

Thanks for article! No

news,
views

NETWORK 15

and reviews in systemic linguistics and related areas

Co-editors

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

e-mail address
GL250012@yuvexus.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
hmpd1@uk.ac.stirling.forth

Managing Editor

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

FROM THE EDITORS' DESK

This issue of *Network* focusses on educational applications of systemic linguistics. We are grateful to all of our contributors for bringing us up to date, but in particular we would like to thank Bev Derevianka of the University of Wollongong for managing the response from Australia. So many papers came from Australia that we were unable to include all of them in this volume. A second group of educational papers will be included in the next issue. Readers will note that Martin Davies is not resting on his laurels as sole organizer of ISC-17 in Stirling. We publish here another list of recent acquisitions to the systemic archive. He has also begun with Louise Ravelli the task of editing selected papers from the conference (to be published by Frances Pinter). Please remember to send us notices of new books, news of upcoming meetings and items for 'Network News', where we think it would be interesting to hear about trends and issues in your country or your field of research.

Don't forget. The deadline for submissions to the next volume of *Network* is January 1, 1991.

Table of Contents

1. From the Editors desk 1
2. Systemic Congress News 3-9
3. Upcoming Meetings
4. Information 2, 10, 11-15
5. Current Issues in Education 16-50
6. Past Meetings 51-74
7. Systemic Archives 75-81
8. Book Reviews 101-106
9. New Books, friendly journals, etc. 82-100
10. Network News 107-110

Your NETWORK order expires on the date under your name on the mailing label. Please renew then. Thank you.

NEXT DEADLINE
JANUARY 1, 1991

INFORMATION

UPCOMING MEETINGS:

November 22-25, 1990. Seoul International Conference on Natural Language Processing. Seoul, Korea. Contact: Chair, Technical Research Institute, Seoul National University, Sinlim-Dong, Kwanak-Gu, Seoul 151-742, Korea.

December 3-7, 1990. Language in Education Workshop. The University of Wollongong, Australia. Contact: Bev Derewianka, Faculty of Education, P.O. Box 1144, Wollongong, 2500, Australia.

January 3-6, 1991. Linguistic Society of America. Chicago, Illinois. Contact: LSA, 1325 18th Street N.W., Suite 211, Washington, D.C., 20036-6501 USA.

January 14-18, 1991. 7th Sydney Summer School, TESOL in Context. Sydney Australia. Contact: ACTA-ATESOL 7th Summer School, ACTS, GPO Box 2200, Canberra, ACT, 2601, Australia.

March 21-24, 1991. American Association for Applied Linguistics Annual Meeting. New York City. Contact: AAAL, 1325 18th Street, N.W., Suite 211, Washington, D.C., 20036-6501, USA.

April 4-6, 1991. Fifth Annual International Conference on Pragmatics and Language Learning. Urbana Illinois. Contact: Lawrence Bouton and Yamuna Kachru, Division of English as an International Language University of Illinois at Urbana Champaign, 707 South Mathews Avenue, 3070 Foreign Languages Building Urbana, Illinois, 61801. USA

April 6-7, 1991. International Linguistic Association Conference. New York City. Contact: Johanna Woltjer Columbia U. Ctr. for Computing Activities, 612 W. 115th Street, New York, New York, 10025, USA.

April 12-14, 1991. Twentieth Annual Linguistics Symposium: Word Order in Discourse. Abstract deadline November 15, 1990. Contact: Mickey Noonan, Department of English, University of Wisconsin - Milwaukee Milwaukee, WI, 53201. USA. (e-mail: noonan@csd.uwm.edu)

April 17-19, 1991. International Conference on Teacher Education in Second Language Teaching. Hong Kong. Contact: Department of English, City Polytechnic of Hong Kong, 83 Tat Chee Avenue, Kowloon Hong Kong.

June 18-21, 1991. Association for Computational Linguistics. Berkeley. Contact: Doug Appelt, AI Ctr SRI Intl. 333 Ravenswood Rd., Menlo Park, CA, 94025, USA.

June 25-27, 1991. International Conference on Current Issues in Computational Linguistics. Penang Malaysia. Contact: Joseph Ong, Pusat Pengajian Luar Kampus, Universiti Sains Malaysia, 11800 Penang Malaysia.

July 7-10, 1991. Third Nottingham International Systemic Workshop. Nottingham, England. Contact: Gera Parsons, Department of English Studies, University of Nottingham, NG7 2RD, England. Topic: Interacti Spoken Discourse, and Theme and Rheme revisited. (See call for papers in this issue).

July 22-26, 1991. The Language Sciences Summer Institute (on Systemic Linguistics). Tokyo, Japan. Contact: Fred Peng, International Christian University, 10-2 Osawa 3-chome, Mitaka-shi, Tokyo, 181, Japan.

July 27-28, 1991. The Language Sciences Association of Japan annual meeting. Tokyo, Japan. Contact: Fred Peng. (See above for address).

July 29 - August 2, 1991. 18th International Systemic Congress. Tokyo, Japan. Contact: Fred P. (See above for address). (See call for papers in this issue.) Please note extension of abstract dead
See page 66.

August, 1991. LACUS. Ann Arbor, Mi., USA

September 23-27, 1991. Quantitative Linguistics Conference (QUALICO). Trier, Germany. Contact: QUA Program Committee, University of Trier, P.O. Box 3825, D-5500 Trier, Germany.

April 1-3, 1992. Conference on Applied Natural Language Processing. Trento, Italy. Contact: Lyn B BBN Systems. 10 Moulton St. Cambridge, MA, 02238, USA.

July 12th or 13th, (for one week) 1992. 19th International Systemic Congress. Sydney, Aust Contact: Ruqaiya Hasan, School of English and Linguistics, Macquarie University, NSW, 2109, Australia

THE BALLAD (or BATTLE) OF LENINGRAD

SYSTEMIC MEETINGS

UPCOMING CONGRESSES:

ISC:18: Tokyo, Japan, July 29-August 2, 1991. If you have not received a "call for papers", contact Fred Peng, International Christian University, 10-2, Osawa 3-chome, Mitaka-shi, Tokyo 181, Japan. Michael Halliday is the Program Chair. The International Systemic Congress Committee has been asked to try to reduce the time spent at the Annual General Meeting. Therefore, they decided to try an experiment at the Tokyo Systemic Congress. The "new books" part of the Annual General Meeting will not take place. Instead, participants are asked to bring WRITTEN notices of new books to be placed on a bulletin board, similar to the one Martin Davies provided at Stirling. It was felt that participants could then take notes on the "new books" notices during coffee breaks, at meals, and at other "leisure times". If you know of a book that would interest participants of the International Systemic Congress in Tokyo, please bring a written notice. If you are unable to attend, please send the notice to Nan Fries, Secretary, Box 310, Mt. Pleasant, MI, 49804, USA.

In addition to the 19th International Systemic Congress, two other meetings which may be of interest to readers of NETWORK will be held in Tokyo. The Language Sciences Summer Institute will concentrate on Systemic linguistics this coming summer. The dates are July 22-26, 1991. Then on July 27th and July 29th the Language Sciences Association of Japan will meet in Tokyo. For further information on these two meetings, contact Fred Peng as well.

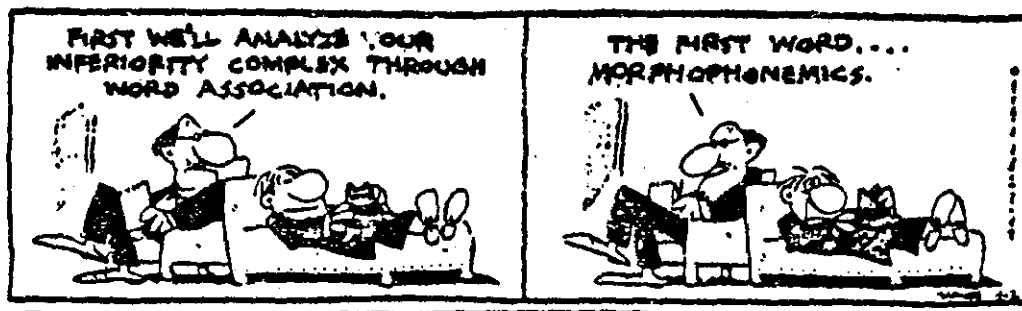
ISC:19, Sydney, Australia, 1992. The current plan is to start on July 12th or 13th and meet for one week at Macquarie University (near Sydney). For further details contact, Ruqaiya Hasan, School of English and Linguistics, Macquarie University, NSW, 2109, Australia.

ISC:20, British Columbia, Canada, 1993. Probable site is the University of Victoria. Probable date: June/July 1993. Temporary Chair: Bernard Mohan, Department of Language Education, Faculty of Education, University of British Columbia, Vancouver, British Columbia, V6T 1Z5, Canada.

ISC:21, Ghent, Belgium, 1994. Temporary chair: Anne-Marie Simon-Vandenberghe, Guinardstraat 12, B-9000, Gent, Belgium. Kristin Davidse from Leuven will be involved.

Please note extension of deadline for submission of ISC:18 abstracts. Please see page 66.

Frank and Ernest



INFORMATION

Program Committee:

M.A.K. Halliday (Convener)
Fred C.C. Peng
Akiko Ueda
Ruqaiya Hasan
Christian Matthiessen

Organizing Committee:

Fred C.C. Peng (Convener)
Akiko Ueda
John C. Maher
Noboru Yamaguchi
Sadao Ashiura
Shunichi Segawa
Mitsuo Akimoto

EIGHTEENTH INTERNATIONAL SYSTEMIC CONGRESS
International Christian University, Tokyo, Japan, July 29 - August 2, 1991

First Circular
of the
Eighteenth International Systemic Congress

Call for Papers

Concerning the Congress

July 1990

The Eighteenth International Systemic Congress in 1991 will take place in Tokyo, Japan, on the premises of the International Christian University. The Program Committee has organized a schedule which is slightly different from previous years. The sessions will be of three kinds: (1) General Sessions, (2) Thematic Sessions, and (3) Plenary Sessions. (1) The General Sessions will take place each day from Monday to Friday, morning and afternoon. Papers will normally be allocated 40 minutes, to allow 30 minutes for presentation plus 10 minutes for discussion. (2) The Thematic Sessions will take place simultaneously with the General Sessions (Monday to Friday, morning and afternoon), with ONE theme running throughout each day. The tentative plan for these sessions is as follows:

	Themes
Monday	Computational Linguistics
Tuesday	Asian Languages
Wednesday	Educational and Clinical Linguistics
Thursday	Lexicogrammar and Semantics
Friday	Text and Discourse

Each Thematic Session will be run by a Convener, who will organize the activities for the day. These may be of varied kinds: general discussion, panel discussions, papers, demonstrations, etc. (3) The Plenary Sessions will take place each day from Monday to Thursday, in the evenings.

Contributions are invited for (1) General Session or (2) Thematic Sessions. To propose a paper for a General Session, please submit a title, plus an abstract of 200 to 300 words using the abstract sheet to be provided (only those who have returned the pre-Registration form will receive the sheet). To propose an activity of any kind for a Thematic Session, please submit on a separate sheet details of the topic, a suggested format, and an indication of the part you would be prepared to play and name(s) of the participants(s). For example,

Topic: "Systemic Accounts of the Clause in Chinese"
Format: "general discussion"
I would be prepared to lead such a discussion
Name(s) of Participant(s): John Doe and Jane Smith

GRESS NEWS

Indicate which of the Thematic Sessions you are proposing the activity for (e.g. "Languages"). If you think the activity might be appropriate for more than one Thematic Session you could suggest alternatives (e.g. "Asian Languages or Linguistics" and "Semantics"). All offers of contributions should be sent to the General Secretary of the Congress (Prof. Fred C. C. Peng). Offers of papers for General Sessions will be considered by the Program Committee. Suggestions for activities for the Thematic Sessions will be passed on by the Program Committee to the Convenor(s) of the Session, who will work out the day's program of activities in consultation with the Program Committee. The deadline for submission of proposals is October 31, 1991. We will inform you as soon as a decision about your proposal has been made. If you need to have an early decision in order to apply for a grant, or for a passport or visa, please indicate "Early Decision Needed" on your proposal.

Proceedings

The Proceedings of the Congress will be published as a special issue of *Language Sciences* by Pergamon Press under the editorship of Michael A. K. Halliday and Fred C. C. Peng. Authors whose manuscripts are accepted by the Editorial Board of the journal will be notified after the Congress. All speakers are, therefore, requested to submit their revised and final manuscripts in quadruplicate by October 31, 1991, so that the Proceedings can appear in the spring or fall of 1992 as a special double issue.

Concerning the Fee Payment

Since the bank charges a high commission for each remittance from abroad, you are kindly requested to pay the registration fee on July 28 or July 29, 1991 or, earlier (July 22 to 27, 1991) if you intend to take part in other activities at the International Christian University. However, you are also requested to indicate your participation by returning the pre-Registration form to the address below, so that we can have an idea of how many people will attend the Congress. The Registration Fee per person is: ¥30,000 for professionals or ¥20,000 for students. Subsidy for participants from overseas may be available by application, especially when they present papers at the Congress.

Concerning Congress Site and Facilities

(1) The Congress Site

The International Christian University campus is located in Mitaka, which is within the Greater Tokyo Area. Accommodation arrangements can be made at hotels in Mitaka and the neighboring Kichijoji near the university. Participants from overseas will arrive at the Narita New Tokyo International Airport. Directions to Mitaka and Kichijoji will be provided for those coming from overseas later. Access to the university campus is very convenient by way of a bus from Mitaka train station which goes into the campus, or another from Kichijoji train station which stops in front of the campus. Detailed information about the campus facilities, group fares from abroad and local transportation will be sent only to those who have returned the pre-Registration form provided here.

(2) Secretarial Services

There will be no secretarial services available. However, if you are in need of xeroxing, a shop outside the campus is nearby where you can xerox your materials at cost: ¥10 per page. Food facilities are not perfect. However, the university campus dining hall will be open during the Congress period, where you can purchase lunch and evening meals; the prices are quite reasonable, usually ¥600 or so per meal depending how much you eat. The Dining Hall runs a cafeteria that offers a variety of other foods.

* Please note extension of deadline for submission of ISC:18 abstracts. Please see page 66.

106800
 12000
 118800 → 1080
 1300
 2380

however, there will be no breakfast available. Coffee and tea will be provided throughout the Congress period at all times free of charge. Refreshments will be provided twice a day, also free of charge, during the Congress.

(3) Day Care

It is regretted that no Day Care services can be made available for young children.

(4) Social Program

A sightseeing trip is being planned for overseas participants and their accompanying persons. Following the conference we have tentatively planned a tour of Katsura-Rikyu (桂離宮) and Shyugakushin Rikyu (修善寺温泉) in Kyoto. Both places require special permission to enter the sites for sightseeing. We will, therefore, need the passport numbers of those participants who wish to join this tour. If this plan does not work out, we will have a back-up plan for a sightseeing tour elsewhere.

Hotel Information

Kichijoji Tokyu Inn, 1-6-3
 Kichijoji Minamicho, Musashino-shi, 180, Tokyo, Japan
 Telephone: 0422-47-0109

Kichijoji Dai-ichi Hotel, 2-4-14
 Kichijoji Honcho, Musashino-shi, 180, Tokyo, Japan
 Telephone: 0422-21-4411

Single room A	¥ 8,900
Single room B	¥ 9,300
Twin room	¥ 13,300
Double room	¥ 13,300
Deluxe room	¥ 24,300

(all prices not including tax)

Single room A	¥ 11,700
Single room B	¥ 12,242
Double room	¥ 16,995
Twin room A	¥ 19,261
Twin room B	¥ 20,394

(all prices including tax)

Extra information for cheaper hostels, business hotels, and bed-and-breakfast (Japanese breakfast only) facilities may be available. However, they require pre-payments which, because of bank charges, will not be of advantage in the long run. If you need information of this kind, please so indicate in your pre-registration form.

In all cases, we will not be responsible for hotel confirmations or payments. Your requests for reservations will be passed on to the respective hotels and hostels, which will then contact you directly.

Concerning ICU LSSI and LSJA

This year's Congress will take place after the annual ICU Language Sciences Summer Institute (ICU LSSI), which is part of the University's Continuing Education Program, and the annual Conference of the Language Sciences Association of Japan (LSJA), which will also be held at the International Christian University. You are welcome to attend both the Institute and the Conference, provided tuition and fees are paid. As a preface to the Systemic Congress, the faculty members for this year's Institute and the keynote speakers for the Conference will all be systemists. If you wish to present a paper at the Conference, please submit an abstract between 100 and 200 words as well to the Congress chairman at the address indicated below. Any topics pertaining to the language sciences are acceptable. The Proceedings of the Conference will be published by Bunka Hyoron of Hiroshima.

REGISTRATION FORM for the Eighteenth International Symposium Congress (Please

- (surname) (given name)
1. Nationality : _____
2. Affiliation : _____
3. Mailing address : _____

4. Telephone number : (office) _____
(home) _____
5. Names of Accompanying Person(s) : _____

6. Author(s) and the Title of Paper : _____

7. A-V Equipment needed [] Yes [] No; If yes, type of equipment: _____

8. IS-ISC Proposal is herewith enclosed :
Proposal [] Yes [] No; [] Early decision needed.
9. I would like to stay at the following hotel:
Kichijoji Tokyu Inn [] room type: _____
Kichijoji Dai-ichi Hotel [] room type: _____
I would like further information about optional accommodations. []
10. Date : _____ Signature : _____

Please return this form to the Chairman of the IS-ISC 1991, Prof. Fred C. C. Peng, at the address below.

Congress Address: Chairman of the IS-ISC 1991, Fred C.C. Peng, Division of International Studies, International Christian University, 10-3, 3-chome Osawa, Mitaka, Tokyo, 181, Japan; Office Tel.: 0422-33-3205; Home Tel.: 0422-33-3546; University Fax No.: 81-422-33-9587; Cable: INCHRISTUN MITAKA.

Abstract Form for ISC: Tokyo

Title of Paper

Name

Affiliation

1st Line of Text

INFORMATION

Systemic Congresses

Are you interested in hosting/running a Systemic Congress? If so, read on. We are always looking for future sites, local hosts and people who can run a program committee (program chairs). Local hosts and Program Chairs need not be the same person. For instance, you might have a good site for a Congress, but you may not be interested in organizing the program. That is not a problem. We know about the site and we will try to find a program chair for you. In order to assign you the site, however, we need some information from you. We need you to "paint a picture" for the International Systemic Congress Committee (ISCC) of your institution/situation, either by comparing your situation to another Systemic Congress or Congresses, or by just describing the local situation to us. We need to know the prospective site (university/conference center/hotel?), approximate costs (dorm/food/registration), if there is a nearby international airport, if you have people in the area to help you (other faculty/friends/students), if you are willing to act as the local host AND the program chair at the same time. It would also help us to know if your university/government/administration is cooperative. Please send any information you have to: Nan Fries, Secretary, ISCC, Box 310, Mt. Pleasant, Michigan, 48804, USA or to Elja Ventola, President, ISCC, Department of English, Hallituskatu 11, 00100 Helsinki, Finland by June 1, 1991. The Congress sites are already settled for 1991 (Tokyo), 1992 (Sydney), 1993 (British Columbia) and 1994 (Ghent). So, we are talking about 1995, at the earliest. Our tradition has been to rotate the Congress from Europe to Australia to N. America, etc. Any other country can interrupt the pattern, of course. The International Systemic Congress Committee may assign a meeting place for the 1995 Congress at the 1991 Congress in Tokyo, and Australia and environs would be the next site in the rotation. Fran Christie is the Australian representative to the International Systemic Congress Committee. Anyone interested? Please let us know.

Nan Fries
Secretary, International Systemic Congress Committee

Back issues of Network

Past issues of Network are available from the Systemic Archives at Stirling (Martin Davies). For costs use the copy costs and postage costs which are provided in Archive # 6. in vol. 13/14

Network 1,	16 pp	Network 5,	34 pp	Network 9,	28 pp
Network 2,	34 pp	Network 6,	44 pp	Network 10,	29 pp
Network 3,	35 pp	Network 7,	33 pp	Network 11/12, . . .	137 pp
Network 4,	32 pp	Network 8,	28 pp	Network 13/14, . . .	90 pp

NETWORK costs US\$ 5 per issue. There are two issues per year.
Make checks out to NETWORK, in US currency only.

Publishing schedule:

October 1990 Volume 15 (cost US\$ 5)
March 1991 Volume 16 (cost US\$ 5)
October 1991 Volume 17 (cost US\$ 5)
March 1992 Volume 18 (cost US\$ 5)
October 1992 Volume 19 (cost US\$ 5)
March 1993 Volume 20 (cost US\$ 5)

Rates for ordering NETWORK: US\$ 10 per year for surface mail
US\$ 20 per year for airmail

Nan Fries, Managing Editor, Box 310, Mt. Pleasant, MI, 48804, USA

CALL FOR PAPERS

Following the success of last year's workshop on Rheme, we are pleased to announce that a Third Systemic Workshop will be held in Nottingham next summer - this time extended to THREE days.

The main topic will be INTERACTIVE SPOKEN DISCOURSE, and parallel workshop sessions will explore aspects of THE EXCHANGE in different GENRES of spoken interaction. (It is anticipated that interpretations of the term *exchange* will differ, for example as between the use in Halliday 1985 chapter 4 and that in Sinclair and Coulthard 1975 / Ventola 1987.)

Two days of the Workshop will be devoted to papers and discussion under the main heading. However, to reflect the on-going interest in theme and rheme, the third day will be devoted to extended workshop sessions under the heading THEME AND RHEME REVISITED.

Date of workshop: 7-10 July 1991 (registration 15.00 on 7th).

Conference address: Dr. Gerald Parsons
Dept. of English Studies
University of Nottingham
NG7 2RD U.K.

Further Information: This will be sent to those who return the slip below by January, 25th 1991

Please return this slip by January 25th 1991 to Dr. G. Parsons,
Dept. of English Studies, University of Nottingham, NG7 2RD U.K.

Name..... (PLEASE

Address..... WRITE

.....LEGIBLY)

Please tick as appropriate:

☐

I hope to attend the 3rd Nottingham International Workshop and would like further information.

I am willing to present a paper on:-

☐

The exchange in interactive spoken discourse

☐

Related topic - please specify below

.....

.....

INFORMATION

Information and publications

We have often had a difficult time finding works written by other people. We have a number of publication series which certainly help to make works available to those who know of their existence. These series include the *Systemic Functional Linguistics Forum* (from Obafemi Awolowo), the announcement in Vol 13/14 of *Network*), the recently published *Nottingham Linguistic Circular* (from Nottingham), *Occasional Papers in Linguistics* (from Nottingham), *Working papers in Linguistics* (from the University of Sydney), and the publications associated with the Penman Project published by Information Sciences Institute of the University of Southern California. However, these sources do not have a large circulation and it is difficult to find out what new numbers contain. Further, since these series are not included in the International bibliographies, linguists working in other theories do not know about them. In addition, many excellent Ph.D. dissertations are read by even fewer people. In part these facts are our own fault. Each year the M(odern) L(anguage) A(ssociation) publishes an International Bibliography of works published in Linguistics. Individuals may send copies of their publications to ensure that they are included in the bibliography. Instructions for getting references for our publications into the bibliography are included below. In addition, there exist at least two major publishing/distributing centers: University Microfilms International, and ERIC. These centers distribute works which may be submitted by individuals. University Microfilms International specializes in distributing microfilms of Ph. D. Dissertations. I would like to suggest that Thesis chairs make a practice of strongly recommending that theses which have been written under their direction be sent to this service. (I can think of several theses which really OUGHT to be available to the public at large. — Incidentally, they also publish old theses as well, so those of us who know of some classics which are not available ought to suggest to the authors that they be submitted.) Unfortunately this service costs money. The second service, ERIC, distributes shorter articles rather than dissertations. We need to extend the network of readers. Again, directions for submitting manuscripts to these centers are included. Does anyone know of other similar services? If so, please send us information about these services and *Network* will distribute it.

Peter H. Fries

ADDRESSES FOR GETTING THE NEWS OUT

To get works included in the MLA Bibliography

"Although staff and contributors make every effort to cover all publications pertinent to the *Bibliography*, omissions do occur. To make certain that publications are listed in the *Bibliography*, authors are urged to send offprints of articles and copies of books for citation in subsequent volumes to the Center for Bibliographical Services, MLA, 10 Astor Place, New York, NY, 10003, USA. Since the contents of documents listed in the *Bibliography* are indexed for subject access, it is mandatory that the document be included with notification of publication. Authors unable to send a copy of a monograph to be indexed must at least submit photocopies of the title page, verso of the title page, and table of contents page as well as all pagination information, for the document to be eligible for listing."

To get theses included in Dissertation Abstracts International

University Microfilms International publishes Ph. D. and masters theses in microform and hard copy. You need to obtain a publication agreement from UMI and submit a clean camera-ready copy and an abstract of your thesis. The abstract will be published in Dissertation Abstracts International and in the corresponding online and CDROM formats. In addition, the thesis will be available to anyone who writes in and pays for a copy. You need to send in US \$45 when you send your thesis to pay for the initial copying. Several points are worth noting:

Publication by UMI in no way restricts the dissertation author from pursuing other publication in book or article format.

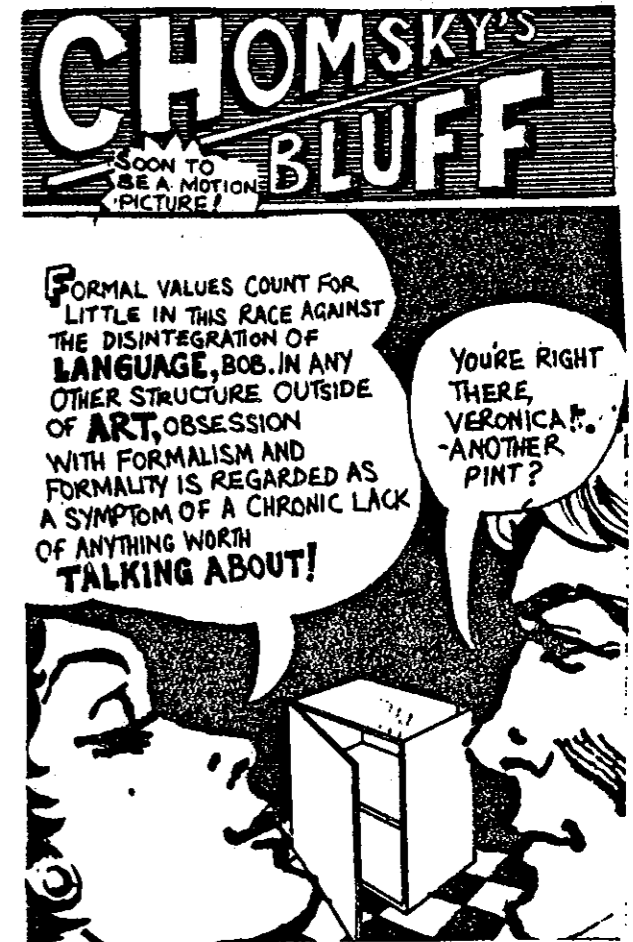
UMI does not become the copyright holder.

If sales exceed seven units per calendar year, an author will be paid a 10% royalty.

Three things are necessary for UMI to publish a dissertation: 1) the \$45 fee, 2) a signed agreement form giving UMI permission to publish, and 3) a high quality copy of the manuscript pages, preferably on 8 1/2 by 11 inch paper.

Send inquiries to

University Microfilm International
300 North Zeeb Road
Ann Arbor, MI, 48106-1346
USA



INTRODUCTION

North American academic doctorates were awarded by Yale University in 1861. Beginning of the twentieth century about 1,000 doctorates were awarded each year—a figure which grew to some 6,600 by 1950. Since the 1950s about 80,000 doctoral dissertations have been written annually.

Although dissertations contain information of great importance to researchers, there was no single source providing access to all dissertation information until publication of the *Comprehensive Dissertation Index*, the only definitive printed reference to virtually every doctoral dissertation accepted in North America since 1861. The original *CDI* was compiled from various published sources, and from lists, commencement programs, and other materials received directly from schools.

In addition to the original *CDI 1861-1972* (called the *Main Set*), UMI has published annual supplements beginning with 1973, the *CDI Five-Year Cumulation 1973-1977*, and the *CDI Ten-Year Cumulation 1973-1982*. The *Ten-Year Cumulation* supersedes both the first ten annual supplements and the *Five-Year Cumulation, 1973-1977*. The *Five-Year Cumulation 1983-1987* supersedes the annual supplements for those years.

CDI 1861-1972

In 1973 University Microfilms International introduced the *Comprehensive Dissertation Index 1861-1972*. This landmark reference work includes 37 volumes, organized by subject and author, listing virtually all of the dissertations accepted for academic doctoral degrees by North American educational institutions. Some dissertations accepted by foreign universities are also included. In all, more than 417,000 dissertations are listed.

CDI 1973-1982

The *CDI Ten-Year Cumulation 1973-1982* is a 38-volume single-source reference to nearly 351,000 dissertation citations mainly from accredited, degree-granting institutions in the

United States and Canada. In sheer volume, the *Ten-Year Cumulation* is comparable to the 112-year landmark *CDI* that preceded it.

CDI 1983-1987

The *CDI Five-Year Cumulation 1983-1987* is in 22 volumes and lists 162,093 dissertations.

In addition to current titles, the *Ten-Year Cumulation* and the *Five-Year Cumulation 1983-1987* include citations to earlier dissertation titles for which information was unavailable or erroneous at the time of publication of earlier sections.

CDI Supplement 1988

This supplement includes for the first time citations from two significant new international sources:

Beginning with the July 1988 (Volume 49, no. 1) issues of *DAI-A* and *B*, doctoral dissertations from nearly 50 universities in Great Britain were added to the database. This results from an agreement between The British Library Document Supply Centre and UMI. *CDI 1988* cites 2,376 of these doctorates.

Dissertation Abstracts International-Section C is published quarterly by University Microfilms International and includes abstracts of dissertations accepted for doctoral and post-doctoral degrees at institutions worldwide. This year 2,659 citations from Volume 49 are listed in *CDI*.

An Ongoing Source of Information

In order to maintain the usefulness of *CDI* as a research tool, UMI will continue to publish annual supplements indexing North American doctoral dissertations accepted for degrees during the preceding year. All annual supplements include the calendar year of *Dissertation Abstracts International* (No. 7 of one volume to No. 6 of the following volume). In addition to *DAI* material, the *CDI* also lists titles from the UMI publication *American Doctoral Dissertations*, representing additional materials sent in by participating institutions and others.

HOW TO ORDER DISSERTATION COPIES

Ordering Information

Dissertations available from UMI are indicated by an order number at the end of the entry. When ordering dissertation copies from UMI, include the entire order number (e.g., DEV88-12345, and new entry form CDI 88), author's last name, complete title of dissertation, format and type of binding wanted, billing name and address, and shipping name and address.

If no order number appears at the end of the entry, the dissertation is *not* available from UMI. For further information, contact the institution granting the degree.

Copies of dissertations listed in *Dissertation Abstracts International, C* are not available from UMI. Entries with numbers beginning "DEVCO-" are from *DAI-C* and are available only as indicated in the full citation in *DAI-C*. If the dissertation is published, *DAI-C* provides the ISBN, if assigned, and the publisher's name and city, if known. If the dissertation is unpublished, *DAI-C* provides a location where a reference copy may be found, if other than the library of the degree-granting institution.

Dissertation Copies

All of the doctoral dissertations, masters theses, and other research documents published by UMI are preserved on film. The original manuscript is returned to the author or to the institution awarding the degree. When an order is placed through UMI, the complete research document is individually reproduced on paper or in microform, using the master film copy. This is called *on-demand publishing*. On-demand publishing allows UMI to store vast amounts of information materials in its vaults, while retaining the capability of publishing in the format of choice as soon as an order is placed.

Dissertation copies are available in the following formats:

1. Softcover paper copies
2. Hardcover paper copies
3. 35mm positive microfilm
4. 98-page positive microfiche (for all titles published from 1976 forward)

Charts, graphs, line drawings, and similar data reproduce quite well. If halftones and continuous tone enlargements of higher quality are required, photographic prints can be made for a nominal additional charge. Dissertation maps and illustrations are now available in glossy reprints at additional cost.

British Dissertation Copies

British theses are identifiable by the special prefix "DEV D-" or "DEV DX-" on the UMI order number. They may be ordered through UMI. A special order form that includes a Thesis Declaration Form (TDF) is required for those British dissertations ordered that carry the "DEV D-". Contact UMI directly for additional information.

Payment

U.S. and Canadian institutions will be billed when the orders are shipped. Order on standard purchase order forms, and include purchase order number and tax exemption number (if applicable).

Individual orders must include check, money order, or complete credit card information (American Express, MasterCard, or Visa number, expiration date, signature, and telephone number). If payment is made by check or money order, call UMI at the number given below for shipping and handling charges.

Toll-Free Ordering Service

Customers within the United States, please call UMI toll free at 800-521-3042 to place your order. From Michigan and Alaska, call collect 313-761-4700. From Canada, call toll free 800-343-5299. Ask for a UMI Dissertation Customer Service representative.

Outside the U.S. and Canada, mail your order to UMI at the address given below, or contact the UMI sales representative in your area for additional information.

UMI Dissertation Information Service
300 North Zeeb Road
Ann Arbor, Michigan 48106 U.S.A.



AN INVITATION TO SUBMIT YOUR PAPER

What is ERIC?

ERIC (The Educational Resources Information Center) is an information network, sponsored by the Office of Educational Research and Improvement, which maintains a database of education-related documents. ERIC publishes a monthly abstract journal, *Resources in Education (RIE)*, in which ERIC documents are announced. RIE is also computerized for online searching.

This is an invitation for you to share your research, programs, and ideas with other educators through ERIC.

Why should my paper be in ERIC?

Inclusion in ERIC assures wide dissemination of information about your paper. Educational researchers and practitioners frequently turn to ERIC for bibliographies of useful materials. Unlike many bibliographic databases, ERIC can also provide copies of most of the documents it abstracts and indexes.

How do I submit my paper?

Send a black-on-white original or high-quality photocopy of your paper (free of faint, broken, or very small type) to:

Acquisitions Coordinator
ERIC Clearinghouse on Languages and Linguistics
1118 22nd St., NW
Washington, DC 20037
phone: (202) 429-9292

Be sure to complete the attached reproduction release and return it with your paper.

What if my paper is slated for publication?

If you are reasonably certain that your paper will be published in a major journal or in the published proceedings of a conference, do not send the paper to us, since we cover those sources through other channels. Please note that inclusion in ERIC does not preclude later publication (in a journal or scholarly collection, for example), since ERIC publication is non-exclusive and you retain copyright to your paper.

What happens to my paper after I submit it?

Your paper will be evaluated by a subject area specialist for timeliness, substance, and potential interest to ERIC users. If it is selected, it will be included in ERIC, usually within five months of the time you submitted it. You will be sent complimentary microfiche of the paper shortly after inclusion.

What will happen to the paper after it is included in ERIC?

- It will be announced in the monthly abstract journal *Resources in Education (RIE)*, to which over 3,000 libraries and resource centers subscribe. The announcement consists of bibliographic information, descriptive notes, indexing terms, and a 150- to 200-word abstract. The abstract is prepared by ERIC staff, although we welcome your assistance if you care to prepare your own abstract.
- Your paper will become a permanent part of the ERIC database, a bibliographic resource that contains over 280,000 education related documents.
- The paper will be available on microfiche at 700 ERIC collections in libraries and resource centers. If you give your permission for paper copy reproduction, it will be possible to order copies of the paper from the ERIC Document Reproduction Service.

What would you like me to do now?

If, after reading the above information, you think your paper is a likely candidate for inclusion in ERIC, send us the paper and the attached reproduction release as soon as possible.

If for any reason you will not be submitting your paper, please complete and return the enclosed postage-paid card.



U.S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT
EDUCATIONAL RESOURCES INFORMATION CENTER

REPRODUCTION RELEASE (Specific Document)

I. DOCUMENT IDENTIFICATION

Title: _____

Author(s): _____

Corporate Source (if appropriate): _____

Publication Date: _____

II. REPRODUCTION RELEASE

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education (RIE)*, are usually made available to users in microfiche and paper copy (or microfiche only) and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce the identified document, please CHECK ONE of the options and sign the release below.

CHECK
HERE



Microfiche
(4" x 6" film)
and paper copy
(8 1/2" x 11")
reproduction

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

(PERSONAL NAME OR ORGANIZATION)
AS APPROPRIATE)
TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

OR



Microfiche
(4" x 6" film)
reproduction
only

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

(PERSONAL NAME OR ORGANIZATION)
AS APPROPRIATE)
TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed in both microfiche and paper copy.

SIGN
HERE

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce this document as indicated above. Reproduction from the ERIC microfiche by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction of microfiche by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Signature: _____

Printed Name: _____

Organization: _____

Position: _____

Address: _____

Tel. No.: _____

Zip Code: _____

Date: _____

III. DOCUMENT AVAILABILITY INFORMATION (Non-ERIC Source)

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents which cannot be made available through EDRS.)

Publisher/Distributor: _____

Address: _____

Price Per Copy: _____

Quantity Price: _____

IV. REFERRAL TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

ISSUES IN EDUCATION

ISSUES IN LINGUISTICS AND EDUCATION

J. L. Lemke
City University of New York
Brooklyn College School of Education
Brooklyn, New York 11210 USA

Language and Education

We teach (mainly, but not exclusively) through the medium of language, spoken and written. And what we teach is (mostly, though we aim for more) knowledge formalized as linguistic semantic relations among lexical items, and, to a much lesser extent, the informal, tacit knowledge of how to speak and write the specialized registers of various subject fields. Education is in and of language, but it is rarely (and very rarely, usefully) about language.

Language is not a neutral code for the communication of concepts, ideas, and information. Language is the principal resource through which we make the meanings that we have been uncritically taught to call 'concepts' 'ideas' and 'information'. Moreover, every different cultural and social variety of language makes those meanings somewhat differently, and in this sense, teaching students to use a specific linguistic variety always also teaches a social and cultural viewpoint, a system of attitudes and value-orientations, along with the more strictly ideational, or thematic 'content' of the curriculum.

We teach students to use this master-tool of human culture, but we do not teach them how it works. Should we be surprised then that they cannot use its most specialized resources creatively? We unwittingly serve social interests and advance ideologies we want to oppose, because we do not understand well enough what we ourselves are doing with and through it. Should be surprised then if students resist our well-intentioned efforts? If we continue to ignore the semantic and social-semiotic roles of language in education, we will fail to educate as effectively, as critically, or as justly as we ought to do.

In an account of what happens in the classroom teaching of one particular group of subjects (*Talking Science: Language, Learning, and Values*, ALEX Publishing, 1990), I have recently tried to make the case for a more linguistically and socially sophisticated view of what and how we teach. In a separate but related line of research on the teaching of writing and the nature of texts in various subjects (e.g. Martin's *Factual Writing*, Oxford University Press, 1989), a more linguistically and socially sophisticated view of the role of written language in education has also been developed. Many other lines of research, some associated with systemic-functional linguistics and some not, have also begun to examine how language, culture, and curriculum interact in educational processes (see, for example,

Green & Harker 1988, Bloome 1989, and recent issues of *Journal of Linguistics and Education*). I personally believe that social linguistics has more useful things to say to education than does either psychology or traditional sociology of education.

In the discussion that follows, I want to sketch a few of the directions of social linguistic research on and recommendations for education, with an emphasis on applications of systemic-functional theory and associated notions from social semiotics. I will focus on issues of spoken and written language, alternatives to traditional linguistic models, and the socio-cultural and political implications of this work. I will unfortunately not be able to give more than cursory attention to other important areas such as ESL, bilingual, and foreign language education.

Interaction, Content, and Ideology in the Classroom

My own work on spoken language and classroom education (Lemke 1983, 1985/89, 1990) has tried to make a number of points in the last several years:

That the interactional resources of language are used by teachers and students to negotiate the power relations of the classroom and the moment-to-moment flow of its activity structures.

That what we call the 'conceptual content' of the taught curriculum is in fact a set of intertextual thematic formations, consisting of culturally institutionalized patterns of lexicogrammatical semantic relations realized in distinct but thematically equivalent texts: at different moments in the same lesson, in different lessons on different days, in the lessons of different teachers, and in the written texts of the blackboard, student notebooks, different textbooks, and even examinations.

That a set of attitudes and value-orientations toward the subject matter, its validity and difficulty, and its professional practitioners, as well as toward teachers, education itself, general social relations, and students' own place in society is continuously and usually implicitly constructed through the same classroom discourse that is ostensibly teaching thematic 'content'.

That the lack of explicit teaching about how language is used to construct socially valued register-specific discourses helps insure that students raised in privileged family circumstances will more readily 'catch on' to these techniques implicitly and thus acquire academic records which will later be used to justify their own social privileges in the next generation.

The principal recommendations for education which have grown out of this line of work (which is strongly supported by most other socio-

cultural studies that look at language-in-use in schools and other primary socialization settings) can also be summarized briefly, though more detail is given in Lemke (1990):

That students should be given more oral and written practice in actually using the specialized language of a subject register to construct texts of from one to several clause-complexes, thus insuring mastery of the lexicogrammatical semantic relations underlying specific intertextual thematic formations.

That students should frequently and freely translate and re-word subject area register-specific texts into more colloquial or just alternative spoken and written wordings with minimal change in underlying thematic-semantic relations.

That students should be explicitly taught in great detail subject-register specific, or associated, Genres (e.g. scientific descriptions and reports, mathematical proofs and 'word problem' types, historical description and argumentation forms, literary and critical genres, etc.) as part of the subject-area curriculum, together with specific language for realizing Genre elements in alternative ways.

That the epistemological status of curricular assertions presented as fact or authoritative opinion be regularly discussed, including both the sources of information and the modes of interpretation and argumentation in the field, with emphasis on alternative views and controversies of opinion, all to undermine the implicit ideology of the subject matter's authority.

That all subject areas include open discussion of value-judgements and value-conflicts associated with the fundamental assumptions of the subject area's cultural traditions and comparisons made to alternatives based on the values of other traditions or other possible views, especially those of non-Western societies and non-middle class groups within the students' own society.

Apart from the value of the recommendations themselves, this research program has offered a social linguistic alternative to dominant cognitive psychology models of what is learned and how it is learned. Mentalistic models proceed from the perspective of the learner as an isolated individual mind confronting mind-like 'ideas' and 'concepts' to be learned. They ignore, or try to rebuild in amateur fashion, the linguistic-semantic relations by which the meanings of 'concepts' and their uses are actually constructed. Worse, they ignore both the social nature of the educational process, and the social character of language itself and of institutionalized thematic formations and their associated value-orientations. That is a little too much to successfully ignore in an educational theory. It is perhaps ironic to note that almost all of the data on which cognitive models are based is discourse and text data, subjected to far less than state-of-the-art procedures of analysis (cf. critiques in Lemke 1989, Thibault 1986).

Process and Justice

One of the interesting areas of controversy surrounding these recommendations stems more from the work of Martin and his co-workers on the teaching of writing (Martin 1985/1989) than directly from my own work, which has been more centered on spoken language in the classroom. There is not already (except in foreign language teaching) a tradition in the school curriculum of teaching students how to TALK the language of science or any other subject, but there has long been such a tradition with regard to WRITING. That tradition is more predominantly humanistic than scientific, having been largely the province of teachers (and scholars) trained only in English literature study and not in linguistics. The recommendation that students be explicitly taught how to write Genres is seen by many in the humanistic tradition as reducing a creative act to the following of a recipe.

Some literary genres are taught quasi-scientifically, up to a point, through survivals in the literature curriculum of the older traditions of Rhetoric (e.g. the formal genres of poetry, broad guidelines for persuasive essays, etc.). They are never taught, however, in a realizational model, in which context-conditioned choices generate a text from a schematic structure. Thus students never get to see how to proceed from the broad and rather vague functional descriptions which literary theory gives for genre schematic structure elements to their actual lexicogrammatical realizations.

Rhetoric, along with most of the Writerly tradition of literature, has largely been swallowed up in the curriculum by Interpretation and the Readerly tradition. The curriculum trains readers, not writers. Literary scholars read, but do not themselves any longer generally write, literary genres (at least in English-speaking countries). Students are taught the genre structure features they need to interpret texts after the fashion of traditional literary scholarship. Why should they need full realizational models, unless they were expected to write these literary genres, which even their teachers cannot do?

The ideology of creativity, with its subtle elitist ramifications, excuses literary scholars, and hence the literature-dominated Language Arts curriculum from pursuing the writing of literature. But students are not excused from writing altogether, and indeed they are judged academically (less so now in the U.S. where very little writing is required -- a temporary anomaly) by the linguistic features (lexicogrammar, register specificity, genre structure and realization, text semantics) of their writing. Yet none of this (except some trivial elements of traditional grammar and a few vague hints about schematic structure) is actually taught. The higher levels of educational opportunity are virtually closed to students (except perhaps in technical specialties) who have not found some other way to get at these trade secrets of the upper middle class.

Students are expected (and in the U.S. will soon be once again required) to write descriptions, comparisons, analyses, expositions,

and arguments of all sorts (in many subject registers, where these genre types are subtly different). As matters now stand, most students learn to write only brief personal narratives; the academically privileged also catch on to some sort of all-purpose 'report' genre by their later years in secondary school.

Fears that explicit teaching of genre realization models will limit students' use of writing as a means of 'free expression' (read any examples by your students lately?) apply mainly to literary or personal narrative genres that are ultimately accorded little academic value. I would hope that a better understanding of how to construct these genre texts could enable students to express more through them rather than less, but I am happy to leave the matter to the humanists who will continue, appropriately, to run the literature curriculum (but NOT, I hope, the Language Arts curriculum!).

When we speak of the academic genres of the sciences, mathematics, history, geography, economics, law, etc., it is appropriate that these genres be taught by the subject-area specialists (who themselves will need the assistance of applied linguists to make the implicit, explicit). Students do not now by and large express themselves very freely, or indeed very effectively, in these genres either. At least they can be taught, and all of them (not just the privileged) will have the opportunity to master these genres for writing (and therefore also for reading). For further discussion of these issues, see also (Lemke 1988, 1989)

It can be argued that proper teaching of a genre-realizational model makes alternative choices along the realizational path more evident for students and thus increases their ability to deviate from a recipe for writing (cf. Lemke in press-a). Most students now write by very limited and incomplete 'recipes' (implicitly as well as explicitly learned ones), which, far from offering greater scope for culinary creativity, seem only to offer more opportunities to create inedible dishes. Humanists should take care in this debate that they do not invite too much more scientific scrutiny of the complicity of their root traditions with the social privilege of the elites that fostered them. At least the humanists support critical inquiry into values, which science-perverting technocrats sidestep in the maintenance of their own historically later privileges (cf. Lemke in press-b).

Again, it should be noted that this body of work on writing offers an alternative to cognitive psychology models of the writing (and reading) process as activities of the romantically lone Mind, Alone with Pen and Paper, which ignore, *inter alia*, the social and cultural conditioning of genre and register choices, dialect issues in the transition from spoken to written language, and the pervasive linguistic nature of all verbal meaning, from snippets of themes and phrases in internal speech planning of a text, to jottings and notes, to outlines, to finished drafts. Many cognitive models of the writing planning process attempt to describe non-linguistic stages of 'conceptual planning' that sound curiously like highly intimate spoken language features described from the point of view of someone who

...thinks that written language is language and that anything else must be 'thought' (for fuller discussion see Lemke 1988, 1989; the argument is based on the careful account of spoken and written language in Halliday 1985/89).

Dialect, Education, and Diversity

There is one other important area of collision between social linguistics and education that I would like to briefly discuss. It is a very important and once again a controversial issue in education, but it is one that perhaps points to some interesting directions for systemic-functional linguistics as well. While much useful attention has been directed to register theory, genre theory, and discourse semantics, not so much (that I am aware of) has been said in systemic linguistics about dialect.

The graphocentric bias of many other linguistic theories has led them to overemphasize the uniformity of 'a language', whereas a 'Language' is, at most, a collection of : actually spoken (and sometimes written) language varieties that have something in common that interests us as linguists enough to use it as the basis for co-classifying them as variants of one, more abstract theoretical entity, a 'Language'. This is an altogether very Saussurean thing to do, and fraught with all the freight of Saussure's own idealizations of language. A social linguistics with closer kinship to Voloshinov-Bakhtin than to Saussure, and with more respect for spoken language as the predominant (and original) mode of use of the semiotic resources of Language, ought to have interesting things to say about how lects (dialects, sociolects, creoles, interlanguages) differ, mix, clash, combine, and change, than do more graphocentric, universalizing, standardizing, synchronic linguistic theories.

Individuals and communities often deploy more than one distinct set of possible lexicogrammatical choices, more than one set of system options, or more than one set of realizational options, associated with distinct lects (of one or more 'languages'). What is interesting is not just how lects (and their patterns of use) differ, but how they interact in communities, discourses, and texts.

What would a *polylectal* systemic lexicogrammar look like? What would the attempt to theorize such a notion tell us about the relations of social semiotic choices, semantic choices, and lexicogrammatical choices? about the relations of genre, register, and the realizational hierarchy linking them to wordings?

These are important matters for the future, but already the social, spoken discourse perspective favored by systemic linguistics warns us not to mistake the ideology of a Standard Language for the actual phenomenon of people using language in context. The lectal diversity of written language today among the English family of lects is greatly impoverished compared to the corresponding diversity of spoken language in use. I have in mind mainly published texts, written by a

small and more linguistically homogeneous group than the general population, edited according to incredibly narrow canons of hyper-standardization, and accorded an ideological status of the 'best' if not the only true, proper, and acceptable English.

The diversity of World Englishes (cf. Kachru 1980) is not by and large reflected in print, though no doubt many unpublished written texts illustrate it, and increasingly in countries where Nativized Englishes are in wide use (Indian Englishes, Singapore English, various African Englishes) some distinctive features survive even in edited, published texts. Literary texts, of course, are more generous in printing 'dialect', but always somehow mark it as deviant. I know less, and would like to know more, about varieties that combine English-derived lects with those deriving from other language families.

The fundamental educational issue here is partly one of honesty and partly one of policy. It is a lie to tell students who speak a rich diversity of lects, the very 'gene pool' of the future evolution and divergence of an Anglic Family of languages, that only the lects characteristic of upper middle class speakers are either 'true' or 'proper' English, or that only these lects are 'appropriate' for writing.

Most students cannot write, most fundamentally, because they do not command the upper middle class lects. Of course they also have not been taught how to deploy those lects differently for writing than for speaking, how to assemble and realize specialized and simply high prestige genre structures, etc., etc. Moreover, I personally think it (on many grounds) undesirable as well as unlikely that we could ever homogenize the lectal diversity of the language, and equally unlikely in practice that all potential speaker-writers could be made fluently bi- (or poly-) lectal.

The obstacle here which is most often overlooked or underestimated is the required change in social viewpoint (cf. Bernstein's *coding orientation*, Hasan's *or my notion of discourse-semantic strategies*) that mastery of the high prestige lects entails. We are not speaking here of non-semantic, asocial, culture-neutral changes in syntax or lexicon, but of fundamental changes in socially situated meaning-making practices, from text semantics (genre, value-orientation) to lexicogrammatical meaning. To talk or write upper-middle class is to 'think' upper-middle class, and for most purposes probably to live and 'be' upper-middle class. Lectal homogenization is equivalent to social and cultural homogenization and ultimately to social stasis and the end of linguistic evolution (at least according to all plausible models of how it occurs). Ain't gonna happen.

The educational (and social) implications of this argument (given in more detail in Lemke 1989b, in press-c) are staggering, and many people would prefer not to deal seriously with them yet. The fundamental consequence of the argument is that we ought not to continue to try (futilely) to impose a single standardized lect on all students through the educational system, particularly not for purposes of

Lemke: Linguistics and Education

We have no right to make mastery of an alien (and very often antagonistic) lect a precondition for literacy, i.e. for (and reading) skills.

Secondary consequences include: teaching students skills for coping with greater diversity of lects in reading and listening, helping communities develop written registers from their native spoken lects and encouraging their use for mass print communication, and creating optional, elective programs to make available as best we can the current prestige lects to those who want them. It is possible to be bi-lectal, or even to reject your native lect and adopt another. I personally believe that in social semiotic terms this is much more difficult than mastering a socially equivalent lect of another, 'foreign' language. It is easier for an upper-middle class speaker of English to learn upper-middle class French than for that speaker to master, say, lower-working class Afro-American English to quasi-native fluency (including its genres, semantic styles, typical 'contents' and viewpoints, etc.).

No one knows what level of lectal diversity human communities can readily tolerate in speech or in writing (and the latter may well be greater than the former). Computational technology may make it easier for people to interpret cross-lectally, but severe sociolectal differences will be more semantically incommensurable (i.e. in principle untranslatable) than differences in lexicogrammar or orthography alone (even those between different languages). In any case, we are about to find out, for as written registers become more socially pervasive (i.e. as more people become writers, or at least non-face-to-face communicators) standardization will fail. Economic conditions will require the employment of people who do not deploy the prestige lects, and written texts produced by these people will be disseminated and used. Political conditions may also militate toward these changes, and so certainly will the creation of a global communication community accompanying a global economy, with its global diversity of languages and particularly of English lects.

Work growing out of the systemic-functional tradition of social linguistics is beginning to make us aware of the depth of these problems, and to point the way to making a virtue of diversity rather than a problem. More fully developed systemic models of bi-lectal or polylectal language systems, for lexicogrammar, and for register, genre, and discourse/text semantics should prove invaluable to educators in the enterprise of fostering the full linguistic and cultural diversity of our common human future.

REFERENCES:

Bloome, David (Ed.) 1989. Classrooms and Literacy. Norwood, NJ: Ablex Publishing.

Green, J. and Harker, J.O. (Eds.) 1988. Multiple Perspective Analyses of Classroom Discourse. Norwood, NJ: Ablex Publishing.

Kachru, B.B. 1980. American English and Other Englishes. In C.A. Ferguson and S.B. Heath, Eds., Language in the USA. Cambridge: Cambridge University Press.

Lemke, J.L. 1983. Classroom Communication of Science. Final Report to the U.S. National Science Foundation. Arlington, VA: ERIC Documents Service (ED 222 346).

-- 1985/1989. Using Language in the Classroom. 2nd Edition. Oxford University Press, 1989. [Republication of Deakin University Press edition, 1985.]

-- 1988. "Genres, Semantics, and Classroom Education" Linguistics and Education 1: 81-99.

-- 1989a. "Social semiotics: A new model for literacy education" In D. Bloome, Ed. Classrooms and Literacy (pp. 289-309). Norwood, NJ: Ablex Publishing.

-- 1989b. "Literacy and Diversity" [Paper presented at Language and Education Conference, Murdoch University, December 1989]

-- 1990. Talking Science: Language, Learning, and Values. Norwood, NJ: Ablex Publishing.

-- In press (a). "Text Production and Dynamic Text Semantics." In E. Ventola, Ed. Recent Systemic and Other Functional Views on Language. Mouton/deGruyter (Trends in Linguistics).

-- In press (b). "Technical Discourse and Technocratic Ideology" In M. A. K. Halliday, John Gibbons, and Howard Nicholas, Eds. Learning, Keeping, and Using Language: Selected Papers from the 8th AILA World Congress of Applied Linguistics, Sydney 1987. Vol. II. pp. 435-460. Amsterdam: John Benjamins.

-- In press (c). "Language Diversity and Literacy Education." Australian Journal of Reading. [Special issue for the International Year of Literacy].

Martin, J.R. 1985. Factual Writing: Exploring and Challenging Social Reality. 2nd Edition, 1989, London: Oxford University Press.

Johanna DeStefano
University
High St.
OH 43210

August 31, 1990

[Excerpted from a personal letter with permission of the author]

What I would like to write about in the newsletter is my cohesion analysis of dialogue in: first grade basal readers, children's storybooks written by professional writers, teacher-student exchanges during reading lessons, and mother-child exchanges in the home. I found that the mother-child cohesion was qualitatively similar to that of the dialogue in storybooks. And the mother-child pairs were from the so-called North American mainstream culture, AfroAmerican culture and Appalachian culture, the latter two groups being among those who have the lowest levels of literacy success in the U.S. But the dialogue of those two groups was qualitatively similar to the dialogue of the mainstream group, and all to the storybooks, such as *Mr. Rabbit* and *the Lovely Present* by Charlotte Zolotow.

OK, so what does that leave? Obviously the basal primers and the teacher-student discourse which were both qualitatively and quantitatively different. The cohesive devices found in the basals were most anomolous of all, cohesion being created through the least variety of types. Repetition of the same lexical item was the major type of cohesive tie -- as in *truck, truck, truck; trade, trade, trade*, etc. Or ad nauseum. Another characteristic of basals was that the stories analyzed had the same number of identity chains as the storybooks, but only half or fewer the number of similarity chains, which made for very short texts. What that meant, to me, was that topics and characters were introduced in the basal text but that they weren't developed. There was none of the 'richness' of characterization of topic development I found in the storybook dialogue. And none of the use of devices such as hyponymy and meronymy which could 'explain' something in the text from another angle, giving a child who was reading another chance, so to speak, at better understanding the text.

Now for the teacher-student dialogue. We did this as a case study, but the one teacher's use of cohesion was remarkably the same as the cohesive devices in the primers. To me that means that kids who weren't getting too much from the basals would not be supported by her talk which didn't develop and elaborate on the text in the primer stories. Of course, there isn't much there to develop -- but that's another story. So the upshot is that, in my mind, cohesion analysis is very promising as a tool for analyzing various aspects of discourse which can give us greater insight into why some groups of kids persistently don't do well in the literacy race. In North America this is a problem of great magnitude and seriousness.

Here are some references where readers could get more detailed information on the studies which have been done over a decade.

Johanna DeStefano. 'Assessing students' communicative competence using a linguistic analysis procedure.' (In press). *Linguistics and Education*.

Johanna DeStefano. 'Cohesion in spoken and written dialogue: An investigation of cultural and textual constraints.' (1988). with R. Kantor. *Linguistics and Education*, 1, 2, 105-124.

Johanna DeStefano. 'Learning to communicate in the classroom,' (1984). In A.D. Pellegrini & T.D. Yawkey (Eds.), *Advances in Discourse Processes*, Vol. II. Norwood, NJ: Ablex.

Johanna DeStefano. 'Discourse rules for literacy learning in a classroom,' (1982). With H.B. Pepinsky and T.S. Sanders, In L. Cherry-Wilkinson (Ed.), *Communication in the Classroom*. New York: Academic Press.

I have other references, but these are the main ones which contain much of the nitty-gritty of what we found and then the applications/implications I've made myself.

J R MARTIN
Department of Linguistics
University of Sydney

1. ORIENTATION

Bev Derewianka invited Fran Christie and myself to write a general overview of Australian systemic initiatives in education, with special reference to its theoretical background. Fran, very busy in her new role as Professor of Education at the University of the Northern Territory, has left the job to me. I unfortunately haven't been able to find the time to attempt a comprehensive overview. So, adopting the historical perspective suggested by the Network editors, I'll be restricting my discussion to the development of 'genre based' literacy initiatives, with which I have been most closely involved.

2. HALLIDAY IN SYDNEY

Michael Halliday arrived in Sydney in late 1975 as founding Professor of Linguistics at the University of Sydney. Three of his initiatives are of particular relevance here: i. his participation in the federal Curriculum Development Centre's national Language Development Project (with its 'learning language, learning through language, learning about language' theme); ii. his organisation of the first in a continuing series of Language in Education workshops in 1979; and iii. his institution of the first MA Applied Linguistics programme in the southern hemisphere. These initiatives brought together linguists and educators in contexts which encouraged the evolution of educational linguistics as a transdisciplinary field.

I have chosen the term transdisciplinary (as opposed to interdisciplinary) deliberately here in order to draw attention to what I believe to be the special nature of the co-operation between systemic linguists and educators in Australia. From the start this has involved intruding on each other's fields, with linguists in classrooms

and educators learning linguistics. To my mind, negotiation across disciplines is facilitated when 'experts' preoccupy themselves with the same problems from different points of view; and I would oppose this to the 'complementary' positioning (I'll do my part and you do yours) that characterises much of applied linguistics.

In 1983 we secured funding to look systematically at a process writing school, with Cate Poynton as our chief ethnographer. We spent the next year analysing the data collected there, noting the very narrow range of genres undertaken (mainly Observations and Recounts), the lack of development even within the prestige 'story' genres, the highly gendered nature of the writing, the practical irrelevance of the writing to the needs of the community or secondary school and so on. In 1985 we decided to see what we could do to improve the situation and Joan Rothery worked closely with a Year 2 and a Year 3/4/5 (a 'composite' class) teacher developing a genre based pedagogy which aimed to broaden the kinds of writing undertaken and which drew on a language based theory of learning to develop its pedagogy. This intervention was in part a response to the then prevalent 'so what?' response we were getting to our work: "It's all very well to criticise teachers, but let's see you try and do better!" In Australia, credibility in education is very directly tied to results at the 'chalk-face'; we were keen to respond to a challenge of this kind.

Brian Gray's work on 'concentrated language encounters' with Aboriginal children at Traeger Park school in Alice Springs was a great help to us at this stage. Brian had a background in reading (having worked with Dick Walker on the Mt. Gravatt reading programme) and psychology and had been strongly influenced by Bruner and Vygotsky (e.g. Gray 1987). His ideas on the kind of guiding role teachers could play in literacy programmes seemed to us to fit in very nicely with Michael Halliday and Clare Painter's work on child language development. Indeed, Applebee and Langer's seminal 1983 paper on scaffolding is built up around an example from Halliday's work. Our three stage curriculum cycle (deconstruction, joint construction and individual construction) represents Joan's attempt to translate the notion of 'guidance through interaction in the context of shared experience' into literacy pedagogy (cf. Painter 1986 on the role of interaction in learning to talk and learning to write).

We were also keen to follow up the role of learning about language literacy teaching. It seemed to us at the time that learning was different from learning to talk precisely with respect to

of consciousness involved and that this opened the door for the introduction of knowledge about text in context, including deconstructions at the level of genre (text structure), discourse semantics and grammar (work on deconstructing field and mode came later in our secondary school initiatives). Consequently Joan worked with teachers on introducing the generic structure of genres and on analysing foregrounded aspects of their grammar (for example the grammar of nominal groups in what we called Reports).

3. CHRISTIE, MARTIN AND ROTHERY

Fran Christie and Joan Rothery were among the first students to enroll in the MA Applied programme. I first met them in my functional varieties courses in that programme in 1978. At that time the course was organised around Michael Gregory's field, mode, personal tenor and functional tenor model of context, which we attempted to relate to text in terms of the first drafts of what would become Halliday's *Introduction to Functional Grammar* (which students studied as a prerequisite to functional varieties) and my initial reworkings of Halliday and Hasan's *Cohesion in English* (to be published by Benjamins in 1991 as *English Text: system and structure*). I can still remember remarking casually in one of my lectures on the relevance of what I was saying to writing in schools and having Fran stop me to pursue the point (needless to say I had little to add at the time). Following up that exchange, Joan and I both organised workshops on writing at the first Language in Education workshop and began our work together the following year (1980). Fran left Sydney by that time to work as Director of the Language Development Project in Canberra, before taking up a lectureship in education at Deakin University.

Joan and I began by working on some of the masses of student writing she had collected over the years, identifying key types of writing, analysing their field, mode and personal and functional tenor and working on the realisation of these contextual variables in discourse semantics and lexicogrammar. Joan was one of the first of my students to try and persuade me to make 'purpose' a controlling register variable in order to get a handle on the overall function of the text and to co-ordinate the way in which field, mode and personal tenor choices combined. After some initial resistance I agreed that this was the way to go; functional tenor was accordingly stratified with respect to field, mode and personal tenor in our early work. Partly out

of the frustration with the confusion of the term on two levels, and partly because of the pressure to stratify context came from our work analysing and classifying Joan's texts; this is just one example of the way in which systemics in practice rebounded on systemic theory throughout the 80's. This development turned out to be particularly fortunate when it came to promoting our work in schools since the holistic perspective on text type provided by the genre turned out to be relatively easy for teachers to bring to consciousness and share with their students (the problem of using this perspective 'reductively' will be touched on below).

Even for Joan and myself, the results of her interventions in 1985 were astounding. The 7 year olds took to schematic structure and nominal group grammar like ducks to water; and the 10/11 year olds quickly mastered a range of factual genres that we knew few of their peers controlled by Year 10 (and which Joan and I had not classified adequately at the time - so more pressure on the theory). It was more than obvious that knowledge about language and context was no problem for young literacy learners (the problems their teachers had with grammar is a different story, of which more below) and that a pedagogy in which teachers adopted an authoritative role (as opposed to what Halliday has called 'benevolent inertia') was the way to go. Heartened, Joan and I secured more funding to work on science and social science in secondary school (in 1986 and 1987) and began to write up and deliver talks on our work.

Meanwhile, Fran was at Deakin, working on curriculum genres. She was able to demonstrate that the way in which teachers prepared children for writing was the main influence on what was written. Earlier Joan and I had developed some hypotheses about the development of writing which had to be jettisoned in the face of this work. Fran, (e.g. Christie 1984 and backed up by Joan's interventions in 1985) demonstrated that context was a far more important factor than linguistic maturity as far as the development of writing was concerned. This encouraged us to take a more active interest in developing an 'intruder' as opposed to simply an 'observer' role as educational linguists.

Fran also worked tirelessly (tiring out a number of authors in the process) developing course materials for B.Ed. and M.Ed. programmes at Deakin. The *Children Writing: study guidelreader* (later revised as *Writing in Schools* 1989) B.Ed. materials were very important resources for making systemic work on literacy available to teachers. And the 11 books published in support of the M.Ed. programme (republished by Oxford University Press in 1989) provided invaluable theoretical support.

Fran also organised the second Language in Education Workshop at Deakin in 1983, and these have proceeded almost annually ever since. These workshops provided a sympathetic forum for systemically oriented educational linguists to present papers and have introduced large numbers of educators to their work. Reports on most of these can be obtained from their organisers: Michael Halliday (Sydney 1979), Fran Christie (Geelong 1983), John Carr and Brendan Bartlett (Brisbane 1984), Linda Gerot, Jane Oldenberg and Theo van Leeuwen (Macquarie 1987), Michael O'Toole (Perth 1989). In 1985, I worked with Gunther Kress, Clare Painter, Carolyn Webb and Bill Crowley to organise Australia's first genre oriented literacy conference at the University of Sydney, some of the proceedings of which are collected in Painter and Martin [Ed.] *Writing to Mean* (Applied Linguistics Association of Australia Occasional Papers 9, 1986).

These forums were essential to promoting the kind of intrusive transdisciplinary negotiations I referred to above. And interested non-systemicists have certainly been included on the programme wherever they've been held. The forums have however been partly responsible for they way in which some readers have constructed our work as religious, proselytising, inward looking, cliquey, narrow-minded and generally exclusive. And this remains a problem. In some respects this was probably unavoidable. Systemic linguistics is an extravagantly technical linguistics, even for other linguists, and its technicality excludes. In addition, systemic initiatives are in a sense ideologically 'driven': the linguists and educators involved are committed to changing the way in which Australian schools distribute literacy and a political commitment of this kind is easily mis-read (and at times wilfully mis-read) as religious. Beyond this, the work has always been controversial, and it has been difficult not to adopt an overly defensive response in what often appears to be a rather fraught and hostile political context. All this can only be defused by continuing to work at making our technicality more accessible, at subverting rather than opposing the status quo, and acting instead of

reacting (which is not to imply that criticisms should not be taken on board).

4. DEBATE

As just noted, the work we embarked on has always been more than controversial. The tone was set very early in our work when Rob Eagleson of the English Department at the University of Sydney advertised a course on writing as part of his MA programme there. He was immediately engaged in a bitter debate with Bob Walshe, the founding president of the Primary English Teaching Association and a full time lobbyist for Donald Graves' process writing in Australia. Walshe did not believe that linguists had a contribution to make as far as teaching writing was concerned and worked very hard to keep them from making one for several years. Joan and I commented on this exchange in our second report and the 'battle' was on.

In 1986 Joan and I had an opportunity to prepare a plenary address to the Australian Reading Association's annual conference in Perth, which proved a major turning point in our work. It fell to me to deliver the paper in which I introduced the notion of genre, reviewed Clare Painter's important critique of process writing pedagogy (see Painter 1986), reported on Joan's work with a Year 2 class in 1985 and gave an East Anglia influenced critique of the capitalist discourse used by Graves to promote the concept of ownership ("If people own a place they look after it; if they're renting, they couldn't care less. It's that way with writing." Walshe, 1981:9). I closed with an invitation to teachers to give up 'benevolent inertia' and start teaching writing again along the lines developed by Joan: "Let's stop biting our tongues; tongues are for learning." This address brought down the proverbial roof. It's been genre vs process in Australian literacy circles ever since.

It is very important to contextualise this debate for outsiders. More than any other country in the western world, Australian educators adopted 'progressive' teaching principles throughout the 70's. By the early 80's a network of progressive educators controlled curriculum across the board in infants and primary school (Years K-6), controlled humanities and social science curriculum in junior secondary school (Year 7-10), and had penetrated into the English curriculum at secondary levels (Years 11 and 12). Throughout the 80's educators consistently constructed genre based literacy initial

return to the bad old pre-progressive era, allying our work with the reactionary educational pressures of the New Right. Our concern with explicit knowledge about language and context was construed as a return to prescriptive grammar, parsing and composition exercises; our interest in broadening the range of writing undertaken was taken as a threat to freedom of expression and creativity (as consummated in narrative); our attempts to develop an authoritative position for teachers in literacy classrooms was interpreted as advocating authoritarian pedagogy (closed framing in Bernstein's 1971/1975 terms) and so on. Our general strategy in this context has been a very untypical one for systemicists: we have replied directly and publicly to every mis-representation of which we are aware (e.g. Martin et al. n.d./1987, Christie et al. 1989). This has tended to polarise debate, which according to Rob McCormack (in Cranny-Francis et al. 1990) is now getting tired, unproductive and stale.

These 'progressivist' constructions of our work have always been frustrating. But the challenge for the 90's is not so much rebutting them as monitoring our interventions to see the extent to which our critics' fears have come true. However hard we work to produce materials in which a functional grammar is introduced in context at point of need, in which a balance of narrative and factual writing is pursued and in which teachers negotiate from a position of authority, our work will certainly be implemented by some as grammar for its sake and writing for examination purposes in a thoroughly authoritarian regime. In response to this I suspect we will have to keep working at our materials and in-service programmes until they get the right message across; and over the long term we have to make a bigger impact on pre-service training, along the lines developed by colleagues at Deakin, Wollongong, the University of Technology Sydney and the University of Sydney. To date our main success has been in graduate programs and so does not reach the majority of practising teachers who cannot make time for extended study of this kind.

After the Perth talk, Mike Callaghan of the Metropolitan East Disadvantaged Schools Programme in Sydney phoned me to discuss building our ideas into DSP work. Mike has worked tenaciously since that time to develop in-service programmes and support materials. His interpretation of action research was I think exemplary, and involved assembling a broad spectrum of complementary expertise to focus on the issues, including linguists, educational linguists, language consultants and classroom teachers - the transdisciplinary orientation noted above. Mike and his DSP colleagues also played an important

role in developing genre-based pedagogy demonstrations.

Also as a result of the Perth talk Harcourt Brace sent Joan and myself to participate in the development of a new primary school language programme. We were eventually joined by Brian and Pam Gray, Fran Christie and Mary Macken as co-authors and are continuing work on a genre based 'language across the curriculum' programme, the first two strands of which (Reports and Procedures) were launched at the 1990 meeting of the Australian Reading Association in Canberra last July (see the publication notice in this issue of *Network*).

The political heat of 1987 also saw the emergence of the Literacy and Education Research Network (LERN) which brought together social science and literacy specialists in Sydney who were committed to developing post-progressive educational initiatives - initially including Gunther Kress from the University of Technology, Mike Callaghan and Peter Knapp from the Disadvantaged Schools Programme, Bill Cope, Mary Kalantzis and Greg Noble of the Social Literacy Project, and Jim Martin, Joan Rothery and Di Slade (now at the University of Technology, Sydney) from Linguistics at Sydney University. LERN intervened politically during the state election in New South Wales in late 1987 to get Mary Macken appointed to the Directorate of Studies in 1988 to develop genre based materials in support of the Department's new Writing K-12 syllabus (from which systemic input had been excluded during its development in Sydney over several years). Mary's primary materials can be obtained through the Social Literacy Project (6A Nelson St., Annandale NSW 2038).

5. PRACTICE INTO THEORY

I have always felt that where linguistics is conceived as an ideologically committed form of social action, then it evolves best in the context of a dialectic between 'theory' and 'practice'. Our educational initiatives have certainly shown this to be true. We realised from the start that we needed to take ideology seriously if we were to survive politically; discourses of age, gender, ethnicity and class were constantly on the agenda. Joan and I spent countless hours deconstructing the liberal humanist discourse underlying progressivism and designing ways to subvert it. The 'grammar makes meaning' theme which runs through our work is just one example of

this design. In general our reservations about progressive pedagogy grew stronger over the years as we became increasingly convinced that the 'invisible education' (to use Bernstein's 1975 terms) it promoted had actually made things worse for working class, migrant, Aboriginal and other 'disadvantaged' children.

As noted above our work describing genres across the curriculum in primary school led more or less directly to the stratified register/genre model of context deployed from about 1982 on. Later on our interest in the discourses of science and social science in secondary school forced us to elaborate our models of field (e.g. Wignell et al. 1987/1990; Martin 1990) and of mode (e.g. Eggins et al 1987; Martin 1986/1987; Martin et al 1988). As far as field was concerned, we tried to unpack the notion of technicality and what it means to move on a discipline specific basis from common to uncommon sense. With mode, we focussed on abstraction, studying the ways in which ideational metaphor is mobilised to differentiate 'spoken' from 'written' text. Louise Ravelli (1985) and Janet Jones (1988) did some important work developing the theory of grammatical metaphor and mobilising it in such a way that it could be used to measure the degree of abstraction in text. We are still experimenting with pedagogies that will guide students into technical and abstract discourse in secondary school. It is already clear that these will have to be field rather than genre based (unlike our interventions in primary school). Mary Macken and Joan Rothery are currently working in this area, along with colleagues from the Sydney Metropolitan East Region DSP, to develop curriculum genres which can give students control of the abstract and technical discourses of junior and senior secondary school.

Joan's work with Guenter Plum on spoken and written narrative (see Plum 1988; Rothery 1990) made us more aware of the significance of interpersonal meaning in written mode. This helped us sort out a variety of 'story' genres, which differ primarily with respect to their interpersonal inflection: anecdote, exemplum, recount, narrative of personal experience, fable and so on. Pressures of this kind led me to reconsider the significance of prosodic (interpersonal) and periodic (textual) patterning at the level of genre, where we had generally adopted a particulate focus (for extensions in this area see Cranny-Francis and Martin 1990; Martin in press). Joan Rothery is currently working on the problem of story writing in secondary school, drawing on this work. We remain however in desperate need of good

deconstructions of short story writing to inform our interventions at this level.

Our work had repercussions for lower levels of description as well - for example, having to adapt our model of conversational structure to the needs of classroom discourse analysis, refining our theory of ideational metaphor, exploring grading across a range of interpersonal resources, introducing more delicacy for relational processes and so on. Christian Matthiessen's evolving Lexicogrammatical Cartography has been very helpful in making public more of the grammar we need.

Currently our success in interesting educators in our work is creating a number of crises as far as theory and description are concerned. The move into secondary school has raised a number of problems, including:

- i. How do we deal with big texts? Most of the genres we've been working on are only a page or two long. In what sense are longer texts different in kind or merely assemblages of these? And if assemblages, how do we theorize the way they are linked together?
- ii. What about assessment? How do we encourage ongoing monitoring of development and put teachers in a position to tell students and parents what their students have learned without playing into the hands of the New Right's testing machine? How do we persuade the teachers' unions that they need a policy which makes assessment public if they want to frustrate the crude testing packages that are being designed and implemented?
- iii. What about field? How do we proceed on a discipline specific basis in secondary school? How can we fund the deconstructions of the various disciplines we need? How will our curriculum genres be reworked around the notion of field instead of genre? And if they are, how does genre fit in? And what is the role of English Departments and ESL teachers in this across the curriculum work?
- iv. Where is the language based theory of learning we need to theorize our pedagogy? What stages of language development are symbolised by the transition from pre-school to infants and primary school or from primary to secondary education? Halliday and Painter's published work does not yet take us through from infant even infants school, and we are anxiously awaiting the results of Painter's research into language development during this period.

Halliday's suggestion that grammatical metaphor, puberty and the move into the discipline specific discourses of secondary schooling are significantly related has not been properly explored.

v. What about our pedagogy? To what extent can we generalise from language learning at home to literacy learning at school? Or from primary school pedagogy to secondary school pedagogy for that matter? How can we promote the idea that guiding is not the same as telling, that being authoritative is not being authoritarian? How class specific is the pedagogy we'd recommend?

vi. And perhaps most serious of all at this stage, how do we make the functional grammar which underpins our work public? Where is the grammar for teachers? Where is the grammar for students? How many layers of rewriting are there between Halliday and Matthiessen's grammars and the handbooks needed in schools? Will David Butt's *Living with English* series (e.g. Butt et al. 1989) do the job for secondary schools? How can we find out?

What is particularly vexing about the dialectic of theory and practice hinted at above is the political problem of having to create a market of consumers (practice) in order to stimulate production (theory). This means in effect that the more successful you are at getting people interested the worse shape you are in theoretically and the greater the danger that applications will founder because of inadequate theory (e.g. the underdeveloped language based theory of learning materials inadequate descriptions (e.g. short stories) or inadequate materials which deliver the goods (e.g. lack of pedagogic grammars we can count on to work). This is compounded by the impatient attitude of many educators that the research required has already been accomplished and can either be imported or domestically harvested at point of need. So far we've managed to adapt and implement our extravagant model of lexicogrammar, discourse semantics, register, genre and ideology to keep abreast of consumers' needs. Just how long we can keep things in balance is uncertain at this stage - what kind of 'renewable resource' are educational linguists anyway. Somehow we have to find a way to subvert becoming a fad.

6. A NEW PHASE

Happily the highly polarised process may now be waning. To my mind the Post-World Reading Congress Symposium organised by Bert Morris in Brisbane, Green and Jerry Harste visiting from America, and educators met to thrash out the issues. I cannot hope anything was resolved at this meeting. But it did have the effect of demonstrating internationally that Australian systemics in education did have something important to say. Many of our critics moved from an oppositional to a co-opting position after 1988 - a kind of 'we can teach genres better than you can and have been doing it all along' line (this is a kind of winning I suppose). Certainly by December 1989 when LERN held its highly successful 'Working with Genre' conference at the University of Technology in Sydney, its more than 400 participants from across Australia were there to listen (in spite of a national air-strike and in spite of its less than convenient scheduling right at the end of term).

Debate aside, it was probably only a matter of time until the materials we needed to clarify our position materialised and began to take effect. PETA (the Primary English Teaching Association), which introduced process writing to Australia, has now published two very valuable genre oriented books by John Collerson (1988) and Bev Derewianka (1990). The DSP has developed a very successful series of booklets and videos (available DSP, Erskineville Public School, Bridge and Swanson Streets, Erskineville, NSW 2043) for use in in-service work. Mary Macken's primary LERN materials are now available (see above) with secondary materials underway. And HBJ's *Language - a resource for meaning* programme is appearing over the next two years. So across Australia, teachers who want to try out a genre based literacy programme now have several ways in; and we have every reason to believe that they will find the improvement in their children's writing as stunning as we did when we began intervening in 1985.

Another important reason to believe that the process vs genre debate is waning is that it is being replaced by a new, more productive negotiation between genre based post-progressive initiatives and post-structuralism. Readers of Network will be familiar with the work of Paul Thibault and Terry Threadgold who have written excellent deconstructions of our work (from the 'inside' as it were) for the journals *Southern Review* and *Cultural Studies* (see Thibault 1989; Threadgold 1988, 1989). And Terry was joined in her critique by

Alan Luke, a sociologist of education from James Cook University, at the inaugural Australian Systemic Network conference organised by Fran Christie at Deakin University in January 1990 (the proceedings will be published by Literacy Technologies later in the year edited by Fran Christie and Elwyn Jenkins, including stimulating papers by Terry and Alan). I remain optimistic these discussions will help us evolve politically sensitive approaches to critical literacy which achieve what we want them to achieve in late 20th century capitalism - a generation of non-compliant readers and writers shall we say, for a start.

7. WHERE TO NEXT?

Having got this far of course, we have just begun. Our post-structuralist critics suspect that what we are on about is re/producing racist, sexist, bourgeois subjects and destroying working class, Aboriginal, migrant and feminist discourses in the process. Charges of this kind have to be taken very seriously and in part they must be answered by carefully monitoring our interventions. Personally I find the idea that teaching someone to write powerful genres destroys their identity preposterous. Multi-lingualism is the way of the world (outside anglo cultures this is more than obvious); and even where code switching between languages is not part of someone's meaning potential, register shifting within language certainly is. To my mind giving someone control of a new genre enhances their meaning potential; there is no need to construe the new as displacing the old.

But beyond this, as Anne Cranny-Francis has pointed out to me, there is something abusive, patronising and arrogant in the charge that by teaching someone something new you are destroying what they are. I often wonder how many of the people voicing these charges would go up to minority leaders in their own country and say "Valerie Walkerdine, you aren't a working class woman.", "Jesse Jackson, you're not a black man.", "Gary Foley, you're not an Aboriginal." and so on. Most would not, and if they did they'd soon regret it. But it is very convenient in abstract discourse for middle class intellectuals to say just that - to construct Aboriginal leaders as having lost their 'Aboriginality' or to construct educated working class women as middle class. This is more than useful. It constructs the less powerful as seamlessly 'other' and provides an excuse for not making powerful forms of literacy available lest it sully the other's soul. Perhaps most

seriously it effaces dislocation, which is a very important process by which cultures evolve. The last LERN meeting for example was attended by a dislocated German furrier, a dislocated Greek migrant woman, a dislocated middle class Canadian (the black sheep), the dislocated son of a fundamentalist preacher, a dislocated working class rhythm and blues musician and a large contingent of dislocated Irish Catholics (thanks to the closed classification and framing of their teaching brothers and nuns) - all powerfully literate speakers and writers dedicated to changing the way in which literacy is distributed in Australian schools. What does it mean to describe such a group as anglo, patriarchal and bourgeois because of the genres they control? Who gains by this critique?

So, what kind of critical literacy are we evolving? This is the real challenge.

Keeping all this in mind, I see my own work and that of the people working most closely with me as developing in two main directions. First of all there is a continuing need for deconstructions of the discourses we are trying to teach. Our understanding of language across the curriculum in secondary school is still very incomplete. And of the language of tertiary education or of publications and research we still know very little at all. So more and detailed deconstructions are required if we are to extend our interventions, field by field, in secondary school.

Second, we need to look more closely at the curriculum genres we have designed. So far we have concentrated on macro-sequencing - on deconstruction, joint construction and individual construction over say a term's work. Very little has been done on micro-sequencing - on the minute by minute negotiations through which learning occurs. What is required is a closer analysis of classroom interaction, keeping Bernstein's (1971/1975) principles of classification and framing in mind. I suspect at this stage that effective teaching involves shunting between strong and weak classification and strong and weak framing where appropriate, taking advantage of the strengths of both traditional and progressive pedagogy. We need to design our curriculum genres with this in mind, drawing as far as possible on a language based theory of learning.

I have no doubt that our ideas will continue to be controversial ones. Bringing semiosis to consciousness is an unnatural act - and if racist, sexist, bourgeois and childist discourses that in

subjects in our culture are to remain naturalised, then bringing semiosis to consciousness is something that must be stopped. We will continue to be read from the left as right and from the right as left - hopping off the traditional/progressive pendulum dooms us to this. But as long as we avoid being positioned in the middle, and insist on doing something else, our understanding of how to intervene should improve.

At the systemic workshop in Toronto in 1982 Halliday commented that it was Bernstein who taught him, for the second time in his life, that linguistics could not be other than ideological committed form of social action. Working on literacy education has taught educational linguists in Australia that lesson over and over again now for several years. Somehow, I don't think it will get tired of reminding us. It makes systemics all the more worthwhile.

Addiebae, A M & J Langer 1983 instructional scaffolding: reading and writing as natural language activities. *Language Arts* 60.2: 166-175.

Bernstein, Basil 1971. On the Classification and Framing of Educational Knowledge. In M F D Young (ed). *Knowledge and Control: New Directions for the Sociology of Education*. London, Collier MacMillan. [reprinted in B Bernstein 1975 *Class, Codes and Control 3: towards a theory of educational transmissions*. London: Routledge & Kegan Paul (Primary Socialisation, Language and Education). 85-115]

Bernstein, Basil 1975. Class and Pedagogies: Visible and Invisible. B Bernstein *Class, Codes and Control 3: towards a theory of educational transmissions*. London: Routledge & Kegan Paul (Primary Socialisation, Language and Education). 116-156]

Butt, D et al. 1989. *Living with English: book 1 - some resources on the smaller scale*. Sydney: Literacy Technologies (A Macquarie University Linguistics Study).

Christie, F 1984 Young children's writing development: the relationship of written genres to curriculum genres. B Bertlett & J Carr [Eds.] *1984 Language in Education Workshop: a report of proceedings*. Centre for Research & Learning in Literacy, Brisbane CAE, Mt Gravatt Campus. 41-59.

Christie, F [Ed.] 1989 *Writing in Schools: study guide & reader*. Geelong, Vic.: Deakin University Press.

Christie, F, J R Martin & J Rothwell 1989. *English in Australia*. Sydney: Lu Sawyer and Watson.

Collerson, J [Ed.] 1988. *Writing for Life*. Sydney: Primary English Teaching Association.

Cranny-Francis, A, A Lee, J R Martin & R McCormick. 1990. *Danger - shark*. assessment and evaluation of a student text. F Christie & E Jenkins [Eds.] *Literacy in Social Processes: proceedings of the First Australian Systemic Network Conference, Deakin University, January 1990*. Sydney: Literacy Technologies.

Cranny-Francis, A & J R Martin 1990. Contertextuality: the poetics of subversion. F Christie & E Jenkins [Eds.] *Literacy in Social Processes: proceedings of the First Australian Systemic Network Conference, Deakin University, January 1990*. Sydney: Literacy Technologies.

Derewianka, S 1990 *Exploring How Text Works*. Sydney: Primary English Teaching Association.

Eggs, S, P Wignell & J R Martin 1987 The discourse of history: distancing the recoverable past. *Writing Project: report 1987* (Working Papers in Linguistics 5) Department of Linguistics, University of Sydney. 25-65.

Gray, B 1987 How "natural" is language teaching? - employing wholistic methodology in the classroom. *Australian Journal of Early Childhood* 12.4.

Halliday, M A K 1985 Systemic background. J D Benson & W S Greeves [Eds.] *Systemic Perspectives on Discourse vol. 1: selected theoretical papers from the 9th International Systemic Workshop*. Norwood, NJ: Ablex. 1-15.

Jones, J 1988 *Grammatical Metaphor and Technicality in Academic Writing*. MA Long Essay, Department of Linguistics, University of Sydney.

Macken, M 1989 *A Genre-Based Approach to Teaching Writing, Years 3-6*. Vol. 1 Introduction; Vol 2 Factual Writing: a teaching unit based on reports about sea mammals; Vol 3 Story Writing: a teaching unit based on narratives and news stories about fairy tales; Vol 4 The Theory and Practice of Genre-Based Writing. Sydney: Literacy and Education Research Network & Directorate of Studies, NSW Department of Education.

Martin, J R 1986. Prewriting: oral models for written text. R D Walshe, P March & D Jensen (Eds.) *Writing and Learning in Australia*. Melbourne: Dellesta Books. 1986. 138-142. [full version published in *Prospect: The Journal of the Adult Migrant Education Program* 3.1. 1987. 75-90.]

Martin, J R 1990. Literacy in science: learning to handle text as technology. F Christie (Ed.) *Literacy for a Changing World*. Hawthorn, Vic.: The Australian Council for Educational Research (Fresh Look at the Basics). 79-117.

Martin, J R in press. Macroproposals: meaning by degree. W A Mann & S A Thompson (Eds.) *Discourse Description: diverse analyses of a fund raising text*. Amsterdam: Benjamins.

Martin, J R, F Christie & J Rothery. n.d. Social processes in education. I Reid (Ed.) *The Place of Genre in Learning*. Geelong, Vic.: Centre for Studies in Literary Education, Deakin University (Typereader Publications 1). 58-82. [alternative version published in *The Teaching of English: Journal of the English Teachers' Association of New South Wales* 53 1987. 3-22]

Martin, J R, P Wignell, S Eggins & J Rothery. 1988. Secret English: discourse technology in a junior secondary school. T van Leeuwen & L Gerot (Eds.) *Language and Socialisation: home and school*. Sydney: School of English and Linguistics, Macquarie University (Report of the 1986 Working Conference on Language in Education). 143-173.

Painter, C. 1985. The role of interaction in learning to speak and learning to write. C Painter & J R Martin (Eds.) *Writing to mean: teaching genres across the curriculum*. Applied Linguistics Association of Australia (Occasional Papers 9) 62-97.

Painter, C & J R Martin (Eds.) *Writing to mean: teaching genres across the curriculum*. Applied Linguistics Association of Australia (Occasional Papers 9)

Plum, G. 1988. *Textual and Contextual Conditioning in Spoken English: a genre-based approach*. Ph.D. Thesis. Department of Linguistics, University of Sydney.

Ravelli, L. 1985. *Metaphor, Mode and Complexity: a exploration of co-varying patterns*. BA Hons Thesis, Department of Linguistics, University of Sydney.

Rothery, J. 1989. Learning about language. R Hosen & J R Martin (Eds.) *Language Development: learning language, learning culture*. Norwood, N.J.: Ablex (Advances in Discourse Processes 27 - Meaning and Choice in Language: studies for Michael Halliday). 199-256.

Rothery, J. 1990. *Story Writing in Primary School: assessing narrative type genres*. Ph.D. Thesis. Department of Linguistics, University of Sydney.

Thibault, P. 1989. Genres, social action and pedagogy: towards a critical social semiotic account. *Southern Review* 22.3. 338-362.

Threadgold, T. 1988. The genre debate. *Southern Review* 21.3. 315-330.

Threadgold, T. 1989. Talking about genre: ideologies and incompatible discourses. *Cultural Studies* 3.1. 101-127.

Walshe, R D (Ed.) 1981. *Donald Graves in Australia*. Sydney: Primary English Teaching Association.

Wignell, P, J R Martin & S Eggins. 1987. The discourse of geography: ordering and explaining the experiential world. *Working papers in Linguistics 5 - Writing project - Report 1987*. Department of Linguistics, University of Sydney. 1987. 56-116. [republished in *Linguistics and Education* 1.4 1990. 359-392]

¹ Available from Dr Brian McCarthy, Modern Languages, University of Wollongong, Wollongong, NSW.

A Systemic format for assessing the development of children's writing

Pauline Gibbons

ESL Advisor, Catholic Education Office, Sydney

Currently in Australia many primary, and some secondary, teachers plan language programs based on a set of beliefs about language learning and teaching which has loosely come to be known as the 'whole language' approach. There are a range of definitions and descriptions as to what constitutes a 'whole language' classroom, and the philosophy which underpins it. The approach is sometimes presented by its critics as at the far process end of a process-product continuum, and as involving a deliberate policy of non-intervention and non-direction by the teacher. At the other end of the continuum are those who are overly concerned (according to their critics) with what the child produces: these are viewed as born-again structuralists, concerned with 'the basics' to the exclusion of all else, and intent on turning back the clock to a time when the child as a learner was ignored and teachers were concerned only with 'correctness'.

Of course both views are stereotypes, (their main use perhaps having been, at times, to serve as straw men (straw people?) in academic debate). Good teachers know, and have always known, that process is part of learning and that unless a child as an individual learner, with individual needs, is taken into account, learning will be inhibited. Good teachers also know, and have always known, that if education is to play any part in providing equality of life choices to children, then they must also be concerned with educational outcomes, and with language products.

But the debate is not the issue here. The purpose of this paper is to illustrate some of the ways that Systemic linguistic theory has been applied to the 'whole language' primary classroom situation, in giving teachers insights both into children's developing linguistic systems, and into how the curriculum content itself can be exploited or selected for language development. An important part of the work described has to do with the processes and purposes of assessment. Assessment in this context is defined very simply, as the gathering of information about students' language, the purpose of which is to inform programming decisions which will lead to more effective learning.

In many of the classrooms in Sydney are from backgrounds where a language. Usually these children have no mother educational context, and are potentially in a position of bilingualism, where their first language may slowly be replaced by an often incomplete knowledge of a second. Such children are clearly at risk in a society where simple functions are necessary, but, if individuals are to participate fully, a more complex language is sufficient.

Most of the teachers with whom I have worked have had little, if any, previous formal training in language in their pre service courses and the majority claim to be supportive of the major principles of the whole-language approach. Since, as I have suggested, this label begs definition, I include what I believe some of these principles to be (compare Newman 1985:5):

- *Language is a social activity and is context specific.
- *Learning to be a proficient language user requires that children have many opportunities to experiment with oral and written language.
- *Language learning involves risk-taking in using new language and error is inherent in this process.
- *There should be opportunities for children to learn as individuals, and to follow at times self-chosen and divergent pathways.
- *The development of any of the four macro-skills is supported by the development in the other three.
- * A curriculum based on language use can offer students continuous demonstrations about how meanings are constructed, and how language is a tool for learning.

A set of statements such as the above however does not constitute a theoretical model of language itself, (although at times it has been treated as though it does). What is missing is a model of language which will allow teachers to answer questions such as:

What do I believe about language and its role in learning?
Why am I using this activity?
What does this activity demonstrate about language?
Why is this a useful activity for this particular set of students?

Unless teachers are able to answer these questions, it is difficult to see on what basis classroom decisions can be made, however plausible or

seductive the principles on which they are based may be. And to answer such questions means looking at language - not just through it at the content or the activity.

Insights from systemic linguistics have provided a model of language which is not 'transparent' and which will allow teachers to move away from the merely intuitive in making programming decisions. Specifically, using the work on genre theory by Jim Martin, Frances Christie et al (see for example Christie and Rothery, 1989), it has been possible to develop assessment strategies which have assisted teachers in recognising what support children need in their writing development.

When teachers consider a piece of writing, (particularly if they feel that it is not a particularly successful piece), many are unsure of where they should begin. In addition, of course, they may not always have a clear idea of what they themselves expect, sensing only in an intuitive way that a piece is not what they wanted. Comments such as 'muddled ideas' or 'unclear, can you fix up the end' are not helpful either as feedback to the child - who still would not know what was wrong or how it could be improved - or in clarifying to the teacher what further support the child needs.

The assessment format shown here (see fig.1 next page) is to assist teachers in analysing children's writing. Each piece is evaluated in terms of the genre required within the writing task, and aims to provide a systematic framework which begins at the level of the genre and works 'top down' to the level of spelling and punctuation. The consideration of these last does not imply of course that they are unimportant, simply that concentration on the more obvious and surface features of spelling and punctuation does little to substantially improve an ineffective piece of writing. The writing is assessed therefore in terms of how successful it is of its own genre type, each of which has a particular schematic structure, and typical linguistic realisations at a discourse and sentence level.

The unconferenced writing of each child in the class is assessed in this way on a regular basis, so that over several months an individual writing profile is built up. This allows the teacher to see patterns of individual writing behaviour, (and to recognise where a child's strengths, as well as areas of weakness, lie). A profile may reveal clearly, for example, that a child never chooses to write in any genre except recount or personal narrative. Or when writing narrative

Fig. 1

37

Name Kxx
Year 4

Individual Writing Analysis

Date	Genre Attempted	Schematic Structure	Cohesion			Tense	Punctuation	Subject Verb Agreement	Spelling
			Conjunction	Pronoun Reference	Vocabulary				
26/3	Narrative "The Ghost House"	resolution not developed	minimal use of temporal connectives (<and then used throughout.)	referent not always clear she/he confusion	appropriate	often stem form (for past)	no,	✓	ed frequently omitted - see tense
20/4	Exposition (discussion) "My ideal school"	gave initial premise but developed as narrative	not appropriate for genre, few logical conjunctions	✓	good - appears to have been influenced by reading in this field	minimal use of modality (must/should confused)	no paragraphs	✓	there/their
28/5	Procedure "How to make a kite"	good	appropriate sequencing and use of connectives: first, second...	✓	used appropriate lexis - especially material processes	✓	✓	✓	✓

s/he may not use any temporal or implicit connectives, (the and then syndrome!) Or s/he may be unable to write a successful resolution to a story which is reminiscent of the chain of events in Raiders of the Lost Ark. (Teachers will recognise the old stand-by: *I woke up and found it was all a dream.*) Since many teachers allow children to follow at times individual pathways in their learning, it becomes increasingly more important to be able to 'track' those pathways systematically. Without a way of tracking young learners, we run the risk of some children getting lost, escaping notice, and never receiving appropriate teacher intervention.

The format is useful for two other purposes: to provide direction for the teacher when conferencing, and to build up class profiles which will become the basis and rationale for future planning.

It is unfortunate that the teacher-student conference, seen as so important in many classrooms, often does not realise the potential that is inherent in its interactive and individualised nature. Often teachers and children resort to rehearsed routines: Have you used any full stops? I like the bit where... Circle the words you are not sure of. Many such questions have to do with the writer or the topic, rather than with the text itself. They do not provide the scaffolding that is so important a part of early child-adult interaction in the oral language. And placing the responsibility for the extension of text onto the child, as many conference questions do - for example: How can I help you? - is not at all the same process as occurs when a child is learning to speak, where that responsibility is taken by an adult who plays a supportive and leading role in the text construction (Painter 1985).

The format thus provides a framework for the conference, with the teacher considering the following questions and conferencing with the child at each stage as necessary:

- *What genre is the child attempting, and if the writing is not free choice, is this what the writing task required?
- *Are all the schematic elements present?
- *Are the cohesive links, particularly conjunction, appropriate for the genre?
- *Are there aspects of the lexico-grammar which are inappropriate/ incorrect?
- *Are there surface errors (spelling, punctuation) which require conferencing?

Individual profiles can also be aggregated to build up a class profile. Such a profile may include information such as:

All children:

- *children concentrating on recount and narrative, rarely choosing to write in other genres; similarly narrow reading interests
- *children copying chunks of text to complete report writing
- *limited stock of temporal connectives in narrative writing, (mainly and then)

Groups:

- *six children (who would be named) do not demonstrate an understanding of narrative schematic structure (mainly no resolution)
- *four children (named) have difficulty expressing generalisations (report writing)

Individual children:

- (named) have specific difficulties or language needs
- (adapted from Anstey M. and Bull G. 1989)

Clearly this is valuable information for a teacher and gives direction for a subsequent language program, and grouping according to language needs (rather than according to ability). If education systems are to take account of the needs of minority language groups, and aim for equality of outcomes among all children, then the language curriculum must take as a starting point the identified language needs of the students. But it is important that any curriculum looks in two directions, both at the 'starting points' of children, and at an ultimate goal.

Part of that ultimate goal for linguistic minority groups must be to provide access to those forms of language which have power in the dominant society, and which allow students to make life choices in terms of work and lifestyle. A 'relevant' curriculum is relevant because it takes both starting points and outcomes into account. It is therefore vital that teachers themselves understand the structures, contexts and language features of those genres which play an important part in academic success at school and in society.

To develop such understandings the teachers with whom I have worked complete a number of writing tasks in workshop situation. Each task requires a different genre, which teachers then analyse in terms of its linguistic features. For ease of comparison the

linked by a single theme, such as Australian animals. Writing tasks include a Narrative (e.g. *The day the farmer damned the creek*), a Recount (*When I took class X to the zoo*), a Procedure (*How to catch an emu*), an Exposition: Discussion (*Should native animals be kept in confinement?*) and a Report (*Koalas*). (Note that this strategy does not model classroom practice. Rather than teaching specific genres in isolation and outside a context, teachers would be encouraged to consider points across the curriculum where specific genres occur authentically because of the purposes of the writing tasks.)

In analysing the pieces it is possible to focus on the specific features of the genres and teachers are encouraged to comment particularly on those which are identified in the assessment format. Typical discussion would, for example include the following:

Narrative - about specific people and events

Structure: orientation^events(s)^ complication^ resolution

Cohesion: temporal and implicit connectives, pronoun reference

Other language demands: probably past tense, variety of material processes, lexis which is intended to evoke a personal response in the reader.

Report - about things, or groups of things in general, is intended to structure information

Structure: general classification^ description

Cohesion: through reference and lexis

Other language demands: generalisations through use of present tense, field-specific 'technical' and non-personalised lexis, relational processes (*be* and *have*)

Discussion also focusses on the differences between speech and writing. In early attempts at writing very young writers write down 'spoken' language. Much of the current thinking about developing literacy skills has emphasised the parallels between oral language and literacy development, and has obscured the fact that though drawing from similar resources of the language system, the two modes have fundamental differences. Unlike oral language, which may depend largely on exophoric reference to maintain meaning, writing is read in a context which is distanced in time and space from that in which it is produced. Because writing must create its own context, it generally includes a greater proportion of content words than oral language;

W
b

and in the upper primary writing are characterised by an increasing range of grammatical forms, (for example the use of the passive voice). Understanding these differences enables teachers to make decisions about the kinds of assistance young writers need, and the teacher and students jointly constructing text, and that that help must go beyond talking about the topic.

A Systemic Functional model of language provides teachers with a grammar which focuses on meaning rather than form, and on whole texts rather than sentences. Language is presented not as an arbitrary system but as a system in which deliberate choices are made, depending on the social goals the writer wishes to achieve. Insights into how language can be controlled enables teachers to recognise where opportunities exist across the curriculum for teaching writing skills within a relevant context. Demystifying language in this way means that teachers are able to make informed classroom decisions about when and how to intervene in the writing process, and about the purpose and types of language activities.

Children who enter school with little or no English, or with non standard English, have only a limited time to develop the literacy skills which are essential if they are to have the same access to education as their native- English speaking peers. For such children school is likely to be the only place where the possibilities exist for such skills to be developed. And it is probably a one-off chance for these students. The challenge to schools therefore is not simply to provide equal opportunities, but also to ensure that those opportunities can be taken. Fundamental to this is a body of teachers who recognise the relationship between language and learning, who understand how language works and how it can be controlled, and whose classroom practices reflect these understandings.

References

- Anstey M. and Bull G. (1989) 'From teaching to learning: translating monitoring into teaching practice' in Daly E. (ed) Monitoring Children's Language Development ARA.
- Christie F. and Rothery J. (1989) 'Writing Genres, Exploring the Written Mode and the Range of Factual Genres', in Christie F. Writing in Schools: B.Ed. Course Study Guide. Geelong, Victoria: Deakin University Press.
- Newman J. (ed.) (1985) Whole Language Theory in Use. Portsmouth, N.H: Heineman.
- Painter C. (1985) Learning the Mother Tongue. Geelong, Victoria: Deakin University Press.

DEVELOPING A SYSTEMIC-FUNCTIONAL MODEL OF READING

Bill Winser,
Faculty of Education,
University of Wollongong, N. S. W.,
Australia.

Much of the recent work in literacy from a systemic perspective has focussed on writing, and no doubt this reflects the commonly held interests of linguists. The expression plane, or the output of the system, is regularly modelled as the utterance, the 'sounding' or the 'writing'. This constitutes data in the form of texts and is amenable to analysis in the usual ways.

When it comes to the other side of the literacy coin, the 'reception' plane so to speak, we find that reading studies have been dominated by psychologists, whether psycholinguists or educators, or by literary theorists. Perhaps some functional linguists admit to a certain discomfort when it comes to the investigation of reading, and equally it is perhaps not surprising that the present writer has a psycholinguistic background! Regardless of such concerns it does seem appropriate, in the light of the highly productive and increasingly influential genre-based work in writing, to turn our attention to reading and to an examination of it using the systemic model.

Until recently I have been studying reading from the viewpoint of metacognition, and have come to the conclusion that this approach provides us with a valuable way in to the question of reading and linguistics, and indeed, to language education in general. Work in metacognition and reading shows that levels of awareness, as postulated by the basic cognitivist assumptions, are very functional to reading competence. This means that language awareness, or metalinguistic functioning, should be seen as integral to reading proficiency; my own recent developmental study of child through to adult readers confirms this very clearly, with quite strong connections appearing between language awareness and reading development levels.

This seems to be an important way in to the question of systemics and reading, because many aspects of the 'genre-based' work have also highlighted knowledge *about* language as a key factor in literacy development and education. What is interesting from the perspective of the metalinguistic work is that it is awareness on the part of the language user, the reader, that is emerging as significant. The writing-based work emanating from

Sydney in the eighties has approached such awareness from a pedagogical point of view, with the call for an increase in teachers' knowledge about language (from a functional perspective). The goal here has been an increase in learner awareness of language, within the context of the ability to use language, although this goal has perhaps not been very clearly stated in the more popular literature. The ideological issues are raised in this context, by pointing out that failure to develop such awareness will result in the learner being used by language, and thereby disempowered by being put under the control of dominant cultural forces.

There is therefore a convergence of interest here: on the one hand we can show how necessary language awareness is to reading development, while on the other hand there is a call for a pedagogical focus on language awareness, defined functionally and with reference to writing development. I am interested in building on this framework and, more particularly, on the writing research, so as to develop an approach to reading consonant with that research and one which flows more generally out of the systemic model. It is a commonplace to note that there ought to be substantial symmetry between our model of writing and our conception of reading. There are a number of ways in to this question.

The first is to focus quite specifically on the 'modelling' aspect of the curriculum pattern developed by Joan Rothery and colleagues. Modelling is seen as that part of the teaching cycle where the teacher draws attention to the provenance of texts in the social system, and then focusses on schematic and register features of the text itself. This is plainly a reading activity, sometimes even referred to as 'deconstruction' - perhaps rather loosely. The modelling aspect was developed as a result of Clare Painter's work on language interaction patterns of adult and child in the pre-school period. Adults themselves are seen as models in their use of language, but more important modelling is seen as an analytic activity carried out quite deliberately by the teacher with a focus on functional properties of texts. Note here that we return to the awareness aspect: the teacher, unlike some parents in their interaction with children, makes a deliberate point of drawing young readers' attention to relevant text features. This aspect of the writing pedagogy seems to have important implications for reading development and reading pedagogy as well.

Another aspect of the pedagogy that I have been grappling with is the notion of 'joint construction' of texts, arising out of the same curriculum model. This also has been included in the model because of its importance in early language interaction.

may be the case that practices such as 'shared reading' can be elaborated and construed in the light of this feature of the writing research. The problem here however, is that the idea itself, when applied to the interpretation of texts rather than their construction, very quickly seems to be assimilated to the modelling notion already discussed. It is probably better to see reading as the *reconstitution* of a text, rather than its construction. In this way we are more faithfully reflecting the receptive rather than the productive aspect of the written mode.

The strategy of teacher and class jointly tackling a new text's interpretation does however seem to be a useful one which we should continue to pursue, in concert with the very important notion of modelling. The latter probably ought to be seen as a more teacher oriented activity, while the idea of joint construction seems to be better seen as a teaching strategy where all participants have an equal share in the activity. There is a parallel here in the strong and weak framing notion that has been developed from Bernstein's work on pedagogy; there is stronger framing in modelling than in a joint construction of a text.

The most general conceptualisation of reading is to be found in the idea of reading as the construction of the relation between text and context. The task of the reader is to determine the systematic relation between the coding of the context and the coding of the language of the particular text. In the most general terms we can say that the symmetry between reading and writing is to be found in the production and the reception/interpretation of expressions: writing involves the movement from semantic to lexico-grammatical levels and then to the creation of an expression, while reading operates in the reverse direction, with the expression 'taken in' by the grammar and 'sorted into sets of meanings' (Halliday, 1985). Here we place the grammar right in the centre of things - where it belongs - and pivot the processes of reading and writing around it as the central axis. Writing begins with meanings packaged by the grammar so as to bring about the transformation into the expression, while reading is the opposite. With one we encode, with the other we decode.

The significance of all of this is that we need to set up a model of literacy, and specifically of reading, with the grammar as the central factor - what Halliday calls the 'grammatics', after Whorf (Halliday, 1990). Readers will then be seen as constructing meaning by using context to get at the text through its grammar. More specifically we will need to consider the grammar of writing and take into account the differences between speech and writing that we are now better able to appreciate. The young reader will have to be

taught about these differences as a central aspect of early literacy, no doubt within a classroom context where reading and writing are seen as interdependent. In particular a model of reading will need to take into account the tendency for writing to arrest reality and freeze it, construing the dynamic world as an object. The notion of grammatical metaphor is a key aspect of this tendency.

When it comes to difficulties in learning to read we will need to bear in mind that one factor will be the grammatical choices made in the text. There is scope for work on what constitutes more or less 'reader-friendly' texts, from a grammatical point of view (as well as the discourse semantics approach that is now current in Martin's work on writing).

Finally, to complement this focus on the grammar we also should be examining the big picture at the discourse level, using the work of theorists like Kress (e.g., 1985) to articulate the writer/reader and text/context relationship. Both writers and readers operate out of their own discursive histories and all texts attempt to coerce their readers to adopt their stance as unproblematic. As well we need to build in to this model the coding orientation of both readers and writers (Martin, 1990). The goal of reading instruction would therefore be the development of readers who resist the natural reading position constructed in the text, by reconstructing one ideological position as another. This seems to be the essential requirement for literary criticism, too, thus bringing us back to the more traditional concerns of English teachers.

References

- Halliday, M. A. K. (1985) *Spoken and written language*. Geelong: Deakin University Press.
- Halliday, M. A. K. (1990) Linguistic perspectives on literacy: a systemic-functional approach. Paper presented to the Inaugural Systemics Network Conference, Geelong, Victoria, January.
- Kress, G. (1985) *Linguistic Processes in Sociocultural Practice*. Geelong: Deakin University Press.
- Martin, J. R. (1990, in press) *English Text: System and structure*.

Some contributions of Systemic Linguistics to Northern Territory Aboriginal education.

Christine Walton
Senior Lecturer
Education Faculty
NTU

Over the last decade there has been increasing recognition that linguistics generally, and Systemic Linguistics specifically, could make important contributions in educational settings in the Northern Territory. This interest reflects the heightened interest in the role of language in learning and teaching. It is also a reflection of the diversity of issues that are emerging in this multilingual and multicultural community.

Approximately 30% of the school-age population of the Northern Territory are Aborigines. Most Aboriginal students speak an Aboriginal language (traditional &/or Kriol) or Aboriginal English or both. The non-Aboriginal population is also made up of a wide variety of cultural groups. This report will focus on the contribution of Systemic Linguistics to Aboriginal Education in the Northern Territory, although many of the issues addressed have a wider application to cross-cultural education generally. Within this context, Systemic Linguistics has contributed to the following areas: curriculum development, teacher development and pedagogy.

Curriculum Development

In the early 1980's Brian Gray worked at Traeger Park School in Alice Springs, which had a majority of Aboriginal pupils. The Aboriginal students were either learning English as a second (or third) language or as a second dialect. In collaboration with Julia Price and other teachers in the school, they developed an integrated approach to language teaching, known as Concentrated Language Encounters.

Gray became interested in Systemic Linguistics as he sought a theoretical approach to language that related texts to contexts, which could be used to help construct the language curriculum. The range of oral and written texts taught included those required for further learning in the school, as well as those considered useful for negotiation within the wider community. An early explanation of this approach can be found in Gray 1985.

- Part 1. Introduction
- Part 2. Theme
- Part 3 Transitivity Processes.

The Faculty of Education at NTU has also recently developed M.Ed. courses, which have strong offerings in Aboriginal Education and Language Education. With the recent appointment of Dr Frances Christie to the Foundation Chair in Education, it is anticipated that both the Graduate Diploma in Applied Linguistics and the Masters courses will benefit from her particular strengths in Systemic Linguistics. (For further information contact: Professor Frances Christie, Faculty of Education, Northern Territory University, PO Box 40146, Casuarina, N.T., Australia, 0811.)

Pedagogy

Batchelor College hosted a major conference of Aboriginal educators in 1987. The proceedings of the 1987 conference are being published by N.T.U. Press later this year (Walton and Eggington).

At that conference it was clear that Aboriginal teachers were concerned about such issues as developing ways of teaching in their communities that incorporated 'both ways' or 'two ways' learning. They were interested in building on their cultural and linguistic heritage, while opening up access to Western bodies of knowledge. Many teach in schools with bilingual/bicultural programs. In the opening address to the conference, Mandawuy (Bakamana) Yunupingu, principal of Yirrkala Community School, stated that 'if you have control of both languages, you have double power' (in Walton and Eggington).

In this context there are many issues, which Systemic Linguistics could constructively address. Discussion of issues such as code mixing, language revival and how to create a bicultural/bilingual curriculum, would all be enhanced by the application of a functional linguistic theory that deals with linguistic variation across different languages, dialects, registers and genres. While Systemic Linguistics has had little direct input into bilingual education in that the linguists involved in the program have generally not been trained in that tradition, there has been an important contribution by Jim Martin (University of Sydney). Martin was invited to address the 1987 Batchelor Conference. After visiting a few Aboriginal communities, Martin delivered a paper, 'Language and Control: Fighting with Words', which raised many issues. Using his admittedly brief exposure to Aboriginal Education in communities and the theoretical

perspective of Systemic Linguistics, central pedagogical issues in bilingual writing do for Aboriginal people? He suggested people seemed to want vernacular literacy to conserve and English literacy to negotiate with white Australia (Walton and Eggington).

Martin described the kinds of texts being used and produced in Aboriginal bilingual schools. For instance, it was apparent that there was a mismatch between the functions of writing in the vernacular, (conserving the culture) and the range of genres being written by students or prepared for students to read. Similarly, if English literacy was for negotiation with non-Aboriginal Australia, then existing practices were not directed towards that function. In particular, Martin questioned the use of the approach known as process writing, suggesting that it could not fulfil the literacy needs of Aboriginal people (Martin, in Walton and Eggington).

While significant research using Systemic Linguistics in Aboriginal Education contexts is still relatively rare, there is one particularly insightful study by Beth Graham. Graham (1986) investigated classroom discourse in mathematics lessons with young Aboriginal students. Her study demonstrated that much of the information the students needed to know to become successful learners was not made explicit in the classroom discourse. Her study highlighted a number of issues about current pedagogical practices in Aboriginal classrooms.

A small-scale research project by Ann Jacobs (Jacobs, in Walton and Eggington) used Systemic Linguistics to describe the natural language development of Aboriginal children. Jacobs study focussed on children in the Western Desert region of Western Australia. Although the research was not done in the Northern Territory it still has relevance for NT Aboriginal education. Jacobs compared Aboriginal children's language development with that reported by Halliday (1975), noting some similarities and some important differences related to child-rearing practices.

So while Systemic Linguistics has played a relatively small role in Aboriginal Education to date, it has been fruitfully used by some researchers, curriculum developers, teacher educators and teachers. In particular, it provides analytical tools that are of special importance to those interested in issues of access, equity and social justice. Of course, the issues addressed in Aboriginal Education have a wider application to other cross-cultural contexts. Given the linguistic and cultural diversity of the Northern Territory and the growing interest in Systemic Linguistics, it is anticipated that Systemic

A few central features of the approach that Gray developed at Traeger Park included:

1. Dealing with whole texts.
2. Planning themes that dealt with the topic or field over a lengthy period of time (ie. in-depth coverage).
3. Negotiating meaning with students based on shared experiences.
4. Modelling classroom interaction on language learning interaction in the home.
5. Integrating language and culture learning.

One of the strategies that emerged from this work was called Group Negotiated Writing, in which the teacher jointly negotiated texts with students "based on shared history of previous negotiation" (Gray, 1986: 99). While a theme was being explored, the teacher used this strategy to provide the context within which the particular genre being developed could be scaffolded (eg. a report). This proved to be a powerful way of modelling the genres being taught. Over time students incorporated the features of the particular genre in their individual writing.

Brian Gray moved to a lecturing position at Darwin Institute of Technology (DIT), now known as Northern Territory University (NTU). He then moved to a position at Canberra College of Advanced Education, now known as the University of Canberra. (Brian Gray, Senior Lecturer, Faculty of Education, University of Canberra, PO Box 1, Belconnen, ACT, 2616, Australia.)

Gray is currently researching the role of negotiation in language learning. His work in the Northern Territory and latterly in Canberra has been influenced by Halliday (1975) and Painter (1985). He is interested in applications of Systemic Linguistics to educational settings. In particular, he has developed approaches to language curriculum that apply the ideas of text, genre and register.

As a consequence of his work, the curriculum branch of the Northern Territory Department of Education developed a document designed to assist teachers implementing this approach in both bilingual and non-bilingual schools (Northern Territory Department of Education, 1985). This document is still in use in both Aboriginal schools and as a teacher training resource.

Teacher Development

Within the Northern Territory there are two tertiary institutions providing teacher pre-service education, Northern Territory University (NTU) and Batchelor College. NTU is located in Darwin and Batchelor College is 100 kilometres south of Darwin.

Batchelor College is a unique institution, which provides a variety of courses, including teacher education, for Aboriginal students. The College was established to cater for the tertiary educational needs of Aboriginal people from remote communities, although prospective students who have an urban background or who come from interstate are not excluded. The students are mostly mature-age Aboriginal people, often with many years of experience as Assistant Teachers, who through the college, now have access to accredited courses and a career path in education.

In recent years there has been an arrangement between Batchelor College and Deakin University (Victoria) for Batchelor's final year students to study courses developed by Deakin University. Although this arrangement has changed, as Batchelor now delivers all of its own courses, the influence of that connection persists. While the arrangement existed, Batchelor students participated in the course developed by Frances Christie, known as 'Language Studies: Children Writing'. A collection of student writing in the course was compiled by Rhonda Bunbury and Frances Christie (1987). Using Systemic Linguistics, the papers in the collection report on the nature of the languages spoken in the students' communities. While the students are new to Systemic Linguistics, nevertheless, the papers represent a breakthrough in that they are written by Aboriginal people about Aboriginal languages. Currently, the language curriculum in the teacher education courses have been substantially influenced by Systemics, particularly in the area of students researching linguistic issues in their community contexts.

Within the Faculty of Education at NTU, there is a course known as the Graduate Diploma in Applied Linguistics (Bilingual/TESL), which is designed for educators in Aboriginal education and other TESL contexts. It is offered both internally and externally. There are about 160 students, most of them external.

The Faculty of Education has plans to expand the two existing strands (Bilingual and TESL) by developing a third strand in Languages Other Than English (LOTE).

A video was developed with Beth Graham (1987), in order to introduce external students being introduced to Systemic Linguistics of three parts:

Linguistics will continue to contribute to teaching and research in Aboriginal Education in the Northern Territory.

Bibliography

Bunbury, R. & F. Christie, 1987. Aboriginal Teachers Write About Their Community Languages. Batchelor, Batchelor College. Available from Batchelor College, Batchelor, N.T. 0845, Australia.

Graham, B. 1986. Language and Mathematics in the Aboriginal Context: A Study of Classroom Interactions About Addition in the Early Years. M.Ed thesis. Victoria, Deakin University. Available from, Christine Walton, Faculty of Education, N.T.U., P.O. Box 40146, Darwin, 0811, N.T., Australia.

Graham, B. 1987. An Introduction to Systemic Linguistics. Video, 3 parts. Darwin, N.T.U. Available from the Media Resource Centre, N.T.U., P.O. Box 40146, Darwin, 0811, N.T., Australia.

Gray, B. 1985. Teaching oral language. In M. Christie, Aboriginal Perspectives on Experience and Learning: The Role of Language in Aboriginal Education. Geelong, Deakin University Press: 87-104.

Gray, B. 1986. Creating the context for the negotiation of written text. Plenary address, Australian Reading Association Conference, Perth. In 12th Australian Reading Conference Selected Papers. Perth, ARA: 81-100.

Halliday, M.A.K. 1975. Learning How to Mean: Explorations in the Development of Language. London, Edward Arnold.

Jacobs, A. The Natural Language Development of Aboriginal Children. In Walton, C. and Eggington, W. (eds.) (forthcoming, 1990) Language: Maintenance, Power and Education in Australian Aboriginal Contexts. Darwin, N.T.U. Press.

Martin, J. Language and Control: Fighting with Words. In Walton, C. and Eggington, W. (eds.) (forthcoming, 1990) Language: Maintenance, Power and Education in Australian Aboriginal Contexts. Darwin, N.T.U. Press.

Northern Territory Department of Education, 1985. Concentrated Language Encounters in Aboriginal Schools in the N.T. Darwin, Northern Territory Department of Education. Available from PEO

TESL, Curriculum and Assessment Branch, N.T. Department of Education, PO Box 4821, Darwin, 0801, Northern Territory, Australia.

Painter, C. 1985. Learning the Mother Tongue. Geelong, Deakin University Press.

Walton, C. and W. Eggington (eds.) (forthcoming) Language: Maintenance, Power and Education in Australian Aboriginal Contexts. Darwin, N.T.U. Press.

Yunupingu, M. Language and Power: The Yolngu Rise to Power at Yirrkala School. In Walton, C. and Eggington, W. (eds.) (forthcoming, 1990) Language: Maintenance, Power and Education in Australian Aboriginal Contexts. Darwin, N.T.U. Press.

ACADEMIC LANGUAGE DEVELOPMENT FOR TERTIARY-LEVEL STUDENTS

Carolyn Webb, University of Sydney

Submitted for Network, 26 July 1990

At the University of Sydney, the EMOS Programme (English for Migrant and Overseas Students) has been offering tuition in language development for enrolled students of the University since 1976. Students attending courses and other activities offered by the programme come from all faculties of the university, from all levels of study up to post-doctoral, and from over thirty countries of origin. Currently the programme targets only students of non-English-speaking background.

Since the mid-eighties, the programme has been pursuing much of its teaching within a Systemic framework. The range of its teaching activities is depicted in Diagram I which shows the segmentation of the programme into three broad levels. Courses at the genre level aim to develop the language that students need for particular academic situations in their own studies, such as writing essays or participating in tutorials. In these courses, we aim to describe the broad contextual setting of particular genres, and to examine the appropriate methods of organising and sequencing meanings for particular tasks.

Courses at the sub-genre level aim to teach students more generalisable language skills that are needed across all of those academic situations. Again the language is defined in terms of the contextual setting of university studies, but this time the emphasis is on the features of language that are appropriate across disciplines in many different genres. For example, the Writing in an Academic Style course concentrates on the features of cohesion at the level of the paragraph, as well as on the register variables of field, mode and tenor.

Courses at the third level are not centred on academic situations, but rather provide practice in general language skills such as conversation, and practice at the levels of morphology and phonology. As an adjunct to these three levels of courses, students are offered individual consultations usually for advice and tuition regarding particular assignments they are working on for their degree studies. The genre and sub-genre level courses have been developed as extensions of studies using Systemic linguistic analyses of successful and unsuccessful student texts. The pedagogy is akin to the genre approach developed by Martin and Rothery (referred to elsewhere in this issue), with class exercises sequenced from deductive to productive in strategy. Students begin by deconstructing texts, learning to identify the distinctive features of particular genres. Next, there will usually be some closely guided practice in manipulating these features for different purposes. Finally students go on to produce the genres themselves within specific well-defined tasks.

The strong emphasis in the programme on the development of students'

literacy skills is a reflection of the continuing dominance of writing as the major assessable product in university studies. At the same time, it reflects the neglect of many university departments in considering literacy issues as part of their curricula. In our work with students, we aim to empower them with explicit knowledge about the genres they must write, to shape their development as writers to fit the secret requirements of the system. In our work with academic staff and departments, which is a new direction that the programme has been moving in, we aim, through collaboration, to expose these implicit requirements of the system and advise on ways of incorporating literacy development into the curriculum.

The immediate future of the programme is unclear since, at the time of writing, we are awaiting the outcome of a review which may recommend the extension of the programme to all students of the University, not only those of non-English speaking background. Whether the programme can continue to operate within a Systemic framework depends on its future staffing and the degree of academic autonomy it is allowed. At this stage, it is envisaged that further development of the programme will depend on closer collaboration and cooperation with subject specialists in the award programmes of the university to accord companion status to language development within the content curricula. The research output of the programme depends on its success in winning research funding from external sources.

The people who have contributed to the programme, mostly on a part-time basis, over the last 6 years have almost all gone on to take up full-time appointments elsewhere. Their research interests have, for the most part, stemmed from their own postgraduate studies in Systemic Linguistics. In some cases, the courses which they have developed out of this research are likely to be written up as in-house publications of the EMOS programme. These are asterisked, and are expected to be available by early 1991.

ANDREW DAWKINS, Institute of Languages, University of New South Wales, PO Box 1, Kensington 2033
Research: the genre of tutorials in university studies
Courses: Taking Part in Tutorials *

HELEN DRURY, Institute of Languages, University of New South Wales, PO Box 1, Kensington 2033
Research: paraphrasing and summarising techniques used in incorporating evidence from published sources into written assignments in university studies
Courses: Using Evidence *
Writing a Thesis Proposal *

SUZANNE EGGINS, English for Migrant and Overseas Students Programme, University of Sydney, Sydney 2006

Research: discourse analysis (conversational structure); technicality and grammatical metaphor in the discourses of history and geography

Courses: Thesis Writing *
Oral Presentation and Discussion Management *
Culture through Conversation *

LOUISE FITZGERALD, Jl. Bukit Pakar Tim 18, Dago Atas, Bandung, Indonesia

Research: the genre of seminar presentations in university studies

Courses: Presenting a Seminar Paper

SANDRA GOLLIN, English Language Support Service, Faculty of Humanities, University of Technology of Sydney, PO Box 123, Broadway 2077

Research: cohesion in academic writing in university studies

Courses: Clearer Writing

JANET JONES, ELICOS Centre, Faculty of Education, University of Sydney, Sydney 2006

Research: grammatical metaphor and technicality in academic writing, comparing second-language and native-speaker writing for university studies

Courses: various courses in English for Professional Purposes, for example, Reading Official Documents, Report Writing, Meetings and Meeting Management

ELIZABETH MURISON, c/- English for Migrant and Overseas Students Programme, University of Sydney, Sydney 2006

Research: the genres of scientific laboratory reports, and scientific journal articles;

precision in scientific writing
Courses: - Writing a Laboratory Report *
Writing a Journal Article*

CLARE PAINTER, Department of Linguistics, University of Sydney, Sydney 2006

Research: child language development

Courses: Writing in an Academic Style *

CAROLYN WEBB, English for Migrant and Overseas Students
Programme, University of Sydney, Sydney 2006

Research: the genres of persuasive analytical exposition;
the structure of substantiated argument

Courses: Essay Writing for the Humanities and Social
Sciences *
Writing a Literature Review *
Critical Thinking *

PETER WIGNELL, Institute of Languages, University of New South
Wales, PO Box 1, Kensington 2033

Research: grammatical metaphor and technicality in the
discourses of history and geography;
discourses of engineering, commerce and humanities
textbooks in tertiary education

Courses: several courses are planned to teach reading and
writing skills within particular disciplines to
tertiary-level students

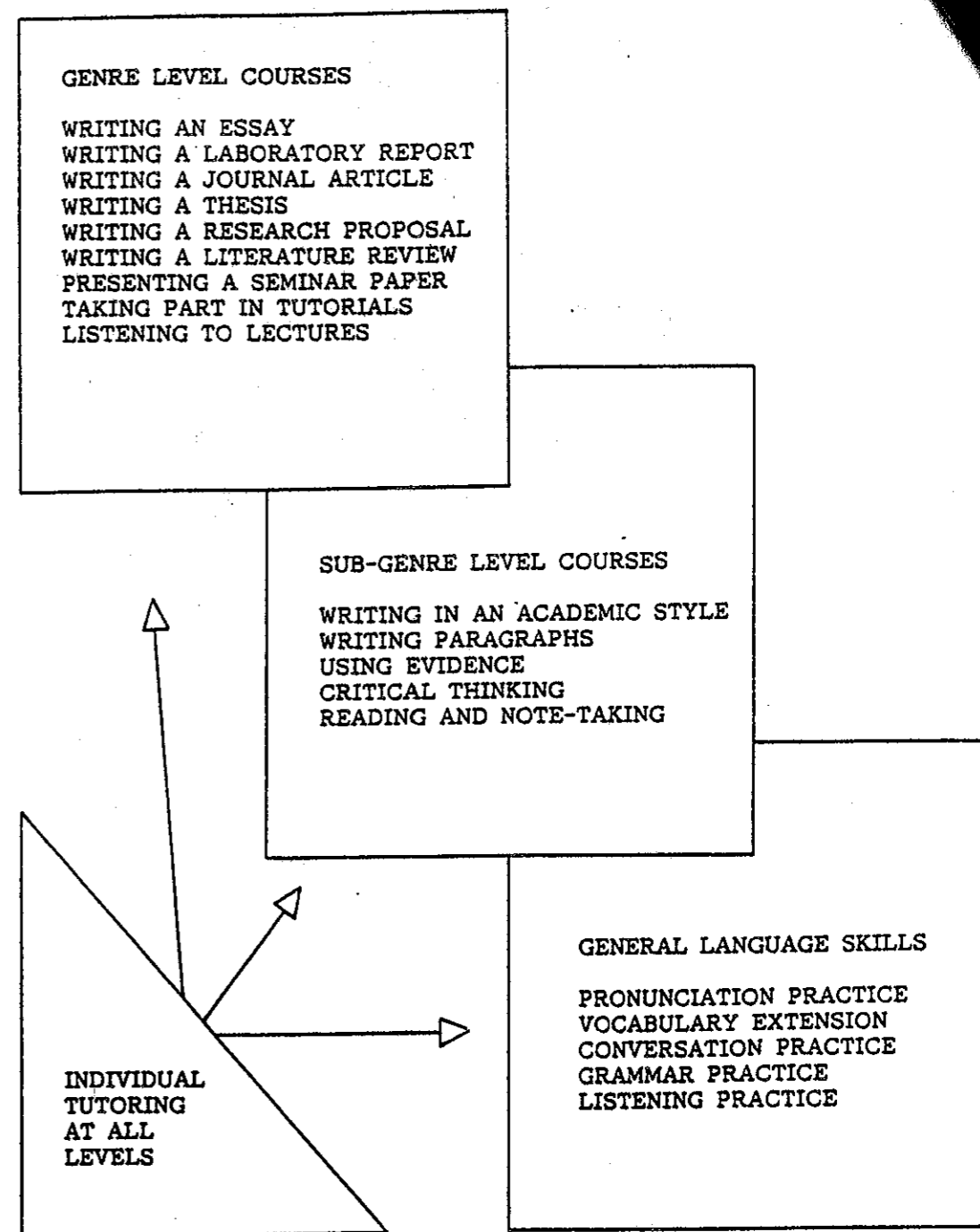


DIAGRAM 1: Teaching Activities of the English for Migrant and Overseas Students Programme, University of Sydney

PAST MEETINGS

THE SEVENTEENTH INTERNATIONAL SYSTEMIC CONGRESS: A PERSONAL VIEW

Reviewed by GORDON FULTON

Systemic congresses, like all events, unfold differently for each participant, and like all the scholarly meetings I have attended, the Stirling meeting in July was both exhilarating and frustrating, by times intensely exciting and at the end of several days without much sleep, physically exhausting. The impressions that follow were taken from a perspective somewhere between (but influenced by) two other prospects -- the dismaying one of finding on first reading the programme that my presentation had been inadvertently omitted, and the sobering one of being involved in arrangements for the 1993 systemic congress in Victoria. As he did with all the other details, Martin Davies handled my little difficulty calmly and efficiently, and because the space given me was in the first session I was thereafter free to attend other sessions and enjoy the papers without having to think about the impending delivery of my own.

This was the fourth workshop/congress I have attended, and by contrast with the others -- Toronto (1982), Ann Arbor (1985) and Canterbury (1986) -- the level of discussion in question periods after presentations seemed both higher and more specifically informed, thanks to most people being able to discuss lexicogrammar in the same terms (largely those of IFG, but not without suggestion of alternatives) and to most presenters encouraging response. Thanks to a healthy geographical distribution of participants, there were valuable opportunities throughout the congress to talk to people working in different scholarly traditions and cultural situations, and while there was much common ground, there was no sense of systemic linguistics as unduly narrow in its interests or parochial in its orientation: there was much less echoing of one another's assumptions and strategies than routinely happens when groups of literary scholars in North America meet supposedly to celebrate diversity and difference. The genre problem which Jim Martin raised at the general meeting in Ann Arbor, resulting from a reluctance to engage in open dialogue, seems to be disappearing -- with few exceptions, people presented their ideas explicitly, focussing (for instance) on the interpretation of data rather than spending over half their time saying how it had been gathered, and timing presentations so as to leave room for discussion. There are differences of opinion as to whether it is better to read a paper or to present the main points of it less formally but more approachably, and in sessions I attended successful discussion resulted from both approaches.

Despite what I have said, I did hear some dissatisfaction with discussion, and strangely enough it was occasioned by the two Workshops I attended. The first, Bill McGregor's on the linguistic construction of the racial other, was in a sense suffocated by discussion as talk stalled repeatedly on side issues, with the end result that McGregor was able to raise only a few of the topics he considered of particular interest in his chosen texts, and participants did not receive anywhere near full benefit from his extensive preparation. The second, Jay Lemke and Paul Thibault's 'Voices and Values: Interpersonal meanings in Discourse', included much less discussion than some expected from a workshop, but it seems to me that there is always great value in seeing someone go

through a text thoroughly or develop ideas fully. It was interesting to see Leake, whose published work includes considerable abstraction and strives always for generality, working at a lower level of abstraction -- sharing some of the process of working with text, as it were -- and both the notes I made during Thibault's presentation and the notes I made on his handout give a clearer, more extensive view of his current thinking on interpersonal meaning than I can recover from the same kind of notes taken during his paper on Friday evening.

The workshop format is worth preserving, especially where the topic of it is a theoretical discussion with wide implications, or where someone is introducing an analysis or method of analysis which requires time and interaction to be fully appreciated. I say this because for me, one of the great delights of the congress, the participation of Jan Firbas, was increased substantially through his being able at the subsequent Nottingham Workshop to present Functional Sentence Perspective again, answering questions and making the kinds of clarifications which, although often small in themselves, cannot accompany published books and essays but can make the difference between understanding and seeing the relevance of an idea and not understanding an idea sufficiently to appreciate its relevance. It is this potential for discussion to open up a subject in ways which solitary reading cannot that seems to me one of the most significant results of the personal contact attending a congress makes possible: contrary to what is often asserted in academic circles, this kind of dialogue can happen as readily in the discussion period after presentations as in informal setting such as meals, and when it does it always happens for more people. Firbas seemed willing to continue discussion of problems well beyond the time limits set out for sessions and plenary lectures -- an enthusiasm which I hope will be widespread at future congresses and which I hope can be accommodated, because it is always disappointing when an interesting dialogue is cut short by a schedule.

One of the workshops I did not attend but wish I could have attended was that on Theme. This is because the scheduling meant that I attended several papers on Theme in which interesting questions raised during discussion were deferred to that workshop. (I would particularly like to hear what was made of the observation that, while relations between mode of discourse and selections in the textual metafunction have long been postulated, not all that much work testing this hypothesis and supporting or qualifying the claim has been published.) Difficult decisions must always be made when sessions are scheduled, and there were good reasons for the concentration on Theme, but the most frustrating aspect of the congress was the number of invidious choices which the parallel sessions necessitated and this frustration was exacerbated by the papers on Theme being made in effect plenary by virtue of their appearing alone in their time slots. It is a valid question how much emphasis should be placed on plenary sessions -- and it is possible to imagine a congress without them -- but patterns of attendance will sometimes (will, I think, I am tempted to say) plenaryize one paper of several being presented simultaneously, and at such times the problem of deciding which session to attend is made more acute by knowing that there will be some sessions only sparsely attended. Everyone who presents a paper deserves an audience and a response.

Before I arrived in Stirling, I wondered whether everyone bringing copies of their papers ready for publication would not prevent the papers receiving the benefits of being presented and discussed before publication, but in practice so many people coming with duplicable copies of their papers alleviated the problem of not being able to attend more than a small selection of the presentations. The circulation of abstracts also helped in this regard, and I wonder now whether it might not be a good idea to hold poster sessions for topics of widespread interest. The way poster sessions would work is that for a selection of sessions, scheduled at or near the end of the congress, copies of papers written by the presenter-participants would be made available at the beginning of the congress to all interested in attending. Papers could be read before the session and the presenters, rather than delivering their papers, would act as a panel, leading a discussion which they would sustain but not dominate.

In the discussion at the general meeting near the end of the congress, the question was raised of whether it might be a good idea to circulate one text in advance of a future congress so that everyone would have a shared point of reference for various problems they wished to discuss. Martin Davies and Margaret Berry observed that such a text had been circulated before two previous meetings and 'nobody took a blind bit of notice of it.' This year, however, one text did circulate through several sessions, the short one introduced by John Sinclair in the first plenary session -- 'the implications are daunting.' I hope we will hear it again, as a point of departure -- what we say to ourselves when beginning work -- and as a point of arrival -- what we work to be able to say at the end of our presentations.

I have suggested various ways in which the Stirling congress indicates that systemic-functional discussion is making progress. Two aspects of presentations I attended are particularly encouraging. One is that speculative work (as in the presentations by Christian Matthiessen and Michael Halliday) is accompanied by continued attempts to survey areas of lexicogrammar (as in the presentations by Kristin Davidse and Michael Toolan) and, moreover, seems likely to clarify the nature and functioning of grammatical categories (thus responding to problems raised by, among others, Angela Downing) and make possible further study of text in socially significant situations (as in the presentations of Arlene Harvey and Marcia Macaulay). The other encouraging aspect is the resonance between discussion in Stirling and important moments from previous congresses/workshops and work published before the first workshops were organized. Ruqaiya Hasan's presentation of her study of the language of mothers and children demonstrated again (and I hope will remind a wider audience of) the importance of work by Basil Bernstein, making it even more regrettable that Bernstein himself was not able to attend. And an exchange between Michael Halliday and John Sinclair, something along the lines of, 'What worries me about this, Michael, is the possibility of meta-chaos -- Step back, John, and you'll see that it's order', recalled something Kenneth Pike said in Toronto, 'Under all apparent disorder there is an underlying order.' The implications are daunting.

University of Victoria

FLYING HOME AFTER ISC 17

As we push upward from Edinburgh Airport, my satisfaction over this week in Scotland at the Seventeenth International Systemic Congress swells up and becomes one with the upsurge of the plane. It's sunny today, and Scotland shows itself in all its beauty, as it so generously did on the day of our Highland tour. How grateful I was for that opportunity to see part of this lush green, castle-dotted country while chatting pleasantly with some of those linguists that for years had only been names and works for me. The excitement of it when works you've dwelt on for months suddenly acquire a voice, a face, a personality; the joy of it when you discover in their authors such down-to-earth, friendly people!

Jan Firbas brought Functional Sentence Perspective among us for discussion and comparison, and generously answered our questions even late into the bright Scottish evening.

Christian Matthiessen not only showed us how the textual metafunction both makes use of and enables the other metafunctions, but was also willing to chat about various problematic areas in Systemic theory and share precious materials.

As a first-timer at the ISC, I had the exciting sense of being part of the development of a theory that was growing in many directions.

The synoptic approach I had learned through my reading was being complemented by a dynamic one, as was obvious from talks by Sinclair, Ravelli, Whittaker, Matthiessen and O'Donnell. (Since I teach English to interpreters, I was particularly interested in the relevance I perceived the dynamic models to have for this application.)

Michael Halliday's fascinating exploration into meaning dwelt on the nature of the predictability relationship between meaning and realization in terms of "metaredundancy". His talk seemed to stretch the frontiers of Systemic Linguistics out into the realms of philosophy and physical science.

Buqaiya Hasan brought together her work on verbal art and her study into everyday talk between mothers and children, showing how in both types of discourse "linguistic patterment" relates to the construction of ideology. This observation led her to consider some fundamental questions about language as system and as process.

The hostess is bringing breakfast now, a cooked breakfast. Yes, I'll have it, remembering the marvelous sausage and eggs we began our days with in Stirling. (There will be plenty of time for a quick cold breakfast when I get back home.) The meals were another wonderful opportunity to

get acquainted, share experiences and hash over problems that had come up in the workshops. Jay Lemke, besides offering a paper and a workshop with Paul Thibault and Terry Threadgold on interpersonal meaning, was also willing to explain the concept of metaredundancy between one bite of food and another.

Interpersonal meaning (Thibault, Lemke, Threadgold), as well as lexical grammar (Sinclair, Francis), were clearly areas of Systemic theory which were undergoing clarification and development. Computer applications also glowed as an area of growth for Systemics (Fawcett, Tucker, Trench, Steiner, Teich).

The effort to extend and clarify the concept of theme was apparent, too, and the workshop coordinated by Peter Fries and Gill Francis offered a much needed opportunity to hash over some of the problems related to this, many of which had already come out in talks (Firbas, F. Davies, A. Downing, Peng, Rashidi, Salmi-Tolonen, Whittaker).

The "fasten your seat belts" sign has gone on. The first leg of my return trip is coming to an end, and very soon I'll be back in Italy, and back at work -- back to my job as a language teacher, where certainly I'll remember the workshop on Systemics and Second Language Learning and Teaching coordinated by Ragan and Mohan. There, after listing many problems we hoped to find solutions to, we resolved to become a sub-group and exchange ideas and materials for applying Systemics to teaching.

I'll also have many opportunities to remember the papers I heard on discourse analysis and genre, since these matters are so much a part of my daily work, and among these Slade's meticulously documented generic analysis of gossip stands out in my mind.

But I'll remember much more; much more than I can write about here. I'll certainly remember the beautiful campus, the warm welcome Martin Davies gave us all, and how he and Nan and Peter Fries took care of all of us throughout the Congress.

My seatbelt is fastened and I'm ready for a landing into a very busy year. I've brought back a long list of books and articles I must read, as well as some I know I must reread, since I'm now ready to understand them more fully. And then there is the problem of finding a way NOT to miss the next meetings, in Japan and then in Australia...

Carol Taylor Torsello
Scuola Superiore di Lingue Moderne
per Interpreti e Traduttori
Università di Trieste

17th International Systemic Congress
University of Stirling, 3rd - 7th July, 1990
Sponsored by the Scottish Development Agency,

ISC: 17

Programme

TUESDAY, JULY 3rd



Martin Davies, Host

9.00 - 10.15 MAIN LECTURE THEATRE

Welcome: Professor A J Forty, Principal & Vice-Chancellor, Stirling University

In Memory of Peter Strevens: Professor Michael Halliday

PLENARY LECTURE

John Sinclair: Trust the Text

Chair: Michael Halliday

10.25 - 10.30 Announcements

10.30 - 11.00 COFFEE Pathfoot Crush Hall

Registration for day participants in Crush Hall 10.30 - 12.30

Session 1

Time	Room	Speaker	Chair	Topic
11.00 - 12.00	MLT	Thibault	Lenke	Interpersonal Meanings, Global Modal Programmes, and Validity Claims in Discourse
	RC	O'Donnell	Matthiessen	A Dynamic Model of Exchange
	D1	Fawcett & Tench	Greaves	The Systemic Generation of Speech with Semantically Motivated Intonation
	D3	Stillar	Torsello	Emerging Discourse Patterns: a phasal analysis and catalysis of Leonard Cohen's 'Alexander Trocchi, Public Junkie, Priez pour Nous'
	H5	Olsen & Harkin	Brend	Point Driven Understanding in Engineering Lecture Comprehension

Session 2

Time	Room	Speaker	Chair	Topic
12.00 - 12.30	MLT	Philp	Gilbert	Educational Linguistics and the Consumer
	RC	Backhouse	Ure	Illustrating Learners' Dictionaries
	D1	Schulz	Tench	Phonetic Realisation of English Tones
	D3	Ventola	Kies	Phonological Meanings in literary texts and their translations
	H5	Francis	P Fries	Nominal-Group heads and Clause Structure

12.30 - 14.00

LUNCH

Pathfoot Dining Room (Committee Meeting)

14.00 - 15.00 MAIN LECTURE THEATRE
PLENARY LECTURE

Ruqaiya Hasan: Symbolic Articulation, Construction of Ideology, and Linguistic Analysis
Chair: Jim Benson

15.00 - 15.30 Tea Pathfoot Crush Hall

15.30 - 17.00 WORKSHOPS

Room	Organiser	Field
DJ	Breaves	Intonations: Hierarchy, Information Structure and Tone
D3	Gilbert	Teaching the Language of Literacy: Stylistic Hallmarks of Written English
RC	McGregor	The Linguistic Construction of the Racial Other

17.30 - 19.00 SUPPER Pathfoot Dining Room

Sessions 3a, 3b:

Session 3a

Time	Room	Speaker	Chair	Topic
19.00 - 20.00	MLT	Stalker	Olsen	Folklects Privileged for Credibility
	D1	Steiner	Bateson	Some fragments of a Systemic Grammar of German for a computational environment
	H3	Peng	Tucker	Thematic Equatives in Japanese

Session 3b

Time	Room	Speaker	Chair	Topic
19.00 - 19.30	RC	Mountford	Akindele	A Functional View of Writing-Systems
	D3	Torsello	Ungerer	Teaching Students to Approach even the Literary Text through Field, Tenor, Mode
	H5	Soh	Akimoto	Variability in Rating Student Texts: A Systemic-Functional Approach Towards the Problem of Inter-rater Variability in Language Testing

20.00 - 23.00 Pathfoot Bar
In the ordinary way, this will be open to Congress Members on a cash basis. On Tuesdays during the summer vacation, however, it is used for a Ceilidh for which a band is provided and there is a charge of £2.00 for admission. For the rest of the Congress, it will be open at this time in the evenings with no charge for admission. Those who wish to have a drink without the party payhoo, can stroll round the loch to the Robbins Bar, in the MacRobert Centre.

20.00 - 13.00 Robbins Bar MacRobert Centre

An Exhibition of Books by their publishers is open during the day throughout the Congress in Room D5. Simultaneously, Messrs John Saith of Glasgow's Campus Bookshop in the MacRobert Centre is mounting a parallel display of these and other books for sale.

WEDNESDAY, JULY 4th

9.00 - 10.15 MAIN LECTURE THEATRE
PLENARY LECTURE

Michael Halliday How Do You Mean?
Chair: Jan Firbas

10.30 - 11.00 COFFEE Pathfoot Crush Hall

11.00 - Workshop Demonstration Bateman Nigel D6 All Day

All-day Workshop Cummings C 12 Interpreting Systems on the Microcomputer

Session 4

<u>Time</u>	<u>Room</u>	<u>Speaker</u>	<u>Chair</u>	<u>Topic</u>
11.00 - 12.00	MLT	McGregor	Fawcett	On the Place of Circumstantials in Grammar
	RC	Adejare	Lock	Beyond the Sentence: Units of Text Form
	D1	Bex	Slade	On Defining Genre
	D3	Davidse	M Davies	Explorations in Transitivity
	H5	Shore	Ravelli	Transitivity in Finnish

Session 5

<u>Time</u>	<u>Room</u>	<u>Speaker</u>	<u>Chair</u>	<u>Topic</u>
12.00 - 12.30	MLT	Harvey	Fine	Incoherence and Ineffability: Rhetorical Structures in 'Anti-logical' Persuasive Discourse
	RC	Norley	Teich	Determining Objects, Adjuncts and Complements
	D1	Mohan	M Brown	Discourse and Database
	D3	M Davies	Davidse	Ellipsis in 'Carrión Comfort' and vice versa
	H5	Brend	Shore	On 'Process'

12.30 - 14.00 LUNCH Pathfoot Dining Room (Committee meeting)

14.00 - 17.00 Cummings (C 12) and Bateman's (D6) workshops continue

Session 6

<u>Time</u>	<u>Room</u>	<u>Speaker</u>	<u>Chair</u>	<u>Topic</u>
14.00 - 14.30	MLT	Kies	M Davies	The Uses of Passivity: Suppressing Agency in <u>Nineteen Eighty-four</u>
	D1	Lock	Owusu	An Approach to Functional Pedagogical Grammar
	D3	Caldas-Coulthard	Whittaker	The representation of speech in factual narratives: stylistic implications
	H5	Parsons	Macaulay	Cohesion and Coherence: Scientific Texts

Session 7

<u>Time</u>	<u>Room</u>	<u>Speaker</u>	<u>Chair</u>	<u>Topic</u>
14.30 - 15.00	MLT	Macaulay	Lenk	Advertorial
	RC	Ure & Owusu	Backhouse	Intertextuality, mother tongue and language communities
	D1	Bouton	Francis	An Expanded Study of the Ability of MNS to Interpret Implicatures in English
	D3	Hidalgo Downing	Carmen-Coulthard	Manipulation of Semantic Concepts as a humorous device in Joseph Heller's <u>Catch-22</u>

15.00 - 15.30 TEA Pathfoot Crush Hall

15.30 - 17.00 WORKSHOPS

Room	Organiser	Field
RC	Adejare	An approach to the Analysis of L2 Literary Texts
MLT	Mohan & Ragan	Systemics and Second Language Learning and Teaching

17.30 - 19.00 SUPPER Pathfoot Dining Room

19.00 - 21.00 MLT ANNUAL GENERAL MEETING

20.00 - 23.00 Pathfoot Bar
Robbins Bar

An Exhibition of Books by their publishers is open during the day throughout the Congress in Room D5. Simultaneously, Messrs John Smith of Glasgow's Campus Bookshop in the MacRobert Centre is mounting a parallel display of these and other books for sale.

THURSDAY, 5th JULY

9.00 - 10.15 PLENARY LECTURE
MAIN LECTURE THEATRE
Jan Firbas: On Some Basic Problems of Functional Sentence Perspective
Chair: Peter Fries

10.30 - 11.00 COFFEE Pathfoot Crush Hall

11.00 - Workshop Demonstration Bateman Nigel D6 All Day

Session 8

Time	Room	Speaker	Chair	Topic
11.00 - 12.00	MLT	Leske	Thibault	Interpersonal Meaning in Discourse: Value Orientations
	RC	Knowles & Malakjaer	Bregazzi	The lexicalization of magic: the self-conscious fairytale
	D1	Slade	Bex	Discourse analysis of spoken English
	D3	Nair	Drakakis	The very short story and the very tall tales: towards an inferential model of narrative structure
	H5	Tebble	Davidse	A systemic perspective on the systems analyst's interview

Session 9

Time	Room	Speaker	Chair	Topic
12.00 - 12.30	MLT	Ungerer	Adejare	Mood, syntactic scope and word order
	RC	Fine	Cummings	Probabilities in the use of linguistic systems
	D1	M Brown	Bex	Towards a "psychosociolinguistic" theory of genre
	D3	Akimoto	Harvey	Nominalisation as a device for impersonification in written discourse
	H5	Tucker	Morley	A systemic semantics for clauses in quantity-quality groups: a computational approach to 'comparative constructions'.

12.30 - 14.00 LUNCH Pathfoot Dining Room

Session 10

<u>Time</u>	<u>Room</u>	<u>Speaker</u>	<u>Chair</u>	<u>Topic</u>
14.00 - 14.30	MLT	P Fries	N Fries	Exploring Theses problems for research

Session 11

<u>Time</u>	<u>Room</u>	<u>Speaker</u>	<u>Chair</u>	<u>Topic</u>
14.30 - 15.00	MLT	A Downing	N Fries	On Topical Themes in English

15.00 - 15.30 TEA Pathfoot Crush Hall

Session 12

<u>Time</u>	<u>Room</u>	<u>Speaker</u>	<u>Chair</u>	<u>Topic</u>
15.30 - 16.00	MLT	Salmi-Tolonen	Berry	Themes and thematic progression in English statutory prose with special reference to European community law

Session 13

<u>Time</u>	<u>Room</u>	<u>Speaker</u>	<u>Chair</u>	<u>Topic</u>
16.00 - 16.30	MLT	Rashidi	Berry	Theme in Dari

Session 14

16.30 - 17.00	MLT	Whittaker	Berry	Theme in cognitive processing
---------------	-----	-----------	-------	-------------------------------

17.30 - 19.00 SUPPER MacRobert Centre Dining Room PLEASE NOTE DIFFERENT VENUE FOR THIS MEAL

OR

19.00 - 21.30 CONGRESS DINNER Pathfoot Dining Room

20.00 - 23.00 Pathfoot Bar
Robbins Bar

An Exhibition of Books by their publishers is open during the day throughout the Congress in Room D5. Simultaneously, Messrs John Smith of Glasgow's Campus Bookshop in the MacRobert Centre is mounting a parallel display of these and other books for sale.

FRIDAY, 6th JULY

9.00 - 10.15 MAIN LECTURE THEATRE
PLENARY LECTURE

Basil Bernstein: The Social Structuring of Pedagogic Discourse
Chair: Ruqaiya Hasan

10.30 - 11.00 COFFEE Pathfoot Crush Hall

Session 15

<u>Time</u>	<u>Room</u>	<u>Speaker</u>	<u>Chair</u>	<u>Topic</u>
11.00 - 12.00	MLT	F Davies	Rashidi	The function of sentence-initial adjuncts in written texts: their potential for 'framing' and for signalling writers' "steps" in progressively developing discourse across genres
	RC	Olsen & Johnson	Bregazzi	Towards a better measure of readability: explanation of empirical performance results
	D1	Benson & Greaves	Emott	Technicality in the register of bridge
	D3	Akindele	Pappas	Cohesion and coherence in bilingual children's writing
	HS	Ravelli	Ventola	Problems and implications of a dynamic approach to grammar

Session 16

<u>Time</u>	<u>Room</u>	<u>Speaker</u>	<u>Chair</u>	<u>Topic</u>
12.00 - 12.30	MLT	Berry	Rashidi	Thematic analysis and stylistic preferences
	RC	Pappas	F Davies	The reading-aloud curriculum: exploring text and teacher variation
	D1	Emott	Greaves	Splitting the referent: an introduction to narrative enactors
	D3	Bloor	Gilbert	An application of the theory of functional sentence perspective to the teaching of writing
	HS	Bregazzi	Hidalgo Downing	Reader expectancies and the phonic organization of non-literary text

12.30 - 14.00 LUNCH Pathfoot Dining Room

14.00 - 17.00 WORKSHOPS

MLT Fries & Francis Workshop/discussion/group on theme/rheme
 RC Lemke & Thibault Voices, and Values: Interpersonal meanings in Discourse
 ALT3 Fawcett & Tucker Exploring a very large functional grammar

FOR THE THIRD WORKSHOP, PLEASE NOTE THE VENUE, WHICH IS IN THE COTTRELL BUILDING, ROUND THE LOCH, OPPOSITE THE MACROBERT CENTRE
 [See Campus Map]

15.00 - 15.30 TEA Pathfoot Crush Hall
 There will be a tea trolley for those in ALT3, at the same time, outside the door at the back of the lecture room.

15.30 - 17.00 Workshops continue

17.30 - 19.00 SUPPER Pathfoot Dining Room

Session 17

<u>Time</u>	<u>Room</u>	<u>Speaker</u>	<u>Chair</u>	<u>Topic</u>
19.00 - 20.00	MLT	Teich	Bateman	Text generation for German: KOMET
	RC	(spare)		
	D1	(spare)		
	D3	(spare)		
	HS	(spare)		

20.00 - 23.00 Pathfoot Bar
 Robbins Bar

SATURDAY, 7th JULY

Session 18

Time	Room	Speaker	Chair	Topic
9.00 - 10.00	ML7	Matthiessen	Fawcett	The enabling nature of the textual metafunction

10.30 - 11.00 COFFEE Pathfoot Crush Hall

Session 19

Time	Room	Speaker	Chair	Topic
11.00 - 12.00	ML7	Toolan	McGregor	Token and Values: a discussion
	RC	Ragan	Mohan	Probabilities in written ESL texts: the quantification of choice
	D3	Lenk	M Brown	Evaluations in German newspaper editorials - from a systemic point of view
	D1	Haynes	Gilbert	Information structure in a children's narrative

12.30 - 13.30 LUNCH Pathfoot Dining Room

13.30 - 15.00 Resources Centre CONCLUDING SESSION

15.00 - 15.30 TEA Pathfoot Crush Hall

15.30 CONGRESS ENDS



John Sinclair



Michael Halliday



Rugaiya Hasan

17th INTERNATIONAL SYSTEMIC CONGRESS

Minutes of the ANNUAL GENERAL MEETING

Venue: University of Stirling, Scotland

Date: 7:00 p.m. July 4, 1988

Chair: Eija Ventola

Recording Secretary (Pro Tem): James Benson

1. The Chair introduced the elected members of the International Systemic Congress Committee who were present: Martin Davies (Britain), Nan Fries (Membership Secretary), Hillary Hillier (Treasurer), Christian Matthiessen (Australia, standing in for Fran Christie), Michael Cummings (Canada), Erich Steiner (Continental Europe), Peter Ragan (USA, standing in for Barbara Couture).
2. The Chair thanked the Program Committee (Martin Davies, Peter Fries, Chris Butler, Jim Benson, Christian Matthiessen), the Local Organizer (Martin Davies) and his student helpers for their hard work.
3. Report of the Mailing List Secretary: Nancy Fries said that there were now 650 names on this list, and urged those attending the Congress to make sure that their names were on it.

4. Treasurer's report: Hillary Hillier presented the following statement.

	<u>Income</u>	<u>Expenditure</u>	<u>Balance</u>
Balance at last treasurer's report (June 1989)			\$655.51
Interest 31 December 1988 - 29 June 1989	19.52		675.03
To Martin Davies (26 July 1989) to cover loss incurred on ISC-11, Stirling (authorised at ISC-16, Helsinki)		200.00	475.03
Interest 30 June - 3 October 1989	7.49		482.52
To Martin Davies (3 October 1989) float re ISC-17		300.00	182.52
Interest 3 October - 31 December 1989	4.34		186.86
From Martin Davies (7 February 1990) repayment of float	300.00		486.86

From Eija Ventola (12 February 1990)
refund re Leningrad tour (following
ISC-16)

200.00

\$686.86

Following the Treasurer's statement, Nancy Fries reported that there was \$US 743.84 remaining from ISC-15 (East Lansing, Michigan) for use at the next ISC in North America.

5. NETWORK report. Peter Fries said that the team (Peter Fries and Jim Benson, co-editors, Martin Davies, book review editor, and Nan Fries, managing editor) enjoyed working on Network since the Helsinki Congress. He continued as follows: 'We started out with over \$US 2,000 which Robin Fawcett forwarded to us. We sent out two double issues of Network to 260 subscribers in 31 countries and ended up with \$3 in the bank. As we ran out of money we asked people to resubscribe. The good news is that 55 people did. The bad news is that over 200 people have not yet done so. There is some more good news in that one of our subscribers has donated \$100 from a college fund for bankrupt newsletters. (Does anyone else know where such funds exist?) As you can tell from this report, our continued existence depends on your support. Please subscribe or resubscribe now. Also, we have some interesting contributions scheduled for our future volumes. It would be a shame if fewer than 100 people were to read them. Our future editorial plans include an issue focussing on language and education. We are considering later volumes focussing on RSL, genre analysis, exchange structure, phonology, systemic theory including synoptic-dynamic views, and probabilistic grammar, as well as literature, semiotics and ideology. We will, of course, continue our usual departments such as Network News, reviews of congresses, book reviews, book notices and announcements of future meetings. Further, we are always grateful for any and all volunteered submissions. If you have an idea you would like to submit to Network, let us know'.

Jay Lemke expressed the need for a table of contents in future.

6. Future Congresses.

ISC-18: 29 July 29 - August 2 1991, International Christian University, Tokyo, Japan. M.A.K. Halliday, Program Committee Convenor, explained that the Congress would have a three part structure of general sessions, thematic sessions and plenaries, the themes being Computational Linguistics, Asian Languages, Educational and Clinical Linguistics, Lexicogrammar and Semantics, and Text and Discourse, each with their own Convenors. Fred Peng, Organizing Committee Convenor, then reported on local arrangements, asking for feedback on the draft of the First Circular distributed at the meeting. Revisions would be incorporated in a final draft to be sent to all those on the systemic mailing list in August 1990. The deadline for abstracts is October 31, 1990.

The Chair announced that the International Systemic Congress Committee had reached the following decisions about venue, and asked the organizers to give brief reports:

ISC-19: 12 - 18 July 1992, Macquarie University, Sydney, Australia. Ruqaiya Hasan reported that both program and local arrangements were in the planning stage.

ISC-20: June/July 1993, University of Victoria, Canada. Bernard Mohan will be program chair. Gordon Fulton reported on the facilities available and the constraints on the yet to be finalized dates.

ISC-21: Ghent, Belgium. Anne-Marie Simon-Vandenberghe reported on the facilities available and explained that the colleagues from Louvain would co-operate in the planning and organization. The dates are still to be decided.

Future offers should be sent either to Eija Ventola or Nan Fries, and should include details of site, conference centre, costs, facilities, meals, registration fees, transportation, etc. Submissions should also make clear whether the responsibilities of program and local arrangements are to be separated, as well as degree of help available at the local level in preparing for and running the conference.

7. Related conferences.

- Pragmatics Conference (Barcelona, July 1990)
- Nottingham mini-Congress (Nottingham, July 1990)
- LACUS (Fullerton, CA, August 1990)
- International Linguistic Association: historical linguistics (April 1991)
- International Congress of Linguistics (Laval, 1992)

8. The following publications by or of interest to systemicists were announced:

Recent systemic and other functional views on language, ed. E. Ventola (Trends in linguistics: studies and monographs). Mouton de Gruyter forthcoming. -- papers from ISC-16.

Literary pragmatics and systemic linguistics: genre and other issues, ed. E. Ventola, publication negotiated with Routledge. -- includes literary papers from ISC-16 plus some invited papers.

Chesterman, Andrew. Definiteness: a contrastive study of Finnish and English. Cambridge Univ. Press, autumn 1990.

Olsen, Leslie A. and Thomas N. Buckin. Technical writing and professional communication, 2nd ed. McGraw-Hill 1990 (available now).

Buckin, Thomas N. and Leslie A. Olsen. Technical writing and professional communication for non-native speakers of English, 2nd ed. McGraw-Hill 1990 (available now).

Ventola, E. and A. Mauranen. Tutkijat ja englanniksi kirjoittaminen (Finnish researchers and writing in English). Helsinki: Helsinki Univ. Press, 1990. -- English summary available from Eija Ventola.

[Selected papers from ISC-17], eds. L. Ravelli and M. Davies. Sydney: Literacy Technologies.

Leake, Jay. Talking Science. Norwood, NJ: Ablex, 1990.

Sinclair, John. Corpus, concordance, collocation, (Describing English Language series OUP). -- available spring 1991.

Boey, Michael. Patterns of lexis in text, (Describing English Language series OUP). -- available spring 1991.

Language development: learning language, learning culture, eds. Hasan, Ruqaiya and J.R. Martin. Norwood, NJ: Ablex, 1989.

Matthiessen, Christian and John Bateman. Text generation and systemic functional linguistics: experiences from English and Japanese. London: Frances Pinter, November 1990.

Paris, Cécile. User modelling in text generation. London: Frances Pinter, December 1990.

Melrose, Robin. The communicative syllabus: a systemic functional approach to language teaching. London: Frances Pinter, October 1991.

Butt, D. Confronting a text: using grammar. Sydney: Literacy Technologies, 1990. -- an introduction for 1st and 2nd year students to using systemic functional grammar. A 40 minute video demonstrating how S-F grammar can be used to better understand texts.

Related information:

- Submissions to Word may be sent to the editor, Ruth Brend, Department of Linguistics, Michigan State University, East Lansing, Michigan 48824-1027.
- Errors and updates to the systemic bibliography published in NETWORK should be University of Sydney, Sydney NSW 2006.
- E-mail addresses should be sent to Jim Benson (GL250012@YUVEUS.BITNET)
- Materials for the systemic archive should be sent to Martin Davies at the University of Stirling.

9. Other business.

- Ruth Brend suggested that delegates voluntarily contribute a small sum in return for being on the mailing list, in order to help cover mailing costs.
- Christian Matthiessen brought greetings from Professor Hu in Beijing, where they will be holding another systemic workshop next year.

10. Adjournment at 8:30.

International Systemic Congress was held July 3-7, 1990, at the University of Edinburgh, Scotland. Martin Davies was the Convenor and Martin, Peter Fries, Benson, Chris Butler and Christian Matthiessen served on the Program Committee. The Plenary presentations were Jan Firbas "On Some Basic Problems from a Functional Sentence Perspective"; Michael Halliday, "How do you mean?"; Ruqaiya Hasan, "Symbolic Articulation: Construction of Ideology and Linguistic Analysis"; and John Sinclair, "Trust the Text". Basil Bernstein was invited to be a plenary speaker, but was ill and did not attend. The rest of the Congress included 9 workshops and 65 papers. The participants came from China, Europe, North and South America, Australia, Singapore, Africa, Israel, Hong Kong, and Japan. The Congress was dedicated to Peter Strevens, who had originally planned to be a plenary speaker before his untimely death.

We are publishing here the dedication presented at the ISC:17 by Michael Halliday about Peter Strevens as well as memorials by Widdowson and Davies. In addition, the ISC:15 was dedicated to the memory of Jeffrey Ellis. Printed here are memorials by Catford and Hill.



Peter D. Strevens
by Henry Widdowson
University of London

It is profoundly sad, and still very strange, to refer to Peter Strevens in the past, for he was always a dynamic and pervasive presence. It is hard to accept the thought of never again hearing his voice over the telephone, talking enthusiastically of his plans, very sad and strange that such abundant vitality is so suddenly stopped, a friendship of many years so completely cut off.

Peter Strevens had an international reputation as a lecturer and writer in the field of English teaching. He was a familiar figure at conferences on both sides of the Atlantic, throughout the world. He was preeminent in the profession that he did more than anyone else to promote. But he was more than that. He loved the profession, and he lived it too. English teaching was an essential and inseparable part of him as a person: his work, in public and private, was enacted through human relations. In many ways, he personified the profession of TESOL, but he personalized it as well.

This personal presence is what the profession will miss so much. The career of P.D. Strevens will remain on record. His work survives him in print. His scholarly achievements will continue to influence the present and future. But the person was more than a list of titles and honours and references, and

the person is gone. We can read Strevens on English as an International Language and admire the characteristic breadth of vision, the apt observation, the concern for the broader significance of our activities. We can read Strevens on ESP and language teacher education and note the sound reasoning that gives warrant to practical action. We can recognise the achievement of SEA-SPEAK as an innovative concept made directly relevant to a pressing international problem in communication. But we can never recover the person that Peter was. No print can capture the character.

Central to the character, I think, was a sort of self-assurance, a sense of inner security and composure that made him open to new ideas, which he found stimulating rather than threatening. This too made him ready to undertake new challenges - indeed he would go in quest of them. It led him also, I think, to an easy acknowledgement of the achievement of others and a reticence about his own. There was no envy in Peter, and no pretension. He wore his prestige like casual clothes. And I never saw him angry. He was uncomfortable with confrontation, not seeing any point in polemic. He believed that opposing ideas could be discussed rationally and without rancour. His unfailing courtesy was his way of avoiding conflict and furthering the cause of communal accord. Peter Strevens was not a publicist of his own ideas or a promoter of his own cause. What he did was in the interest of the profession and not for his own self-aggrandisement. Those who were privileged to know him will always remember this astute, kindly courteous, and dedicated person with affection and gratitude. But knowing about language as he did, he also knew its limits; and he understood, more than most, that we can only really remember him without words, within our own personal silences.

Peter Strevens

Peter Strevens grew up around the coasts of England; his father was a member of Trinity House. They were a Quaker family. Peter went to University College London and studied French and phonetics. During the Second World War he drove an ambulance for the Friends' Ambulance Unit, and followed close behind the Allied landing in France. He was the only person of my acquaintance to have been licensed to drive a French bus, a privilege which he rarely used but never actually renounced. He was always a magnificent driver, of anything on wheels.

After the war his first academic position was in Ghana, or the Gold Coast as it then still was; he had a horrific motor accident while he was there (he wasn't driving at the time), and this left him always very grateful to be alive. David Abercrombie then appointed him to a lectureship in the Department of Phonetics at Edinburgh. Shortly afterwards the School of Applied Linguistics was set up, with Ian Catford as its Director; its first full Diploma course was offered in 1957/58, and Peter was mainly responsible for the contribution from the Phonetics Department. But his own contribution was more than phonetics; it was rather the applied linguistics which had been developing throughout the nineteen fifties as an Anglo-French initiative — on the French side, Rivenc and his colleagues at the *École Normale Supérieure de Saint-Cloud*, authors of Français Fondamental, and on the British side scholars like Catford and Strevens, who had specialized in French, and the new generation of professionals in English Language Teaching.

Peter was then appointed to a Chair of Contemporary English at Leeds — this was still a fairly new conception of English studies, and he had to fight hard for recognition of the value of studying the modern language. From there he went on to become a foundation professor at the University of Essex, in a department which combined the teaching of languages with the teaching of linguistics. There he organized the Contemporary Russian Language Analysis Project, and arranged for the researchers to go to the Soviet Union to record spoken Russian for use in preparing Russian language teaching materials. And he developed the Essex M.A. in Applied Linguistics.

The International Association for Applied Linguistics (AILA) was founded in 1963; Peter was active in it from the start, and became its General Secretary for a four-year period during which it held its Second World Congress, in Cambridge in 1969. He was a prime mover in the founding of the British Association for Applied Linguistics at this time, and subsequently in the launching of the International Association for the Teaching of English as a Foreign Language. In the sixties he and I used to meet regularly on the Committee for Research and Development in Modern Languages, until that very useful body was taken over into the S.S.R.C. and ceased to exist.

6

1958-1962. I often visited his house and was entertained by him and by Mary. They were a wonderfully hospitable couple, warm, relaxed and undemanding. During that time Peter and I worked together on The Linguistic Sciences and Language Teaching (known affectionately among us as SHaM, Angus McIntosh being the third author). What I particularly liked about Peter as a colleague was the way he could see, and make use of, what was valuable in any new ideas without being bamboozled by whatever happened to be in fashion. Peter was convinced of the need to engage seriously with language, and to bring together practices and insights from English as mother tongue, English as second/foreign language, and modern languages — all of these being further strengthened by the various components that made up applied linguistics. Hence his deep interest in the Nuffield Foreign Languages Teaching Materials Project, a highly successful programme of foreign languages in primary schools, later killed off for political convenience; in our own Nuffield / Schools Council Programme in Linguistics and English Teaching; and in attempts to apply linguistic theory to the teaching of English to speakers of other languages, like "situation theory" and "language for specific purposes". But he was never fooled by exaggerated claims. He once said at a meeting of the C.R.D.M.L. that the only variable that could be shown to be significant in learning a foreign language was the total amount of time devoted to it.

Peter was very active in editorial work, for example the Collier Macmillan series in English for Special Purposes (a rather too "field-bound" conception of the task) and the O.U.P.'s "Language and Language Learning" series. This last was not very successful commercially, but it contains some of the best and most user-friendly linguistics of the 1960s — non-formal, and without the sharp line between the theoretical and the applied that arose with the dominance of formalist thinking. Peter's approach was very much part of the European linguistic tradition in which he (and I) had been educated; the "anglo-american" line-up was a later invention. Another respect in which he maintained a firm position of his own was his insistence on the value of non-native forms of English (his view was labelled the "British heresy" by Cliff Prater). He was one of the first, in fact, to formulate the concepts of West African English, Indian English &c. as norms to be aimed at in ELT work in the areas concerned.

He wrote clearly and in a vein that was always balanced and non-polemical, being particularly effective with materials for learners and with overviews of current theory and practice; see for example his New Directions in Applied Linguistics, and British and American English. He was a member of the Linguistic Consultants team who produced Seaspeak, the international maritime language which is unique in being both designed and open-ended — a fascinating achievement in what is truly "applied linguistics".

The last time I saw Peter was in Canton (Guangzhou) in 1986, at the

International Seminar on the Teaching of English in the Chinese Context. of the things I had most looked forward to when Martin Davies planned our Seventeenth Systemic Congress was that Peter was intending to take part. We have the abstract of his plenary paper in the programme. As we all know, he died suddenly and unexpectedly while travelling overseas last November. He had been greatly enjoying his work at Illinois, with Braj Kachru, since his retirement. We miss him. Personally, and professionally, we shall go on missing him for a long time. But he won't be forgotten. He will be remembered not only as a scholar but as one who showed, outstandingly by his own example, how to live as a scholar with warmth towards people and with a positive, and thoughtful, engagement in the affairs of the world.

Stirling, 3 July 1990

M.A.K. Halliday

DELIVERED AT ISC:17

→ Extension of deadline for submission of ISC:18 abstracts

Because of the delay of getting the call for papers to everyone, the deadline for abstracts for ISC:18 has been extended to November 30 for those who need the extra time. If you need an early decision please mark your abstract "early decision needed", send the abstract to Fred Peng and send a COPY of the abstract to Michael Halliday, Department of English Language and Literature, National University of Singapore, 10 Kent Ridge Crescent, Singapore, 0511.

Please note extension of deadline for submission of ISC:18 abstracts

Applied Linguistics

Volume 11 Number 2

June 1990

CONTENTS

Obituary: Peter Strevens

Peter Strevens
1922–1989

(Member of the Editorial Board of *Applied Linguistics*, 1980–1986)

The career of Peter Strevens, who died at the age of sixty-seven at a language teachers' conference in Tokyo, models the growth of British applied linguistics over the last forty years and became central to it.

After studying languages and phonetics at the Gold Coast University College in Ghana, where he also later lectured, he spent four years in Edinburgh, sharing in the founding of the School of Applied Linguistics, for many years the leading centre in the United Kingdom, and collaborating with Angus McIntosh and Michael Halliday on *The Linguistic Sciences and Language Teaching* (1964)—still a key text, despite the authors' frequent irreverent references to it as 'SHAM'.

Early promotion to a chair of contemporary English at the University of Leeds led to the formation of another centre of applied linguistics, with a ten-year stay at the University of Essex as Professor of Applied Linguistics succeeding this. Here he worked to encourage an interest in his subject among teachers of languages other than English, but with limited success—due more to institutional problems than any lack of zeal on his part.

Essex was followed by a further ten years in the world of language schools, teaching English as a foreign language. The Bell Educational Trust, which he had always more educational than commercial, and Strevens, by then a senior lecturer at Cambridge, added the lustre of his own academic achievement from Bell he was Distinguished Visiting Professor at the University of Michigan, and then at the University of Illinois, where he remained until 1992—a tribute to his enduring commitment to the development in the field.

Along with his own academic career he held high office in the main professional organizations, most recently as Chairman of the International Association for the Teaching of English as a Foreign Language (IATEFL), helping give coherence and a basic theoretical foundation to the language teaching profession. It was that vision which in later years he was coming more and more to understand and begin to explain.

Along with numerous texts on language teaching, he was also the principal instigator of the specialized simple code Seaspeak (International English for Maritime Communication: Seaspeak, 1984), neatly dovetailing his two loves, language and the sea.

But Peter Strevens' special qualities were his courtesy and unashamed empathy, which gave confidence to all who knew him. He made no distinction between scholar and teacher, statesman and student, businessman and researcher.

His urbanity and charm made him a hugely successful ambassador for the teaching of English as a foreign language, convincing everyone that the purpose of extending the use of English across the world was to break down barriers, not to dominate or make money.

Behind the urbanity lay the long and happy marriage to Gwyneth and the pervasive belief which took him into the Friends' Ambulance Unit during the Second World War. The Welsh chapel and his Quaker upbringing helped to inform his own view of himself and gave him, at bottom, his serious concern for the world.

Alan Davies

(This obituary also appeared in the *Guardian* on 15th November, 1989)

Jeffrey Ellis

It is my sad task to announce the passing of a valued colleague and friend — Jeffrey Ellis.

Jeff Ellis was a founder-member of the Systemic Linguistics community — indeed one might call him *the* founder, in view of the extremely important role he played in the days when a group of British linguists, including Michael Halliday, used to meet for intense and lively discussions.

Jeff was very much responsible for these early — pre “Scale and Category” — discussions, since at that time (the late 50’s and early 60’s) he was the lone linguist (and indeed a lonely linguist) at the University of Hull in the North East of England. It was because of that that he instituted the Hull linguistics meetings. These were small, informal, gatherings at which a group of younger British linguists (as we were then!) got together once or twice a year for lively discussion of every possible aspect of linguistics.

Our meetings, under Jeff Ellis’s auspices, at Hull, were partly motivated by a feeling of dissatisfaction with the somewhat formal, austere, and conservative Philological Society. They started off very small and informal, but eventually developed, at the start of the 1960’s into the Linguistics Association of Great Britain.

Already in those days, Jeff Ellis, who was originally a Germanic specialist, but with a very wide knowledge of languages and General Linguistics, was deeply interested in contextual meaning (as we called it then, echoing the Firthian distinction between contextual and formal meaning), as I was myself — and I still have in my files some detailed correspondence with Jeff on this topic, from 1962.

Many of the ideas discussed at that time informed Jeff’s contribution to the 1966 J. R. Firth Memorial volume, and his insightful and original analysis of comparison in linguistics, *Towards a General Comparative Linguistics*, published by Mouton in the same year.

Within the general area of contextual meaning, Jeff was particularly interested in *register*, and he further advanced these studies during the time he worked in West Africa. He had been working on a comparative description of Akan, Ewe, Ga, and English to be used for the intra- and inter- language comparison of sets of registers in these languages. For this description he introduced the concept of grammatical ‘diasystems’. Sadly, the work remained unfinished.

With the passing of Jeff Ellis, Systemic Linguistics has lost an insightful and original adherent. I am happy to say that a movement is under way to commemorate our colleague with the publication of a volume containing some of Jeff Ellis’s own writings, with contributions from his friends.



J. C. Catford
delivered at ISC:15, August 1988.

JEFFREY O. ELLIS: a memoir by Trevor Hill

Jeffrey Ellis and I were close friends from meeting in 1940, as first year German students at Manchester University. Already resolved to become a linguistic scientist (a strange notion in a British language department in those days), he had taken the difficult step of transferring from Classics, on perceiving that Germanic philology was his best available starting point. His catholic taste in languages was already startingly apparent. Welsh, Irish and Esperanto were in hand; Jeff drafted me and others into the first elementary class the Russian department had been asked for in many years; I once sent him a Turkish grammar I had come across, and it was duly acknowledged by a letter in Turkish (of which I knew little enough). In short, this was the pursuit of linguistic studies for fun, an important element in the development and teaching of any discipline, of which we have had too little I think in recent years.

His capacity for complex argumentation and fine distinctions, supported by an unusual ability to think directly in abstract categories, was exercised over a wide field of language, culture and politics, and I owe much of my own early development to two years of ongoing disputation with him. He already manifested the paradox of strong, definite opinions incisively presented, co-existing with humility (equally as a scholar and as a man) and a friendly curiosity about his adversary's reasonings, so that the most complete disagreement took place in complete cordiality. These admirable qualities persisted throughout his life, and inspired his professional relations.

We were both in Britain during the next twenty years, and I could observe how all these talents were exercised in the think-tank (as we should say nowadays) of young linguists in which, very largely through Jeff's inspiration and organizational drive, all kinds of often odd ideas were generated and banded about, until they crystallized out into systemic linguistics. Here again, exhilaration and the sense of fun were a significant driving force.

All this went on against a background a serious ill-health. During his entire adult life, Jeff was the victim of a number of disabling and intractable ailments - in defiance of which he never ceased to be a keen cyclist, and on occasion an enthusiastic boatman, and in general to enjoy life to his fullest capacity.

Jeffrey Ellis was a General Linguist: a trade scarcely heard of (in Britain) when his career began, and obsolescent in the world at large when it ended. That is to say, he simultaneously investigated the general nature of language and of language-in-society, and analyzed in detail a wide variety of languages and sociolinguistic complexes. The two activities were for him aspects of the one thing; whereas nowadays they often seem to have been separated into two unrelated disciplines. His capacity to handle masses of data together with the general principles associated with them meant that he saw no difficulty in modeling languages and their sub-varieties as real entities, composed or real, determinable systems, however fuzzy their edges

and however "leaky" we know their systems to be. Lacking his insight, too many linguists latterly have taken the fuzziness as their basic principle, thereby reducing language description to a peripheral branch of statistical sociology. Perhaps the stimulus to revive general linguistics, and to re-establish sociolinguistics within it, which is inherent in Jeffrey Ellis's work, is his most important legacy to us.

AUSTRALIAN SYSTEMICS NETWORK CONFERENCE

Reviewed by LEN UNSWORTH

The inaugural Australian Systemics Network Conference -- 'Literacy in Social Processes' -- was convened by Francis Christie at Deakin University from 18th -- 20th January, 1990. A number of aspects of the conference reflected the growth and diversification of the study and application of systemics in Australia, endorsing the need for such a conference as an annual event.

Participants came from the Northern Territory and all states of Australia (except Tasmania) as well as from Papua-New Guinea, South Africa and the United Kingdom. They included academics, educational consultants, teachers and graduate students. It was also interesting to note the interdisciplinary nature of the participant's workshops. As well as those from university departments of linguistics there were representatives from departments of English, education, modern languages, social and cultural studies and a range of professionals in various fields of education including aboriginal education, adult migrant education and technical and further education.

The plenary speaker offered a variety of perspectives on literacy in social processes. Michael Halliday provided a succinct, graphic framework as a basis for his overview of 'Systemic Perspectives on Literacy'. David Butt's session entitled 'Firth's approach to social process -- Linguistics as personality studies' discussed ways of representing and analysing 'community regularities', or social roles in which one takes part, which are the means by which one progresses from 'individual' to 'person'. The discussion focussed on the idea of social networks (akin to Firth's speech fellowships) and a functionally based stylistics. Terry Threadgold discussed 'Postmodernism, systemic-functional linguistics as metalanguage and the practice of cultural critique' and Michael Clyne dealt with research on cultural values in discourse. Allan Luke emphasised the importance of ongoing critique of the curriculum and pedagogical implications of systemics in his session dealing with 'Literacy training and the construction of subjects'.

Papers presented in parallel sessions dealt with theoretical and applied issues. Those dealing with systemic theory included: a discussion of typology and topology in systemic description (Martin and Matthiessen); a dynamic approach to grammar (Ravelli); and approach to modelling in the exchange (McInnes) and a proposed analysis of tone group structure which would enhance understanding of the function of intonation in discourse (Green).

Applied work dealt with children's language development (mother tongue and bilingual); the teaching of writing in schools, universities and the workplace; the teaching of mathematics; wordprocessing; an account of the graphic realization of meaning in contemporary poetry; a deconstruction of print media representation of news; research addressing the foundations of 'dual language policy'; and an approach to exploring systemic grammar in teacher education inservice courses.

One evening was spent listening to rock music and watching videos of Bruce Springsteen and U-2!!! This was the data for a fascinating analysis entitled 'Contratextuality -- the poetics of subversion' presented by Anne Cranny-Francis and Jim Martin. Generic, grammatical, musical semiotic (by Elizabeth Green) and visual semiotic analyses revealed the possibilities of subversive readings of these texts through discourses oppositional to mainstream discourses included in the texts and oppositional to the institutional site itself (Rock/entertainment).

Half day workshops dealt with grammar, semiotics, conversational structure and educational linguistics. The proceedings of the conference will appear in the form of selected papers and those interested in obtaining copies should contact 'Educational Communicators', 12 Florence Street, Hornsby, P.O. Box 90, Wahroonga NSW 2076, Australia (FAX 02 476 6390).

Faculty of Education
University of Sydney

THE SECOND NOTTINGHAM INTERNATIONAL SYSTEMIC WORKSHOP (NISW)

DEPARTMENT OF ENGLISH STUDIES

UNIVERSITY OF NOTTINGHAM

JULY 1990

The topic of the workshop was RHEME.

We were honoured to have Professor Jan Firbas as the keynote speaker at our second NISW attended by about fifty participants. This number meant that it was easy to maintain the friendly, informal and relaxed atmosphere which prevailed throughout the proceedings. The international character of the workshop may be judged by the fact that the list of participants included people from Belgium, Japan, Australia, Finland, Canada, U.S.A. Spain, Singapore, British Virgin Islands and Bahrain. We were favoured by the comfort and pleasant surroundings available at the Cavendish Hall of Residence.

The opening session on the first evening consisted of a panel discussion on Rheme. The panel was composed of Kristin Davidse (Katholiek Universiteit Leuven), Florence Davies (University of Liverpool), Angela Downing (University of Madrid), Jan Firbas (University of Brno), Linda Rashidi (Central Michigan University). Among the questions, each panel member was asked to give their definition of Theme and Rheme, to give their opinion as to whether they thought that Rheme is only interesting through its association with New and if not, why they thought that Rheme was interesting. Another question was concerned with the possibility of identifying rhematic options parallel to the thematic options such as un/marked, +/-interpersonal, and +/-textual themes. During the discussion of these questions it appeared that the panel largely agreed that Rheme is worth studying, it is not synonymous with New and that a better understanding of the notion of Rheme could have practical applications, for instance in the teaching of student writing. It seemed difficult to discuss the concept of Rheme apart from that of Theme and there was not a consensus on the meaning of the terms. This session served its aim in 'setting the scene' and opening up discussion not only among the panel but also among the audience.

Professor Firbas opened the Tuesday session with an account of Rheme from the point of view of Functional Sentence Perspective, which deals with the way in which the syntactical and semantic structures contribute to the overall communicative purpose of the sentence. The relative degree of communicative dynamism (CD) of a sentence element is determined by the extent to which that element contributes to the communicative goal of the sentence. Professor Firbas went on to note that it was Bolinger who introduced the concept of linear modification which refers to the fact that the gradual increase in communicative importance of an element depends on its distance from the end of the sentence. The

element in the final position usually has the greatest degree of communicative importance (CI). It is CI which determines CD. This is only true in the absence of two interfering factors, which are context and semantic structure. If an element is retrievable from the immediately preceding and/or situational context it contributes less to the further development of communication and so is communicatively less important than an element which is irretrievable from the context, irrespective of its position in the sentence. The context-dependent elements constitute the theme and so have the least degree of CD in contrast with the rheme, which has the highest degree of CD. The fact that the FSP concept of rheme could coincide with that of the Halliday concept of rheme on some occasions and could completely differ on others was one of the points brought up in the discussion.

Linda Rashidi gave an account of how rheme functions in Dari. The first part of the paper defined rheme as that which moves the communication forward and is the essential ideational purport which the encoder wishes to get across. The second and third parts of the paper analysed the message structure of an oral narrative and identified the rheme proper in each element. The final part discussed how rheme contributed to the flow of discourse. Her tentative conclusions are that rheme seems to be loosely connected with linear development and its most common position is usually penultimate. Rheme is always new but new is not always rheme. Rheme can be a verbal process goal, or attribute. It is never agent or subject. Rheme is the core of the storyline and is the thread that holds the discourse together.

Angela Downing's paper was on Theme and Topic. The paper started from Halliday's concept of theme as 'what the clause is about'. Looking at the notion of multiple themes, the category of topic was examined together with the concept of topical theme as the first ideational element of the clause. Her proposal was that while all elements comprise points of departure of the message, only certain types of ideational theme will tell us what the clause is going to be about. Topic was examined in relation to 'aboutness' and a provisional classification was adopted of 'superordinate', 'basic level', and 'subordinate topics'. Following van Oosten, basic level topics correspond to participants in situations or schemata. It is suggested that only participant themes which coincide with topic tell us what the clause is about. Her suggestion was that certain clause constituents such as fronted attributes, existential *there*, fronted circumstantial adjuncts, and subjects which realise non-referential participants may be 'non-topics' even though they are ideational and are in initial position. Consequently it was tentatively suggested that theme and topic might be considered as distinct functional categories which may coincide in wording.

The afternoon session consisted of six parallel workshops dealing with the role of rheme in academic writing, argumentative texts, children's spoken discourse, children's written texts, literary texts and in the language of business and industry. These were followed by a plenary session.

The Wednesday session was opened by Lawrence Omosu-Ansah of Edinburgh University. This differed from other papers in that some of the data was supported by laboratory experiments. The basic underlying assumption was that different varieties of English exploit the resources of the language differently, and that this can be most readily observed in the spoken mode. The paper went on to provide evidence in support of the hypothesis that, because it is syllable-timed rather than stress-timed, Ghanaian English relies heavily on loudness and certain grammatical structures less used in British varieties to signal new and/or important information. The evidence was based on laboratory measurements of two sets of data, one produced by native (British) speakers and one by Ghanaian speakers of English.

Muhammad Qaddumi of the University of Bahrain gave a paper which dealt with the coherence of written texts in English by Arabic speakers. It was noticed that the tendency to write exceptionally long sentences in Arabic was carried over when the Arabic students wrote in English. There followed a detailed error analysis of the texts. Even though this paper did not have a direct relevance to rheme it was nevertheless very welcome and could be of interest and use to those of us who teach Arabic speakers.

Azaveli Lwaitama of Aston University gave a paper on the role of rheme in the Kiswahili speeches of two Tanzanian politicians. The aim of this paper was to demonstrate the usefulness of the concept of rheme in undertaking a critical discourse analysis of the speeches. Situational variables such as audience design were used to account for some observed variation in the internal organisation of rhemes.

The final paper was given by Hiong-Hiong Lau of the University of Birmingham. Using scientific texts as data the paper attempted to investigate three aspects of topicalised adjuncts in English written discourse. Four main features of topicalised adjuncts were identified: one constitutive and three supportive features. Given that adjunct topicalisation is a powerful process, three main intentions which motivate the writer to use the grammatical choice were postulated. These were: (1) to achieve topical orientation, (2) to achieve cohesion with the preceding text, (3) to achieve rhetorical purposes such as emphasizing certain sentence constituents and avoiding ambiguity. Despite its contribution to discourse, topicalisation is a constrained process. The fronting can not escape observing semantic and grammatical rules of the language.

Robin Fawcett with technical help supplied by Tim Gibson and Sandra Williams, gave a demonstration of computer-generated language. This was very popular and generated(!) a lot of interest.

The closing session was chaired by Robin Fawcett and involved the analysis of text from the point of view of systemic linguistics, and FSP.

The overall impressions are that the workshop opened up a lot of questions without giving definitive answers to any of them. Most of the participants went away with at least a realisation that the concept of rheme presents many unanswered questions and that there were a lot of opportunities for research.

The Workshop committee hope to prepare a working paper on Rheme, this to include contributions from workshop participants and others interested.

We felt that the message about rheme had been realised when Toolan taking a photograph of some of us and wanting happy smiling linguists, asked us to say not cheese.

1990

The Functional Grammar Processor (FGP) is a tool to assist in the analysis of texts following M.A.K. Halliday's approach outlined in his Introduction to Functional Grammar in terms of theme-rheme structure, mood-residue and transitivity. This text differs from Halliday's previous work in that the emphasis is on the structural rather than the systemic portion of a description of English. The program interfaces between user and text taking one through the process of clause analysis leading to the construction of a prolog-based database containing information about the functional analysis of a particular text.

The Functional Grammar Processor runs on any IBM PC AT compatible in either monochrome or color. The Functional Grammar (FG) Processor is fully integrated with Borland's Sprint, a popular word processing package. The text to be analyzed is called up first in Sprint. The user then highlights the clause to be analyzed and selects from the FGP pop-up menu to do either Theme-Rheme, Mood-Residue or Transitivity analysis. The FG Processor, written in Turbo Prolog, next appears on the screen. The user enters his analysis into the appropriate fields guided by an on-line help system.

Once completed, the analysis is saved in two forms: one returned in a more user-friendly form to a Sprint document; the second stored as prolog terms in a Turbo Prolog external database. The original text file remains unchanged.

At the outset, one text file - the original text - exists, we'll call it "TEXT1.SPR". When I highlight the clause to be analyzed and select Theme-Rheme analysis from the FGP pop-up menu, a new file "TEXT1.THM" is immediately created to receive back the analyzed clause. TEXT1.THM looks exactly like TEXT1.SPR except for that previously highlighted clause which is now in analyzed form. Once TEXT1.THM has been created, theme-rheme analysis must be continued with it and not the original document. In fact, if TEXT1.THM does already exist and the user attempts to do theme-rheme analysis on a highlighted clause in the original document, the program will automatically replace the original document, TEXT1.SPR, on the screen with the existing *.THM file. Similarly, new text files are created to give a text-view of clause analyses for mood-residue and transitivity (process-participant-circumstance).

These text-views become the focus of interaction between user and text. From them the user can highlight another clause for analysis, or even highlight a previously analysed clause and modify the previous analysis or delete it. The text-views also facilitate embedded analyses. Take for example the following sentence of TEXT1:

"But when you have the right connections, everything can be tailor made to suit your needs."

At the level of clause complex, we might analyze the sentence as follows:

```
[ref(2), theme([struct(But), clause_as_theme(when you have
the right connections)]), rheme(everything can be tailor-
made to suit your needs.)]
```

The modifier clause, "when you have the thematic position before the head clause" stop there, however, as we still need to find modifier and head clauses for theme-rheme. TEXT1.THM. I then highlight just the modifier analysis.

```
[ref(2), theme([struct(But), clause_as_theme(when you have
the right connections)), rheme(everything can be tailor-
made to suit your needs.)]
```

with the result given below:

```
[ref(2), theme([struct(But), clause_as_theme(
[ref(3), theme([struct(when), topical(you)]), rheme(have the
right connections,))]), rheme(everything can be tailor-made
to suit your needs.))]
```

Likewise, the head clause,

```
[ref(2), theme([struct(But), clause_as_theme(
[ref(3), theme([struct(when), topical(you)]), rhyme(have the
right connections.))]), rhyme(everything can be tailor-made
to suit your needs.)]
```

requires analysis as shown below:

```
[ref(2), theme([struct(But), clause_as_theme(
[ref(3), theme([struct(when), topical(you)]), rheme(have the
right connections.))]), rheme(
[ref(4), theme([topical(everything)]), rheme( can be
tailor-made to suit your needs.)]
)]
```

Where two interpretations of the same clause are possible, one the literal or congruent, the other metaphorical, both analyses can be included. Halliday gives as an example of a grammatical metaphor in the interpersonal component the sentence "I don't believe that pudding ever will be cooked." Here, the opening phrase "I don't believe" functions as an interpersonal (modal) theme:

```
[ref(3), alternative_to([1,2]), theme([modal_adj(I don't
believe), topical(that pudding)]), rheme(ever will be
cooked)]
```

The list of integer values assigned to "alternative_to" indicates the clause analysis/analyses where the congruent interpretation of this clause is given:

```
[ref(1), theme([topical(I)]), rheme(don't believe)]
```

```
[ref(2), theme([topical(that pudding)]), rheme(ever will be
cooked.)]
```

Besides the text-view, analyses are also saved as prolog terms in a Turbo Prolog external database. Prolog is what is known as a declarative or database language. For instance, after analyz-

ing the first clause of the document TEXT1 in terms of theme-rheme, mood-residue and transitivity structures, our database would contain the following three terms:

```
1.[ref(1),theme([e("topical","Stitching together the
ideal computer system for your business"))],rheme("can
often be a difficult operation."))]
```

```
2.[ref(1),mood([m("subject","Stitching together the
ideal computer system for your business"),m("finite",
"can"),m("mood_adj","often"))],residue([r("pred",
"be"),r("complement","a difficult operation."))])]
```

```
3.[ref(1),participant([e("carrier","Stitching together the
ideal computer system for your
business"))], process ([e("intensive","can often
be"))], participant([e("attrib","a difficult
operation."))])]
```

In this way, information about the clauses that comprise a text can be accessed easily and efficiently. In fact, two external database files are saved for each text, one containing the screen data (what the contents were of each field in the analysis screen when the user saved the analysis and exited to Sprint), the other the analyses themselves. The file containing the screen data is necessary for the functioning of the program - it is not accessible by the user. If, as mentioned before, you highlight a previously analyzed clause, then the analysis screen will appear just as you left it when you saved and exited to Sprint. This makes it easier for the user to modify a previous analysis. The second database file was designed to support further extension of the software in two ways: (a) to enable a user to query the database for information about consistent patterns of usage; (b) to facilitate future automation of certain steps in the analytical process. Work on a dictionary to accompany the processor has also been successfully completed. To this end, I translated the Pascal source code for Borland's Turbo Lightning's engine into C so as to permit direct access of Turbo Lightning's dictionary and thesaurus entries from within Prolog.

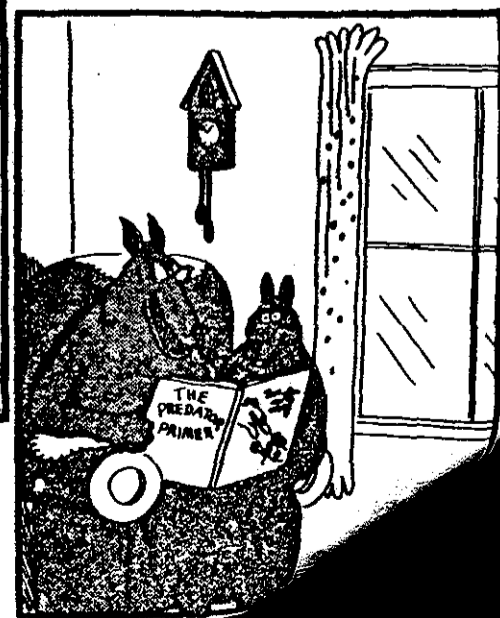
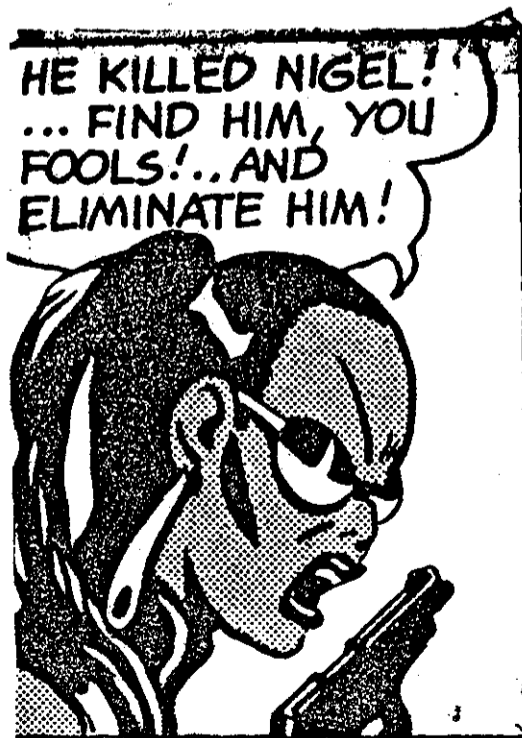
Conceptually, the FG Processor resembles in certain respects the blackboard model of problem solving. Different knowledge sources participate in 'assembling' a solution. Edward Feigenbaum calls it "'knowledge assembly' - finding the right piece of knowledge to build into the right place in the emerging solution structure" (1988:vi).

The three kinds of structural analysis that together comprise the FG Processor are each a knowledge source, a knowledge module. Each participates "in the incremental generation of partial solutions" (Engelmore, et.al., 1988:5). How they do so, is by making changes to the blackboard. The modules are independent of one another, each has its own unique terminology and organization. But they may interact by means of the blackboard. Whenever a clause is analyzed, by whichever module, that analysis is saved as a prolog term to an external database - the blackboard. Each module looks to the blackboard, responding "opportunisticly to changes on the blackboard" (Engelmore, et.al., 1988:13).

In further developing the FGP attention must be given to automating this aspect of the system - opportunistic reasoning. A set of control modules are necessary to monitor changes to the blackboard and set the agenda for further work toward a solution structure.

Jonathan J Webster

City Polytechnic of Hong Kong



"See Dick run. See Jan chose Dick and"

Barde Little

SYSTEMIC ARCHIVE

SYSTEMIC ARCHIVE

ACCESSIONS LIST 7

October, 1990

1. Previous Lists

- List 1: Network 7, March, 1985
- List 2: Network 10, June, 1986
- List 3: Network 13/14, March 1990
- List 4: Network 11/12, October 1989
- List 5: Network 11/12, October 1989
- List 6: Network 13/14, March 1990

2. The descriptor categories available are as follows:

- | | |
|--------------------------------------|---|
| 1. Semantics | 11. General theory |
| 2. Lexicogrammar: syntax | 12. Comparison with other general theories |
| 3. Lexicogrammar: morphology | 13. Applied linguistics |
| 4. Lexicogrammar: lexis | 14. Other applications of linguistics |
| 5. Phonology (language in education) | 15. Text and discourse |
| 6. English | 16. Child language and language development |
| 7. Other languages | |
| 8. System networks | |
| 9. Realizations | |
| 10. Functional components | |

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.

4. Reminder. In the past, the question of copyright of items deposited in the archive has been raised, some authors saying that their editors or publishers should be contacted if their articles are to be published elsewhere, which raises the question whether depositing an item in the archive may - in some countries, at least - constitute publication. It may do; but whether or no it does, since I cannot possibly write to all editors and publishers on the matter, I can only accept items on the understanding that authors have obtained any necessary permissions before depositing their work. The copyright in all cases remains with the owners, whether the author or anyone else. No liability is accepted by me or by my department or by Stirling University for any unwitting misappropriation of copyright.

5. The cost of duplicating is worked out according to the number of sheets a paper requires. The costs of postage are worked out according to whether the recipient is in the U.K., Europe or elsewhere, these categories

deriving from the different scales of the U.K. postage rates. Duplicating costs have risen, so new rates (including both copying and postage charges) are given in the boxes below. Cheques should be made to "The University of Stirling", in sterling, please, so that the amounts are received net of conversion charges. Pre-payment is essential: no money, no copy. Please cite the List Number, as given before each item.

No of pages -
up to:

Cost to U.K.	3	4	5	6	7	8	9
	#1.50	#1.50	#1.50	#1.50	#1.50	#1.50	#1.50
Cost to Europe	#1.50	#1.50	#1.50	#1.50	#1.75	#1.75	#1.75
Cost elsewhere:							
Zone A*	#1.50	#1.75	#1.75	#2.00	#2.00	#2.25	#2.25
Zone B*	#1.50	#1.75	#2.00	#2.00	#2.25	#2.25	#2.50
Zone C*	#1.50	#1.75	#2.00	#2.00	#2.25	#2.50	#2.75

No of pages -
up to:

Cost to U.K.	10	15	20	25	30
	#1.50	#2.00	#2.50	#2.75	#2.25
Cost to Europe	#2.00	#2.50	#3.00	#3.25	#4.00
Cost elsewhere:					
Zone A*	#2.50	#3.00	#4.00	#4.25	#5.25
Zone B*	#2.75	#3.25	#4.50	#4.75	#6.00
Zone C*	#2.75	#3.50	#4.50	#5.00	#6.25

*Systemicists are to be found throughout Europe - EC and non-EC - and in the following U.K. Postal Zones; rates for others will be quoted on request:

- A -

Egypt
Iraq
Israel
Jordan
Kuwait
Oman
Sudan
Southern Africa
U.S.A.

- B -

Canada
China
Ghana
Nigeria
Pakistan
Singapore
South Africa

- C -

Australia
Japan
New Zealand
Papua New Guinea
Solomon Islands

Cheques should be made out to "University of Stirling", and made payable in pounds sterling as specified, so that amounts received are net of conversion charges.

6. The sequence in each entry is:
 Author(s)/Editor(s): title, [number of sheets]; (place of interim or final publication, in which case the place of interim 'publication' may have been oral); (date copy received for Archive); [descriptor number, if any].

"n.d." = 'no date'; "n.p." = 'no place'.

- o - 0 - o -

Item Number	Author(s)	Paper
7.1	---	Abstracts from 17-ISC, Stirling, 1990.
7.2	R J Alexander	"Wording, Meaning, Acting: On Situation Using Language", from Hans Scherer (Hrsg.): SPRACHE IN SITUATION: Eine Zwischenbilanz, Romantischer Verlag, Bonn, 1989 [6]; (1st July, 1990).
7.3	---	"A Sociosemiotic Perspective on Fixed Expressions and Phraseology and its Implications for English Language Teaching", paper accepted for 17-ISC which could not be delivered [4]; (3.viii.90).
7.4	James D Benson & William S Greaves	"Technicality in the Register of Bridge", paper given at 17-ISC, Stirling, July 1990 [14].
7.5	Margaret Berry	An Introduction to Systemic Linguistics, Vol. I: Structures and Systems, new issue, Department of English Studies, University of Nottingham, 1989.
7.6	A R Bex	"DESCRIBING WRITTEN GENRES: The Graphic Point of Entry", paper given at 17-ISC, Stirling, July 1990 [7].
7.7	M & T Bloor	"An Application of the Theory of Functional Sentence Perspective to the Teaching of Academic Writing", paper for 17-ISC, Stirling, July 1990 [3].
7.8	C R Caldas-Coulthard	"The Representation of Speech in Factual and Fictional Narratives: Stylistic Implications", paper given at 17-ISC, Stirling, July 1990 [4].
7.9	E Couper-Kuhlen	"Speech Rhythm at turn transitions: its functioning in everyday conversation", Part II (January, 1990), Arbeitspapier des Projekts

- 7.10 K Davidse
- 7.11 A Downing
- 7.12 A S Duthie
- 7.13 ----
- 7.14 ----
- 7.15 ----
- 7.16 ----
- 7.17 Robin P Fawcett &
Gordon H Tucker
- 7.18 Jonathan Fine
- 7.19 ----
- 7.20 Peter H Fries &
Gill Franci
- 7.21 M A K Halliday

Kontextualisierung durch Rhythmus und Intonation" Nr. 8 [13]; (21.3.90).
TRANSITIVITY/ERGATIVITY: THE JANUS-HEADED GRAMMAR OF ACTIONS AND EVENTS, paper given at 17-ISC, Stirling, July 1990 [7].
"On Topical Theme in English", abstract of paper given at 17-ISC [2].
"Displaying the semantic structure of an Ewe text" [3] (Journal of West African Languages 14.1 1984; & Systemic Workshop, Sheffield, 1980) [12]; (4th July, 1990), Categories: 1, 7, 10, 15.
"Ewe" (11), from M E Kropp Dakubu (ed.): The Languages of Ghana, Kegan Paul 1988 [3]; 4th July, 1990. Categories 2, 3, 4, 5, 7.
"Graphic Displays of language and language components" (9), paper at departmental seminar, University of Ghana, 1988 [5]; (4th July, 1990). Categories 1, 10.
"Representing semantic structure" (21), mimeographed paper, Dept. of Linguistics, University of Ghana, 1989 [21]; 4th July 1990. Categories 1, 6, 10.
"Semantic structure and translation", Notes on Translation 96, 1983 [3]; 4th July, 1990; Categories 1, 6, 10, 14.
"Demonstration of GENESYS: A Very Large, Semantically Based Systemic Functional Generator", background paper for demonstration at 17-ISC, Stirling, July, 1990 [2].
"Functions of Probabilities on Linguistic Systems", paper given at 17-ISC, Stirling, July 1990 [6].
"The Static and Dynamic Choices of Responding: Toward the Process of Building Social Reality by the Developmentally Disordered", revised version of paper given at 16-ISC, Helsinki, June 1989.
"Exploring Theme: Problems for Research", handout for workshop at 17-ISC, Stirling, July 1990.
"New Ways of Meaning: A Challenge to Applied Linguistics", paper presented to the Ninth World Congress of Applied

- Linguistics, Thessaloniki - Halkidiki Greece), 15 - 21 April, 1990, to appear in selected papers from the Congress, edited by Stathis Efstathiadis (Greek Applied Linguistics Association), [17]; 5th June, 1990.
- 7.22 ---- "Some Grammatical Problems in Scientific English", paper presented to the SPELT (Society of Pakistani English Language Teachers) Symposium on Language in Education, Karachi, July 1989 [24]; received 5th June, 1990.
- 7.23 ---- "How Do You Mean", paper given at 17-ISC, Stirling, July 1990 [9], to appear in Martin Davies and Louise Ravelli (eds.), Current Ideas in Systemic Theory and Practice, Pinter Publishers.
- 7.24 ---- (source) Report on 16-ISC, Helsinki, June 1989, from Linguistics Abroad (China) No. 4, 1989 (in Chinese) [2].
- 7.25 Sandra Harris "Court Discourse as genre: some problems and issues", from Robin P Fawcett and David Young (eds.), New Developments in Systemic Linguistics (1988) [6]; received May, 1990.
- 7.26 ---- "Defendant resistance to power and control in court", from H Coleman (ed.), Working with Language, (?St.?) Martin (?Mouton?) Press (1988) [18], received May, 1990.
- 7.27 ---- "Sociolinguistic Approaches to Media Language", from Critical Studies in Mass Communication, 5 (1988), 71-82, [6]; received, May, 1990.
- 7.28 ---- "The Form and Function of Threats in Court", from Language and Communication, Vol. 4, No. 4, pp. 247-271, 1984 [7]; received May, 1990.
- 7.29 ---- "Questions as a mode of control in magistrates' courts", from International Journal of the Sociology of Language, 49, (1984), pp. 5 - 27 [6]; received May, 1990.
- 7.30 Arlene Harvey "Genre in Transition - Rhetorical Strategies in Conflict: An Alternative Perspective on Incoherence in Discourse [11], paper given at 17-ISC, Stirling, July 1990.

- 7.31 Ruqaiya Hasan "The analysis of one poem: theoretical issues in practice", from D Birch and M O'Toole, Functions of Style, Pinter (1989) [7], received June 1990.
- 7.32 ---- "Rime and Reason in Literature", from S Chatman (ed.), Literary Style: A Symposium, Oxford University Press [8]; received June, 1990.
- 7.33 Daniel Kies "The Uses of Passivity: Suppressing Agency in Nineteen Eighty-Four, paper given at 17-ISC, Stirling, July 1990
- 7.34 Marcia Macaulay "The Advertorial: Genre Mixing in Print Advertising", paper given at 17-ISC, Stirling, July 1990 [7].
- 7.35 Christian Matthiessen & James R Martin "A Response to Huddleston's Review of Halliday's Introduction to Functional Grammar (iv/1990) [84], received 30th June, 1990.
- 7.36 William McGregor "On the Place of Circumstantials in a Systemic-Functional Grammar" [6], paper given at 17-ISC, Stirling, July 1990.
- 7.37 G David Morley "Determining Objects, Adjuncts and Complements in English" [6], paper given at 17-ISC, Stirling, July 1990.
- 7.38 M Berry, J Bones, C Butler, R Carter, T Gibson, S Harris, Michael O'Donnell Occasional Papers in Systemic Linguistics, 3 [76].
- 7.39 H Hillier, D Noel, G Parsons (eds.) "A Dynamic Model of Exchange", paper given at 17-ISC, Stirling, July 1990.
- 7.40 Gerald Parsons A Comparative Study of the Writing of Scientific Texts Focusing on Cohesion and Cohetrence [140]: Volume One, Monographs in Systemic Linguistics, Department of English Studies, University of Nottingham.
- 7.41 ---- "Coherence and Cohesion in Scientific Texts", paper given at 17-ISC, Stirling, July 1990 [3].
- 7.42 Fred C Peng "Thematic Equatives in Japanese" [2], paper given at 17-ISC, Stirling, July 1990.
- 7.43 Peter H Ragan "Probabilities in Written ESL Texts: The Quantification of Choice", paper given at 17-ISC, Stirling, July 1990.
- 7.44 Linda Stump Rashidi "Towards an Understanding of the Notion of Theme: An Example from Dari", paper given at 17-ISC, Stirling, July 1990.
- 7.45 Louise J Ravelli "Metaphor, Mode and Complexity",

- B A Thesis, Sydney, 1985 [44];
received 7 February, 1989.
- 7.46 Tarja Salmi-Tolonen "Themes and thematic Progression patterns in English statutory prose with special reference to European Community Law", handout for paper given at 17-ISC, Stirling, July 1990 [1].
- 7.47 James C Stalker "American Folklect: Privileged for Believability" [7], paper given at 17-ISC, Stirling, July 1990.
- 7.48 Erich Steiner "Some fragments of a Systemic Grammar of German for a computational environment" [14], paper given at 17-ISC, Stirling, July 1990.
- 7.49 Glenn Stillar "Emerging Discoursal Patterns: A Phasal Analysis and Catalysis of Leonard Cohen's 'Alexander Trocchi, Public Junkie, Priez Pour Nous'" [10], paper given at 17-ISC, Stirling, July 1990.
- 7.50 Elke Teich "A Systemic Grammar of German for text generation" [6], paper given at 17-ISC, Stirling, July 1990.
- 7.51 Paul Tench Summary: The Roles of Intonation in English Discourse [1], Ph. D. Thesis, University of Wales, 1987. (See announcement elsewhere in this issue of NETWORK.)
- 7.52 Michael Toolan "Token and Value: A Discussion" [1], handout for paper given at 17-ISC, Stirling, July 1990.
- 7.53 Carol Taylor Torsello "Teaching Students to Approach even the Literary Text through Field, Tenor and Mode" [4], paper given at 17-ISC, Stirling, July 1990.
- 7.54 Gordon H Tucker "Natural Lanuage Generation with a Systemic Functional Grammar" [6], paper from 'Istituto degli studi linguistici, Laboratorio degli studi linguistici' (provenance cut off from photocopy received), 1989/1.
- 7.55 Friedrich Ungerer "Scope as a Syntactic Principle", [4], 'Anglistentag 1988 Gttingen, Vortrge, Hrsg. von Heinz-Joachim Mllenbrock und Renate Noll-Wiemann, Max Niemeyer Verlag, Tbingen, 1989.
- 7.56 Rachel Whittaker "Theme in Cognitive Processing", paper given at 17-ISC, Stirling, July 1990.

END

NEW BOOKS

82

OXFORD UNIVERSITY PRESS

Using language in the classroom

J. L. Lemke

The book is based on the premise that language use, and the use processes that take place in the classroom, deserve comprehensive study. Arguing that education is, to a large extent, a social process, the author identifies and analyses classroom processes and the classroom strategies of teachers and students, applying methods developed in register theory, semiotics, and discourse analysis to do so. He goes on to present his observations in the wider context of language and social interaction, and, in the final section of the book, discusses the potential for building more precise and socially realistic bases for curricula relating to any specialized field of human social practice.

● J. L. Lemke is Associate Professor of Education at Brooklyn College of the City University of New York.

417152

Learning the mother tongue

Clare Painter

Learning the mother tongue explores the way children achieve the ability to master their native language before the age of five: it traces the child's development from prelinguistic baby to competent language user. The author believes that the study of the growth of language abilities from their very beginning provides insight into the nature of language and that this insight is essential if we are to judge the merits or demerits of educational proposals, whether these are directed specifically towards children's linguistic development, or, more generally, towards the use of language in educational settings.

● Clare Painter is Tutor in the Department of Linguistics at Sydney University, Australia.

417159

Language and gender

Making the difference

Cass Poynton

This book emphasizes the importance of distinguishing biological sex (identification as male or female) from social gender (identification as feminine or masculine). Viewing gender as a social creation, the author argues that it should be possible to find linguistic evidence of this process, given that language represents our primary means of socialization. She presents and analyses the evidence, avoiding a trivializing focus on specific sexist words, and looking instead at the three levels of language comprised by discourse, lexico-grammar, and phonology.

● Cass Poynton is Lecturer in Communication Studies at the South Australian College of Advanced Education, Mawell, Australia.

417160

Talking and thinking

The patterns of behaviour

David Bust

This book takes the form of a discussion between a student of educational theory and a student of linguistics about issues they have confronted during the study and practice of their different disciplines. Its theme is the relationship between talking and thinking, and in the development of this theme, the author emphasizes the derivative nature of subjective experience, arguing that the mental life of the individual is a product of the sign systems of the community. The discussion can be divided into three parts: the Saussurean theory of the sign, the implications of sign theory in relation to the ways thinking is viewed in different communities, and the way 'points of view' can alter and create meaning within communities.

● David Bust is Lecturer in Linguistics at Macquarie University, Sydney, Australia.

417161

Spoken and written language

M. A. K. Halliday

Spoken and written language develops the premise that spoken language is no less important than written, but the two serve different goals. The author analyses these goals and the tendency of writing to subsume the more prestigious linguistic functions. However, he argues that, despite the cultural privileging of writing, neither spoken nor written language is in any way superior to the other. This book takes the reader from the development of speech, through prosodic features and the grammatical intricacy of the spoken language, to writing systems and the lexical density of the written language.

● M. A. K. Halliday is Head of the Department of Linguistics at the University of Sydney, Australia.

417153

Language, context, and text

Aspects of language in a social-semiotic perspective

M. A. K. Halliday and Ruqaya Hasan

This presents the view that the understanding of language lies in the study of both spoken and written texts. However, it considers the context which goes with the text, and within which the text unfolds, as vital to the development and interpretation of the text itself. The authors are primarily concerned with the linguistic study of texts as a way of understanding how language functions in its immensely varied range of social contexts. While, on the one hand, each text is unique, its organization and subsequent coherence nevertheless relates to the place and the value it has in its social and cultural environment.

● M. A. K. Halliday is Head of the Department of Linguistics at the University of Sydney, Australia.
● Ruqaya Hasan is Associate Professor in Linguistics at Macquarie University, Australia.

417154

Fact and fiction

J. R. Martin

This book describes the different types of writing that are used as tools of communication in the social world, and compares the writing to which teachers set their pupils and the ways in which they measure students' success. The author's concern is with the relation between writing and power, and with uncovering the ideological beliefs that underlie the writing forms of education. Looking at language, he argues, means looking to change and social institutions, and he argues that the education of the individual should be effective in this regard.

● J. R. Martin is Senior Lecturer in the Department of Linguistics at the University of Sydney, Australia.

417157

Language education

James Britton

This book considers language as a resource with which writers create and organize their behaviour, as an integral part of the complex patterns of social life. The model of language that the author develops is that of language as a resource with which individuals construct their identity, attitudes, ideas, or points of view. The author develops the theme, moving from general to specific, through a close examination of writing, to the relation between language and learning, and finally to the implications for language education.

● James Britton is Senior Lecturer in Education at Exeter University, Exeter.

417158

Uniqueness, language, and verbal art

Ruqaya Hasan

Linguistics, language and verbal art explores, as its central theme, the relationship between verbal art and language. The author examines the development of verbal aesthetics and verbal art, focusing on the significance of the poem and the story. In the process, she goes on to provide models for the analysis of verbal art through close readings of a number of specific texts. The book aims to establish that the understanding and evaluation of verbal art depends on the understanding of language as a social and cultural resource for meaning.

● Ruqaya Hasan is Associate Professor in Linguistics at Macquarie University, Sydney, Australia.

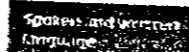
417162



Series Editor: Frances Christie

The ten titles which make up the Language Education series present the view that language is a 'social semiotic', and that it is critically involved in the processes by which people communicate, build knowledge and information, and fashion experience, values, and attitudes. Systemic linguistics, with its emphasis on meaning and the direct relationship between text and context, provides the perspective for each book in the series. Language Education is published by Oxford University Press and Deakin University.

● Frances Christie is Senior Lecturer in Education at Deakin University, Australia.



formerly from Deakin University

DESCRIBING ENGLISH LANGUAGE

Editors: Professor John Sinclair and Dr Ronald Carter

The series will provide much-needed descriptions of modern English which take the revelations of recent research into account. Computer processing of language texts, in particular, has revealed quite unsuspected patterns of language and phenomena of language use which cannot be accommodated within the traditional descriptive system. A new approach is clearly required and the series aims to meet this challenge. It will consider both the substantial changes taking place in our understanding of the English language and the inevitable effect of such changes upon syllabus specifications, design of materials, and choice of method.

Potential usefulness to teachers of English will be an underlying principle of the series. To this end, texts will be illustrated with frequent references to clear examples drawn from naturally-occurring texts. There will also be an emphasis on the description of extended texts and discourses.

The series will cover most areas of the continuum between theoretical and applied linguistics, centring about the mid-point suggested by the term 'descriptive'. No detailed prior acquaintance with linguistic description will be assumed, and the series aims to be accessible to a range of readers including: final-year undergraduates, MA, and research students in relevant fields; non-native as well as native teachers of English; and advanced students of English in higher education overseas. The books of the series will feature glossaries of technical terms, footnotes, and bibliographies for the benefit of readers new to the subject areas.

The series will consider developments in the following areas of English language description:

- Lexical patterning
- Literary discourses
- Sociolinguistics and English language use
- New categories in English grammar
- Style in spoken and written English
- Idioms and idiomaticity
- English collocations

FIRST TITLES AVAILABLE IN 1991

Wotton Street, Oxford OX2 6DP Tel: (0865) 56767

DESCRIBING ENGLISH LANGUAGE

The Editors

Dr Ronald Carter

Dr Carter has taught Modern English Language and Literature and Educational Linguistics in the Department of English Studies at the University of Nottingham since 1979.

He is Chairman of the Poetics and Linguistics Association of Great Britain, a member of CNA panels for Humanities, and a member of the Literature Advisory Committee of The British Council.

In Britain, Dr Carter has taught in schools, in further education, and in teacher training. He has also lectured and given consultancies overseas, mainly in conjunction with The British Council, in the field of language and education in Australia, Singapore, Hong Kong, Malaysia, Thailand, Indonesia, the Philippines, Kenya, Israel, and throughout Europe.

Dr Carter has published extensively in the subject areas of language and education, applied linguistics, and literary linguistics. His publications include *Literature and Language Teaching*, which he edited with C. J. Brumfit (Oxford University Press, 1986); *The Web of Words* (Cambridge University Press, 1987); *Vocabulary: Applied Linguistic Perspectives* (Unwin Hyman, 1987); and *Seeing Through Language*, with Walter Nash, (Blackwell, 1989).

Dr Carter was recently appointed Director of the new Centre for English Language Education at the University of Nottingham, and is currently seconded part-time as National Co-ordinator for Language in the National Curriculum.

Professor John Sinclair

Professor Sinclair has been Professor of Modern English Language at the University of Birmingham since 1965. He has pioneered the development of new courses in language and language teaching both in Birmingham and overseas.

Professor Sinclair's main areas of research are discourse (both spoken and written), and computational linguistics, with particular emphasis on the study of very long texts.

He has been consultant/adviser to a number of groups, including the Bullock Committee, The British Council, and the National Congress for Languages in Education, as well as to a large number of educational establishments in more than thirty countries outside Britain. He holds the title of Adjunct Professor in Jiao Tong University, Shanghai.

Professor Sinclair was a founder member of Language Management, and is active in the Centre for British Teachers. He has edited many books and journals and some of his important OUP publications are: *Teacher Talk*, with D.C. Brazil, (Oxford University Press, 1982); *Towards an Analysis of Discourse*, with R.M. Coulthard, (Oxford University Press, 1975); and *A Course in Spoken English: Grammar* (Oxford University Press, 1972).

Currently, he is Editor-in-Chief of the COBUILD project at Birmingham University which, among other titles, has produced the COBUILD English Language Dictionary (1987) and the COBUILD English Grammar (1990).

NEW

Oxford University Press
English Language Learning

NEW

Oxford University Press
English Language Learning

Oxford University Press

Describing English Language

Series Editors: Professor John Sinclair and Dr Ronald Carter

Corpus, Concordance, Collocation

J. McH. Sinclair

This book - the first title in a new series - charts the emergence of a new view of language and the computer technology associated with it.

Over the last ten years, computers have been through several generations, and the computational analysis of language has rapidly developed, revealing unsuspected patterns of form and use which cannot be accommodated within a traditional Descriptive system. These developments are outlined and are complemented by detailed discussion of the physical processes involved in corpus creation and the linguistic insights derived from corpus use.

The book provides an overview of this increasingly important area of applied linguistics that will serve as an introduction to computational linguistics and give a background for many of the subsequent contributions in the series.

FULL CONTENTS OVERLEAF

ISBN
019 437144 1

Price
£8.95

Extent
192 pp

Format
Paperback
234 x 156 mm

Publication
April 1991

Describing English Language

Series Editors: Professor John Sinclair and Dr Ronald Carter

Patterns of Lexis in Text

M. P. Hoey

Michael Hoey contends that 'the study of cohesion in text is to a considerable degree the study of patterns of lexis in text.'

In this book, passages of authentic text are analysed in demonstrating the operations of patterns of lexis across sentence boundaries and over considerable distances within and between texts. Attention to these patterns reveals that text is organized in such a way that coherent summaries of any well formed text can be generated by applying the principles of Hoey's analysis.

These insights are then related to a comprehensive theory of language, in which 'lexis' and 'text' are shown to be important levels of language organization.

In the final chapter, implications for the teaching of reading and writing are outlined. These include a methodology for enabling learners to obtain meaningful readings of texts above their level of proficiency. Examples are given and the reader is invited, as throughout the book, to try out the examples and to take the analysis further.

FULL CONTENTS OVERLEAF

ISBN
019 437142 5

Price
£8.95

Extent
192 pp

Format
Paperback
234 x 156 mm

Publication
April 1991



HARCOURT BRACE JOVANOVIICH, AUSTRALIA

LANGUAGE:

A Resource for Meaning



This genre-based program has been developed in Australia and trialled extensively in Australian schools. The authors and the consultants of the program are recognised leaders in the field of genre theory and its classroom application.

Language: A Resource for Meaning will improve your current literacy program through:

Language across the curriculum,

focusing on literacy development in all school subjects. This involves the four modes of language: listening, speaking, reading and writing.

A focus on process and product,

providing access to a range of genres and making explicit the purpose, structure and features of each. Students are given the opportunity to read and write in these genres, and to critically analyse them. The process of learning is emphasised as well as the product.

Effective teacher involvement,

encouraging teachers to take an active and constructive role. Students and teachers together generate, share and negotiate knowledge about a variety of topics.

Functional grammar,

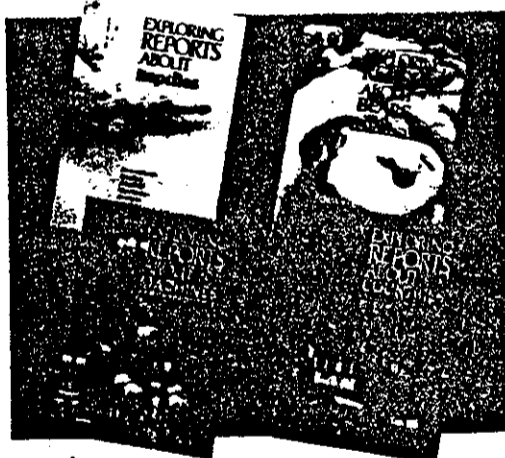
showing students how language works to build meaning. It focuses on language in use, rather than merely giving a set of rules.

Appropriate genre models,

providing clear, well-written and simple examples of each genre. Students then read, discuss and use these as models for their own writing. Whole texts are used, always in a meaningful curriculum context.

Assessment strategies,

for assessing and diagnosing the needs of individual students, and strategies for best meeting those needs.



Authors

Frances Christie has worked closely with primary and secondary teachers in recent years. She was recently appointed Professor of Education at the Northern Territory University.

Brian Gray is currently a senior lecturer in Language Education and the Assistant Director of the Schools and Community Centre at the University of Canberra.

Pam Gray, previously a primary school teacher, now works in the Counselling Centre at the University of Canberra.

Mary Macken, in her role as state consultant in the Curriculum Development Branch (NSW Department of Education) worked extensively on the genre-based Literacy and Education Research Network (LEREN) materials.

Jim Martin is currently a senior lecturer in the Department of Linguistics at the University of Sydney.

Joan Rothery, previously a teacher and lecturer since 1987, Joan has been involved with the disadvantaged schools project in Metropolitan Sydney, working as a part time language consultant.

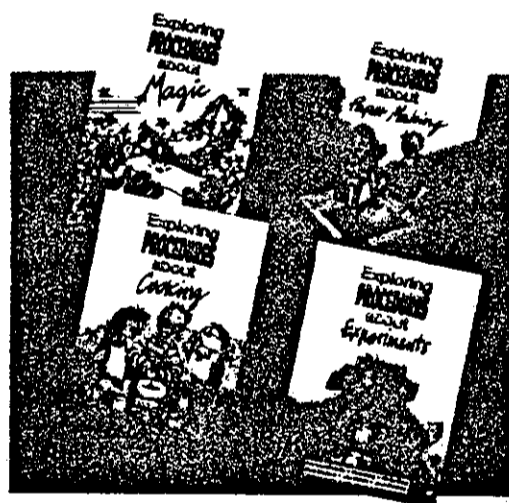
Consultants

Beverly Derewianka has taught for many years in primary and secondary schools and is now lecturing in the field of Language in Education at the University of Wollongong.

Jennifer Hammond is currently a senior lecturer in Linguistics at Macquarie University and is Co-ordinator of Professional Development within the National Centre for English Language Teaching and Research.



For more
detailed information
call (008) 26 3951.



Student's Books at each level have been designed to give student's access to explicit information about what they are learning and why they are learning it. They capture and stimulate the student's interest in language learning by combining stunning artwork and photographs with fun, practical activities. These activities promote lively interaction and consultation among students and with the teacher. An increasing independence is encouraged as students gain more control over the genre.



Each Teacher's Book gives information about the purpose and structure of the genre and the kind of teaching support appropriate for each stage. A range of practical suggestions and activities are provided for supporting each section of the student's books. Copy Pages (blackline masters) are also included.

Language: A Resource for Meaning

Available 1990

Student's books

Teacher's Book

Reports	Exploring reports about reptiles	Exploring reports about machines	Exploring reports about bears	Exploring reports about countries	Exploring Reports Levels 1-4
Procedures	Exploring procedures about magic	Exploring procedures about cooking	Exploring procedures about paper making	Exploring Procedures about experiments	Exploring Procedures Levels 1-4
Explanations	From tadpoles to frogs	How fabrics are made	Electricity	Astronomy	Exploring Explanations Levels 1-4
Expositions	Protecting our environment	You and your school	Sharing our world	Challenging our media	Exploring Expositions Levels 1-4



JOHN BENJAMINS PUBLISHING COMPANY

NEW BOOK INFORMATION



Publication date: July 1990

• Discourse analysis, Language teaching

Language as Behaviour, Language as Code
A study of academic English

LYNNE YOUNG

Carleton University, Ottawa

This work arose from the desire to teach foreign students in North America a particular variety of language used in their disciplines (speech situations), whereupon the inadequacy or non-existence of previous study became apparent. Given this *raison d'être*, the work first illustrates one approach to the analysis of language in order to test whether something of significance can be said about the typology of texts and discourse. The approach chosen is Systemic Functional Grammar, with its roots in the Prague School of Linguistics and the London School of J.R. Firth, a theory that is particularly able to show how situational factors affect codal choices. Secondly, the author proceeds to use this theory and one language variety (academic speech) to illustrate the influence of speech situational components on the codal selections in the language variety. Since the impetus for the work is pedagogical, the book concludes with a brief reappraisal of the analysis model and a discussion of some of the pedagogical implications stemming from the analysis. Since the work is also theoretical, the implications of the study for the model of grammar are thoroughly explored.

Pragmatics and Beyond New Series, 8
Amsterdam/Philadelphia, 1990. ca. 280 pp.
Hardbd. ISBN 1-55619-110-3

Price to be announced

FORTHCOMING:

M.A.K. Halliday, John Gibbons
and Howard Nicholas (eds):
Learning, Keeping and Using Language II

Selected papers from the 8th World
Congress of Applied Linguistics,
Sydney, August 16-21 1987.
90 272 2074 3 ca. 400 pp. Price to be ann.

FORTHCOMING TITLES

Lynne Young: *Language as Behaviour, Language as Code.*
A study of academic English.
90 272 5018 9 Price to be announced *Pragmatics & Beyond New Series, 8*

Denise E. Murray: *Conversation for Action.*
The computer terminal as medium of communication.
90 272 5020 2 Price to be announced *Pragmatics & Beyond New Series, 10*

NEW BOOK INFORMATION



Publication date: January 1990

• Functional linguistics, Australian languages

A Functional Grammar of Gooniyandi

WILLIAM B. MCGREGOR

La Trobe University

This volume sets out to provide a comprehensive description of the grammar of Gooniyandi, a non-Pama-Nyungan language of the southern-central Kimberley region of Western Australia. It covers phonetics and phonology, word phrase and clause structure, and the semantics of closed class grammatical items. The major focus is, however, on meaning: how do Gooniyandi speakers mean with and in their language. To this end, the theoretical framework of systemic functional grammar, particularly as elaborated in Halliday's recent work, is adopted. Certain refinements to the theory are proposed in order to better account for the Gooniyandi evidence. Of obvious importance to those studying Australian aboriginal languages, this work has an importance to a wider audience for its effective presentation of theory justification.

Amsterdam/Philadelphia, 1990. xx, 618 pp.
Hardbd. ISBN 90 272 3025 0

\$ 100.00

Related title:

Complex Sentence Constructions in Australian Languages

PETER AUSTIN (ed.)

La Trobe University

Typological Studies in Language, 15
Amsterdam, 1987. vii, 289 pp.
Paperbd. ISBN 1-55619-017-4
Hardbd. ISBN 1-55619-016-6

\$ 29.95
\$ 53.00



JOHN BENJAMINS PUBLISHING COMPANY

These PINTER books now available from

COLUMBIA UNIVERSITY PRESS

Columbia University Press
36 South Broadway
Irvington, New York 10533

LINGUISTICS

THE OPEN LINGUISTICS SERIES

from  Pinter Publishers

REGISTERS OF WRITTEN ENGLISH: Situational Factors and Linguistic Features

Edited by Mohsen Ghadessy, *University of Singapore*

The language of literature has always received far more critical attention than functional varieties of written English, such as newswriting, advertising, and business letters. This collection examines the language of several varieties of functional English within the framework of Michael Halliday's theory of register, illuminating many linguistic and discursive features which have previously been taken for granted. Contributors include J. P. Thorne, Adam Makku, Jonathan Webster, and Diane Houghton.

1989 / 184 pages
ISBN 0-86187-989-9 / \$49.00 USA

NEW DEVELOPMENTS IN SYSTEMIC LINGUISTICS: Volume 2: Theory and Application

Robin P. Fawcett and David Young,
University of Wales Institute of Science and Technology

This new volume covers major developments including: language teaching, language and pathology, literary stylistics, sociolinguistic variation, modelling the production and understanding of language in computers, child development, and the study of ideologically significant texts such as court proceedings.

1988 / 234 pages
ISBN 0-86187-637-7 / \$49.00 CUSA

GRAMMAR IN THE CONSTRUCTION OF TEXTS

James Monaghan

1987 / 155 pages
ISBN 0-86187-627-X / \$35.00 CUSA

THE PREDICTABILITY OF INFORMAL CONVERSATION

Christine Cheepen, *Haifield Polytechnic*

This book analyzes the communicative structure of casual conversation. The author shows how the balance of conversations can be upset by variations in the status of participants and how they negatively evaluate nonpresent third persons to redress the balance.

1989 / 132 pages
ISBN 0-86187-707-1 / \$39.00 CUSA

NEW DEVELOPMENTS IN SYSTEMIC LINGUISTICS

M.A.K. Halliday and Robin P. Fawcett

1987 / 297 pages
ISBN 0-86187-636-9 / \$47.50 CUSA

THE CASE FOR LEXICASE

Stanley Starosta

1988 / 273 pages
ISBN 0-86187-639-3 / \$35.00 CUSA

THE FUNCTIONS OF STYLE

David Birch and Michael O'Toole

1987 / 267 pages
ISBN 0-86187-918-X / \$37.50 CUSA

THE STRUCTURE OF SOCIAL INTERACTION

Eija Vuorisalo

1987 / 267 pages
ISBN 0-86187-626-1 / \$47.50 CUSA

THE UNIVERSITY OF
BRITISH COLUMBIA PRESS

Recently Published

LINGUISTIC ASPECTS OF LEGISLATIVE EXPRESSION

FREDERICK BOWERS

In this work, Frederick Bowers applies modern linguistic theory to an analysis of legislative expression as found in contemporary statutes in Canada and other jurisdictions in the British tradition, including the United States. This is the first book-length study to describe statutory language in a formal, explicit and comprehensive way. Its theme is that legislative language is not a separate, private language, as many critics argue, but a particular application of language in general.

Bowers examines several aspects of statutory expression, including the purpose of an act, the semantic structure of words in relation to their use and to the canons of statutory construction, the syntactic structure of sentences in relation to precision and clarity, and the style of expression in relation to ordinary language. His descriptive methods integrate the terms of standard transformational and structural grammar along with the current linguistic theories of M. A. K. Halliday, John Searle, and C. F. Fillmore.

The analysis is based on expression taken from recent Canadian Federal and Provincial Acts. But equally important as statutory data are analyses of the observations on the expression of such data made by courts and commentators on statutory drafting. Chief among these are the treatises of E. A. Driedger and Reed Dickerson, whose manuals are the most influential on current statutory drafting in North America.

Bowers concludes that the function of legislative language is that of all practical language — to convey intended meaning in a form that is expressive of it and as accessible to the reader as the complexity of substance permits. Legislative language neither uses nor needs the kind of obscure language for which it is frequently blamed. Moreover, he points out, statutory language is unlikely to become as plain as many laymen would prefer; it is no different from the expression used in conveying any complex matter. Statutory language can explicitly be shown to share all the characteristics of general language, and its draftsmen and interpreters to demonstrate the linguistic intuitions which are general to all language users.

FREDERICK BOWERS taught English at the University of British Columbia for over twenty years and is now a private consultant in English communication.

396 pages, 1989, ISBN 0-7748-0324-X, cloth, \$39.95

PLACE IN AN ENVELOPE AND
FORWARD TO:
Literacy Technologies Pty Ltd
PO Box 460
Wahroonga NSW 2076
AUSTRALIA

Alternatively you may phone your order along with
your Bankcard or Mastercard number to:

LITERACY TECHNOLOGIES PTY LTD
Phone or Fax Australia (02) 476 6390

NAME _____

ADDRESS _____

CITY _____

COUNTRY _____

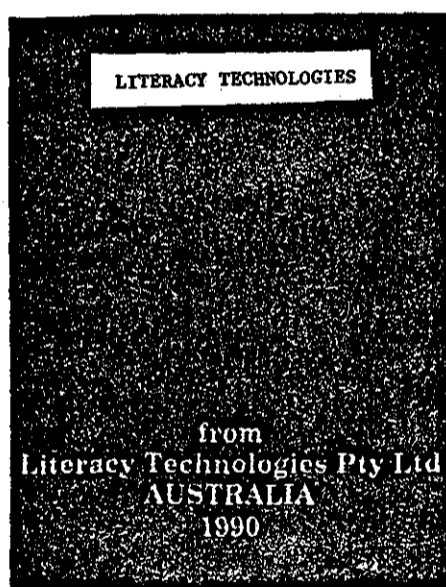
Bankcard/Mastercard/Money Order/Cheque

PCODE _____

SIGNATURE _____

Expiry Date _____

AMOUNT \$A _____



About The Publisher

Literacy Technologies Pty Ltd is an all-Australian privately owned company established by Elwyn and Denis Jenkins in 1988. Elwyn and Denis have both been close to education, both having taught in a variety of positions, Denis for 18 years and Elwyn for 15 years.

Literacy Technologies was established because of a perceived need for speedier publishing of academic materials. Due to the computer technologies used, the staff at Literacy Technologies can guarantee that any materials published can be available for the customer in no more than eight weeks.

Elwyn also has a personal interest in Functional Linguistics, reconceiving the role of computers. In this reconception Elwyn is utilising a systemic-functional metaphor. First at Murdoch University, where Elwyn gained BEd(Hons) (First Class), he came into contact with Halliday's work as taught by Michael O'Toole. Then at Macquarie University, under the supervision of David Butt, Elwyn is completing a PhD.

Through his personal contact with Michael Halliday, Ruqaiya Hasan, Jim Martin, Ann Cranny-Francis, Frances Christie, Terri Threadgold, Gunther Kress, and Theo van Leeuwen, Elwyn identified a need for Australian academics to gain a world-wide hearing. The books, in this little catalogue, are the beginning that was only a dream just three months ago.

3-D: Discipline—Dialogue—Difference : 3D

VIDEO DIALOGUES

This is a two and a half hour videotape (VHS) consisting of studio discussions between prominent linguists and educationalists who came together for the "3D" Language in Education Conference at Murdoch University in Perth, Western Australia in December, 1989.

Five major topics were explored in plenary papers at the conference and in preplanned responses before being discussed in workshops running throughout the conference. Each half-hour segment on the tape has a specific theme and selected discussants as follows:

Educational Linguistics: Professor Michael Halliday (University of Sydney); Professor Gunther Kress (University of Technology, Sydney).

Discourse Change and Language Education: Dr Norman Fairclough (University of Lancaster); Dr. Terry Threadgold (University of Sydney).

Discourse, Subjectivity and Schooling: Dr Valerie Walkerdine (Birmingham Polytechnic); Professor John Frow (University of Queensland).

Literacy and Diversity: Professor Jay Lemke (City University of New York); Dr Eve Fesl (Koorie Research Centre, Monash University).

Reconstructing the Literary: Professor Bob Hodge (Murdoch University); Dr David Butt (Macquarie University).

All five discussions are chaired by Professor Michael O'Toole of the Communication Studies programme at Murdoch University.

Order your copy now. \$A48, includes a 180 minute videotape, plus an introductory booklet introducing the various topics of discussion.

SOCIAL SEMIOTICS A Transdisciplinary Journal in Functional Linguistics, Semiotics and Critical Theory

SOCIAL SEMIOTICS is an exciting new journal for the publication of both text-based analysis and theoretical inquiry in the fields of functional linguistics, social semiotics and contemporary critical theory.

SOCIAL SEMIOTICS promotes politically-informed studies of particular texts and of current theoretical debate in a variety of fields.

SOCIAL SEMIOTICS is a transdisciplinary journal and calls for contributions and readers in any field interested in contemporary critical theory.

SOCIAL SEMIOTICS is the only journal which explicitly interfaces critical linguistic analysis with theoretical work in fields such as education, sociology, politics, anthropology, literature, popular culture and the arts. It is a major part of editorial policy to actively encourage dialogue within, between and across these fields.

The general editors of SOCIAL SEMIOTICS are Anne Cranny-Francis, English Department, University of Wollongong (NSW Australia), and Terry Threadgold, English Department, University of Sydney (NSW Australia).

Members of the Editorial Committee include David Butt (English and Linguistics, Macquarie University), Frances Christie (Education, Northern Territory University), Ruqaiya Hasan (English and Linguistics, Macquarie University), Gunther Kress (Humanities and Social Sciences, University of Technology), James Martin (Linguistics, Sydney University), Cate Poynton (Communication Studies, South Australian College of Advanced Education), Alan Rumsey (Anthropology, Sydney University), Theo van Leeuwen (English and Linguistics, Macquarie University), Anne Yeatman (Sociology, Flinders University).

Published twice yearly August and February. Annual Subscription \$A40, institutions \$A85 plus packing and handling. Subscribe now to receive the first issue in August 1990. 200 pages / issue.

living with English

Book One

David Butt et. al.

We hear much about going back — back to this and back to that and the other. It is no use going back; what didn't work before won't work next time either. This book doesn't go back; it goes forward. Forward to grammar — to a grammar that is carefully thought out, sensibly used, and clearly and entertainingly presented. — M.A.K. Halliday (Emeritus Professor of Linguistics, University of Sydney.)

This book reconciles two perspectives on language

- that language is shaped according to the task it is performing in our culture; and
- that language needs to be described in its own right, just like other tools that are basic to our lives.

While there must be no return to the past, and any kind of language treadmill, so too there can be no apologies for taking language *head on*. The patterns of English bring a specific order to our interactions with the community. Furthermore, the design of English offers specific possibilities for modelling the world about. These possibilities for ordering and modelling experience need to be consciously explored. This is so such conventions can be both employed competently and re-fashioned according to changing needs. — David Butt, Lecturer in Linguistics, Macquarie University, Australia.

The book will be found useful by those studying or teaching introductory courses at Tertiary level, as well as by all those whose business it is to consider the resources of English.

Place an order for immediate delivery. \$A10 plus postage and handling according to the table on order form. 108 pages.

Literacy in Social Processes

Papers from The Inaugural Australian Systemics Network Conference, Deakin University, Geelong, Victoria, Australia 18-21 January 1990.

Papers include:

Halliday, M.A.K., *Linguistic Perspectives on Literacy: A Systemic-Functional Approach*.

Luke, Allan, *From Psychology to Linguistics in the Production of the Literate: Metanarrative and the Politics of Schooling*.

Freebody, Peter, *Inventing Cultural-Capitalist Distinctions in the Assessment of HSC Papers: Coping with Inflation in an Era of "Literacy Crisis"*.

Jenkins, Elwyn, *A Language of the Small Screen: Towards a Systemic-Functional Linguistic Explication of An Emergent Literacy*.

Poynton, Cate, *Reading the News: Representation, Agency, Control*.

Butt, David, *Some Basic Tools in a Linguistic Approach to Personality: A Firthian Conception of Social Process*.

Martin, James, and Cranny-Frances, Anne, *Contratextuality: The Poetics of Subversion*.

Threadgold, Terri, *Postmodernism, Systemic-Functional Linguistics as Metalinguage, and the Practice of Cultural Critique*.

Ravelli, Louise, *A Dynamic Approach to Grammar*.

Martin, Jim & Matthiessen, C.M.I.M., *Typology and Topology in Functional Grammar: An Ecological Perspective on Systemic Description*.

Order your copy now; limited publication. \$A35 plus postage and handling according to the table on the order form.

the macquarie university WAY INTO SYSTEMIC FUNCTIONAL GRAMMAR

David Butt

The Systemic Functional approach to language is the most powerful tool yet developed for the description of texts and textual variation. The approach, as developed by M.A.K. Halliday, presents a coherent model of the relations between language in use, language in typical contexts, and the fine mesh of meaning choices that make up the grammar of our language.

As a descriptive tool, Systemic Functional Linguistics has been at the centre of new ideas in education, the description of literature, the generation of text through computers, and theories of child language development.

At the core of Halliday's approach is the conception of grammar as systems of meaning choices. In *The Macquarie University Way Into Systemic Functional Grammar*, David Butt (from Linguistics at Macquarie University) discusses the grammar through a set of audio tapes and support notes. The separate discussions set out from the historical context of the S-F approach and proceed stage by stage, to the goal of producing practical, working descriptions.

The package is directed to people who recognise the importance of language study, but who may have been daunted by the enormous expanses of linguistics, language philosophy, and discourse theories.

The set consists of seven 90 minute tapes and notes in a book of 100 pages. \$A60 plus postage and handling according to the table on the order form.

ORDER FORM		Order before May 30, 1990 for 10% discount.								TOTAL
TITLE	PRICE	ZONE 1 New Zealand Papua New Guinea	ZONE 2 Fiji Indonesia Malaysia Singapore	ZONE 3 India Japan China Philippines Hong Kong	ZONE 4 USA Canada Middle East	ZONE 5 UK Europe Africa Sth America USSR	ZONE 6 AUSTRALIA NSW	ZONE 7 OTHER AUSTRALIAN STATES	ITEM PRICE + POSTAGE	
Social Semiotics Journal	\$A40.00	\$A7.10	\$A8.10	\$A9.10	\$A10.40	\$A11.40	\$A4.40		\$A5.18	
Living With English -1	\$A10.00	\$A4.90	\$A3.40	\$A6.00	\$A6.40	\$A7.10	\$A3.75		\$A3.90	
Literacy in Social Proc.	\$A35.00	\$A7.10	\$A8.10	\$A9.10	\$A10.40	\$A11.40	\$A4.40		\$A5.10	
Macquarie Way Into L.	\$A60.00	\$A13.90	\$A15.90	\$A17.90	\$A20.40	\$A22.40	\$A7.15		\$A11.40	
Conference Dialogues	\$A48.00	\$A7.10	\$A8.10	\$A9.10	\$A10.40	\$A11.40	\$A4.40		\$A5.10	
All Five Items	\$A169.00	\$A19.20	\$A23.20	\$A27.20	\$A32.20	\$A36.20	\$A7.45		\$A11.79	
ADD PRICE + POSTAGE AND PLACE FINAL TOTAL IN \$A IN THIS BOX									\$A	
COMPLETE THE OTHER SIDE OF THE FORM, THEN POST WITH MONEY ORDER, CHEQUE, MASTERCARD NO. BANK ALL FORMS OF PAYMENT MUST BE IN AUSTRALIAN DOLLARS										

COMPLETE THE OTHER SIDE OF THE FORM, THEN POST WITH MONEY ORDER, CHEQUE, MASTERCARD NO. BANK OF AUSTRALIA. ALL FORMS OF PAYMENT MUST BE IN AUSTRALIAN DOLLARS.



The University of Sydney

U.S.V. 2204

WORKING PAPERS IN LINGUISTICS

The following documents are now available:

No 1: Writing Project - Report 1980

The papers in this volume present functional analyses of two of the most common types of writing demanded in school: narrative and literary criticism. These analyses are related to the traditional Firthian register categories of field, mode and tenor, with implications for teaching practice briefly reviewed.

No 2: Writing Project - Report 1981

This report suggests a developmental picture of the way in which register and genre develop in school writing. For the most part the stages noted reflect the way in which writing is organised by schools rather than any systematic pattern of linguistic development by students themselves. Analyses are presented for a number of key genres: Observation/Comment, Recount, Report and Narrative. The report closes with comments on the place of a functional linguistic perspective in the study of children's writing.

No 3 contains a collection of the following papers:

"The development of modality and hypothetical meaning: Nigel 1;7.5 - 2;7.5" by Joy Philips, "The origins of questions in Nigel's conversation 1;6 - 2;2" by Ann Duffy, "Variation in Singapore Mandarin nasal finals" by Graham Lock, and "Quantification of text and context" by Guenter Plunn.

No 4: Writing Project - Report 1986

This report draws together three papers by Joan Rothery which focus on the implications of a functional perspective on children's writing for teaching practice. Her main point is that knowledge about language, register and genre can be used by teachers to adopt a far more responsible role in writing development than is currently fashionable. The report also includes a paper by Jim Martin reviewing the main differences between speech and writing and their different functions in our culture.

No 5: Writing Project - Report 1987

This volume contains four papers. The first three report on research into writing in junior secondary school conducted by Jim Martin, Peter Wignell and Suzanne Eggin during 1986. The first of these reports on an ethnographic study by Peter Wignell of writing in History and Geography in an inner Sydney selective school. The second and third focus on the discourse of Geography and History, deconstructing these as technologies which are by and large learned by students through copying. The final paper is a complete version of Martin, Christie and Rothery's reply to Sawyer and Watson's critique of genre based approaches to literacy development.

AVAILABLE FROM:

Linguistics Department
University of Sydney
NSW, 2006
Australia

Forthcoming volumes will include:

- A collection of papers on Indonesian within the Systemic Functional framework
- A collection of papers on Chinese within the Systemic Functional framework
- A collection of papers on second language development including the following papers (provisional titles): "Rules of speaking and Chinese learners of English", "Topic selection and Vietnamese learners of English", "Pause phenomena in Australian learners of French", and "Preliminary investigations in the prosodic phonology of second language speakers of English"
- It is intended to include the following papers in subsequent volumes: "Casual conversation: notes towards its description", "The voice of the people: the language of newspaper editorials", "A comparison of two reading programmes" and "Rojak Mandarin in Singapore: codeswitching, borrowing or creolisation?"

To order copies of the working papers, please complete this form and send it to the Linguistics Department at the University of Sydney together with the appropriate monies (all prices are given in Australian Dollars).

Please send me the following volumes of Sydney University Working Papers in Linguistics:

No 1	\$5.00 + postage	\$
No 2	\$5.00 + postage	\$
No 3	\$5.00 + postage	\$
No 4	\$10.00 + postage	\$
No 5	\$12.00 + postage	\$
TOTAL		\$

Postage rates:

New South Wales & ACT	\$1.20
Elsewhere in Australia	\$1.60
New Zealand (airmail)	\$3.60
USA & UK (airmail)	\$7.60

Cost: \$10.00 + postage \$7.60 (Airmail)
Total: \$17.60

APPLIED LINGUISTICS ASSOCIATION OF AUSTRALIA

WRITING TO MEAN: TEACHING GRAMMAR ACROSS THE CURRICULUM

Papers and workshop reports from the 'Writing to Mean' conference
held at the University of Sydney, May 1985

Edited by Clare Painter & J.S. Martin
University of Sydney

Occasional Papers Number 9, 1986
ISBN 0 9596769 88
ISSN 0314-3937
© ALAA

AVAILABLE FROM:

LINGUISTICS DEPARTMENT
UNIVERSITY OF SYDNEY
NSW, 2006
AUSTRALIA

Cost: \$10.00 + postage \$7.60 (Airmail)
Total: \$17.60

APPLIED LINGUISTICS ASSOCIATION OF AUSTRALIA

WRITING TO MEAN: TEACHING GRAMMAR ACROSS THE CURRICULUM

Papers and workshop reports from the 'Writing to Mean' conference
held at the University of Sydney, May 1985

Edited by Clare Painter & J.S. Martin
University of Sydney

Occasional Papers Number 9, 1986
ISBN 0 9596769 88
ISSN 0314-3937
© ALAA

Cost: \$8.00 + postage \$7.60 (Airmail)
Total: \$15.60

Applied Linguistics Association of Australia



Discourse on Discourse

Workshop Reports
from

The Macquarie Workshop
on Discourse Analysis

February 21-25, 1983

Introduced and edited
by
Ruqaiya Hasan
Macquarie University

Occasional Papers Number 7

O.P.S.L. is a relatively informal journal which aims (1) to provide quick circulation for important papers in systemic linguistics due eventually to be published in more formal journals but unlikely to appear in these other journals for some considerable time; (2) to provide an outlet for working papers reporting on the early stages of research programmes and designed to elicit comments from colleagues in the field; (3) to encourage new writers in systemic linguistics who may wish initially to try writing for such a journal before revising their work for publication elsewhere. It is also hoped occasionally to publish papers from writers who, though not working within a systemic framework, nevertheless share the concerns of systemic linguists.

Monographs in Systemic Linguistics

This is a new departure for the group. The aim is to focus attention entirely upon one particular study. The rationale is that in so doing an opportunity will be provided to give the reader an in-depth insight into the development of the author's ideas, not always possible in shorter publications.

It will be particularly useful in providing an opportunity for the author to give a detailed account of an analytical model which may be problematic. In so doing, it is hoped that constructive criticism may be developed which will lead to progress in solving some of the problems involved.

Reprints in Systemic Linguistics

This again is a new departure. The aim is to reprint volumes for which there still appears to be a demand, but for which the original editions are no longer available. We are grateful to B. T. Batsford Ltd. for permission to use the original setting in the reprinted version of our first volume in this series.

Contributions to O.P.S.L. and correspondence about contributions should be addressed to:

Dirk Noël, School of Translation and Interpreting (HIVT)
University of Antwerp (RUCA)
Schildersstraat 41
B-2000 Antwerp
Belgium

Contributions to the Monograph series and correspondence about contributions should be addressed to:

Dr. Gerald Parsons, Dept. of English Studies, Nottingham University, Nottingham NG7 2RD U.K.

Orders for any of the publications should be sent on the proforma below to:

Mrs. Hilary Millier, Dept of English Studies, Nottingham University, Nottingham NG7 2RD U.K.

ORDER FORM FOR PUBLICATIONS FROM THE NOTTINGHAM ENGLISH LANGUAGE AND LINGUISTICS PUBLICATIONS GROUP (N.E.L.L.)

Please send mecopies of O.P.S.L. Vol. 1. I enclose £....
.....copies of O.P.S.L. Vol. 2. I enclose £....
.....copies of O.P.S.L. Vol. 3. I enclose £....
.....copies of Monographs in Systemic Linguistics No. 1. I enclose £....
.....copies of Reprints in Systemic Linguistics No. 1. I enclose £....
Total= £....

Prices per copy

O.P.S.L. (each volume) = £6.00 (6.50 overseas)
Monographs in Systemic Linguistics No.1 = £8.00 (8.50 overseas)
Reprints in Systemic Linguistics No. 1 = £3.00 (3.50 overseas)
Prices include postage and packing)

Payments should be made by (1) a personal cheque drawn on a British bank, (2) a Eurocheque, or (3) a postal money order, all payable in Sterling. All other cheques or money orders are acceptable if an equivalent of £5 is added to cover bank charges. Cheques or money orders should be made payable to "Univ. of Nottingham/OPSL".

My name is

My address is

(Please check that your name and address are legible)

Please send this form to: Hilary Millier, Dept. of English Studies, University of Nottingham, Nottingham. NG7 2RD, U.K.

UNIVERSITY OF NOTTINGHAM

1989/90

Department of English Studies

The following publications are now available from the Nottingham English Language and Linguistics Research and Publications Group (N.E.L.L.).

A. Occasional Papers in Systemic Linguistics (O.P.S.L.) Nos 1, 2, and 3.

Contents of Volume 1:

When is a system network not a system network? (Nigel Gotteri).
Intonation and meaning in spontaneous discourse (Afaf El-Menoufy).
Register analysis: The language of air traffic control (Asdis O. Vatnsdal).
Negotiating new contexts in conversation (Carmel Cloran).
Alternative approaches to casual conversation in linguistic description (Karen Malcolm).

Contents of Volume 2:

Sentence initial elements in English and their discourse function (Ivan Lowe).
Court discourse as genre: some problems and issues (Sandra Harris).
Interruptions: a marker of social distance? (Caroline Stainton).

Contents of Volume 3:

They're all out of step except our Johnny: A discussion of motivation (or the lack of it) in Systemic Linguistics (Margaret Berry).
Interpersonal meanings in judicial discourse (Yon 'Maley).
'He's my friend' or 'It's my friend'? A systemic account. (Anne-Marie Simon-Vandenberg).
Sentence types in English discourse: A formal approach (Eirian Davies).
Information structure in English conversation: The given-new distinction revisited (Ronald Geluykens).

B. Monographs in Systemic Linguistics

Number 1: A Comparative Study of the Writing of Scientific Texts focusing on Coherence and Cohesion

Gerald Parsons

This research report written by the Editor of the series, uses Hasan's chain interaction method to investigate the comparative coherence of sixteen texts. The results show that a significant correlation exists between perceptions of coherence and the percentage of central tokens, thus lending support to

Hasan's concept of cohesive harmony.

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.

A method of calculating the relative strength of some of the factors contributing to the cohesion and coherence of the texts shows that at least 34% of the variation of the coherence of the texts is caused by the variation in cohesion. A detailed step by step account of the analysis of one of the texts is given along with sufficient detail of the remaining fifteen to enable the reader to follow the method through.

Number 2: Discourse Variation in Medical Texts (forthcoming)

Kevin Hwogu

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.

C. Reprints in Systemic Linguistics

Number 1: An Introduction to Systemic Linguistics
Volume 1: Structures and Systems

Margaret Berry

This is a reprint of Volume 1 of the popular introductory account of Systemic Linguistics, first published in 1975 and is in response to many requests for the book. Volume 1 deals with Structures and Systems and is characterised by succinct and lucid writing.

The two opening chapters lay the foundations for the rest of the book and are especially helpful in clarifying the characteristic features of systemic linguistics.

Chapter 3 focuses upon language levels and the next chapter deals with syntagmatic and paradigmatic chains and choice. The rest of the book concentrates upon grammar and in particular discusses the concepts of structure, unit, rank, system, and delicacy.

OCCASIONAL PAPERS IN SYSTEMIC LINGUISTICS

(ISSN 0954-3058)

editorial address:
Dept. of English Studies
University of Nottingham
NG7 2RD
UK

Contents of Volume 3 (provisional)

- Jim Martin
The language of madness: method or disorder?
- Margaret Perry
They're all out of step except our Johnny
A discussion of motivation (or the lack of it)
in systemic linguistics
- Brian Davies
Force and significance in English interrogatives
- Jon Walry
Interpersonal meanings in judicial discourse
- Anne-Marie Simon-Vandenberghe
'He's my friend' or 'It's my friend'?

Volume 3 will be published in the autumn of 1989. To reserve your copy just send the tear-off slip below to Hilary Hillier, Dept. of English Studies, University of Nottingham, NG7 2RD, UK, together with a cheque/money order for £5 (if you are living in the UK) or £5.50 (for buyers resident outside the UK). Your copy will be sent to you straight after it rolls off the press!

Payments should be made by means of (1) a personal cheque drawn on a British bank, (2) a Eurocheque, or (3) a postal money order, all payable in Sterling. Other cheques or money orders are acceptable only if the equivalent of £5 is added to cover bank charges. Cheques or money orders should be made payable to "Univ. of Nottingham/OPSL".

***** OPSL
Vol. 3 (1989)

I would like to order ... copies of OPSL Vol. 3

I enclose ... x £5 (UK)/£5.50 (elsewhere) = ...

My name is

and my address is

STOP PRESS STOP PRESS !!!

NEW PUBLICATIONS - ENGLISH STUDIES DEPT - UNIVERSITY OF NOTTINGHAM

We are pleased to announce that two more publications will be available toward the end of the year.

The first is Volume 4 of OCCASIONAL PAPERS IN SYSTEMIC LINGUISTICS. Provisional contents include papers by Robert Cockcroft, Angela Downing, Gill Francis, Hilary Hillier, and William McGregor.

The second publication is Number 2 in our series MONOGRAPHS IN SYSTEMIC LINGUISTICS. This is by Kevin Nwogu of the Federal University of Technology, Nigeria and is entitled Discourse Variation in Medical Texts. The study includes detailed analyses using three different analytical frameworks. The first is based on Swales' approach to the analysis of Article Introductions. Nwogu has given a detailed analysis of the Moves and their Constituent Elements in medical research articles, the abstracts of the articles and the journalistic versions of the articles. The second framework is based upon Functional Sentence Perspective and Thematic Progression, while the final method looks at the variation of the cohesive qualities of the three (sub)genres.

We consider that this is an important contribution to genre analysis and also helps elucidate the way to write popular scientific articles.

Advance orders are being taken at CURRENT PRICES. To receive your copies immediately on publication, please send the order form below to: Hilary Hillier, Dept of English Studies, University of Nottingham NG7 2RD. U.K.

Please send mecopies of Volume 4 of O.P.S.L. I enclose £....
.....copies of No. 2 of Monographs in Systemic
Linguistics. I enclose £....
Total £....

Name..... (BLOCK CAPITALS)

Address.....

Send £6.00 (U.K.) OR £6.50 (overseas) for each copy of volume 4 O.P.S.L. AND £2.00 (U.K.) OR £2.50 (overseas) for No. 2 of Monographs in Systemic Linguistics. Cheques should be made payable to "The University of Nottingham/O.P.S.L." and should be in sterling. Other currencies are acceptable but the equivalent of £5.00 should be added to cover bank charges.

TECHNICAL WRITING AND PROFESSIONAL COMMUNICATION, 2/e and TECHNICAL WRITING AND PROFESSIONAL COMMUNICATION FOR NONNATIVE SPEAKERS OF ENGLISH, 2/e

Leslie A Olsen, *The University of Michigan*
Thomas N. Huckin, *The University of Utah*

Designed to help readers become proficient as senders and receivers of technical communication, **TECHNICAL WRITING AND PROFESSIONAL COMMUNICATION, 2/e**, is right for intermediate and advanced students in science, business, and other technically oriented professions. Because English is the international language of business and science, but may not be the native language of many students and practitioners of these disciplines, **TECHNICAL WRITING AND PROFESSIONAL COMMUNICATION FOR NONNATIVE SPEAKERS OF ENGLISH, 2/e** is presented as an alternate volume for these students. It provides additional information and explanations in those areas of English that are known to be troublesome for nonnative English speakers. The two books can be used simultaneously when addressing both native and nonnative speakers in the classroom. Formerly titled **PRINCIPLES OF COMMUNICATION FOR SCIENCE AND TECHNOLOGY** and **ENGLISH FOR SCIENCE AND TECHNOLOGY: A HANDBOOK FOR NONNATIVE SPEAKERS**, these two books offer everything technical writing instructors need to teach effectively in today's college classroom.

Features

- Both texts' functional/rhetorical approach emphasizes the communicative use of language rather than simply its formal aspects, but, treat the formal aspects where appropriate. The texts emphasize the psychological, social, and rhetorical principles underlying effective communication.
- The books also feature treatment of the early stages of writing: how a writer can find and define a topic, find appropriate words to describe that topic, set up a report's problem effectively for a given audience, and define and apply criteria needed to solve that problem.
- Both texts use the systematic and reasoned approach to how language functions in communication that is known to be effective for science, engineering and other professional students.

New to these editions:

- An emphasis on the international dimensions of modern business communication;
- treatment of the ethical dimensions of communication;
- coverage of multiple authorship and group activities reflecting the increased prominence of teamwork in organizations;
- the addition of case studies providing additional group activity practice;
- complete treatment of computer-based writing;
- expanded treatment of genres in Part IV;
- a partial answer key, exercises, supplementary readings, and reference appendices.

An instructor's manual is available.

ARE YOU INTERESTED IN STYLISTICS, PRACTICAL CRITICISM,
LITERARY THEORY or CRITICAL LINGUISTICS?
Then you will enjoy reading the journal of the
POETICS AND LINGUISTICS ASSOCIATION (PALA):

PARLANCE (Volume 2 Number 1)

This issue contains a selection of papers from the 1988 PALA
Conference held at Nottingham University:

- R. Sell: *Grammatology and Literary Pragmatics*
- S. Mills: *Poetics and Linguistics: a critical relation?*
- G. Steen: *How Empirical are the British?*
A view from continental empirical study of literature.
- W. Crombie: *Post-structuralism and the Denial of Mental Process.*
- N. Fairclough: *Critical Discourse Analysis.*
- C. Ballard-Thomson: *Parallelism and Persuasion.*

PRICE PER COPY: £ 3.50 (plus £ 1.00 postage and packing). To order, find
out about PALA or offer a paper to PARLANCE, please complete the
tear-off below and post it to PARLANCE.

c/o Mick Short OR c/o Ron Carter,
Department of Linguistics & Department of English Studies
Modern English Language University of Nottingham
Lancaster University Nottingham
Lancaster LA1 4YT, England

NAME: _____
ADDRESS: _____

PLEASE SEND ME: _____ COPIES OF PARLANCE 2 (1).
_____ BACK COPIES OF PARLANCE (1) 2 @ £7 ea. +
£1 p&p
DETAILS OF PALA MEMBERSHIP _____
A PARLANCE STYLE SHEET (for contributors) _____

I ENCLOSE PAYMENT OF £ _____ (POUNDS STERLING ONLY)
(Cheques should be made payable to PARLANCE.)

Interface is a journal of applied linguistics and is published twice a year by the Languages Department of the Flemish School of Economics in Brussels.

Interface invites submissions that deal with applied linguistics in a broad sense : native and foreign language teaching, contrastive linguistics, discourse analysis, stylistics, translation and interpretation, lexicography and terminography, LSP.

A selection of contributions from previous issues:

Lut Baten and Anne-Marie Cornu : "Vocabulary acquisition at advanced level: from the what to the how via a concordance"; Shoshona Folman : "The benefits of interrelating reading and writing in the EFL classroom"; Gill Francis : "Aspects of nominal group lexical cohesion"; Dany Jaspers : "On full interpretation"; Kathryn J. Lindholm : "English question development in second language learners : relationship between semantic context and linguistic complexity"; Jean-Marie Maes : "The intelligent dictionary project"; Dirk Noël : "The study of coherence relations . What is wrong with it and how it can be improved upon"; Peter J. Robinson : "Components and procedures in vocabulary learning : feature grids, prototypes and procedural vocabulary"; Françoise Salager-Meyer : "Discourse movements in medical English abstracts and their linguistic exponents : a genre analysis study"; Anne-Marie Simon-Vandenberghe : "Systemic grammar, register analysis and LSP"; John R. Taylor : "Metaphors of communication and the nature of listening and reading comprehension"; Fred Van Besien : "Metaphor and simile".

Articles will be published in English, French, German and Dutch. Manuscripts should be no longer than 20 double-spaced pages (excluding tables, notes and references, which should come on separate pages) and should be sent, together with an abstract in English (max. 120 words), to the Editor : Dr. F. Van Besien, VLEKHO Brussel, Koningsstraat 336, B-1210 Brussels, Belgium.

Abstracts of articles are published in *Linguistics and Language Behavior Abstracts* (LLBA), San Diego. Contributors receive 20 off-prints of the article.

University of Minnesota Press, Fall 1998 catalogue.
2037 University Avenue S.E.,
Minneapolis,
MN 55414,
U.S.A.

Literary/Cultural Studies

SOCIAL SEMIOTICS Text, Meaning, and Nabokov's *Invitation to a Beheading*

PAUL J. THIBAUT
Foreword by Wlad Godzich

The past fifteen years have witnessed a renewed interest in the theoretical and epistemological issues which underpin the institutionalized study of literary texts. In particular, the poststructuralist critique has challenged many of the institutional, ethical, and political practices in which this enterprise is conducted. In *Social Semiotics*, Paul Thibaut re-focuses on the text to build a unifying discourse for understanding the processes by which human meaning is formulated. As such, Thibaut renews the semiotic project in ways which not only develop new theoretical and methodological resources for studying social meaning, but also redefine the very language in which these issues are being discussed.

The author's approach is an extension of the linguistic and semiotic theories originally formulated by Michael Halliday and others in the London-Sydney school of systemic-functional linguistics. Halliday's theory is drawn on in order to develop a detailed form of textual analysis which is sensitive to the social contexts of specific human activities — social semiotics at work. Nabokov's *Invitation to a Beheading* and *Invitation to a Beheading* bridge the gap between the analysis of verbal art and the basic inquiry into how meaning is socially constructed. This, then, leads into questions concerned with the praxis of the theorists of social semiotics, intertextuality, the social semiotic construction of the subject, the analysis of hegemonic forms of social meaning construction, and the importance of maintaining the same theoretical terms when addressing the question of stability and change in social semiotics.

Contents

Foreword	
Introduction	
The Conceptual Framework of a Praxis-Oriented Social Semiotic Theory	
Contextualization Dynamics and Insider/Outsider Relations	
The Sociosemantics of Quoting and Reporting Relations	
Contextual Dynamics and the Recursive Analysis of Insider and Outsider Relations in Quoting and Reporting Speech	
Redundancy, Coding, and Punctuation in the Contextual Dynamics of Quoting and Reporting Speech	
Intertextuality	
Text, Discourse, and Intertextuality	
Intertextuality, Social Heterogeneity, and Text Semantics	
Subjects, Codes, and Discursive Practices	
Social Meaning Making, Textual Politics, and Power	
The New-materialist Social Semiotic Subject	
Appendices	

PAUL J. THIBAUT is visiting professor of semiotics at the Institute for Science Education in Verona and the author of *Text, Discourse, and Context: A Social Semiotic Perspective*. Wlad Godzich is professor of comparative literature and French studies at the University of Montreal. He is co-editor, with Jochen Schulte-Sasse, of the *Theory and History of Literature* series.

Theory and History of Literature, volume 7
ISBN 0-8166-1866-4 cloth \$45.00
ISBN 0-8166-1866-6 paper \$26.00
320 pages, 6 x 9, 20 illustrations
December

96 FRIENDLY JOURNAL

Drawing on the work of M. A. K. Halliday, Thibaut restores the original meaning of semiotics as a form of social psychology focused on material practices of communication.

Free reprints on Computational linguistics

**Recent Publications
of the Penman Natural Language Group**

Eduard Hovy
Information Sciences Institute of USC
4876 Admiralty Way
Marina del Rey, CA 90292-8696
Telephone: 822-1511
Email: HOVY@ISI.SDU

Compiled February 1990

1 Publications in 1988

1.1 Invited Talks and Refereed Conference Presentations

- Arens, Y., Miller, L., Shapiro, S.L. and Sondheimer, N.K. Automatic Construction of User-Interface Displays. In the *Proceedings of the Conference of the American Association of Artificial Intelligence (AAAI)*, St. Paul, MN, August 1988.
- Bateman, J.A. Aspects of Clause Politeness in Japanese: An Extended Inquiry Semantics Treatment. In *Proceedings of the Meeting of the Association for Computational Linguistics (ACL)*, Buffalo, NY, June 1988.
- Bateman, J.A. The Development of Systemic Functional Resources for the Generation of Japanese and Chinese Texts. In the *Fourth International Workshop on Natural Language Generation*, Los Angeles, CA, July 1988.
- Bateman, J.A. From Systemic-Functional Grammar to Systemic-Functional Text Generation: Escalating the Exchange. In *Proceedings of the AAAI Workshop on Text Planning and Realization*, St. Paul, MN, 1988.
- Bateman, J.A. Dynamic Systemic Functional Grammar: A New Frontier. In the *Proceedings of the Fifteenth International Systemics Congress*, East Lansing, MI, August 1988.
- Bateman, J.A., Kasper, R.T. and Matthiessen, C.M.I.M. Systemic Linguistics and Natural Language Processing: Case Studies in the Exchange. In the *Proceedings of the Fifteenth International Systemics Congress*, East Lansing, MI, August 1988.
- Bateman, J.A. The Application of Systemic Functional Grammar to Japanese and Chinese for Use in Text Generation, presented at the *International Conference on Computer Processing of Chinese and Oriental Languages*, Toronto, Canada, August 1988.
- Hovy, E.H. Two Types of Planning in Language Generation. In *Proceedings of the Meeting of the Association for Computational Linguistics (ACL)*, Buffalo, NY, June 1988.
- Hovy, E.H. Planning Coherent Multisentential Text. In the *Proceedings of the Meeting of the Association for Computational Linguistics (ACL)*, Buffalo, NY, June 1988.
- Hovy, E.H. On the Study of Text Planning and Realization. In the *Proceedings of the Conference of the American Association of Artificial Intelligence (AAAI)*, St. Paul, MN, August 1988.
- Hovy, E.H. Approaches to the Planning of Coherent Text. In the *Fourth International Workshop on Natural Language Generation*, Los Angeles, CA, July 1988.
- Hovy, E.H. PAULINE: An Experiment in Ideational, Interpersonal, and Textual Language Generation. In the *Proceedings of the Fifteenth International Systemics Congress*, East Lansing, MI, August 1988.
- Kasper, R.T. Conditional Descriptions in Functional Unification Grammar. In *Proceedings of the Meeting of the Association for Computational Linguistics (ACL)*, Buffalo, NY, June 1988.
- Kasper, R.T. An Experimental Parser for Systemic Grammars. In the *Proceedings of the Coling Conference*, Budapest, Hungary, August 1988.
- Kasper, R.T. Ambiguity in Systemic Grammar: Experience with a Computational Parser for English. In the *Proceedings of the Fifteenth International Systemics Congress*, East Lansing, MI, August 1988.
- Kasper, R.T. Sets and Sequences in Unification-based Grammars, presented at the *Workshop on Unification Formalisms — Syntax, Semantics and Implementation*, Tübingen, West Germany, April 1988.
- Mann, W.C. Two Approaches to Discourse Structure from Computational Linguistics. In the *Fourth International Workshop on Natural Language Generation*, Los Angeles, CA, July 1988.
- Mann, W.C. Two Theories of Discourse Structure. In the *Proceedings of the Fifteenth International Systemics Congress*, East Lansing, MI, August 1988.
- Matthiessen, C.M.I.M. Lexical Selection in Generation: An Abstract Model. In the *Fourth International Workshop on Natural Language Generation*, Los Angeles, CA, July 1988.
- Matthiessen, C.M.I.M. Text Generation as a Linguistic Research Task, presented at a UCLA Linguistics Colloquium, April 1988.
- Sondheimer, N.K. Lexical Selection. In the *Proceedings of the Conference of the American Association of Artificial Intelligence (AAAI)*, St. Paul, MN, August 1988.

- Sondheimer, N.K., Cumming, S. and Albano, R.N. How to Realize a Concept: Lexical Selection and the Conceptual Network in Text Generation, presented at the Workshop on Theoretical and Computational Issues in Lexical Semantics, Waltham, MA, April 1988.

1.2 Journal Articles

- Mann, W.C. and Thompson, S.A. Rhetorical Structure Theory: Toward a Functional Theory of Text Organization. In *Text*, Vol. 6:3, 1988.
- Mann, W.C. Dialogue Games. In *Argumentation*, 1988. Also available as USC/ISI Research Report RR-79-77.

1.3 Books

- Hovy, E.H. *Generating Natural Language under Pragmatic Constraints*. Lawrence Erlbaum Associates, Hillsdale, NJ, 1988.

1.4 Book Chapters

- Bateman, J.A. Conversation generation — a theoretical watershed? In *New Developments in Systemic Linguistics, Volume 2* Fawcett, R. and Young, D. (eds), Frances Pinter, London, England.
- Hovy, E.H. Generating language with a phrasal lexicon. In *Natural Language Generation Systems*. McDonald, D. and Bole, L. (eds), Springer-Verlag, New York, NY, 1988.
- Kasper, R.T. Systemic Grammar and Functional Unification Grammar. In *Systemic Functional Approaches to Discourse*. Benson J. and Greaves W. (eds). Ablex, Norwood, NJ, 1988.
- Kasper, R.T. and Rounds, W. The logic of unification in grammar. In *Studies in Unification Grammar*. Klein, E. (ed), 1988.
- Mann, W.C., Matthiessen, C.M.I.M. and Thompson, S.A. Rhetorical Structures Theory and text analysis. In *Discourse Description: Discourse Analyses of a Poem Reading*. Text. Mann, W.C. and Thompson, S.A. (eds), (to appear).
- Mann, W.C. and Thompson, S.A. Rhetorical Structure Theory: A theory of text organization. In *The Structure of Discourse*.
- Mann, W.C. Text generation: The problem of text structure. In *Natural Language Generation Systems*. McDonald, D.D. and Bole, L. (eds), Springer-Verlag, New York, NY, 1988.
- Matthiessen, C.M.I.M. Representational issues in Systemic Functional Grammar. In *Systemic Functional Approaches to Discourse*. Benson J. and Greaves W. (eds). Ablex, Norwood, NJ, 1988.

- Matthiessen, C.M.I.M. A Systemic semantics: The choice and inquiry framework. In *Linguistics in a Systemic Perspective*. Benson, J., Cumming, J. and Greaves, W. (eds), John Benjamins, Amsterdam, The Netherlands, 1988.

- Matthiessen, C.M.I.M. and Thompson, S.A. The structure of discourse and subordination. In *Clause Combining*. Haiman, J. and Thompson, S.A. (eds), John Benjamins, Amsterdam, The Netherlands, 1988.

1.5 Unreferenced Publications

- Matthiessen, C.M.I.M. What's in Nigdi: Lexicogrammatical Cartography. Unpublished USC/ISI Nigdi Grammar Documentation, 1988.
- Matthiessen, C.M.I.M., Sondheimer, N.K. and Tung, Y.-W. On Parallelism and the Peusman Natural Language Generation System, USC/Information Sciences-Institute Research Report ISI/RR-88-195, 1988.
- Whitney, R.A. Semantic Transformations for Natural Language Production. USC/Information Sciences Institute Research Report ISI/RR-88-192, 1988.

2 Publications in 1989

2.1 Invited Talks and Referenced Conference Presentations

- Bateman, J.A. and Paris, C.L. Phrasing a Text in Terms the User Can Understand. In *Proceedings of the Eleventh Conference of the International Joint Conference of AI (IJCAI)*, Detroit, MI, August 1989.
- Bateman, J.A., Kasper, R.T., Schütz, J., and Steiner, E. A New View on the Process of Translation. In *Proceedings of the Fourth Annual Meeting of the European Chapter of the Association for Computational Linguistics (EACL)*, Manchester, England, July 1989.
- Bateman, J.A., Kasper, R.T., Schütz, J., and Steiner, E. Interfacing an English Text Generator with a German MT Analysis. In *Proceedings of the Annual Meeting of the Gesellschaft für Linguistische Datenverarbeitung*, Springer Verlag, 1989.
- Bateman, J.A. and Paris, C.L. Constraining the Deployment of Lexicogrammatical Resources According to Knowledge of the Reader: A Computational Refinement of the Theory of Register. In *Proceedings of the Sixteenth International Systemic Congress*, Helsinki, Finland, August 1989.
- Hovy, E.H. Unresolved Issues in Paragraph Planning. In *Proceedings of the Second European Workshop on Natural Language Generation*, Edinburgh, Scotland, June 1988.
- Hovy, E.H. and McCoy, K.P. Focusing your RST: A Step toward Generating Coherent Multisentential Text. In *Proceedings of the Eleventh Conference of the Cognitive Science Society*, Ann Arbor, MI, August 1989.

- Hovy, E.H. New Possibilities in Machine Translation. In *Proceedings of the Darpa Speech and Natural Language Workshop*, Harwichport (Cape Cod), MA, August 1989.
- Hovy, E.H. New Possibilities of Natural Language Generation Systems. Presented at the *Seventh Intelligence Community AI Symposium*, Washington, DC, May 1989.
- Kasper, R.T. A Flexible Interface for Linking Applications to Penman's Sentence Generator. In *Proceedings of the Darpa Workshop on Speech and Natural Language*, Philadelphia, PA, 1989.
- Kasper, R.T. Unification and Classification: An Experiment in Information-Based Parsing. In *Proceedings of the International Workshop on Parsing Technologies*, Pittsburgh, PA, August 1989.

2.2 Journal Articles and Book Reviews

- Bateman, J.A. Dynamic systemic-functional grammar: a new frontier. In *Word* 40(1-2), 1989.
- Hovy, E.H., McDonald, D.D. and Young, S. Current Issues in Natural Language Generation: An Overview of the AAAI Workshop on Text Planning and Realization. In *AI Magazine* 10(3), 1989.
- Hovy, E.H. Book review of *Systemic Text Generation as Problem Solving*, by Patten, T. In *Computational Linguistics* 15(2), 1989.

2.3 Unrefereed Publications

- Bateman, J.A. Upper Modeling for Machine Translation: A Level of Abstraction for Preserving Meaning. In *Proceedings of the Workshop on Machine Translation*, Munich, October 1989. Also available as EUROTRA-D Working Paper, Institut für Angewandte Informationsforschung, Saarbrücken, West Germany, 1989.
- Bateman, J.A., Kasper, R.T., Moore, J.D. and Whitney, R.A. The Penman Upper Model — 1989. Unpublished research report, USC/Information Sciences Institute, Marina del Rey, CA, 1989.
- Hovy, E.H. Notes on dialogue management and text planning in the LILOG project. Unpublished working document, Projekt LILOG, Institut für Wissensbasierte Systeme, IBM Deutschland, Stuttgart, 1989.
- The Penman Project. The Penman Primer, The Penman User Guide, The Penman Reference Manual. Unpublished Penman project documentation, USC/Information Sciences Institute, Marina del Rey, CA, 1989.

3 Publications in 1990

3.1 Invited Talks and Refereed Conference Presentations

- Bateman, J.A. Upper Modeling: A Level of Semantics for Natural Language Processing. Submitted for presentation to the the Coling Conference, Helsinki, August 1990.
- Paris, C.L. and Bateman, J.A. User Modeling and Register Theory: A Congruence of Concerns. Presented at the *Second International Workshop on User Modeling*, Hawaii, April 1990.
- Hovy, E.H. and Arens, Y. When is a Picture Worth a Thousand Words? — Allocation of Modalities in Multimedia Communication. Presented at the *AAAI Spring Symposium on Human-Computer Communication*, Stanford, CA, March 1990.
- Hovy, E.H. New Frontiers of Natural Language Generation Systems. Presented at the *AI Systems in Government*, Washington, DC, May 1990.

3.2 Journal Articles

- Hovy, E.H. Pragmatics and Natural Language Generation. In *AI Journal*, to appear. Also available as USC/Information Sciences Institute Research Report ISI/IS-89-233.
- Kasper, R.T. and Rounds, W. The Logic of Unification in Grammar. In *Linguistics in Philosophy* 13(1), to appear.

3.3 Books

- Bateman, J.A. and Matthiessen, C.M.I.M. *Text Generation and Systemic-Functional Linguistics: Experiences from English and Japanese*. Frances Pinter, London, England. In preparation.
- Paris, C.L., Swartout, W.R. and Mann, W.C. (eds). *Natural Language in Artificial Intelligence and Computational Linguistics*, Kluwer Academic Publishers, Cambridge, MA. In preparation.

3.4 Book Chapters

- Bateman, J.A. Uncovering Textual Meanings: A Case Study Involving Systemic-Functional Resources for the Generation of Japanese Texts. In *Natural Language in Artificial Intelligence and Computational Linguistics*, Paris, C.L., Swartout, W.R. and Mann, W.C. (eds), to appear.
- Hovy, E.H. Unresolved Issues in Paragraph Planning. In *Collection of selected papers from the second European workshop of Natural Language Generation*, Mellish, C. and Dale, R. (eds), to appear.

- Hovy, E.H. Approaches to the Planning of Coherent Text. In *Natural Language in Artificial Intelligence and Computational Linguistics*, Paris, C.L., Swartout, W.R. and Mann, W.C. (eds), to appear. Also available as USC/Information Sciences Institute Research Report ISI/RS-89-245.
- Mann, W.C. Two Approaches to Discourse Structure from Computational Linguistics. In *Natural Language in Artificial Intelligence and Computational Linguistics*, Paris, C.L., Swartout, W.R. and Mann, W.C. (eds), to appear.
- Matthiessen, C.M.I.M. Lexical Selection in Generation: An Abstract Model. In *Natural Language in Artificial Intelligence and Computational Linguistics*, Paris, C.L., Swartout, W.R. and Mann, W.C. (eds), to appear.

4 Summary of Publications of Penman Personnel

- Refereed conference and workshop presentations: 22 (1988), 10 (1989), 6 (1990)
- Journal articles: 2 (1988), 3 (1989), 2 (1990)
- Book chapters: 10 (1988), 3 (1990)
- Books: 1 (1988), 2 (1990)
- Unrefereed publications: 3 (1988), 4 (1989)
- Totals: 38 (1988), 17 (1989), 11 (1990); Grand total: 66

5 Workshops organized by Penman Personnel

- *Fourth International Workshop on Natural Language Generation*. Mann, W.C., Swartout, W., and Paris, C.L. (all three organizing committee). Los Angeles, CA, July 1988.
- *AAAI Workshop on Text Planning and Realization*. Hovy, E.H. (chair of organizing committee). Conference of the American Association of Artificial Intelligence (AAAI), St. Paul, MN, August 1988.
- *Workshop on the Evaluation of Natural Language Processing Systems*. Hovy, E.H. (organizing committee member). Philadelphia, PA, December 1988.
- *International Workshop on Parsing Technologies*. Kasper, R.T. (organizing-committee member). Pittsburgh, PA, August 1989.
- *AAAI Workshop on Evaluation of Natural Language Generator Systems*. Hovy, E.H. (organizing committee member). Conference of the American Association of Artificial Intelligence (AAAI), Cambridge, MA, August 1990.

6 Publications of Other ISI Personnel Associated with Penman

- Moore, J.D. Planning and Reacting. In *Proceedings of the AAAI-88 Workshop on Text Planning and Natural Language Realization*, St. Paul, MN, August 1988.
- Moore, J.D. Responding to "Huh?": Answering Vaguely-Articulated Follow-Up Questions. In *Proceedings of the conference in Human Factors in Computing Systems*, Austin, TX, May 1989.
- Moore, J.D. and Paris, C.L. Constructing Coherent Texts Using Rhetorical Relations. In *Proceedings of the Tenth Annual Conference of the Cognitive Science Society*, Montreal, Canada, August 1988.
- Moore, J.D. and Swartout, W.R. A reactive Approach to Explanation. In *Proceedings of the AAAI Workshop on Explanations*, St. Paul, MN, August 1988.
- Moore, J.D. and Swartout, W.R. Dialogue-based explanation. Presented at the *Fourth International Workshop on Text Generation*, Los Angeles, 1988.
- Moore, J.D. and Paris, C.L. Planning Text for Advisory Dialogs. In *Proceedings of the 27th Annual Meeting of the Association of Computational Linguistics (ACL)*, Vancouver, Canada, June 1989.
- Moore, J.D. and Swartout, W.R. A Reactive Approach to Explanation. In *Proceedings of the International Joint Conference on Artificial Intelligence IJCAI*, Detroit, 1989.
- Moore, J.D. A Reactive Approach to Expert and Advice-Giving Systems. Ph.D. Dissertation, UCLA, 1989.
- Moore, J.D. and Swartout, W.R. Dialogue-based explanation. In *Natural Language in Artificial Intelligence and Computational Linguistics*, Paris, C.L., Swartout, W.R. and Mann, W.C. (eds), to appear.
- Paris, C.L. Generation and Explanation: Building an Explanation Facility for the Explainable Expert Systems Framework. Presented at the *Fourth International Workshop on Text Generation*, Los Angeles, CA, July 1988.
- Paris, C.L., Wick, M.R. and Thompson, W.B. The Line of Reasoning Versus the Line of Explanation. In *Proceedings of the AAAI-88 Workshop on Explanation*, St. Paul, MN, August 1988.
- Paris, C.L. Planning a Text: Can We and How Should We Modularize this Process? In *Proceedings of the AAAI-88 Workshop on Text Planning and Natural Language Realization*, St. Paul, MN, August 1988.
- Paris, C.L. Tailoring Descriptions to a User's Level of Expertise. In *Journal of Computational Linguistics* 14(3), September 1988.

- Paris, C.L. Responding to a User's Domain Knowledge: Incorporating the User's Level of Expertise into a Generation System. In *Proceedings of the International Computer Science Conference, Artificial Intelligence: Theory and Applications*, Hong Kong, December 1988. A longer version of this paper will appear in *Computational Intelligence*.

- Paris, C.L. The Use of Explicit User Models in a Generation System for Tailoring Answers to the User's Level of Expertise. In *User Models in Dialog Systems*, Kobayashi, A. and Wahlster, W. (eds), Springer Verlag, Symbolic Computation Series, 1989.

- Paris, C.L. Tailoring as a Prerequisite for Effective Human-Computer Communication. Presented at the *AAAI Spring Symposium on Human-Computer Communication*, Stanford, CA, March 1990.

- Paris, C.L. Generation and Explanation: Building an Explainable Expert Systems Framework. In *Natural Language in Artificial Intelligence and Computational Linguistics*, Paris, C.L., Swartout, W.R. and Mann, W.C. (eds), to appear.

- Paris, C.L. *The Use of Explicit User Models*. London, England, in preparation.

- Paris, C.L. Text generation. In *Computational Linguistics*, N. (ed), University of

BOOK REVIEWS

P. Benson, Michael J. Cummings, and William S. Greaves, eds. Linguistics in a Systemic Perspective. Current Issues in Linguistic Theory 39. Amsterdam: John Benjamins. 1988. Pp. x + 452. US\$80.00 (hardcover); \$24.95 (softcover).
Ross Steele and Terry Threadgold, eds. Language Topics: Essays in Honour of Michael Halliday. Amsterdam: John Benjamins. 1987. 2 vols: pp. xxxii + 490; pp. xvi + 669. US\$160.00 (for both volumes).

Reviewed by L.G. KELLY (University of Ottawa)

Reprinted by permission. Canadian Journal of Linguistics, 35(1): 72-75, 1990.

Nobody really knows who first said that language is a system of systems: the honour has been claimed for too many father figures. One of these aspirants was the late J.R. Firth, Professor of Linguistics at the University of London in the 1940s and 1950s. The books before us are a balance-sheet of Firthian linguistics in the 1980s. Linguistics in a Systemic Perspective is a collection of 13 articles illustrating how diverse is the range of subjects handled within systemic linguistics. It is not a textbook of systemic linguistics, nor does it attempt to handle everything that can be handled by the approach. It begins with El-Menoufy's article on intonation and meaning, passes through examinations of syntax and lexicon, and terminates with examinations of discourse. These include not only the incursions into linguistic criticism of literary texts, which are such an interest of the Firthian linguist, but also a very entertaining and instructive article on the relationship between words and music in folksong. The authors range from grand old men in the field like Michael Halliday and John Sinclair to relative unknowns. The geographical spread of the authors is also interesting: beside the expected people working at British universities, there are Europeans and one solitary Egyptian.

Language Topics is a Festschrift for Michael Halliday, who retired from the Chair of Linguistics at Sydney at the end of 1987. Its 68 articles are prefaced by a biography of Halliday and his list of publications. The collection closes with an interview of Halliday by Paul J. Thibault, and the consolidated bibliography. Unlike the other book, this one is not indexed. In the manner customary in such collections, the articles are arranged in a way that highlights Halliday's interests (including a very intriguing first section called 'Starting Points' which looks at the School of Prague, J.R. Firth, and Daniel Jones, all early influences, and language teaching, an early interest).

From its early beginnings in Firth's teaching at the University of London, systemic linguistics developed into what Halliday called 'a way of thinking about language; and more specifically, a way of asking questions about language as an object' (Halliday and Martin 1981:15). The starting-point is Firth's principle that 'the first principle of linguistics is to distinguish between system and structure'. And though linguistics is concerned with both, it is structure that ranks second to system. For Halliday the echo of Hjelmslev in interpreting Firth is deliberate: language is a Gestalt that fits into other behavioural Gestalts. The central issue of systemic linguistics was summed up by Halliday in the dictum that learning language was 'learning how to mean'. He himself rejected the Saussurean idea of signifiant and signifié (as Firth had done), seeing meaning as function in context. 'Context' here means both the social and linguistic context proper to an utterance. The 'system' investigated by systemic linguistics therefore is the range of choices available to a

speaker within a given context. And this choice depends on conceptual systems particular to language groups: in a way not unlike that postulated by the Romantic speculation on language and brought into 20th-century linguistics. Sapir and Whorf, these conceptual systems are embodied by the grammatical, semantic and discourse systems of language. Formal statement of the sort familiar in North American linguistics is not a necessity to systemic linguistics, although some systemic linguists have experimented with it. What sort of image of the approach do these two books give?

The image given by the two books is complementary: Linguistics in a Systemic Perspective concentrates more on the actual analysis of language than Language Topics, which casts its net very widely. It is obvious that in the analysis of language the upper bound is utterance, or even text, rather than sentence; and that in the transition to systemic linguistics Firthian linguistics has lost none of its preoccupation with language as a social fact. Certainly Language Topics is biased in its direction by the very fact that it is an honour volume for Halliday. It therefore reflects his interest in child language, language teaching and sociolinguistics. For an approach that has aggressively positivistic and even anti-mentalist roots, the linguistics presented here is very strongly marked by European mentalist approaches: the systemic approach has come a long way since the first relatively crude attempts by Firth to counter the creeping dualism he saw as one of the major dangers in Saussure's work. There is very little analysis here of language as a device, and none to take it out of context so that it can be treated completely formally. Both books analyze language on the levels experienced by the language user, and the range of experience goes from the sort of thing studied by the Labovian sociolinguist to written uses of language. These include administrative and legislative language, Erich Steiner's perceptive article on folk-song in Linguistics in a Systemic Perspective, and articles on literary uses of language. The central issue is meaning in a functionalist sense: that is, the relationship between signs and both the linguistic context and the context of situation. Thus, where the pioneers of systemic linguistics distinguished between lexical and grammatical meaning, Halliday's generation added discourse to this ancient pair.

Language is presented as a Gestalt, and as a component of the larger Gestalt of behaviour. And like the Prague and Copenhagen Schools, these linguists look on language structures as processes rather than as something static. 'Meaning' or the externalization of meaning is the result of these processes and their reaction with the various contexts. It is for this reason that linguists of this stamp can range as far afield as they do: the 'meaning' of literature is of as much interest to them as the 'meaning' of cross-talk at a family meal. The second question is the nature itself of meaning. The attitude of these authors is less aggressively social than that of their forebears. While there is strong agreement that meaning is primarily a social element, this has been strongly influenced by the mentalism of the Sapir-Whorf hypothesis, and even reminiscences of the Romantic conviction that language builds both the person and the societies in which that person lives and acts.

It follows that the sort of analysis used here goes from the top down, from the largest unit to the smallest, and even from the context of situation to phonological features felt necessary by the speakers. It is difficult to find any seams between linguistics, sociolinguistics, and psycholinguistics here; and even more difficult to find one between pure and applied. This is as one

would expect. In many ways British linguistics took its shape from the needs of the pragmatic study of exotic languages, designed to make them less exotic, had little time for linguistic models for the fun of it. And this is a feature that stands out. In a similar vein, systemic linguistics prides itself on being a Broad Church: Firthian linguistics always had a gentlemanly reluctance to make dogmatic statements. This is recognized by a Czech advance guard (Danes, Firbas and Sgall) and a range of contributors of all sorts of theoretical tendencies in Language Topics.

And yet within each book there is a unity of purpose and thrust. Linguistics in a Systemic Perspective, while it begins in intonation and finishes in music, is kept completely coherent by the common thread of communicative purpose in language and utterance. By the nature of the task, Language Topics is more difficult to handle. In one sense unity is achieved by the reflection of Halliday and his interests in the organization of the book. But once again the matter is so treated that the social sense of language and features of language gives cohesion to the collection.

Given the functionalist orientation of both books, 'formal statement' means something different here from what normally happens. It means little more than a statement that is carefully drafted and verifiable from data and evidence. Emphasis on principled argumentation from data is one thing that marks these books, and it is done simply, normally without abstract symbolization.

Both books afford a glimpse of a linguistics that has been eclipsed by the developments of the last 20 years: and yet they show that it is vigorous, and has not retreated behind the barricades of tradition. It is a linguistics that has the rigour of a science, but the humanist concerns of the old discipline of philology. Given their nature they are showcases of the approach, both of them quite readable even to those unfamiliar with this way of doing linguistics. Linguistics in a Systemic Perspective is a fairly standard example of a set-piece volume produced by a like-minded group of scholars: Language Topics is a very comprehensive reflection of the interests and worth of its dedicatee.

REFERENCE

Halliday, M.A.K., and J.R. Martin. 1981. Readings in Systemic Linguistics. London: Batsford.



"The 'A' was for the enthusiastic demonstration of a guttural sound.
The minus was for not using a handkerchief."

The Linguistic Spectrum. By V. Prakasam. Patiala: Punjabi University, 1988.
xii + 120.

Reviewed by DANIEL KIES (College of DuPage)

The Linguistic Spectrum contains thirteen chapters that are based on previously published articles or conference papers Prakasam had written over a period of ten years. The title of the book -- employing the spectrum metaphor -- suggests a linguistic analysis marked by thoroughness, generality, gradience, and coherence between all the subsystems of language. The spectrum metaphor also suggests that a major goal of the book is to serve as a "bridge" between all the competing theories that comprise the spectrum of linguistic theory. Unfortunately, the book does not deliver on the promises of its title. Brevity works against Prakasam: those goals are too large to accomplish in a short volume.

The book is organized loosely by linguistic strata, beginning with language as sound and ending with language in community. Several chapters also give Prakasam the opportunity to compare directly the relative merits of competing linguistic theories. Chapter 1 ("Parametrical Phonetics") begins with a cautionary tale about the need to keep distinct the parameters of phonetic description (physiological [= articulatory], acoustic, and auditory). Prakasam identifies weaknesses arising from the conflation of those parameters (using Telugu to exemplify the analysis). When discussing physiological phonetics, for example, Prakasam argues that descriptive and explanatory phonetic statements are better made by attending to all relevant phonetic parameters, such as the "active articulator" (pp. 2-3), rather than simply attending on theoretical grounds to a single parameter, such as the "passive place of articulation."

Chapter 2 ("Functional Phonology") begins with an all too brief comparison of Praguean, Generative, and Systemic phonology and moves to a discussion of syntagmatic and paradigmatic features in the functional analysis of sound systems. A contribution to functional phonology is Prakasam's notion of a "dynamic" function of syntagmatic phonological features (pp. 13-18). The chapter reviews the traditional distributive and demarcative functions of sound segments, but Prakasam adds a dynamic function to those sounds that are active in phonological alternations (sandhi contexts). The dynamic function, Prakasam argues, predicts the direction of sound changes in a sandhi context. Prakasam's phonological analyses demonstrate the value of functionalism in linguistic analysis, illustrating how the functionalism and pragmatism of neo-Firthian phonology admirably explains several problems in Telugu phonetics and phonology that form-oriented neo-Chomskians can only list as exceptions to phonological rules. (See Prakasam 1976, 1977, and 1979 for more extensive discussions of many of those points.)

Chapter 3 ("Ordering of Phonological Rules") and Chapter 6 ("Case Relations and Realizations") are curiosities. Having argued for the descriptive and explanatory value of Systemic (functional) phonology in Chapters 1 and 2, Prakasam presents a two page chapter (Chapter 3) that argues for abstract phonological representations of a Generative sort and for all the

trappings of Generative theory, including rule ordering. Similarly, Chapter 6 (drawn largely from Prakasam 1979-80) surveys the concept of grammatical case and its morphological and semantic treatment in traditional Indian, Generative, and Systemic theory. A large part of Prakasam's objective is to reconcile Generative and Systemic-Functional theory. Yet the strength of Systemic-Functional linguistics has always been the "directness" of the linguistic analysis. However, Chapters 3 and 6 do nothing to explain Prakasam's interest in abstract representations or rule ordering in the Generative sense. In fact, Chapter 3's most striking feature is the number of interesting, yet completely unmotivated, claims -- such as the hypothesized general rule ordering principle stating that rule governing morphologically conditioned sound changes apply to the underlying (abstract) representation before rules governing phonologically conditioned sound changes do.

By Prakasam's own admission, Chapter 4 ("Process Morphology") adds nothing to the discussion of morphology or allomorphic variation that has not already been discussed in the literature. The aim is solely to bring together Prosodic and Generative phonological approaches to some basic issues in allomorphic variation. However, Prakasam misses an excellent opportunity in this discussion of morphological variation: Prakasam only discusses phonologically and morphologically conditioned variation, never acknowledging the existence of stylistically conditioned variation, and thereby missing the chance to draw parallels between this chapter and two later chapters which apply familiar concepts in stylistic/social variation to Telugu, Chapter 8 ("Sociogrammar" drawn largely from Prakasam 1981) and Chapter 9 ("Language Variation" drawn largely from Prakasam 1978).

Chapter 5 ("Auxiliaries and Auxiliarization") presents one of the few crosslinguistic analyses of gradience as a linguistic phenomenon: the chapter explores the cline in verb auxiliaries between suffixes at one end and full lexical verbs at the other in both English and Telugu. Chapter 7 ("Given-new Structuration") and Chapter 10 ("Psychological Plausibility") review very familiar problems from a crosslinguistic perspective. Chapters 5, 7, and 10 are interesting in that Prakasam looks at familiar Systemic concepts from a crosslinguistic perspective, but the remaining chapters -- 11, 12, and 13 -- report Prakasam's efforts to build bridges between cultures and linguistic traditions.

Chapter 11 ("The Systems and Apoha Theory") presents Prakasam's strongest attempt to build a bridge between Systemic theory (using Firth's concept of systems) and the traditional Indian linguistics (in the form of the Buddhist theory of meaning, *Apoha*). Arguing that every positive choice in a system implies a negation of the other choices offered but not chosen, Prakasam sees parallels to the Buddhist logician's view that meaning is largely negative in character, "that words have no direct reference to objective realities" (p. 90). Here Prakasam misses a chance to draw additional parallels to contemporary literary theory and to Deconstruction.

Chapter 12 ("Comparative Pedagogical Theory") describes some of the linguistic and pedagogic problems surrounding second language learning and teaching in India. Prakasam begins by outlining the goals of comparative

descriptive linguistics and then conveys some of the conflict between linguists and "pedagogues." The chapter concludes by highlighting the value of "comparative pedagogical linguistics" in learning the syntax and semantics of verbs in Telugu, English, and Hindi.

Chapter 13 ("On Being Communal: A Sociolinguistic Study") is a plea for tolerance, briefly describing the human suffering arising through religious, caste, and language communalism.

The book does have its merits. Prakasam offers us a chance to read his work in one place: many of the articles are in hard to-locate journals, and the book does serve as a primer to much of Prakasam's linguistics in the period between 1972 and 1982. (Indeed, one often has the impression that this book serves only as a primer to the author's work, given that many of the complexities of Prakasam's analyses are glossed over so very briefly.) Further, the book summarizes in one place much of Prakasam's work on Telugu. Finally, The Linguistic Spectrum also offers Western linguists the chance to read a contemporary's efforts to marry the ancient and modern linguistic traditions of India with many of the linguistic theories of West.

All of those strengths are admirable and make fascinating reading. However, what works against those strengths are not only Prakasam's brevity but also a lack of contact with Systemic Functional (or any other) theory since the early 1970s. For example, Prakasam does not discuss several important works that are directly relevant to this effort, including M.A.K. Halliday & Ruqaiya Hasan's Cohesion in English (1976), M.A.K. Halliday's Language as a Social Semiotic (1978), or David Stampe's A Dissertation on Natural Phonology (1979) to name just three. Thus a book that has all the promise of an important contribution to Systemic-Functional linguistics and linguistics generally becomes instead a frustrating experience. One hopes that Prakasam produces a second edition, an edition in which Prakasam again paints the spectrum of linguistic thought, but this time with colors of a deeper hue on a much larger canvas.

Works Cited

- Prakasam, V. "A Functional View of Phonological Features." Acta Linguistica Academiae Scientiarum Hungaricae. 10: 77-88, 1976.
- "An Outline of the Theory of Systemic Phonology." International Journal of Dravidian Linguistics. 6: 24-41, 1977.
- "General Remarks on Language Variation." In S. Agesthalingom and K. Karunakaran, Sociolinguistics and Dialectology, pp. 219-228. Annamalainagar: Annamalai University, 1978.
- "Aspects of Sentence Phonology." Archivum Linguisticum. 10: 57-82, 1979.
- "A Grammar of Telugu Postpositions." Language Forum. 5: 2-18, 1979-80.
- "A Sociogrammatical Look at Telugu Pronouns." Studies in Anthropological Linguistics. 14: 87-93, 1981.

NETWORK NEWS

GUNTHER KRESS was the keynote speaker at the UNESCO/Council of Europe/BFI Conference 'New Directions in Media Education' at Toulouse in July. Until the end of the year Gunther is a Visiting Fellow in the Department of English Language and Linguistics, University of Lancaster, U.K. Gunther is currently working on 'the language of anorexic patients', and maintains an ongoing interest in visual semiotics, 'visual literacy', genre theory, verbal literacy, and cultural studies. Recent and forthcoming publications include:

- Social Semiotics (with R. Hodge), Polity Press: Cambridge; Cornell University Press: Ithaca, NY, 1988.
- Reading Images (with Theo van Leeuwen), Deakin Univ. Press: Geelong, Australia; Oxford University Press: London, 1990.
- 'Language, discourse, ideology: a survey of critical discourse studies in Australia', in M. Clyne (ed.) Linguistics in Australia, Melbourne: Allen and Unwin, 1990.
- 'Texture as meaning', in R. Andrews (ed.) Narrative and argument, Milton Keynes: Open Univ. Press, 1989.
- 'The social production of language: history and structures of semination', in P. Fries and M. Gregory (eds.), Discourse in Society, Norwood, NJ: Ablex, 1990.
- 'Towards a social theory of genre' (with T. Threadgold), Southern Review, vol. 21, no. 3, 1988: 215-243.
- 'History and language: towards a social account of linguistic change', Journal of Pragmatics, 13, 1989: 445-466.
- 'Critical discourse analysis', in V. Grabe (ed.) Annual Review of Applied Linguistics XI (Foundations and applications of discourse analysis), forthcoming.

ADDRESS: Faculty of Humanities, Social Sciences, University of Technology, Sydney, Broadway 2007, N.S.W. Australia.

HELEN JENKINS has submitted her PhD Thesis 'The Prose of the Melbourne Press 1985-1986', and is currently working on a transitivity study of this corpus of journalism texts. Recent publications include:

- 'Words and pictures: newspaper texts and their illustrations', Media Information Australia, no. 55, Feb. 1990.
- 'News as discourse' -- review of Van Dijk's News as discourse. In Media Information Australia, no. 55, Feb. 1990.
- 'Headlines and cataphoric ellipsis'. In The Selected Papers of the AILA in Sydney. Amsterdam: John Benjamins, 1990.

ADDRESS: 24 Fairview Avenue, Burwood, Vic. 3125 Australia.

MARILYN CROSS is currently working on her PhD thesis, 'Variation in the generation of a text'.

ADDRESS: 5 Kalang Road, Kenthurst, 2156 Australia.

OLE NECKGAARD sends word of the following recent publications:

- with Hartmut Baberland, Univ. of Roskilde, Dk, 'The long and winding road towards a theory of grammatical relations', Journal of Pragmatics, 1990.
- 'Unit accentuation as an expression device for predicate formation in Danish' (paper for Functional Grammar Conference, Univ. of Cope., June 1990).
- 'An outline of a functional-pragmatic theory of grammatical structures' (Annual Report, Inst. of General and Applied Linguistics, Univ. of Copenhagen, 1990).

For the next three years Ole will be working on 'Studies in the Grammar of Danish Conversational Discourse'.

ADDRESS: Institute of General and Applied Linguistics, University of Copenhagen, Njalsgade 80, DK-2300, Copenhagen K, Denmark.

FRAN CHRISTIE writes that she is 'settling into NTU and Darwin fairly readily'. ADDRESS: Professor of Education, Northern Territory University, P.O. Box 40146 Casuarina, NT Australia 0811.

MARGIE BERNIS presented a paper last spring at AILA: 'Competence in context: adaptations to social and cultural variation in language teaching'. About her current projects she writes: 'the legal domain of Germany and the Use of English is one subject I'm collaborating on with a German lawyer. We're looking at the extent of English borrowings and the nature of their use in terms of orthographic conventions as well as linguistic and sociolinguistic terms'. Recent publications as follows:

Contexts of competence: social and cultural considerations in communicative language teaching (volume in Topics in Language and Linguistics Series, General Editors: Albert Valdman and Thomas Sebelk), Plenum Press, New York, 1990.

'Why language teaching needs the sociologists', Canadian Modern Language Review, 46(2), pp. 339-353, 1990.

'Second language acquisition/foreign language learning: a sociolinguistic perspective', SLA-FLL: On the relationship between second language acquisition and foreign language learning, ed. Bill Van Patten and James F. Lee. Multilingual Matters, 1990.

'Learning and using English in West Germany: a Firthian perspective', ITL: Review of Applied Linguistics, 85/86, pp. 51-65, 1989.

Review of J. Valdes, Culture bound: bridging the cultural gap in language teaching. Cambridge: (Cambridge U.P., 1987). Studies in Second Language Acquisition 11, 106-107, 1989.

To the tune of "Those were the days"

Review of Robert B. Kaplan, ed., *Annual Review of Applied Linguistics 8: communicative language teaching*. (New York: Pergamon Press, 1988.) *World Englishes*, forthcoming.

ADDRESS: English Department, Heavilon Hall, Purdue University, West Lafayette, IN 47907 USA

In May 1990 LINDA GEROT was awarded a PhD degree for a thesis 'The Question of Legitimate Answers'. She writes that she is now using the semantic network for history and science devised in her thesis 'to analyse the language of classroom mathematics for the Disadvantaged Schools Project. Currently, I am serving as the Senior Research Assistant for the National Literacy Project, exploring the use of the genre-based approach to literacy with adult NESB learners.

ADDRESS: 4 Bambara Cres., Beecroft, NSW 2119, Australia

Peter and Nan Fries went to TESOL in March, 1990. On the way they stopped in Los Angeles for dinner with ISI friends including Ed Hovy. Then Peter, Nan, Cecile Paris, John Bateman, Agnes Yang, Lynn Poulton and Mick O'Donnell spent the weekend at Borego Springs and Joshua Tree in the California desert. At TESOL Peter and Nan hosted a "Systemic" dinner with Jenny Hammond, Ruqaiya's sister, Zakia, and Bernie Mohan. In July, 1990, Peter taught discourse analysis at the TESOL Summer Institute. It was one of the largest classes at the institute. Afaf Elmenoufy attended the institute, too. In August Peter and Nan returned to Los Angeles (to attend LACUS) and visited with Lynn Poulton, Ed Hovy, Cecile Paris and Agnes Yang He. (Agnes was married in July.)

Allen Walker Read was written up in THE NEW YORKER, September 4, 1989, Vol 65, No. 29. The 18 page article is done as a "profile" called 'at play in the language'. Address: 39 Claremont Avenue, New York, New York, 10027, USA.

(Dr.) Guenter Plum is working for Fujitsu working to develop a text parser. Address: 15/1 Parrawean Street, Cremorene, NSW, 2090, Australia.

International Systemic Congress Committee 1989 - 1993

Chair: Eija Ventola

Secretary: Nan Fries

Treasurer: Hillary Miller

Africa: Femi Akindale

Australia: Frances Christie

Great Britain: Martin Davies

Canada: Michael Cummings

China: Hu Zhuanglin

Europe: Erich Steiner

USA: Barbara Couture (Peter Ragan)

Other Countries: Amy Tsui

Once upon a time there was a conference
Where we used to parse a phrase or two.
At the end to add some real excitement,
* A trip to Leningrad we planned for you.

[Beverly]

REFRAIN:

Those were the days, my friend,
We thought they'd never end.
They seemed to last forever and a day!
* "Impossible," they'd say,
* "But if you want, you pay."
When there's a will, you know there is a way!

[Beverly]

The leader of our trip was known as Eija.
All the answers from her lips did flow.
But once we had crossed the Russian border
She shrugged and coined the famous "I don't know!"

[Beverly]

REFRAIN

Checking everything with care was Taina.
She let nothing add to our woes.
Still there were some things she couldn't get to:
How do you say "hyet" to mosquitoes?

[Eduard]

REFRAIN

Riding on the bus from Ilanasaari,
Calmly we were surveying the scene.
Little did we think or even notice
That leaking from our bus was gasoline!

[Beverly]

REFRAIN

Through the darkening streets we drove in wonder—
Leningrad, the Venice of the North.
Red-gold moon above the Sovietskaya,
Into the darkened lobby we surged forth...

[Rosemary]

REFRAIN

There we were met by our guide Irena,
Maiden with dark hair and dusky eyes.
We asked about the program for the morrow.
She answered, * "Sputnik has a big surprise!"

[Cécile and Linda]

REFRAIN

Palaces baroque and Rococo,
Dazzled with the allure of past delights.
The present is a little less excessive,
Though not for those who suffered mozzie bites.

[Cate]

REFRAIN

The guide was a strange girl named Irena
Who refused to tell us all the truth.
She said you won't see the Summer Palace,
But mosquito bites you'll get for sure!

[Julia]

REFRAIN

See the Czar in all his gilded splendor
Glide beneath the glittering chandeliers.
Mirrors within mirrors of illusion
Hide the echoes of a peasant's tears.

[Rosemary]

REFRAIN

Irena the guide (or so they called her)
Acted as our helpful Russian host.
Soon she saw she had to follow Eija
And learned about the spirit of glasnost...

[Eduard]

REFRAIN

Round and round the tower we ascended,
Tantalizing smells on every side.
No, the hostess has no reservation.
Go and find another Sputnik guide!

[Rosemary and Cate]

REFRAIN

As for Finnish charm and guile and glamour,
Now we know why Finland has survived.
When the Russians shake their heads, in anger
Fighting Finns ensure our hopes survive!

[Cate and Rosemary]

REFRAIN

This is such a lovely group of people.
Going to be hard to say goodbye.
Maybe to prolong our stay in Finland
We ask Sputnik to rearrange our flights!

[Eduard]

REFRAIN:

This was our song, my friend,
It was too long, my friend.
It seemed to last forever and a day.
* "Impossible," they say,
* "But if you want, you pay."
Where there's a will, you know there is a way!

[Beverly]

* = sung with Russian accent

Now that we are back in California
(Or, at least, we thought we'd be by now).
Plane delays forced us to stay in Sweden—
The ghost of Sputnik smiles and takes a bow.

[Beverly]