to and differences from the Penman project at ISI

There are many similarities to the Penman project at ISI (see the separate description in this issue). Penman has grown, over the years, to include work on both parsing and on what we may term 'higher components', including the important contribution of Rhetorical Structure Theory. Four important differences between Penman and COMMUNAL are:

(1) COMMUNAL, which started 7 years after Penman, has been able to draw on Penman for general inspiration and for experience of how best to organize such a project, given limited resources. I am deeply indebted to Bill Mann and the other members of the ISI team for the way in which they have shared their experience with me as I was planning the COMMUNAL Project. Above all, because of the fact that the researchers at ISI were clearly being successful in their attempt at building a large systemic grammar, we knew it could be done. We needed this inspiration, because our sponsors wanted significant results within the first two years - which, as it turned out, we were able to provide (inspiration, luck and a lot of very hard work all playing a part). The achievements at ISI were an immense encouragement, even though we did not in

take over any of their work. Indeed, starting seven years later we naturally considered - and in fact used - very different tools and working methods: we used PROLOG rather than LISP, and developed a special 'grammar-writing tool' for systemic grammars called DEFREL, as described above; and we modelled realization in a very different way (which differentiates more sharply between the relationships in the system network and those of realization, and which includes a technique for changing probabilities, including absolute probabilities, in systems).

(2) the version of SFG implemented in COMMUNAL is roughly the type of SFG described in Fawcett 1980, 1987, 1988b, etc. It is different in two main ways from that underlying the Nigel grammar in Penman - the latter being essentially Halliday's model, as in his Introduction to Functional Grammar (1985) (IFG). (Of course, the IFG grammar has needed to be made fully explicit for the computer implementation - this vital work having been largely done by Christian Matthiessen - and this has in turn resulted in some innovations, such as the concept of 'gates'.) Perhaps the most important way in which the lexicon in COMMUNAL differs from Penman is that the system networks in COMMUNAL are explicitly semantic. This takes to its logical conclusion Halliday's concept that what system networks such as TRANSITIVITY, MOOD, THEME, etc model is options in meaning, i.e. choices between semantic features. Many of the networks in Penman are more oriented to form. Secondly, the COMMUNAL model is simpler and more explicit than that reflected in IFG. For example, there is a single analysis of TRANSITIVITY, rather than the two alternatives (which are used together in the descriptions) that are found in IFG, and the approach to relational processes is less complex. But this later approach to TRANSITIVITY is nonetheless clearly Hallidayan, and is based on ideas corresponding to the second of the two approaches offered in IFG. Here are some other ways in which the COMMUNAL model is significantly different from Halliday 1985: it treats the phenomena handled there by the 'alpha-beta' relationship of hypotaxis quite simply as embedding (and embedding is seen as a prime characteristic of language, not limited to 'logical' meanings); it handles tense and aspect without recursion; the nominal group has not two (as in IFG) but one layer of analysis - and there are other differences too. (Such variations should be seen as natural within a theory, and not (as some people sometimes appear to see them) as some kind of heresy; there are bound to be gains and losses in alternative descriptions, and the COMMUNAL project is a serious attempt to develop alternative approaches to those that happen to have been given the authority of an integrated overview in IFG. Halliday himself has of course held different views from those in IFG at different times in his life; it would be surprising, as Halliday himself would agree, if IFG, insightful as many parts certainly are, were to turn out to be the final word in describing English!) GENESYS, therefore, and the written descriptions of parts of English which are beginning to emerge from this work, therefore offer an alternative approach to modelling English which always draws on Halliday's fundamental insights, but proposes alternative descriptions at certain points. The most detailed published account of how such a lexicon works is to be found in Tucker 1989.

(3) COMMUNAL was planned from the start as an integrated five-year project with all the components for generation, belief and inferencing, and understanding integrated into the plan, while Penman has grown as funding became available (but always in what I take to be the right directions). This has given us more control of where we put our research effort, e.g. we have not had to develop a non-systemic lexicon, as the Penman team were required to do to connect to another research team's parser, and we were able to develop our interpreter in parallel with, rather in succession to, the generator, making adjustments in the generator as required. (On the other hand, the Penman Project has learnt useful things through the approach they have taken; I am commenting here simply on the effects of the different requirements that were laid on the two teams.

(4) Penman models monologic discourse (while hoping to extend to dialogue), and COMMUNAL models interactive dialogue (treating apparent cases of monologue as an extended turn in dialogue.)

Very little work has been done so far on comparing and evaluating the

alternative approaches. There is a serious difficulty in finding time for this sort of work, when there is a continuing pressure from one's sponsors to produce bigger and better versions of one's systems. We hope to build in more time for this in future - perhaps beginning at the 17th International Systemic Congress at Stirling this coming Summer. But what does emerge clearly is that the existence of these two very large systemic functional generators - independently developed as they are - demonstrates the pre-eminence of SFG as an appropriate model for the computational generation of language.

#### Possible applications of COMMUNAL

There are many possible spin-off applications. First, any system with both an understanding and a generation component could assist in machine translation. A second long-standing goal of NLP to which we now think we can make a significant contribution is what is known as 'text to speech'. This is the process of mechanically turning written text into natural-sounding speech. This must include semantically motivated intonation, which is something that has been handled inadequately so far in work on text to speech, but which GENESYS has already made good progress in attending to in a principled way. Other possible spin-off applications include interactive tutors for language learning (potentially achievable as an application because of the possibility of using quite limited domains), the development of metrics of text complexity e.g. for readers for English as a Foreign Language), and possible applications in the games industry. At the appropriate points we may seek industrial interest in these (and no doubt other) possible applications.

#### Prospect

This project is still young (barely 18 months old, in terms of actual research, as opposed to setting it up initially), and it is only now becoming known in the AI and NLP research communities. Two papers deriving explicitly from the project have been published, and are therefore in the public domain (Fawcett 1988a and Tucker 1989), and others are in various stages of appearing. But most of the reports are still confidential to the partners, and a major task of Phase 2 will be to derive from current and future reports - and indeed from the software - the publications and presentations which are now clearly warranted, in order to make COMMUNAL better known to the relevant research communities, both academic and industrial.

I do not know the date when this issue of Network will reach you. At the time of writing (the end of January 1990) the position is that we expect shortly to be advertising for two researchers. These will be to work on the 'higher components' of the model, i.e. on Ivy's belief and inferencing system, on the way in which this and the inferences performed on those beliefs will be represented, and on how Ivy plans and understands discourse (drawing on Fawcett et al 1988). These are therefore primarily posts for people with an understanding of current issues in AI. One is likely to be a reasonably senior post, and one for someone recently out of a relevant MSc course. It may be that someone with a linguistics background but some programming experience would be suitable for the junior post. Secondly, there is the possibility of a more centrally linguistics post, later in the year. If you would like to be kept informed of any such opportunities here, write to me at: The Computational Linguistics Unit, Aberconway Building, University of Wales College of Cardiff, Cardiff CF1 3EU, UK (or e-mail me your e-mail address (if you have one) and your postal address.

We are also always willing to discuss academic visits. Visitors for a short period (e.g. between a few days and 2-3 weeks) can explore the system at leisure, and, we hope, give us useful feedback and possibly work closely with myself or another member of the team on developing some area in which you have special expertise. Those with expertise in Computational Linguistics are especially welcome, but systemic linguists with a specialism that complements ours and which could be integrated with the current model will be equally welcome. We are also willing to consider applications to spend a longer period here, e.g. a sabbatical term or a year. In such cases you would be expected to contribute to the project in some significant way, to be determined by yourself



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THE NEXT DEADLINE IS SEPTEMBER 1,1990.



#### TEXT GENERATION IN DARMSTADT

by Erich Steiner

KOMET is the name of this project, which will initially be devoted to German text-generation. We are planning to extend it to other languages in the near future. The German generator will start with the PENMAN approach, applied to German. It will incorporate my Systemically based contributions to MT (cf. Steiner et al. eds. 1988/ Bateman et al. eds. 1989/ Steiner. 1989), so that, while it will be kept compatible with NIGEL and the PENMAN system, it will represent an alternative version of Systemic Grammar which differs from NIGEL mainly in that

- it owes some of its central ideas in the area of transitivity to a Fawcett-type variant of Systemic Grammar
- It incorporates insights from modern theories in Computational Linguistics, such as LFG, GPSG, and also GB.

While the sentence generator will be the core of the system initially, it will soon shift its focus to the areas of text planning, a general interface to domain knowledge, and knowledge representation beyond purely linguistic knowledge.

KOMET currently has four full time staff, with an increase to be expected very soon. It benefits immensely from the support of the ISI PENMAN group, especially John Bateman, Bob Kasper, Cecile Paris, and Ed Hovy. A long term contract of co-operation between the GMD and ISI has been signed. The GMD is the "Gesellschaft fuer Mathematik und Datenverarbeitung", a German Federal Research Institute which constitutes the "German Research Centre for Computer Science" (over 1500 scientific staff altogether). Similarly, less extensive contracts, involve co-operation with SRI Stanford (Peters), Philips Research Laboratories (Scott), Universidad Catolica de Rio de Janeiro (De Souza). Co-operation in the future is also foreseen with COMMUNAL in Cardiff.

KOMET has a sister project in the GMD under the name of KONTEXT, which develops a parallel system for parsing, and which has just begun to investigate, with much appreciated input from Bob Kasper, the possibilities of parsing with Systemic Grammars.

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Project descriptions are available from:

GMD/IPS I e-mail address: steiner@ips1.darmstadt.gmd.dpb.de  
 olivstr. 15  
 D-6100 Darmstadt  
 West Germany

#### COMPUTATIONAL SYSTEMIC WORK AT OHIO STATE

By TERRY PATTEN dept. of computer and information science the ohio state university 2036 neil ave. mall columbus, ohio 43210 u.s.a.  
 patten@cis.ohio-state.edu (614) 292-3989

At Ohio State, the computational work involving systemic grammar is aimed both at exploring fundamental language-processing issues and at practical language processing. Our interest in systemic grammar stems from some remarkable computational properties of its descriptive apparatus. We will first discuss the central idea behind our research--that the relationship between the semantic and grammatical strata described by Halliday can provide the basis for efficient linguistic inference. Two research projects based on this idea will then be outlined: a real-time language generation system, and a preliminary system that uses the same grammar for both generation and understanding. The discussion of these projects will be followed by some brief concluding remarks.

#### The Computational Idea

Our primary computational-linguistic interest is the matter of efficiency. There are two reasons behind this: First, we are interested in reconciling the computational difficulty of language processing with the fact that people process language very rapidly. Second, we are interested in building practical interfaces that would allow natural-language interaction between people and computers--and people will simply not tolerate long pauses.

One aspect of systemic grammar that provides significant computational advantages is stratification. The relationship between the semantic and grammatical strata provides an indexing mechanism of considerable computational power. For simplicity, we use the model where semantic choices result in the preselection of specific grammatical features. In any case, stratification provides a means of specifying an explicit relation between the situation and the grammar. This description of interstratal realization facilitates a kind of coarse-grained inference analogous to that found in the most efficient artificial intelligence systems.

The computational advantage of coarse-grained inference can be seen in medical diagnosis--a favorite artificial intelligence task. A doctor performing a routine diagnosis does not go through detailed, fine-grained reasoning about physiological processes, chemical interactions and so on. Instead the diagnosis is done using coarse-grained knowledge of the form: If the patient has symptoms X, Y and Z, then the most likely cause is disease D. The doctor has accumulated a large body of such knowledge through years of experience and study, and this allows routine diagnoses to be made quickly in one large step rather than in many smaller steps. The incorporation of coarse-grained knowledge into computer systems was the key to the enormous success of the so-called "expert systems." Systemic grammar describes coarse-grained relationships between situations and grammar--that is, registers--through the mapping between the semantic and grammatical strata. This mapping allows grammatical features to be inferred from the field, tenor and mode in one step, rather than going through the long chains of fine-grained reasoning that often appear in the pragmatics literature.

#### Generating Language as Fast as People Do

One of our projects involves a system that uses this coarse-grained register knowledge to generate English clauses efficiently from a large systemic grammar (several hundred features). In cases where register



completely determines the clause, processing time is less than a second on a relatively slow computer, and too small to measure when running on one of our faster machines.

We use C++, an "object-oriented" programming language (these are suited to representing classification hierarchies), to encode the system networks at both strata. We take advantage of the ability of C++ to perform all the inheritance in the classification hierarchy before the program is run. For a systemic grammar, this means that a feature inherits all the realization rules of its entry conditions, their entry conditions and so on. Thus, preselecting the most delicate features allows required grammatical realization rules to be found without traversing the network. Our system exploits the combination of register knowledge and object-oriented representation to drastically reduce the work that needs to be done between the time the program receives the semantic input and the time the clause is generated. The point is that almost all the necessary work is done when the grammar is initially loaded, and this work does not have to be repeated when it is generating clauses. The register knowledge predetermines decisions about which grammatical features are required given the field, tenor and mode; and the automatic inheritance is used to avoid traversing the grammar. If enough detailed register knowledge is made available to the system, structural realization of semantic input can be computed very quickly.

#### Bidirectional Processing of a Systemic Grammar

Another project we are pursuing is the development of a computer system that uses the same systemic grammar for both efficient language generation and efficient language understanding. Such "bidirectional" systems have been an elusive goal for computational linguists. Our approach is to exploit register knowledge for both tasks. This coarse-grained knowledge allows us to efficiently dictate grammatical features for generation, and to efficiently produce expectations that can guide the understanding process as described below.

Field, tenor and mode determine semantic choices which then preselect a set of expected grammatical features. The realization rules of these features are then simply compared to the text being understood. Taking into consideration which expectations were met and which were not, and including features that have no viable alternatives (according to the realization rules and the logical constraints of the network), a new set of preselections is then produced. This is repeated until a complete match is achieved. The successful set of semantic and grammatical features constitutes the interpretation. We have been encouraged by a successful preliminary implementation of this method.

#### Conclusion

We have chosen systemic grammar as our object of study not only because of its advantages for linguistic description, but also because of its significant computational properties. By taking advantage of the relationship between the semantic and grammatical strata, we can produce clauses literally instantaneously even from large grammars. Preliminary results suggest that we may also be able to exploit the same relationship to build an efficient bidirectional language-processing system. We plan to continue exploring the role of coarse-grained linguistic knowledge in natural-language processing—using systemic grammar both as a vehicle and as a source of inspiration.

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#### PROGRESS REPORT: SYSPRO

by

Michael Cummings

SYSPRO (© 1986, 1988 M. Cummings) is a program for the computer simulation of system network models. Various systemic colleagues of mine have been a patient audience to descriptions and demonstrations of SYSPRO at the 13th (Canterbury) and 14th (Sidney) Systemic Congresses. Workshops for hands-on use of SYSPRO were mounted at the 15th (Michigan State) and 16th (Helsinki) Systemic Congresses, and another is scheduled for the Stirling Congress in July 1990.

SYSPRO is a reasonably portable software in its present version. Although originally written in PROLOG code for a VAX/VMS environment, I have distributed it at workshops in a binary form designed to run on IBM PC/XT/AT or compatibles. In binary form, the software loads much faster and runs somewhat faster than in PROLOG code. This version, however, still requires the use of a commercial PROLOG interpreter, which is available only from Logivare International, Toronto, at a cost of at least \$100 U.S. It would obviously be desirable to provide an independently executable compiled binary file for SYSPRO which could be run without a PROLOG interpreter.

Other improvements in the present SYSPRO facility which our experience in workshops has suggested include a simplification of the user environment. A certain amount of PROLOG notation is retained in the syntax of operational commands and statements, which has made the software less user-friendly than it could be.

My work on the program since the last workshop has included both these objectives. I am now experimenting with a commercially available PROLOG development system which can produce compiled and independently executable code. In principle, a program in such a format can run up to 80 times faster than in its original interpreted PROLOG code. In practice, a compiled version of the SYSPRO system network graphic output module runs about four times faster than its interpreted counterpart. Part of the discrepancy between expectation and result relates to an inherent drawback in the new PROLOG development system: paradoxically its creators left it short of built-in logic predicates in favour of built-in predicates for windowing and other fancy graphic output modes. As a result, I have had to write my own routines to define predicates which are already built into more standard dialects of PROLOG. Execution of the user defined predicates is slower than if they were built-in, and this is critical in the case of the sorting function. However, the four-fold gain in speed which is the net result does make the graphic module just that much more satisfying to use. I have also seen an improvement in the husbanding of memory resources, which is crucial for the graphic output of large system networks.

Improvements in the user environment are more easily achieved. In both the current and the experimental versions of SYSPRO, the syntax of user operations is defined in an environment module of simple proportions. Rewriting this module to suit the human context revealed in workshops is

not a large problem. In future releases, however, the entire program will have to be recompiled with the new environment module, irrespective of changes to any other modules.

For the sake of general information about SYSPRO and its intended uses, I have recently prepared copy for submission to the HUMANITIES COMPUTING YEARBOOK. This information is as follows:

SYSPRO is a program written in MPROLOG [© 1985 Logicware International, Inc.] to facilitate the notation of systemic linguistics. It is designed to operate either in the PDSS (Program Development Support System) environment of MPROLOG or as a stand-alone binary program in conjunction with the MPROLOG interpreter. It is available for IBM-PC/XT/AT and compatibles, and for VAX/VMS.

Systemic linguistics is a school of the linguistic sciences which centres on the paradigmatic aspect of language and on a multistratal approach to language. The paradigmatic aspect of language is formalized in logical alternatives dependent on some condition, i.e., a 'system' of choices among various language features in the context of some logically prior feature or structural condition. A series of logically dependent systems constitutes a 'system network', a species of semantic graph which, in its indefinite extensibility, becomes a model for Saussurean language taken as a whole. In common with other approaches to language, systemic linguistics postulates that language is a semiotic, with encoding and reencoding on several strata, from the level of the socio-cognitive down through the phonological. Within each stratum, the paradigmatic aspect of language is susceptible to the network model. The network is a logical engine with a finite variety of states. Each of the states implies an output which may be interpreted structurally in each linguistic stratum. Each state of the network in higher strata may predetermine states of the networks in lower strata, mediated by the structural outputs of relatively higher networks.

As a simulation of system network models of language, SYSPRO permits the user to enter system networks into memory, store the recorded networks on disk, recall them from disk, display the networks as graphics in the standard systemic notation, and, most important, derive from the networks linguistic expressions which represent each of the various logical states which the networks imply. These 'selection expressions' have long been part of the systemic description of language. SYSPRO derives them too in the standard systemic notation. SYSPRO was originally designed to facilitate linguistic description in network form, but it also serves to check the logical validity of proposed system networks and to catalogue the logical outputs of such networks.

Each of SYSPRO's functions has a characteristic prompt-response mode of operation. The structure of input sequences is based on ordinary PROLOG notation. There are five basic functions:

The editorial function. In order to permit SYSPRO to derive selection expressions, the user must first enter the system

network into memory. To accomplish this, the user invokes the dialogue facility of the program, by typing the command <<bar.>> or the command <<bra.>> -- the first for entering a single system, the second for entering parallel ('simultaneous' or 'brace') systems. The program responds dialogically by prompting for the nature of the entry condition(s), i.e., whether simple or complex, and if complex, whether disjunctive or conjunctive. The program continues by prompting for the labels which represent systemic choices, and in the case of simultaneous systems, by prompting for further systems. When the dialogue is finished, the system or 'brace' of simultaneous systems is automatically asserted into main memory in the form of rules. The network is thus understood by the program as a rule structure. The user may display the recorded rules for inspection with the command <<showrules.>>. The rules may be edited, filed to disk or erased during the session. The disk file of rules may be edited during the session by invoking the host environment, or after the session. A disk file of rules may be restored to main memory during a session.

Deriving selection expressions. SYSPRO outputs all selection expressions implied by the rules which constitute the (logically) first network in main memory. The initiating command is <<express.>>. Selection expressions are derived by a depth-first graph-search and written on the screen in standard systemic notation, between brackets and with internal bracketing and slants to represent simultaneous dependencies. Each expression is numbered serially. The order in which particular expressions appear is sensitive to the order of the rules in main memory. By using the command <<express(X)>> where X is the entry condition to some system within the network, the user may limit the derivation to just that subnetwork which begins with the named entry condition. The output of selection expressions may be routed to a disk file instead of to the screen.

Displaying the network as a graphic. Because the user may want to avoid drawing the network diagram himself, or because he may want to check the network as a schematic at some stage during the entry dialogue, the command <<show.>> causes all the networks implied by rules stored in main memory to be displayed on the screen. This display is thus an essential help to the editorial process. The command <<show(X)>>, where X is the entry condition to some system within the network, displays just that subnetwork which begins with the named entry condition. This graphic output may be routed to a disk file instead of to the screen.

Deriving preselected expressions. The user may wish to limit selection expressions output to just those which each include a particular feature or a set of features from the network. At the command <<select([X,Y...])>> SYSPRO outputs those and only those selection expressions which each include the features itemized in the list [X,Y...]. The number or order of features in the list is immaterial. If no selection expression for the stored network includes all the features in the list, an error message appears.

Testing networks for logical consistency. At the command <<test.>> SYSPRO searches the stored network for one kind of

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logical structure. A warning message indicates that some conjunctive entry condition includes features which are mutually exclusive or which are dependent on mutually exclusive features via some path.

Additional facilities include temporary designation of features as terminals, switching between exclusive-or and inclusive-or logic, simulation of preselection between linguistic strata with realization rules, and automatic graphic display expansion of VDT screen from 80 to 120 columns (for series VT 220 and higher).

#### TECHNICAL INFORMATION

##### 1. Author/vendor.

Michael Cummings  
English Department  
Glendon College  
York University  
2275 Bayview Avenue  
Toronto, Canada M4N 3M6

GL250004@YUUVENUS.BITNET

(416-)487-6713

2. Cost. SYSPRO is distributed free of charge but users are asked to pay a flat fee to defray cost of distribution medium, postage, and technical information supplied. The fee is \$15.00 Canadian, or \$12.50 U.S., payable in Canadian or U.S. dollars only.

N.B. SYSPRO runs only in conjunction with a commercially available PROLOG interpreter which can only be obtained from Logicware International, Inc., Toronto. The current cost of the least expensive software package including the interpreter is about \$100.00 U.S. (See Host system and requirements, below).

3. Host system and requirements. SYSPRO can be supplied as PROLOG code to run in the PDSS environment of MPROLOG on VAX/VMS systems and IBM PC/XT/AT systems and compatibles. It can more conveniently be supplied as a binary file to run in conjunction with the MPROLOG interpreter on IBM PC/XT/AT systems and compatibles. The MPROLOG interpreter is available as part of any one of several software packages for micros distributed by

Logicware International  
2065 Dundas Street East  
Suite #204  
Mississauga, Ontario  
Canada L4X 1M2

FAX (416-)629-8802  
Tel. (416-)629-8801

The least expensive of these packages is the PROLOG Primer, which is currently listed at about \$100.00 U.S. plus postage. Instructions for accessing the MPROLOG interpreter in the Primer software are included with the SYSPRO package. Logicware products are available only by direct orders to Logicware International, Inc.

SYSPRO can be supplied in either 5 1/4 or 3 1/2 inch diskette formats. It may be run from the supply diskette or copied onto hard disk. It requires a minimum of 640 K RAM running under PC-DOS or MS-DOS version 2.0 or higher.

4. Copy protection and restrictions. There is no restriction on copying SYSPRO in either the PROLOG code or the binary file. Information about copy protection and restrictions on MPROLOG products is available from Logicware International, Inc.

5. Support and updates. Advice from the author/vendor is freely available, and updated versions will be made available at cost from time to time.

6. Demonstrations. A SYSPRO computer lab workshop has been a feature of the last two annual meetings of the International Systemic Congress (1988 ISC-15, Michigan State University, East Lansing, Michigan; 1989 ISC-16, University of Helsinki, Helsinki, Finland), and a third is scheduled for the 1990 ISC-17, Stirling University, Stirling, Scotland. Subsequent meetings of the Congress are scheduled for Tokyo (1991) and Sydney, Australia (1992). For 1990 information, write

17-ISC 1990  
Martin Davies  
Department of English Studies  
Stirling University  
Stirling, Scotland  
UK

7. Bibliography. A bibliography of published and pending articles on SYSPRO, its architecture and applications, is included with the package.

As a postscript, I should add that I have been using the software in my current research on the syntax of the nominal group in Old English, which I hope to be able to present before very much longer in monograph form. The logical structure of the nominal group, and the system network for the logical function which generates this structure have been problems holding me up for a long time. I have gone back to my keyboard countless times to rewrite the logic network and to take off yet another set of selection expressions as a control. My current version of this network generates 205 selection expressions before recursion, and I fancy that I would never have got this far in thinking it all through without machine assistance. If any of my colleagues who have received a copy of SYSPRO and have mounted it on their own machines have had any joy of it, I would be grateful to hear their stories.

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February 1, 1990

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# INFORMATION

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M.A.K. Halliday, 1985

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Christian Matthiessen  
Department of Linguistics  
Sydney University, Sydney NSW 2006  
Australia

- I. General
- II. Grammar & semantics
- III. Phonology
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- VI. Language development (child language)
- VII. Language, society, ideology
- VIII. Verbal art (stylistics)
- IX. Semiotics
- X. Artificial intelligence and computational linguistics
- XI. Other 'applications'

Certain papers are available from The Systemic Archive at Stirling, c/o Martin Davies, English Studies, The University of Stirling, Stirling FK9 4LA, Scotland, U.K.. Lists of papers available are published regularly in the systemic newsletter Network (see under I below).

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RENEW, PLEASE!

# INFORMATION

Electronic Mail  
E-MAIL ADDRESSES OF SYSTEMICISTS

Please send corrections or additions to GL250012@YUVENUS.BITNET

ALRWG = GL250012@yuvenus.bitnet

Bateman, John = bateman@ipsi.darmstadt.gmd.dpb.de

Benson, Jim = GL250012@yuvenus.bitnet

Brown, Marcus = TUSZGUUC@TUMUC.uucp

Butler, Chris = c.s.butler@vme.ccc.nottingham.ac.uk

Couper-Kuhlen, Elizabeth = PSCOUPE@DKNKURZ1.BITNET

Couture, Barbara = bcouture@vaynest1.bitnet

Cummings, Michael = GL250004@yuvenus.bitnet

Davies, Eirian = uhle003@vaxa.rhbc.ac.uk

Davies, Martin = pdsen@vaxa.stirling.ac.uk

Fawcett, Robin = fawcett@vaxc.abcy.cardiff.ac.uk

Fine, Jonathan = f24054@barilan.bitnet

Francis, Gill = ELPFRANC@NUSVM.BITNET

Fries, Peter = 34312tv@cmuvu.bitnet

Greaves, Bill = GL250007@yuvenus.bitnet

Hovy, Eduard = hovy@isi.edu

Kasper, Bob = kasper@isi.edu

Kies, Dan = kies@codvml.bitnet

Machauf, Liora = GSLIOR@TECHNION

Mann, William = Mann@isi.edu

Matthiessen, Christian = jafta@psych44.su.oz

Mohan, Bernie = USERMOHA@UBCMTSG.bitnet

Murphy, Sharon = smurphey@yorkvm2.bitnet  
Faculty of Education  
York University  
Toronto, Ontario  
Canada

O'Donnell, Mick = mick@isi.edu

Paris, Cecile = paris@isi.edu

Patten, Terry = patten@cis.ohio-state.edu

Poulton, Lynn = LPOUL00@RICEVH1.RICE.EDU

Schulz, Janine = GL250253@YUORION.BITNET

Shore, Susanna = shore@finuh.bitnet

Stainton, Robert = STAINTON@COGITO.HIT.EDU

Stan Starosta = stanley@uhccux.uhcc.Hawaii.Edu  
or t042270@uhccmvs

Steiner, Erich = steiner@ipsi.darmstadt.gmd.dpb.de

Toolan, Michael = toolan@uvavm.acs.washington.edu

Tucker, Gordon = tuckerg@vaxc.abcy.cardiff.ac.uk

Ventola, Eija = ventola@finuh.bitnet

Vatt, David = GL250157@yuvenus.bitnet

Yang, Agnes = ihv1001@UCLAMVS.BITNET

E-Mail list

\*\*\*\*\*  
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| 2. Lexicogrammar: syntax     | 10. Functional components                       |
| 3. Lexicogrammar: morphology | 11. General theory                              |
| 4. Lexicogrammar: lexis      | 12. Comparison with other general theories      |
| 5. Phonology                 | 13. Applied linguistics (language in education) |
| 6. English                   | 14. Other applications of linguistics           |
| 7. Other languages           | 15. Text and discourse                          |
| 8. System networks           | 16. Child language and language development     |

3. I do not undertake to categorize papers, and the bulk of the items on this list have never been categorized, so the list is not as useful as it could be. But if intending contributors classify their own, they will make the list much more useful. If desired, the principal category may be underlined, as for example Tony Lyne's are.

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<u>Item</u> <u>Number</u>	<u>Author(s)</u>	<u>Paper</u>
[3.1]	N Chowsky, D Hymes, & M A K Halliday	Answers to questions about language put by teachers, from "The English Magazine", published by the Inner London Education Authority English Centre, Summer 1981, together with correction of a (damaging) misprint [9]; (October, 1986).
[3.2]	Eirian Davies	"Literal force and contextual significance of English Interrogatives" [6]; IPRA Conference, Antwerp, August 1987, (30.9.87).

- [3.3] Martin Davies Paper at Wayne State University: "Rhythm, Intonation and (perhaps) Poetry", July, 1986; (October, 1986) [13].
- [3.4] Peter H Fries Bibliography, 6/86, typescript [12]; n.p.; (October, 1986).
- [3.5] --- "English Predications of Comparison" [9]; LACUS (El Paso, Texas), 24th August, 1976; ?published in ?Nadbitka, n.p., n.d.; (October, 1986).
- [3.6] --- Printed version of [3.5], [3]; The Third LACUS Forum, Robert di Pietro & Edward Blansitt (eds), Hornbeam Press, 1977; (October, 1986).
- [3.7] --- "Exposition Workshop Report- First Draft for participants" [18]; n.p., n.d. (October, 1986).
- [3.8] --- "How Does a Story Mean What It Does? A Partial Answer" [7]; in Systemic Perspectives on Discourse, Vol. 1, James D. Benson and William S. Greaves (eds), pp. 295 - 321, Ablex: Norwood NJ; (October, 1986).
- [3.9] --- "Language and Interactive Behavior; the Language of Bridge" [2]; From Notes in Linguistics 25: 17-23, (January 1983); (October, 1986).
- [3.10] --- "Language and the Expression of Meaning" [3]; English in Australia, Vol. 48, June 1979, 29 - 38; (October, 1986).
- [3.11] --- "Language Features, Textual Coherence and Reading", paper delivered at The Second University of Texas at Arlington Conference on Linguistics and The Humanities: The Text as Convergence of Concerns, March 15, 1985 [9]; submitted to Word; (October, 1986).
- [3.12] --- "Lexical Patterns in a Text and Interpretation" [3]; Festschrift for Robert Ladu, Kurt R Janowsky (ed), Benjamins 1985; (October, 1986).
- [3.13] --- "Lexical Systems and the Meanings of Words" [2]; From: "The Language of Poems", Vol. VI, Nos. 1 & 2, March, 1977; (October, 1986).
- [3.14] --- "On Negation in Comparative Constructions" [4]; from Festschrift for Jacob Ornstein: Studies in General Linguistics and Sociolinguistics, Edward L. Blansitt & Richard Teschner (eds), Newberry House: Rowley, Mass; (October, 1986).
- [3.15] --- "On Repetition and Interpretation" [5]; Forum Linguisticum, VII, 1, August 1982; (October, 1986).
- [3.16] --- "On the Status of Theme in English" [24]; in Micro and Macro Connexity of Texts, János S. Petőfi and Emel Sözer (eds.), Helmut Buske Verlag (Hamburg), 1983; (October, 1986).
- [3.17] --- "Problems in the Tagmemic Description of the English Noun Phrase" [5]; Proceedings of the Eleventh International Congress of Linguists, Bologna-Florence, Aug. 28 - Sep. 2, 1972; (October, 1986).
- [3.18] --- "Sequencing of Margin and Nucleus: The Expression of the Circumstantial Relation Rules" [24]; ISI at USC, 16th May 1985; (October, 1986).
- [3.19] --- "Sequencing of Margin and Nucleus: The Expression of the Reason Relation: Rules" [8]; ISI at USC, 13th May, 1985; (October, 1986).

- [3.20] Peter H Fries "Some Aspects of coherence in a conversation" [12]; n.p., August 27, 1984; (October, 1986).
- [3.21] — "The Structure of Texts: A Preliminary Report" [5]; *Studia Anglica Posnaniensia*, X; UAM, Poznan, 1979; (October, 1986).
- [3.22] — Tageme Sequences in the English Noun Phrase, Publication of the Summer Institute of Linguistics of the University of Oklahoma, Norman, October 1970 [127]; (October, 1986).
- [3.23] — "Tagemics", Ch. 8 of Language, Introductory Readings, Clark, Eschholz and Rosa (eds), St. Martin's Press, 1972 [4]; (October, 1986).
- [3.24] — "Towards a Discussion of the Ordering of Adjectives in the English Noun Phrase" [5]; n.p., December 19, 1984; (October, 1986).
- [3.25] G Fulton "Perceptions of Time and Change in *To Autumn*: A Stylistic Analysis" [24]; July, 1987.
- [3.26] Michael Gregory "Clause and sentence as distinct units in the morphosyntactic analysis of English and their relation to semological propositions and predications" (lecture handout) [3]; n.d., Glendon College, York University, Toronto; (October, 1986).
- [3.27] — English Patterns: Perspectives for a Description of English, Preliminary version for use by the Glendon College English Department, 1972 [164]; N. York, Toronto; (October, 1986).
- [3.28] — "Notes on Communication Linguistics, Semology: Predicational Structures" [15]; Glendon College, York University, Toronto; (October, 1986).
- [3.29] — "Towards 'Communication' Linguistics: a framework" [34]; Glendon College, York University, Toronto, n.d.; (October, 1986).
- [3.30] Michael Gregory & Karen Malcolm "Generic Situation and Discourse Phase: An Approach to the Analysis of Children's Talk" [43]; MS note on cover, "Nov. 1981: shorter version for R Hasan. This one for Pergamon volume." (October, 1986).
- [3.31] John Haiman & Sandra S Thompson "'Subordination' in Universal Grammar" [81]; Proceedings of the Tenth Annual Meeting of the Berkeley Linguistics Society, February 17 - 20, 1984; (October, 1986).
- [3.32] M A K Halliday Bibliography to 1985 [4]; n.p., n.d.; (October, 1986).
- [3.33] — "Class handouts, 1977: Linguistics II (Pass) [13] (looks like an early version of early chapters in An Introduction to Functional Grammar); (October, 1986).
- [3.34] — "How children learn language" [9]; "to appear in R D Eagleson and K Watson (eds.): English in Secondary Schools: today and tomorrow, Sydney: English Teachers' Association (NSW)" (1976); (October, 1986).
- [3.35] — "How Is A Text Like A Clause?" [10]; Nobel Symposium on Text Processing, Topic 2: Aspects of Text Analysis and Generation, Stockholm, August 11 - 16, 1980; (October, 1986).

- [3.36] M A K Halliday "An Interpretation of the Functional Relationship between Language and Social Structure" [12]; "To appear in Uta Onasthoff (ed.): Sprachstruktur-Sozialstruktur: Beitrage zur Linguistischen Theorienbildung", Kronberg/Ts: Skriptor." (1976); (October, 1986).
- [3.37] — "Is Learning a Second Language Like Learning a First Language All Over Again?" [31]; "Keynote address to the First Congress of the Applied Linguistics Association of Australia (ALAA: University of Newcastle, 28 August 1976)" (typescript); (October, 1986).
- [3.38] — Printed version of [3.37], provenance unknown (? Congress Proceedings ?), "Received 1/80" on front [9]; (October, 1986).
- [3.39] — "It's a Fixed Word Order Language is English" [5]; lecture delivered at LSA Summer Institute, Albuquerque, New Mexico, July, 1980; (October, 1986).
- [3.40] — "Language Acquisition and Initial Literacy" [4]; Claremont Reading Conference, 1971; (October, 1986);
- [3.41] — "Language Education in Multilingual Societies: Some Problems of Action and Interpretation from the Standpoint of Linguistics", summary from Report of the Regional Seminar on Language Education in Multilingual Societies: Its Challenges and Potentials (Singapore), together with an account of subsequent discussion session at the seminar [5]; (October, 1986).
- [3.42] — Select bibliography of systemic linguistics in relation to semiotics and education [8]; ISISSS/CELT, Bloomington: Indiana, 1985; (October, 1986).
- [3.43] — Abstract: "Sociolinguistics and Linguistic Change" [4]; n.p., n.d. (? Bologna, 1972, pub. 1975 ??); (October, 1986).
- [3.44] — "Spoken and Written Modes of Meaning" [39]; "To appear in Comprehending Oral and Written Language, Rosalind Horowitz and S. Jay Samuels (eds), Academic Press; (October, 1986).
- [3.45] — "Structure and Function in Language" [25]; Paper presented to the Symposium on Discourse and Syntax, University of California Los Angeles, 18-20 November, 1977; (October, 1986).
- [3.46] M A K Halliday "Notes (early) on Process Types, Participant Functions, and Hypotaxis and Parataxis [12]; n.p., n.d.; (October, 1986).
- [3.47] Carolyn G. Hartnett "Cohesion and Historical Development: Thus, It More Resembles Pizza" [19]; "Presentation at Conference on College Composition and Communication, New York, March 29, 1984"; (October, 1986).
- [3.48] Ruqaiya Hasan Bibliography, 1968 - 83; n.p., n.d.; (October, 1986).
- [3.49] — "The Implications of Semantic Distance for Language in Education" [38]; paper submitted to Post-Plenary Session of the xth International Congress of Anthropological and Ethnological Sciences, to be held at Mysore, December 1978; (October, 1986).
- [3.50] — "Learning and Borrowing: From Grammar to Lexis" [7]; "To Appear in Festschrift in Honour of Arthur Delbridge, Beitrage zur Phonetik und Linguistik 4 (1985), (ed.) J.E. Clark"; (October, 1986).

- [3.51] Ruqaiya Hasan Lecture Handouts, XIIth ISN: Ann Arbor, August, 1985: "A Fragment of Semantic Options Available to OFFER"; "Lexicogrammar: Simplified Mood Network", together with Selection Expressions and Examples [6]; Ann Arbor, 1985; (October, 1986).
- [3.52] — "The Ontogenesis of Ideology: an interpretation of Mother-Child Talk" [31]; n.d. (ms. note on cover: "Received 5/26/85"), Macquarie University, Australia; (October, 1986).
- [3.53] — Review Article: "Paul Werth: Conversation and Discourse (1981), Australian Journal of Linguistics, Vol. 3, No. 2, Dec. 1983 [13]; (October, 1986).
- [3.54] — "Situation and the Definition of Conversation", Paper presented for discussion at the Multi-Disciplinary Workshop on Analysis of Naturally occurring conversations: The MAP (November 17-20, 1982) ("The provisional title of this paper had appeared as 'The interaction between conversation (language) and situation'." [32]; (October, 1986);
- [3.55] — "Situation and the Definition of Genres" - "This is a revised version of the paper presented for discussion at the Multi-Disciplinary Workshop on the Analysis of a Naturally Occurring Conversation: The MAP (November 17-20, 1982)." "To appear in Perspectives on Discourse: Multi-Disciplinary Study of a Naturally Occurring Conversation (tentative title) edited by Allen D. Grimshaw, Ablex: Norwood, NJ." [64]; (October, 1986).
- [3.56] — "Socialization and Cross-Cultural Education" [10]; IJSL, 8, 1976; (October, 1986).
- [3.57] — "Some Sociological Considerations in Second Language Teaching" [7]; from Proceedings of the 1976 Congress of the Applied Linguistics Association of Australia; (October, 1986).
- [3.58] — "The Structure of the Nursery Tale: An Essay in Text Typology" [28]; "slightly revised version of talk delivered in Genoa at the xvth International Conference of S.L.I., 8 - 10 May, 1981"; (October, 1986).
- [3.59] — "The Verb 'Be' in Urdu" [63]; from Verhaar (ed.) The verb 'Be' and its Synonyms 5, 1 - 63. 1972; (October, 1986).
- [3.60] — "Ways of Saying: Ways of Meaning" [20]; revised version of a talk presented at the Burg Wartenstein Symposium No. 66, August 8 - 17, 1975; copy dated 1982; (October, 1986).
- [3.61] ?Ruqaiya Hasan "What is Coherence?" [43]; n.p., n.d. ("1980" pencilled on front); (October, 1986).
- [3.62] — "What Kind of Resource is Language?", (Keynote address delivered at the VIIIth A.L.A.A. Congress, La Trobe University, Melbourne, August 1983 [38]; (October, 1986).
- [3.63] — "Workshop on Casual Conversation" [33]; preliminary version of "Casual Conversation" by M A K Halliday and B Plun, (Chapter One of Discourse on Discourse: Workshop Reports from "The Macquarie Workshop on Discourse Analysis, February 21 - 25, 1983", Introduced and edited by R. Hasan) published by the Applied Linguistics Association of Australia, Occasional Papers Number 7, 1985; (October, 1986).
- [3.64] R Kasper "A Unification Method for Disjunctive Feature Descriptions" [9]; reprinted from Proceedings of the 25th Annual Meeting of the Association for Computational Linguistics, July 6 - 9, 1987, Stanford, CA; 7th October, 1987.

- [3.65] R Kasper "Systemic Grammar and Functional Unification Grammar" [23]; reprinted from the Proceedings of the 12th International Systemic Workshop in Ann Arbor, MI, August 21 - 24, 1985; (5th October, 1987).
- [3.66] D Kies "Thematic Fronting with and without Pronominal Reinforcement: The Meaning and Distribution of 'Left Dislocated' and 'Topicalized' Structures in Discourse" [49]; paper given at the XIIIth International Systemic Workshop, Canterbury, Kent, July 16 - 18, 1986; 20th September, 1987.
- [3.67] A A Lyne "The Ideational, Interpersonal and Textual Macrofunctions Applied to Lexicometrical Work on French Business Correspondence" [6]; from Systemic Perspectives on Discourse, J. Benson & W. Greaves (eds), Benjamins, 1987, 125 - 135; (July, 1986). [4, 7 (French), 10, 14, 15]
- [3.68] — "Systemic Syntax from a Lexical Point of View" [27]; to appear in Benson, J., Cummings, M. & Greaves, W. (eds): Linguistics in a Systemic Perspective, Benjamins, Amsterdam; July 1986. [2, 3, 4]
- [3.69] W C Mann "Text generation: The Problem of Text Structure" [23]; reprinted from Natural Language Generation Systems, 1987; (5th October, 1987).
- [3.70] — "To Coin a Noun Phrase" [5]; n.p. n.d.; (October, 1986).
- [3.71] W C Mann & S A Thompson Antithesis: A Study in Clause Combining and Discourse Structure [29]; reprinted from Ross Steele and Terry Threadgold, eds, Language Topics: Essays in Honour of Michael Halliday, Vol. 2, Philadelphia: Benjamins, 1987; (5th October, 1987).
- [3.72] — "Rhetorical Structure Theory: Description and Construction of Text Structures" [17]; presented at the Third International Workshop on Text Generation, August 19 - 23, 1986 at Nijmegen, The Netherlands; (5th October, 1987).
- [3.73] — "Rhetorical Structure Theory: A Framework for the Analysis of Texts" [25]; reprinted from IPRA Papers in Pragmatics, A. Duranti & B. Schieffelin (eds), Vol. 1, 1987; (7th October, 1987).
- [3.74] — "Rhetorical Structure Theory: A Theory of Text Organization" [87]; reprinted from The Structure of Discourse, L. Polanyi (ed), Ablex: Norwood, NJ; (7th October, 1987).
- [3.75] J R Martin "CONJUNCTION and Conversational Structure" (draft) [41]; Sydney, 1979; (October, 1986).
- [3.76] — "Conjunction: the logic of English text - draft" [39]; Sydney, 1981; (October, 1986).
- [3.77] — "English Text: System and Structures: Part II - Discourse Systems and Structures" [22]; Sydney, n.d.; (October, 1986).
- [3.78] — "Grammaticalising Ecology: the politics of baby seals and kangaroos" [32]; Language and Ideology Conference, (?) Sydney, n.d.; (October, 1986).
- [3.79] — "Hypotaxis and Embedding: logical and experiential perspectives on subordination" [4]; Handout at Systemic Workshop 1985, University of Michigan; (October, 1986).
- [3.80] — "Intervening in the process of writing development" [11]; Sydney, n.d.; (October, 1986).

- [3.81] J R Martin "The Language of Madness: method or disorder?" [16]; Sydney, n.d.; (October, 1986).
- [3.82] ——— "Lexical cohesion, field and genre: parcelling experience and discourse goals" (draft, 1984) [25]; Sydney: "to be published in Proceedings of Second Rice Symposium in Linguistics and Semiotics: Text Semantics and Discourse Semantics"; (October, 1986).
- [3.83] ——— "Reference and Conjunction in children's narrative" [6]; Sydney, "JRM/76"; (October, 1986).
- [3.84] ——— "What is good writing? - the school's view" [57]; "to be published in Ruqaiya Hasan (ed.): Five to Nine: children's language from home to school; October, 1986.
- [3.85] C Matthiessen "Notes on the Organization of the Environment of a Text Generation Grammar" [37]; reprinted from Natural Language Generation: Recent Advances in Artificial Intelligence, Psychology and Linguistics, April 1987; (5th October, 1987).
- [3.86] ——— "Representational Issues in Systemic Functional Grammar" [58]; reprinted from the Proceedings of the 12th International Systemic Workshop in Ann Arbor, MI, August 21 - 24, 1985; (5th October, 1987).
- [3.87] ——— "Semantics for a Systemic Grammar" [28]; reprinted from Systemic Perspectives on Discourse, M. Cummings, J. Benson & W Greaves (eds), Benjamins, 1987; (7th October, 1987).
- [3.88] C Matthiessen & S A Thompson "The Structure of Discourse and 'Subordination'" [72]; reprinted from Clause Combining in Discourse and Grammar, John Haiman and Sandra Thompson (eds), Benjamins 1987; (7th October, 1987).
- [3.89] N K Sondheimer & B Nebel "A Logical-Form and Knowledge-Base Design for Natural Language Generation" [8]; reprinted from the AAAI-86, Proceedings of the 5th National Conference on Artificial Intelligence, August 11 - 15, 1986 in Philadelphia, PA; (5th October, 1987).
- [3.90] USC/ISI "Publication record, 25 January 1985" [26]; Marina del Rey, CA, 1985; (October, 1986).

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| 3. Lexicogrammar: morphology | 13. Applied linguistics (language in education) |
| 4. Lexicogrammar: lexis      | 14. Other applications of linguistics           |
| 5. Phonology                 | 15. Text and discourse                          |
| 6. English                   | 16. Child language and language development     |
| 7. Other languages           |                                                 |
| 8. System networks           |                                                 |
| 9. Realizations              |                                                 |
| 10. Functional components    |                                                 |

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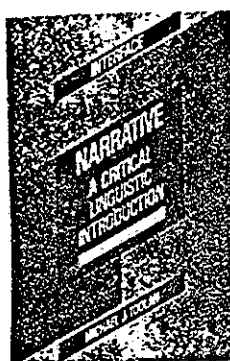
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Michael Toolan teaches at the University  
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### PUBLICATION

THE ROLES OF INTONATION IN ENGLISH DISCOURSE. There are a number of copies still available of P. Tench's PhD thesis, of the above title, that UWIST Cardiff duplicated for circulation to interested people: pp i-xiv, 1-532. Cost, incl. postage, 12.50; cheques payable to UWC Cardiff; address : Dr. P. Tench, SESJP, UWCC, P.O. Box 94, Cardiff CF1 3XE.

#### Summary

#### The Roles of Intonation in English Discourse

It is maintained that intonation performs six separate roles in English discourse. There is a syntactic role which principally involves Halliday's notion of 'neutral tonality', subject to four main structural constraints: the clauses must be single, simple, straightforward and short, categories which are examined and described in detail.

Secondly, there is an informational role, which involves tonality (distribution of information), tonicity (focus of information) and tone (status of information: falls for major information, rises for incomplete, and minor information, and fall-rises for thematic marking and implications).

A third role is in textual organization of spoken discourse, viz intonation units and groups, and phonological paragraphs; the pitch level of the onset syllable, the depth of fall and length of pause are the relevant features.

The fourth role discussed is connected to communicative functions; falls and rises in independent units of intonation realizing the provision or elicitation of information, authoritative or open suasion, and various kinds of social interchange.

A fifth role is the expression of attitude; it is maintained that it is not principally falls and rises that manifest this function but the degree and type of fall, rise and fall-rises, and the type of pitch movement in heads and pre-heads.

Finally, the sixth role is stylistic; intonation is a principal means of recognising and discriminating between one language event and another.

A tentative integration of the six functions into a single, comprehensive, model is attempted in the conclusion. The work rests on detailed analysis of transcribed recordings of genuine speech and on detailed analysis of the major authors in current intonational studies, viz Pike, Jassem, O'Connor & Arnold, Halliday, Crystal, Lehisté, Brazil, Brown, Cruttenden, Ladd and Liberman.

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#### B. Monographs in Systemic Linguistics

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Gerald Parsons

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The study develops Hasan's taxonomy of central tokens by showing that it is possible to modify the concept of cohesive harmony by focusing upon long chains of interaction. This results statistically in a distinct improvement in the explanation of the informants' perceptions of the coherence of the texts.

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##### Number 2: Discourse Variation in Medical Texts (forthcoming)

Kevin Nwogu

This is a study undertaken as an exercise in Comparative Discourse Analysis. Working within Genre-Analysis the work examines the variation in the organisation of the three parallel genres of written medical texts - the Abstract accompanying a medical research paper, the Research Article itself and the equivalent Journalistic Reported Version.

Further details will be supplied later.

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# 2ND NOTTINGHAM INTERNATIONAL SYSTEMIC WORKSHOP

9-11 July 1990

## CALL FOR PAPERS

Following the success of last year's workshop on Theme, we are pleased to announce that a 2nd Systemic Workshop will be held in Nottingham this summer. The topic this time will be RHEME. The workshop is timed to follow on from the 17th International Systemic Conference at Stirling University (4-7 July 1990).

Date of Workshop: 9-11 July 1990 (registration 16.00 on 9th).

Conference Address: c/o Dr. Gerald Parsons,  
Dept. of English Studies,  
The University, Nottingham,  
NG7 2RD, U.K.

Further Information: This will be sent to those who return the slip below by April 2nd.

Papers: Please indicate on the slip if you would be willing to present a paper. (While the main topic is RHEME, papers on related matters will be considered.)

Please return this slip by April 2nd 1990 to Dr. G. Parsons, Dept. of English Studies, The University, Nottingham, NG7 2RD, U.K.

NAME..... (PLEASE  
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Please tick as appropriate:

☐ I hope to attend the 2nd Nottingham International Workshop and would like further information.

☐ I am willing to present a paper on

☐ Rheme

☐ Related topic (please specify below)

## Results of the election

### BALLOT FOR THE CONSTITUTION OF THE INTERNATIONAL SYSTEMIC CONGRESS COMMITTEE

I am in favour of adopting the enclosed proposed constitution for the International Systemic Congress Committee.

I am NOT in favour of adopting the enclosed proposed constitution for the International Systemic Congress Committee.

### INTERNATIONAL SYSTEMIC CONGRESS COMMITTEE BALLOT

The following people were nominated for the positions on the International Systemic Congress Committee. Please vote for one for each position. Circle the name of the person you wish to vote for.

Chair: Martin Davies, Eija Ventola

Membership Secretary: Nan Fries

Treasurer: Hilary Hillier

### AREA REPRESENTATIVES

The following positions represent different areas of the world. Please vote for one candidate from the area in which you are located. Circle the name of the person you wish to vote for.

Africa: Femi Akindele

Australia: Frances Christie, Christian Matthiessen

Britain: Martin Davies

Canada: Michael Cummings, Bernard Mohan

China: Hu Zhuanglin

Continental Europe: Erich Steiner, Eija Ventola chair

USA: Barbara Couture, Peter Ragan

Other Countries: Jonathan Fine (Israel), Gill Francis (Singapore), Amy Tsui (Hong Kong)

Please return the ballot to Nan Fries, Membership Secretary, Box 310, Mount Pleasant, MI, 48804, USA. by November 1, 1989.

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## NETWORK NEWS

CHRISTINE PAPPAS has moved from the University of Kentucky to the University of Illinois at Chicago. She presented a paper, 'Exploring the reading-aloud curriculum genre: a socio-linguistic perspective', at the annual meeting of the National Reading Conference in December 1989 in Austin, Texas, and is planning to deliver 'Young children's discourse strategies in using the story and information book genres: an analysis of co-referentiality and co-classification' at the 9th World Congress of Applied Linguistics in April 1990 in Thessaloniki, Greece. Christine's current research activity is represented by the following items:

Pappas, C.C., Kiefer, B.Z., and Levstik, L.S. (in press). An integrated Language Perspective in the elementary school: theory in action. White Plains, NY: Longman.

Pappas, C.C. (in press). Acquiring a sense of the story genre: an examination of semantic properties. In J. Gibbons, M.A.K. Halliday, and B. Nichols (eds.), Proceedings of the 8th World Congress of Applied Linguistics. Amsterdam: John Benjamins.

Pappas, C.C. (in press). Exploring the textual properties of information books: a sociopsycholinguistic perspective. In A. Shuman and K. Tovne (eds.), Generic Authority. University of Tennessee Press.

Golden, J. and Pappas, C.C. (in press). A sociolinguistic perspective on retelling procedures in research on children's cognitive processing of written text. Linguistics and Education: an International Research Journal.

Pappas, C.C. and Brown, E. (1988). The development of children's sense of the written story language register: an analysis of the texture of 'pretend' reading texts. Linguistics and Education: an International Research Journal, 1, 45-79.

Pappas, C.C. (in preparation). Genre from a sociopsycholinguistic perspective. Norwood, NJ: Ablex. (to be completed 9/91)

Pappas, C.C. The ontogenesis of the registers of written language: young children's sense of the story and information book genres. Grant from the National Council of Teachers of English Research Foundation.

Address: University of Illinois at Chicago, College of Education, Box 4348, M/C 147, Chicago, IL 60680. Phones: W - (312) 996-5626; H - (312) 620-4712

MARGIE BERNIS has moved and is now Assistant Professor of English in Linguistics and director of the English as a Second Language Program at Purdue University (Indiana, USA). She is currently looking at the role of English in West Germany. She writes: 'One study is on English in the German legal register; another, large-scale long term project is a study of the impact of English language broadcast media on the acquisition of English by German youth. This study is being conducted in collaboration with Ewart Skinner, a colleague at Purdue in Communications'. Margie will also be found at the AILA Conference in Greece. Recent and forthcoming publications include:

1988. The cultural and linguistic context of English in West Germany. World Englishes, 7, 37-49.

1987. Initiatives in communicative language teaching II (ed. with S. Savignon). Addison-Wesley.

1984. Initiatives in communicative language teaching (ed. with S. Savignon). Addison-Wesley.

Forthcoming. Why language teaching needs the sociolinguist, Canadian Modern Language Review.

Forthcoming. English lexical borrowings in German: processes, uses, and domains. In S. Hughes and J. Salmons, eds. Current Issues in Germanic Linguistics. Benjamins.

Forthcoming. Contexts of competence: social and cultural considerations in communicative language teaching. Plenum Press.

Address: Department of English, Heavilon Hall, Purdue University, West Lafayette IN 47907 (USA). Phone (317) 494-3769.

JOHANNA DeSTEFANO delivered papers on cohesion to the International Reading Association annual convention (May, 1989) and the American Educational Research Association meeting (March, 1989). She is currently studying the implications of the spread of English via global telecommunications technology, as well as using cohesion analysis to investigate 'register crash', and the oral and written language of ethnolinguistic minority groups. Recent publications include:

'Cohesion in spoken and written dialogue: an investigation of cultural and textual constraints'. (1988). With R. Kantor. Linguistics in Education, 1, 2, 105-124.

'Literacy learning and cultural conflict: the case of Tom, Dick and Harry'. (In press). In Vladislavjevic, E. (Ed.), Festschrift in honor of Georgi Kostic. Beograd, Yugoslavia: the Institute of Experimental Phonetics.

'The growth of English as the language of global satellite telecommunication'. (1989). Journal of Space Communication and Broadcasting, 7.

'Friendly or unfriendly text? a comparison of oral dialogue of economically disadvantaged children and the written dialogue of early literacy materials'. (In press). Johnston, J.D. and Borman, K.M. (Eds.), Effective schooling of economically disadvantaged students: school based strategies for diverse student populations. Norwood, NJ: Ablex.

Address: 257 Arps Hall, Ohio State University, 1945 N. High St., Columbus, OH 43210 U.S.A.

SUSANNA SHORE is hard at work on her doctoral dissertation, 'Multiple structures in the Finnish clause (a systemic-functional description of the Finnish clause'. Recent publications include:

Onko suomessa passiiva. 1986. Finnish Literature Society, Helsinki.

'On the so-called Finnish passive'. 1988. Word, vol. 39, no. 3, 151-176.

Address: Department of Finnish, University of Helsinki, Fabianinkatu 33, 00170 Helsinki, Finland.

Sydney native MARCUS BROWN, who is currently employed in the private sector, has been thinking about a masters thesis: 'I'm looking at developing the systemic concept of genre in a cognitive, epistemological direction. There are some well developed theories in AI about the structure of knowledge we have on how to do things. I want to look at genre as knowledge about how to do things linguistically, taking some ideas from AI knowledge representation'.

Address: c/o Albrecht-Durerstr. 44  
8014 Neubiberg  
F.R. Germany

DENISE MURRAY will also be found at the AILA Congress in Greece, as well as at TESOL in San Francisco. When not travelling Denise will be working on several projects, including 'Course development and evaluation of CAI in the writing classroom' and Language and society in the computer era, a volume in the Longman series Language and social life, edited by C. Candlin. Recent and forthcoming publications include the following:

- Conversation for action: the computer terminal as medium of communication. Forthcoming John Benjamins, Holland.
- 'Collaborative writing as literacy event'. Forthcoming in Collaborative language learning and teaching, D. Nunan (ed.), CUP.
- 'Social and functional uses of the present progressive'. Forthcoming TESL Reporter, 22(4), 1989.
- 'Discourse structure of 'Conversation for action': a cross-media view'. Forthcoming in Applying linguistics: theory and practice, M. Halliday, J. Gibbons, and H. Nicholas (eds.), Benjamins.
- 'Electronic messaging as simplified register'. Forthcoming in Language for science and technology: a multinational perspective, L.A. Olsen and J.M. Ulijn (eds.), University of Michigan Press.
- 'Teaching bilingual students'. In H. Guth (ed.), The Wadsworth manual: a practical guide for writing teachers, Wadsworth, 1989.
- 'When the medium determines turns: turn-taking in computer conversation', Working with language, H. Coleman (ed.), The Hague: Mouton, 1988. 210-223.
- 'The context of oral and written language: a framework for mode and medium switching'. Language in Society, 1988. 17(3): 351-373.
- 'CmC: implications for ESP'. English for Specific Purposes, 1988, 7:3-18.

Address: 7054 Calcaterra Drive, San Jose, CA 95120, USA.

MICHAEL JORDAN'S recent and forthcoming publications are as follows:

- 'How to plan and write problem-solving documents'. In L. Beene and P. White, eds., Problems in technical writing. Oxford University Press, 1988.
- 'Some inter-paragraph connections in formal prose'. Technostyle 8, 1/2, 1989.
- 'Clause relations within the anaphoric nominal'. In M. P. Jordan, ed., The 16th LACUS Forum, 1990.
- 'The reader over your shoulder -- a linguistic introduction'. Technostyle.
- 'Beyond impressionism: the cause effect relation'. In B. Peering and K. Sparrow, eds., Advanced Essays in Technical Writing, MLA.
- 'An integrated three-pronged approach to discourse analysis'. In W. Mann and S. Thompson, eds., Discourse Description, Benjamins.
- 'The genre of technical abstracts', Journal of Technical Writing and Communication.

The clause relations of English: a study of technical prose. The Edwin Mellen Press.

Address: Linguistics and Technical Communication, McLaughlin Hall, Queens University, Kingston, Ontario, Canada K7L 3N6

JOHN CONNOLLY writes that he has co-edited (with S. C. Dik) Functional grammar and the computer in 1989. Current research projects include 'constituent order in functional grammar' and 'communicational requirements for computing systems supporting cooperation between remotely situated individuals'.

Address: Department of Computer Studies, University of Technology, Loughborough, Leics. LE11 3TU, U.K.

Since the Helsinki Congress FEMI AKINDELE has been busy institutionalizing systemic linguistics in Nigeria. He writes: 'An African Chapter of the ISC has been established. Its 'headquarters' is at Obafemi Awolowo University, Dept. of English Language, Ile-Ife, Nigeria. It aims at bringing together scholars, researchers and educationists interested in systemic and functional linguistics, with a view to promoting the theory. The main organ of the Chapter is the Journal Systemic Functional Linguistics Forum SPLF. Its maiden issue is due in Spring 1990. Interested contributors are directed to the announcement elsewhere in this issue. A Systemic Linguistics Library is also planned, to which members of the ISC are invited to contribute. Finally, a mini-ISC is planned for April 1990 -- a kind of pre-ISC 17, Stirling 1990. All correspondence to Femi Akidele'. Femi has also been commissioned to write a paper on 'Nigerian Educational Development' for Geneve Afrique (Paris, France), and gave a lecture on 'the state of Systemic Linguistics in Nigeria' to the Dept. of English at the University of Ibadan in February. A colleague, Vale Adegbite is currently applying a systemic textlinguistics theory to the analysis of 'the discourse of traditional medical practice in Nigeria'. The data base is Yoruba. The work, which forms the bulk of a PhD thesis is expected to be completed in summer 1990.

Femi's recent and forthcoming publications are as follows:

- 'The predictiveness of informative initiation and the communicative significance of its response', Nigerian Journal of Sociolinguistics, vol. 1, 2, 1989, Univ. of Jos, Nigeria.
- 'Turn-taking in Yoruba family conversation', ODU: Journal of West African Studies, vol. 32, 1989, Univ. of Ife, Nigeria.
- 'A sociolinguistic analysis of Yoruba greetings', Journal of African Languages and Cultures (forthcoming), School of Oriental and African Studies, Univ. of London.
- 'Register differentiation in bilingual role-play interaction', Systemic Functional Language Forum, vol. 1, no. 1 (forthcoming), Journal of African Chapter of ISC, Univ. of Ife, Nigeria.

As if all this weren't enough, Femi is currently researching bilingual children's writing at both the high school and university levels, the first phase of which is expected to be completed in the summer of 1990.

Address: Dept. of English Language, P.O. Box 1044, Obafemi Awolowo University, Ile-Ife, Nigeria.

JIN-SUK HAN has completed a PhD thesis, 'The Interpretation of E. Hemingway's 'The Killers'', for Chunan National University (1989), and is working on discourse analysis and its application of language teaching.

Address: Department of English, University of Taejon, Taejon 300-716, Republic of Korea.

JONATHAN FINE is on sabbatical in Toronto until June 1990. He reports as follows: 'the main work I have set myself is writing a volume on cohesion for Ablex. In fact, there are two volumes in preparation: (tentatively) Cohesion in Normal and Nonstandard Discourse Acquisition: I Lateralization effects; II

Comparative studies. The first volume is being prepared by my colleague Gerry Young from Glendon College. My volume deals with a variety of psychiatric syndromes, first language acquisition, and second language acquisition. I am interested in papers on oral language use and/or cohesion that bear on these issues. I plan to be in Stirling and then back to Israel for the next academic year. One of my students is working on the structure of social science research articles. Any relevant papers along these lines would be welcome as well. Address: temporarily at the Hospital for Sick Children, Toronto; otherwise: Department of English, Bar-Ilan University, Ramat-Gan, Israel. E-mail: F24054@BARILAN.BITNET

Recent and forthcoming publications by JOSEPH KESS include the following:

Kess, J.F., and Nishimitsu, Y. Linguistic ambiguity in natural language: Japanese and English. Tokyo: Kuroshio Shuppan Publishing, 1990.

Kess, J.F. Psycholinguistics, linguistics, and the study of natural language. In preparation.

Kess, J.F., and A. Copeland Kess. Ambiguity in the language of advertising. In T. Shimaoka and Y. Yano (Eds.), Oyogengogaku Kenkyuu/Studies in Applied Linguistics. Tokyo: The Japan Association of Applied Linguistics, in press.

Baguma, S.C., and J.F. Kess. Politeness formulas and address forms in Rutoora. In K. Yoshimura (Ed.), Festschrift for Professor Hisao Kakehi. Kobe: Kobe University Press, in press.

Kess, J.F., and R.A. Hoppe. Pragmatic constraints on ambiguous text. Pragmatics at issue: Selected papers from the 1987 International Pragmatics Conference, Part II. In press.

Address: Department of Linguistics, University of Victoria, Victoria, British Columbia, Canada V8W 2Y2

FRANCES CHRISTIE, formerly of Deakin University, has taken up the Foundation Chair of Education at the Northern Territory University in Darwin.

Address: Faculty of Education, Northern Territory University, P.O. Box 40146, Casuarina, N.T. 0811, Australia.

BEV DEREWIANKA is among those making her way to AILA in mid-April. On her way there she will be spending time in Nottingham and on the way back in Toronto at the Ontario Institute for Studies in Education.

Address: The University of Wollongong, Faculty of Education, P.O. Box 1144, Wollongong, NSW 2500, Australia.

BILL MCGREGOR's travel plans are very interesting indeed but have stretched the editor's paleographical skills to the limit. He is working on (1) semiotic grammar: development of a new theory of grammar (2) an investigation of the grammar of Nyulnyul, a dying language (Dampier Land, Western Australia) (3) the construction of race and race relations in English discourse in Australia (4) the organization of discourse in Gooniyandi.

RUQAIYA HASAN and MICHAEL HALLIDAY are also going to Thessaloniki for the Ninth World Congress of Applied Linguistics in April. After returning to Australia, they plan to attend the 17th ISC at Stirling in early July. From there Ruqaiya plans to go to Barcelona for the 1990 International Pragmatics Conference (9 - 13 July) and then to Tokyo for the Language Sciences Summer Institute (23 - 27 July) and the 1990 Conference of the Language Sciences Association of Japan (28 and 29 July) at the International Christian University. Michael expects to go directly to Singapore, to work for some time in the Department of English Language and Literature, National University of Singapore.

Michael writes: 'the great disappointment of 1989 was that we were not able

to go to China for the Seminar on Systemic Linguistics at Peking University. But the seminar was held, with over 40 attending and nearly 20 people reading papers; and it was clearly felt to have been a great success. The next such seminar will be held at Suzhou University in the (northern) summer of 1991'. Michael also drew attention to the timings for Tokyo 1991: Language Sciences Summer Institute (22-26 July); Language Sciences Association of Japan, Conference (27 - 28 July); 18th International Systemic Congress (29 July - 2 August).

Recent and in press publications by MICHAEL HALLIDAY include:

'So you say "pass" ... thank you three muchly'. In Allen D. Grimshaw (ed.), What's going on here: complementary studies of professional talk. Norwood, N.J.: Ablex, in press.

'On the language of physical science'. In Mohsen Ghadessy (ed.), Registers of written English: situation factors and linguistic features. London and New York: Pinter Publishers, 1988.

'Some lexicogrammatical features of the Zero Population Growth text'. In Sandra Thompson and William Mann (eds.), Discourse description: diverse analyses of a fund-raising text. Amsterdam: John Benjamins, in press.

'Some basic concepts of educational linguistics'. In Verner Bickley (ed.), Languages in education in a bi-lingual or multi-lingual setting. Hong Kong: Institute of Language in Education, n.d.[1988].

'Language and socialization: home and school'. In Linda Gerot, Jane Oldenburg and Theo van Leeuwen (eds.), Language and socialisation: home and school: proceedings from the Working Conference on Language in Education, Macquarie University, 17-21 November 1986. Macquarie University, 1988.

'Language and the enhancement of learning'. In Bert Morris (ed.), Proceedings of the Post-World Reading Congress Symposium on Language in Learning: future directions, Brisbane, July 1988. In press.

'The history of a sentence: an essay in social semiotics'. In Rosa Maria Bollettieri Bosinelli (ed.), Language systems and cultural systems: proceedings of the International Symposium on Bologna, Italian Culture and Modern Literature, University of Bologna, October 1988. In press.

'The analysis of scientific texts in English and Chinese'. In H. Bluhme and Hao Keqi (eds.), Proceedings of the International Conference on Research in Texts and Language, Xi'an Jiaotong University, Xi'an, China, 29 - 31 March 1989. In press.

'Towards probabilistic interpretations'. In Eija Ventola (ed.), Selected papers from the Sixteenth International Systemic Congress, Hanasaari, Finland, 12 - 16 June 1989. In press.

'Some grammatical problems in scientific English'. In Zakia Sarvar (ed.), Papers presented to the SPELT (Society of Pakistani English Teachers) Symposium on Language in Education, Karachi, 4 July 1989. In press.

Address: 5 Laing Avenue, Killara, N.S.W. 2071 Australia.

Recent and in press publications of RUQAIYA HASAN include:

'Language and socialization: home and school'. In Linda Gerot, Jane Oldenburg and Theo van Leeuwen (eds.), Language and socialisation: home and school: proceedings from the Working Conference on Language in Education, Macquarie University, 17-21 November 1986. Macquarie University, 1988.

'Situation and the definition of genre'. In Allen D. Grimshaw (ed.), What's going on here: complementary studies of professional talk. Norwood, N.J.: Ablex, in press.

[with Carmel Cloran] 'A sociolinguistic interpretation of everyday talk between mothers and children. In M.A.K. Halliday, John Gibbons and Howard Nicholas (eds.), *Learning, keeping and using language: selected papers from the Eighth World Congress of Applied Linguistics, Sydney, August 1987*. Amsterdam and Philadelphia: John Benjamins, in press.

'Meaning in sociolinguistic theory'. In H. Kvak and K. Bolton (eds.), *Sociolinguistics today: international perspectives*. In press.

'Semantic variation and sociolinguistics. *Australian Journal of Linguistics*. In press.

Address: School of English and Linguistics, Macquarie University, N.S.W. 2109, Australia

After the successful completion of Phase 1 of the COMMUNAL Project (a full account of which appears elsewhere in this volume) ROBIN FAUCETT has accepted a permanent post at the University of Wales College of Cardiff (UWCC), as the Director of the Computational Linguistics Unit.

Address: The Computational Linguistics Unit, Aberconway Building, University of Wales College of Cardiff, Cardiff CF1 3EU, UK.

GORDON TUCKER, who worked with Robin Fawcett on Phase 1 of COMMUNAL, will be at UWCC for Phase 2. He will continue with having the major responsibility for the implementation of the concept of 'lexis as most delicate grammar'. Address: as for Robin Fawcett.

PAUL TENCH, who contributed to the model of intonation in the COMMUNAL Project, is having a particularly busy current academic year, as Acting Head of the Applied English Language Studies Section, which is part of the School of English Studies, Journalism and Philosophy at UWCC.

Address: AELS, SESJP, University of Wales College of Cardiff, Cardiff CF1 3XE.

DAVID YOUNG, of UWCC, is seeking a sabbatical term to work on the COMMUNAL Project for a term next year.

Address: as for Paul Tench.

#### JOB OPPORTUNITIES

For possible posts on the COMMUNAL Project at Cardiff, see the last section of Robin Fawcett's of COMMUNAL in section on computational linguistics.

#### NETWORK NEWS

Bill (and LaDonna) Mann have joined the Summer Institute of Linguistics and are preparing to retire from USC and move to Nairobi in August to work on Computer Assisted Dialect Adaptation and discourse analysis.

ADDRESS: ISI/USC, 4676 Admiralty Way, Marina del Rey, CA, 90292-6695. (ISI will forward mail for the Mann's.)

Louise Ravelli is currently planning to finish her dissertation next summer. The good news from Louise is that she will be going home (to Australia) for Christmas and attending the Systemic meeting there. Also she has wheels ('and hence great liberty').

ADDRESS: English Language Research, University of Birmingham, Edgbaston, B15 2TT, Great Britain.

Betty Samraj is now in Michigan studying for a Ph.D. Betty will be at the English Language Institute at the University of Michigan from September - May and then will return to Singapore for four months before returning to Michigan for the fall term.

ADDRESS: English Language Institute, University of Michigan, Ann Arbor, MI, 48109.

Michael O'Toole ran a Language Education Conference in December, 1989, in Perth which was described as 'an interesting mix of systemics and semiotics'. The Editors of NETWORK would like to have more information on this conference, and all other conferences which deal with systemics.

ADDRESS: School of Human Communication, Murdoch University, Murdoch, Western Australia, 6150, Australia.

Basil Bernstein will be in Toronto in June and in Australia in October.

ADDRESS: Department of the Sociology of Education, Institute of Education, University of London, 57 Gordon Square, London, WC1H 0NT, Great Britain.

Gwyn Strevens can be reached at 306 Bliss Drive, Urbana, Illinois, 61801, USA through the winter (if we don't have a bad winter). And then she can be reached at 6 Porson Court, Cambridge, England, CB22ER.

Peter Fries was named a Landsdowne Professor at the University of Victoria. That meant that he went to (beautiful) Victoria BC for a week and gave a series of five lectures on discourse. During his visit he met Gordon and Kathy Fulton, Henry Warkentyne and talked to Bernie Mohan in nearby Vancouver. Bernie had just returned from India. This past summer Peter lectured at the Free University of Berlin, The Technical University of Berlin, The University of Zurich, The University of the Saarland, The University of Birmingham, The University of London, and at the ISC Minicongress at Nottingham. This fall Peter ended terms on the NCTE/ TESOL Liaison Committee (NCTE = National Council of Teachers of English, TESOL = Teachers of English to Speakers of Other Languages), the NCTE Commission on Reading, the Board of Directors of the ESL Assembly of NCTE, and the NCTE Board of Directors. In March, 1990, Peter will go to ISI, and TESOL in California. Here are some recent publications:

(1985) *Towards an Understanding of Language: C. C. Fries in Perspective*, edited by Peter H. Fries and Nancy M. Fries. Current Issues in Linguistic Theory, Vol. 40. Amsterdam: John Benjamins.

"C. C. Fries' View of Language and Linguistics". In Peter H. Fries and Nancy M. Fries (Eds.), *Towards an Understanding of Language: C. C. Fries in Perspective*, 63 - 83. Amsterdam: John Benjamins.

"Slot in Referential Hierarchy in Relation to Charles C. Fries' Views of Language". (With K. L. Pike.) In Peter H. Fries and Nancy M. Fries (Eds.), *Towards an Understanding of Language: C. C. Fries in Perspective*, 105 - 127. Amsterdam: John Benjamins.

(1956) "Language Features, Textual Coherence and Reading". *Word* 37,1-2: 13-29.

(1956) "Toward a Discussion of the Ordering of Adjectives in the English Noun Phrase". In Benjamin Elson (Ed.), *Language and Global Perspective: Papers in Honor of the Summer Institute of Linguistics, 1955-1985*, 123-134. Dallas, TX: Summer Institute of Linguistics.

(1957) "Charles Fries' Views on Psychology and ESL Pedagogy". *Journal of Intensive English Studies*, 1(1):17-39.

(1957) "Kenneth L. Pike: Mentor and Friend". In Ruth Brend (ed.), *Kenneth Lee Pike Bibliography*, 46-49. Arcadia Bibliographica Vironum Eruditorum, Vol. 10. Bloomington, IN: Eurolingua.

(1955) "Review of Francis Christie (ed.), *Deakin University Series in Language and Linguistics*. Deakin University, Victoria, Australia." *Word* 38(3):216-220.

(1959) "Fries' Views on Psychology: His Non-mechanical View of Human Behavior". In William E. Norris and Jerris E. Strain (Eds.), *Charles Carpenter Fries: His 'Oral Approach' for Teaching and Learning Foreign Languages*, 11-20. Washington, DC: Georgetown University Press.

(1969) *Systems, Structures, and Discourse: Selected Papers from the Fifteenth International Systemic Congress*. Edited with James Benson, William Greaves, and Christian Matthiessen. *Word* Volume 40, Number 1-2 (April - August).

ADDRESS: Box 310, Mt. Pleasant, MI, 48804, USA.

Carolyn Hartnett writes about an article by Sharon Crowley entitled 'Linguistics and Composition Instruction' where the author says "Linguistics favors an extremely narrow, noncontextual notion of what it means to be a user of language". (page 499). Carolyn intends to illustrate a (linguistic) Systemic analysis of text at CCCC in March in a paper called "The Flow of Description in Fact and Fiction" where she will be discussing Theme/Rheme.

ADDRESS: 2027 Bay Street, Texas City, TX, 77590.

Lynn Poulton writes that "I have been spending most of my time readjusting to being a student again - getting used to actually taking classes, etc. So far things have been a lot of fun here [Linguistics Department, Rice University, Houston, Texas, USA]. Classes are interesting, and I've had a chance to do stuff like look at languages other than English (something I never seemed to find the time to do when working). [computational news from Lynn] I do have a Mac-runnable version of the Nigel grammar with me, but haven't yet got it running properly. In addition, I'm trying to find the time to continue work on the Textual metafunction in generation, and will hopefully (if I ever get it written) be giving a paper on

the differing Textual considerations for generating monologue and dialogue (i.e. part of an interaction with a user) in a text generation system, at the Natural language generation workshop at ACL this year."

ADDRESS: 2513 Shakespeare, No. 1, Houston, Texas, USA, 77030.

Liora Machauf is doing research on Linguistic Characteristics of Technical and Scientific English in a continuing project with Dr. J. Rosenhouse at the Technion in Haifa, Israel. Liora's paper "The Language of Civil Engineering: Descriptive, Prescriptive and Persuasive" will appear in *Language Sciences*, Vol. 12, No. 1. Liora will be at the Singapore Language Testing and Language Programme Evaluation Seminar in Singapore April 9-12, at the Stirling Congress, and at IPRA in Barcelona, July 9-13.

ADDRESS: P. O. Box 46313, Haifa, 31462, Israel.

Johanna S. DeStefano adds that her article "Cohesion in spoken and written dialog: An investigation of cultural and textual constraints" appeared in *Linguistics and Education* 1,2:105-124. 1988. She also has two more pieces in press dealing with cohesion analysis. One is entitled "Friendly or unfriendly text? A comparison of oral dialogue of early literacy materials" which will appear in an Ablex volume entitled *Effective Schooling of Economically Disadvantaged Students*, part of an educational sociology series published by Ablex.

The second article is entitled "Ethnolinguistic minority groups and literacy: Tom, Dick and Harry at home and in school" and will appear in a volume entitled *In the Interest of Language*, which Mouton will be publishing this year.

She would very much like to hear from other researchers who are using cohesion analysis for school and home language, especially among subordinated sociocultural groups in the U.S., or are theoretically connecting cohesion with register as Martin has done.

(coauthored with R. Kantor)

Barbara Couture's joint review of *Linguistics in a Systemic Perspective* (eds. James D. Benson, Michael J. Cummings and William S. Greaves, John Benjamins, 1988) and *New Developments in Systemic Linguistics*, vol 2 (eds. Robin P. Fawcett and David J. Young, Pinter, 1988) is scheduled to appear in the *Journal of Linguistics* in September 1990.

ADDRESS: Office of the Dean, College of Liberal Arts, Wayne State University, Detroit, Michigan, 48202, USA.

Congratulations to Barbara Couture for being appointed Associate Dean of the College of Liberal Arts. Barbara will serve as Dean for Curriculum.

And Congratulations to Richard Bailey for being chosen for the Distinguished Faculty Achievement Award at the University of Michigan.

In brief, for Network News:

Christian Matthiessen  
Department of Linguistics  
Sydney University,  
Sydney, NSW 2006  
Australia

e-mail: jette@psych44.su.oz

Ph. (2) 692 4227 (wk)

**Recent and upcoming publications:**

Matthiessen, C. 1989. Systemic theory and text generation: some central design considerations. In proceedings from Australia-Japan Joint Symposium on Natural Language Processing, Melbourne University, Department of Computer Science, Melbourne, Nov. 27-9, 1989.

Matthiessen, C. 1989. Review of 'Introduction to functional grammar', by M.A.K. Halliday. 1989. *Language*, Vol. 65, No. 4.

Matthiessen, C. Lexicogrammatical choice in text generation. 1989. To appear in Proceedings from the 4th International Workshop on Language Generation, July 1988, edited by W. Menn, C. Paris & W. Swartout.

Matthiessen, C. Systemic perspectives on Tense in English. 1988. To appear in Berry, M., C. Butler & R. Fawcett (eds.), *Ablex*.

Matthiessen, C. 1988. A systemic semantics: the chooser and inquiry framework. In Benson, Cummings & Greaves (eds.), *Systemic Functional Approaches to Discourse: Selected Papers from the Twelfth International Systemic Workshop*. Norwood: Ablex. Also as ISI/RS-87-189.

Matthiessen, C. 1988. Representational issues in Systemic Functional Grammar. In Benson & Greaves (eds.), *Systemic Functional Approaches to Discourse: Selected Papers from the Twelfth International Systemic Workshop*. Norwood: Ablex. Also as ISI/RS-87-179.

Matthiessen, C. 1987. Notes on the organization of the environment of a text generation grammar. In Kempen (ed.), *Natural Language Generation*. Dordrecht: Martinus Nijhoff. Also as ISI/RS-87-177.

-- jointly:

Baleman, J. & C. Matthiessen. 1989. The text-base in text generation. Paper presented at conference on text and language in Xi'an, P.R.C., 1989. To appear in H. Bluhme (ed.), [Selection of papers from the conference].

Baleman, J. & C. Matthiessen. 1989. Systemic Linguistics and Text Generation: Experiences from Japanese and English. To appear. London: Pinter.

Menn, W.C., C. Matthiessen & S. Thompson. 1989. Rhetorical Structure Theory and Text Analysis. ISI/RR. To appear in Menn & Thompson (eds.), [Different approaches to a fund raising letter].

Matthiessen, C. & S. Thompson. 1989. The Structure of Discourse and "Subordination". In Heiman & Thompson (eds.), *Clause Combining in Grammar and Discourse*. Amsterdam: Benjamins. Also as ISI/RS-87-183.

Tung, Y-W, C. Matthiessen, N. Sondheimer & . 1988. On Parallelism and the Penman Natural Language Generation System. ISI/RR-88-195.

**Manuscripts include:**

Matthiessen, C. 1989. Semantic interfaces in text generation. Paper presented at ALS, Melbourne, ix/89. Department of Linguistics, Sydney University.

Matthiessen, C. 1989. Lexicogrammatical cartography: English systems. Department of Linguistics, Sydney University.

Matthiessen, C. 1988. Generic Structure Potential and Rhetorical Schemas. Department of Linguistics, Sydney University.

-- jointly:

Martin, J. & C. Matthiessen. 1989. A Response to Huddleston's Review of Halliday's *Introduction to Functional Grammar*. Department of Linguistics, Sydney University.

**Current research projects include:**

As part of the documentation of the Penman text generation system, I wrote a 'map' of the systems of the Nigel grammar. I have now revised and expanded this work on lexicogrammatical cartography considerably so that it can serve as a supplement to Michael Halliday's 'Introduction to Functional Grammar' -- now called 'Lexicogrammatical cartography: English systems'. This is an ongoing project, with successive draft versions. Associated with the work on English systems is work on English in its typological context in a systemic perspective.

As we start to develop a computational linguistic unit in Sydney using the Penman framework, we are focusing on two areas of research application, multilanguage generation and speech generation, although both of them will be opportunities to extend the work on the various levels of the text generator as well.

(1) Multilanguage generation. Beginning in 1990, we will develop a version of the Penman system capable of producing (written) text in Chinese, English, and Japanese. Part of the task is to create systemic generation grammars with semantic interfaces for Chinese and Japanese, drawing on the work at Kyoto University on Japanese by John Baleman and students and on the work on various areas of Chinese grammar carried out earlier in the department of linguistics at Sydney University under Michael Halliday's supervision. But it will also be necessary, of course, to develop different higher-level systems in the environment to support global and local text organization. The system will rely on one common ideation base or knowledge base, which is necessary, of course, to ensure that the texts produced have the same source and present the same information (where the notion of sameness has yet to be specified). One interesting question, which multi-language generation shares with the interpretation of bilingualism, is to what extent the common ideation base can be modelled as one integrated system or has to be modelled as separate but coordinated systems; no doubt, it will fall somewhere between these two types. It is clear, then, that the task of multi-language



generation raises a number of theoretically significant issues. But it is also important from a practical point of view. For instance, a multi-language generation system would make it possible to produce original texts in several languages without giving priority to one as the source language text to be translated into other languages. This approach will very likely turn out to be important in product documentation, on-line encyclopedias, etc.

I see the multilanguage generation work as a context for developing and testing systemic functional grammars of various languages. Chinese and Japanese are part of the funded research, but I would hope to see other languages such as Tagalog and Indonesian being added as well. Naturally, I will be most grateful for papers on and references to systemic functional work on Chinese and Japanese, as well as other languages. This research is also to be seen in the context of the development of a systemic generation grammar of German in Darmstadt.

(ii) Speech generation. The work on combining text generation and speech synthesis is more exploratory since it has as yet not been funded. A group at the department of Electrical Engineering at Sydney University, including Clive Summerfield and Julie Vonwiller, are working on various aspects of speech processing. The possibility we are exploring is to interface their work on speech synthesis with text generation using the Penman system. On the one hand, this is an opportunity to develop an interface between the text generator and the speech synthesizer. The intonational part of the phonological stratum and its interaction with lexicogrammar have, of course, already been worked out by Halliday, but research is needed on the interface to the synthesizer. On the other hand, research on speech generation opens up the possibility of expanding those areas of meaning in a generation system that are expressed in speech but not directly in writing since their modes of spoken expression (intonation in particular) are not represented in writing. These areas are primarily interpersonal and textual, so there would be an opportunity to extend the interaction and text bases of a text generator, both of which have been neglected relative to the ideational base in past research. There is thus considerable theoretical interest in research on speech generation; but there are also numerous practical applications, for instance in the context of various telephone services.

#### Personal news:

##### In and around Sydney

Sydney is alive and active. Groups meet regularly in the areas of semiotics and educational linguistics, both with systemic discussions. A Sydney computational linguistic group is also beginning to meet. Every month the Sydney Linguistic Circle (SYLC) meets to listen to a talk; speakers since last September have included Bill Foley, Robert de Beaugrande, Jenny Hammond, David Butt, and Christian Matthiessen. The two new Sydney professors of linguistics, Bill Foley (Sydney University) and Chris Candlin (Macquarie University) have given their inaugurals. Conference on genre at UTS in Sydney, with plenaries by Jim Martin, Di Slede and others.

Rugziya Hasan (on semantic variation) and Christian Matthiessen (on semantic interfaces in text generation) gave papers at ALS and Jenny Hammond at ALAA in Melbourne, September 1989.

Jim Martin, while on sabbatical, has been continuing his research on Tagalog in Manila, working on the interpersonal metafunction and negotiation in dialogue. He has led a life of doing (though he's more than a verb), completing his truly monumental manuscript of 'English Text' as well as a number of papers this year, including 'Life as a noun: Wort (life as an interjection).

Rugziya Hasan and Michael Halliday visited Japan in August/September 1989, giving a series of lectures at Fred Peng's university and looking at possible venues for the ISC that will take place in Tokyo 1991.

Macquarie University will host the ALS and ALAA conferences in September, 1990.

Christian Matthiessen and John Bateman went to a conference on language and text led by Prof. H. Bluhme and Prof. Keqi Hao, with Prof. Li dealing with the organization, to bring Chinese and Western scholars together for the first time in Xi'an, PRC, March 89. There were very interesting systemic functional papers on Chinese, one by Prof. Zhuenglin Hu ('A Semantic-Functional Approach to Word Order in Chinese') and one by Prof. Fang Yan ('A Contrastive Study of Theme and Rheme Structure in English and Chinese'). Other scholars and students also showed a good deal of interest in systemic-functional work, including computational applications. Christian and John gave a paper on the information needed to support choices within the textual metafunction; and a paper by Michael Halliday comparing scientific Chinese and English was read. The tremendous hospitality shown by the Chinese scholars and students made the conference a very pleasant experience.

Christian will take a trip to two other systemic generation projects using Penman, first to Los Angeles in December to visit Ed Hovy and the Penman project, then to Darmstadt in January to visit Erich Steiner's German text generation project. Later in the year, Christian plans to go to Europe again for conferences, including ISC in Stirling.

Lynn Poulton, from Sydney University, has been awarded a scholarship to do a Ph.D. at Rice University, where she is now in her first term. She is pursuing her systemic computational research interests on realization etc. (related to her two years on the Penman project at USC/ISI). It's a wonderful opportunity to continue the exchange between strat and systemics.

Mick O'Donnell who is developing systemic computational linguistics at the Department of Linguistics, Sydney University, (research on systemic parsing and generation, dynamic modelling of exchange, etc.) is working on the Penman project at USC for six months (starting late November, 1989). He's planning to go to Stirling for ISC.

Kelzo Nanni, Department of Linguistics, Sydney University, is doing systemic research on journalistic English, studying the 'semantic movement' in news articles.

Two systemic B.A. Honours theses have been completed this year in the Department of Linguistics, Sydney University, one by Cecily Greval, 'The register of radio advertising: a linguistic perspective', and one by Arlepe Harvey, 'Expressing the ineffable: a study of the discourse of new religious movement leaders'.

#### USC/ISI

Ed Hovy is now in charge of the Penman project at ISI. Bill Mann will take up a position in Nairobi in 1990 with SIL. Ed, John Bateman, Erich Steiner, and Christian Matthiessen are linking together text generation research using systemics and Penman at USC/ISI, at GMD Darmstadt, and at Sydney University.

#### Santa Barbara

Sandy Thompson, Jack DuBois and colleagues and students from UCSB and the University of Colorado at Boulder (Barbara Fox and Susanna Cumming) continue to do research that is highly compatible with and relevant to systemic research in the general framework of what is often called 'West-coast functionalism'. Sandy Thompson has (co-)authored a number of papers exploring the reflection in grammar of 'information flow' in discourse (or 'swell of information' to use the Hallidayan variant of the metaphor) -- on 'dative shift', on the significant differences between relative clauses in nominal group serving as Subject, Object, etc. These all give support to Michael Halliday's interpretation of the textual movements within the clause from Theme to Rheme and (in the unmarked case) from Given to New. Jack

DuBois has explored (among other things) the relationship between system and text/process (to put it in systemic/Hjelmslevian terms), something that has always been of great interest to systemic linguistics.

DON'T FORGET TO RENEW YOUR SUBSCRIPTION.

SYSTEMIC LINGUISTS LOOSE A GOOD FRIEND

## PETER STREVENS

### Applying linguistics to language teaching

The unexpected death at the age 67, in Tokyo, of Peter Strevens has deprived British language teaching of a wide-ranging theorist and scholar. Co-author of the pioneering *Linguistic Sciences in Language Teaching*, published in 1964, Strevens was a major figure in many innovations in applied linguistics and English language teaching throughout the world.

After graduating from University College, London, he started his career as lecturer in phonetics at the University College of the Gold Coast before moving to Edinburgh University to help develop the first applied linguistic courses in the English speaking world. A Chair at the University of Leeds from 1961 to 1964 was followed by the first ever Chair in applied linguistics at the University of Essex, which he held from 1964 to 1974. At Essex he built up a strong research programme with

graduates who linked with those from Edinburgh to dominate applied linguistic development in Britain.

At the same time, he was active in establishing the new discipline on a wider basis, as secretary of the International Association of Applied Linguistics from 1966 to 1970, and as a founder member, and second chairman of the British Association for Applied Linguistics from 1972 to 1975. His later work, as Director of the Bell Educational Trust in Cambridge, took him more specifically into English teaching.

He published books on phonetics, language teaching practice, and language teacher education, and also collaborated on the development of "Seaspeak", the international language of the sea. The sea, indeed, was one of his life-long loves, and his internationalism was the product of a constant awareness of Britain

as a trading and maritime nation.

His extensive work for the British Council and other official bodies, and his constant travelling, played a major role in ensuring that the market-led spread of the English language in the last 40 years was accompanied by systematic analysis and support for everyone concerned with it. Much of this depended on the goodwill he was able to tap from ex-students, colleagues and friends who had benefitted from his generous criticism, from contacts made on their behalf and other similar kindnesses.

The combination of scholarship, entrepreneurial zeal, administrative competence and generosity that Strevens brought to an important part of Britain's cultural diplomacy is rare.

He leaves a widow and one son.

From: The Times, November 16, 1989  
The Editors of NETWORK would like to correct the Times with the following correct book title:  
The Linguistic Sciences and Language Teaching

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# RESEARCH PROJECT

From time to time I am asked to read manuscripts of textbooks in Systemic Linguistics, and one of the things that publishers are particularly interested in is the 'market' for such books. This is a very difficult question for any one particular individual to answer with any degree of comprehensiveness. I would greatly appreciate it if you would fill out the short questionnaire below and mail it back to me. If you have any spare outlines or course descriptions, I would like to see them as well. My plan is to collect and assemble this information and then to make it available to all, perhaps in a future NETWORK. This is not an onerous request, but it is one that is easy to put at the bottom of your priority list. Please don't, since the information that you can collectively provide would be valuable to all of us.

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Your recent publications and up-coming publications:

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# NETWORK NEWS

CONTINUED

Personal News: (travel plans, leaves of absence, sabbaticals, upcoming lectures, upcoming conventions, summer travel plans, etc)

Other News: (questions, comments, offers to write reviews or short articles for NETWORK, reactions).

**NEXT DEADLINE**  
**SEPTEMBER 1, 1990**

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