FROM THE EDITORS DESK

Welcome to the first edition of Network from down under. N/P Fries have set to work apprenticing the new editors, drawing their inspiration from the 'guidance through interaction in the context of shared experience pedagogy' informing our literacy interventions here. Christian and Jim are hoping to quickly master the dominant discourses without having their own subjectivities destroyed in the process, and to evolve the system - so you will see a few changes to the organization of Network in this issue, and more to come as Aussie-genesis takes hold.

New in this issue is a section on Teaching - syllabus, materials, aids with an outline of Halliday & Matthiessen's SFL course at the inaugural Australian Systemics Institute, held in July. We hope to encourage readers to send in course outlines, sample materials, useful graphics and so on so that we can develop a community of interest in strategies for teaching SFL.

Also new is a Time out section, where readers can turn their hand at recreational activities such as crossword puzzles, limerick making, cartooning etc. with a view to cheering ourselves up in what for many are proving demoralising academic climes. Thanks to Michael Halliday for his contributions to this inaugural section.

We would also like at this stage to invite contributions to a new Exchange section, in which people can enter into squibbing dialogues - about intractable examples, nagging queries, theoretical concerns, brief reactions to published claims....

The number that appears after your name is the expiration date of your subscription. Please renew at that time (cheques in Australian dollars!).

The next deadline for material will be April Fool's Day, 1993.

Editors: Jim Martin/Christian Matthiessen, Department of Linguistics, University of Sydney, Sydney, NSW 2006, AUSTRALIA; Fax: (02) 552 1683. E-Mail: PETERF@EXTRO.UCC.SU.OZ.AU

Reviews Editor: Martin Davies, English Studies, University of Sterling, Stirling, FK9 4LA, Scotland, GREAT BRITAIN. E-Mail: HMPD@FORTH.STIRLING.AC.UK
MONDAY, JULY 13

08:30-09:00  Registration
Woolley Building

09:00-10:30  Ronald A Carter: The LINC project: Politics and knowledge about language
Chair: Christopher N Candlin
Woolley Building

10:30-11:00  Tea and Coffee
Woolley Building

11:00-12:30  Parallel Workshop Sessions:
Woolley Building
1: Current developments in language assessment in Australia
Convenor: Geoff Brindley
N395
2: Exploring and explaining workplace communication
Convenor: Christopher N Candlin
S208
3: Applying linguistic theory in another tongue: English curriculum in Australia
Convenor: John Carr
N408
4: Curriculum materials development for schools using a systemic functional perspective
Convenor: Frances Christie
N497
5: The role of the MLLA in language planning and policy setting in Australia: Research and policy links
Convenor: Joseph Lo Bianco
N461
6: Linguistics and law
Convenor: Yol Malaj
S361

12:30-02:00  Lunch break

02:00-03:30  Allan Luke: Critical literacy in education: Sociological and curricula issues
Chair: Terry Threadgold
Wallace Theatre

03:30-04:00  Tea and coffee

04:00-05:30  Parallel Workshop Sessions
Woolley Building
1: Language policy development in teacher education
Convenor: Frances Christie
A901
2: Describing language and literacy development in child school ESL
Convenor: Penny McKay
S361
3: Gender, genre, and discourse
Convenor: Cate Poynont
N497
4: Plain English in the workplace: A systemic functional approach
Convenor: Nicky Solomon
N408
5: Language learning in the secondary school: The write it right project
Convenor: Robert Veal
S208

05:30-06:00  Dinner break

08:00-09:30  Critical literacy: Panel Discussion,
Chair: James Martin (University of Sydney)
Panel: Christopher N Candlin (NCELTR, Macquarie)
Ronald A Carter (LINC, Nottingham, UK)
Frances Christie (UN, Australia)
Jay Lemke (CUNY, USA)
Bernard Mohan (UBC, Canada)
Wallace Theatre

TUESDAY, JULY 14

08:30-09:00  Registration
WSC 230

09:00-10:30  Joan Reibey: Making changes: Developing an educational linguistics
Chair: James R Martin
Price Theatre

10:30-11:00  The Vice-Chancellor, Macquarie University: Welcome to delegates
Price Theatre

11:00-11:30  Coffee and tea
Macquarie Theatre Foyer

11:40-12:30  Gordon Tucker and Robin Fawcett: So grammarians haven't the faintest idea: Recording grammar and texts in a systemic functional model of language
CSC 238

11:40-12:30  Bernard Mohan and Alice Wong: Language socialisation in theory and practice: A business case
CSC 242

12:00-02:00  Lunch break

02:00-02:40  Alice Cafferal: Clitics, mood structure, and the process of exchange in French dialogic texts
CSC 238

02:50-03:30  William McGregor: The English "my question": A new analysis, isn't it?
CSC 238

02:00-02:40  Sue Hood, Bill Winter, and Jane Terz: Using and extending systemic functional theory in the production of a framework of developmental sequences for the validation of language curricula
CSC 242

02:50-03:30  Des Carroll: Making grammar visible to primary school children
CSC 242

02:00-03:00  THEMATIC SESSIONS 1 AND 2: as above
CSC 245 and 246
Strand A:  Chair: Janet Jones
04:00-04:40  Suzanne Eggins and Laurie MacKinnon: Therapeutic questions: A systemic functional
description of the circular questioning technique in Milan-School family therapy interview
CSC 238
04:50-05:30  Amy Tsui: A sociosemantic network of requests
CSC 238

Strand B:  Chair: Jenny Hammond
04:00-04:40  Joseph Foley: Context of situation, context of culture, and genre: Their use in biblical
exegesis by the Formgeschichte School in the early part of this century
CSC 242
04:50-05:30  Helen Tebble: The genre element
CSC 242
04:00-05:30  THEMATIC SESSIONS 1 AND 2: as above
CSC 244 and 246

Late Evening Activities
08:00-09:00  David McInnes: Performance (Theatre) - Lighthouse Theatre
09:00-  Cash Bar Lighthouse Theatre Foyer

WEDNESDAY, JULY 15

Look around Sydney? OR Work at a workshop?

WORKSHOPS
(exact time and duration to be announced)

09:30-12:30;
02:00-05:00;

Kristin Davids: The relation between projection and modality/conjunction
CSC 236

Bill Greaves: The relevance of Michael Halliday's A Course in Spoken English: A practical
introduction to intonation
CSC 238

Jay Lamke and Paul Thibault: Social dynamics and interpersonal meaning
CSC 240

Edward McDonald and Fang Yan: Transitivity and Theme in Asian languages
CSC 242

Bernard Mohan: Towards the evaluation of language and content: Writing in the context of
secondary science and social studies
CSC 244

Gordon Tucker and Robin Fawcett: Exploring a very large systemic functional grammar
CSC 246

tea and coffee available 9:00 – 5:00 in CSC 209

09:00-10:30  John A Bateman:  Chair: Robina Fawcett
10:30-11:00  Coffee and tea
Strand A:  Chair: Clare Painter
11:00-11:40  James R Martin: Evaluating disruptions: Symbolizing theme
11:50-12:30  Anne Cranney-Fraser: Technology and/or weapon: The discipline of secondary
English classroom
Strand B:  Chair: Theo van Leeuwen
11:00-11:40  Paul J Thibault: Clause as exchange and the interpersonal cryptogram
CSC 238
11:50-12:30  Michael O'Toole: Monofunctional tendencies in language and art
CSC 242

Strand C:
11:00-12:30  THEMATIC SESSION 3: Computational linguistics
COORDINATORS: Christian Matthiessen and John A Bateman
CSC 244
11:00-12:30  THEMATIC SESSION 4: Discourse: Exploring written text
COORDINATOR: Carolyn Webb
CSC 246
12:30-2:00 Lunch break
02:00-05:00  Robin P Fawcett: The need for cognitive systemic functional linguistics: (or how to
generate "sika", etc)
Chair: Michael Halliday
CSC T1

Strand A:  Chair: Suzanne Eggins
03:00-03:45  Carol Torsello: What shall we do with the logical monofunction?
CSC 238
Strand B:  Chair: Susanna Shore
03:00-03:45  Motoko Hori: Text construction of Japanese subjectlessness and honorifics
CSC 242

Strand C:
03:00-03:45  THEMATIC SESSION 3: as above
CSC 244
03:45-04:15  Coffee and tea Macquarie Theatre Foyer
Strand A:  Chair: Carmel Cicaps
04:15-04:55  Peter H Fries: Themes, Methods of development and text
CSC 238
05:00-05:40  Fang Yan and Cheng Mu-Sheng: Features of the Theme-Theme and Information
structures in Chinese
CSC 238
04:15-04:45  Maurice Boxwell: 'Nothing' makes sense in War: A case of extensive ellipsis  
CSC 242

05:00-05:40  Archana Pungwiche: Functions of lexical cohesive ties in English  
CSC 242

Strand B: Chair: Rhondda Faby

04:15-04:40  THEMATIC SESSION 3 AND 4: as above  
CSC 244 and 246

Late Evening Activities

08:00-09:00  Interview with Michael Halliday: John Bateman and Christian Matthiessen  
CSC T1

09:00-10:00  Cash Bar  
CSC 209

FRIDAY, JULY 17

09:00-10:30  Christopher N Candlin: Discourse, Systemics and Social Change  
Chairs: Rosalyn Hassan

Price Theatre

10:30-11:00  Coffee and tea

Strand A: Chair: William Winstan

11:00-11:40  Jane Torr and Verna Reischl: Language and the construction of knowledge at home, 
in preschool, and school: Children from English-speaking and non-English-speaking 
backgrounds

CSC 238

11:50-12:30  Beverly Derewianka: The transition from childhood to adolescence

CSC 244 and 246

Strand B: Chair: Geoff Williams

11:00-11:40  Michael O'Donnell and Peter Sefton: Linking generic units to exchange in a dynamic 
model

CSC 242

11:50-12:30  Images Hunt: Negotiations in joint construction: Applying exchange structure analysis to 
classroom discourse

CSC 242

Strand C:

11:00-12:30  THEMATIC SESSION 5: Grammarics: Description

COORDINATOR: Peter H Fries

CSC T1

11:00-12:30  THEMATIC SESSIONS 6: Discourse and reality

COORDINATOR: Jennifer Hammond

CSC T1

12:30-13:00  Lunch break

02:00-03:00  Margaret Berry: On bringing systems back into discussions of theme

Chair: David G Butt

CSC T1

Strand A: Chair: Jane Torr

03:05-03:45  Beverly Cox: Preschoolers' cohesive structures across two monologue registers  
CSC 238

Strand B: Chair: Louise Ravelli

03:05-03:45  Linda Rashidi: An ergative view of the transitivity system in Dari

CSC 242

Strand C & D:

03:00-03:45  THEMATIC SESSIONS 5 AND 6: as above  
CSC 244 and 246

03:45-04:15  Coffee and tea

Macquarie Theatre Foyer
SATURDAY, JULY 18

09:00-10:30 Claire Painter: The development of language as a resource for thinking: a linguistic perspective on children learning
Chair: Frances Christie

10:30-11:00 Coffee and tea
Macquarie Theatre Foyer

Strand A:
Chair: Len Unsworth
04:15-04:55 Laurie Makin and Verda Reischild: Preschool disputes: What are children learning?
CSC 238

05:00-05:40 Paz B Naylor and Mary I Brennan: Rhetorical functions of zero anaphora in Tagalog
Literary texts
CSC 238

Strand B:
Chair: Colin Yallop
CSC 242

05:00-05:40 Anne Hassan Abu-Mansour: A systemic analysis of the clause in Arabic
CSC 242

Strand C & D:
04:15-05:40 THEMATIC SESSIONS 5 AND 6: as above
CSC 240

THEMATIC SESSIONS 7 AND 8: as above

CSC 244 and 246

Late Evening Activities

07:30-08:30 A.G.M.
Lighthouse Theatre

08:30-09:30 Theo van Leeuwen: PERFORMANCE: MUSIC
Lighthouse Theatre

09:30-12:00 Cash Bar
Lighthouse Theatre Foyer
Treasurer Report

L -

Strand 04:00-04:40 J:ay Lemke

Strand 04:00-04:40 Fr.aaces

07:30-10:00 CONFERENCE

VIEWS, REVIEWS, AND PREVIEWS

04:00-04:40 H:VIEWS, REVSIEWS, AND PREVIEWS

Chair: Requay Hasan

04:50-05:30 VIEWS, REVIEWS, AND PREVIEWS

Chair: Michael Cummings

05:30-06:00 CONFERENCE DINNER at

the Ramada Inn,

Haring Road,

North Ryde 2113

International Systemic Congress
Annual General Meeting

Minutes
July 17 and 18, 1992
Macquarie University
Sydney, Australia

Michael Cummings chair (in Eija Ventola’s absence)

AGENDA

I. Thanks

Sincere appreciation and thanks were extended to R. Hasan and her devoted staff and colleagues for the time and effort they devoted to putting on this year’s Congress.

II. Upcoming Systemic Functional Congresses and other meetings:

1992

July 31 - August 3: Fourteenth Nottingham International Systemic Workshop. Contact: Parsons

1993


June 17-20: TENTATIVE DATES. Third Biennial Chinese Systemic Conference, Hangzhou, China. Visa required for international participants. Contact: Ren

July 5-16: Pre conference Course for ISFC:20, Vancouver, BC Canada Contact Mohan. Visa may be required for international participants.

July 19-23: Twentieth ISFC, Victoria, BC Canada Contact Mohan (program) and Fulton (local arrangements) Visa may be required for some international participants.

July laten?: Fifth Nottingham International Systemic Workshop, Madrid. Contact: Downing

1994

Aug 1-5: Twenty-first ISFC, Ghent, Belgium Contact: Anne Marie Vandenbergen

1995

July 7 Twenty-second ISFC, Beijing, China and Chinese (Biennial) Systemic Conference. Visa required for international participants. Contact: Hsu

1996


Bernard Mohan, from Vancouver, British Columbia, Canada, called for papers and registration for the 1993 ISFC. He suggested that future communications could best be done by E-mail or Fax as more cost efficient than mailings. Please see that he gets your

Prof. Brenda Danet

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CALL FOR PAPERS ON COMPUTER-MEDIATED COMMUNICATION

International Pragmatics Association Conference

July 25-30, 1993

Kobe, Japan

I am interested in organizing a panel on computer-mediated communication, with the preliminary title, "Linguistic and Cultural Aspects of Computer-Mediated Communication." Papers may deal with private electronic mail, discussion lists (moderated or unmoderated), or interactive modes like IRC (Internet Relay Chat) and MuDs (Multi-User Domains). Ideally, the panel will discuss not only linguistic aspects of these forms of communication but their implications for identity, culture and community, or for orality, literacy, and the history of writing. If it is not possible to put together 3-4 papers on CMC alone, the panel might also discuss communication in other new technologies, such as fax or answering machines.

Although it is rather late to organize such a panel (the deadline is Nov. 1), I have the encouragement of one of the program committee members, Bruce Fraser, to do so. The very technologies which we will talk about will make this possible!

Please send abstracts and preliminary suggestions ASAP to “both”

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E-mail address and/or Fax number. His numbers are: HOME FAX 604-224-5494 (good for short, urgent jobs) and WORK FAX 604-822-3154 (good for anything long or not urgent) and E-mail: BERNARD_MOHAN@MTSG.UBC.CA.

Kristin Davidsen reported on ISFC in Ghent in 1994. They have begun organizing and plan to have a summer school prior to the congress as funds would be available from the government in Belgium, and the congress would emphasize functionalism.

Fang Yan, from Beijing, reported on the ISFC in China in 1995. Although it was too early to report on specific plans, photos of the conference site were displayed and all were welcomed to come to Beijing. Fang Yan reported that the local committee would do their best to make the congress a success and our stay a pleasant one.

III. Secretary Treasurer's Report

Hillary Hillier reported that the ISCC has 1,348 pounds in Great Britain and $700 in the U.S. (which has been forwarded to Mohan for use in the 1993 Congress). Nan Fries reported that there are 700 names on the mailing list at present.

IV. Ballot / Nominations

Nominations would be held open until the end of the meeting, volunteers were also permissible. Officers serve for a three year cycle. Runners-up must be prepared to serve as alternates and attend meetings at congresses, especially if the elected officer cannot attend.

Nan Fries reported the following nominations for positions on the ISFC:

Chair: Frances Christie
Membership Secretary: James Benson
Treasurer: Hillary Hillier
Africa: Akindele
Australia: David Butt, Louise Ravelli
United Kingdom: Martin Davies, Erian Davies, Margaret Berry
Canada: Gordon Fulton, Bernard Mohan
China: Hu Zhuanglin, Fang Yan
Europe: Eliza Venosta
USA: Peter Ragan, Carolyn Hartnett
Other areas of the world: Johnathan Fine, Amy Tani

There was some question of the need to purge the mailing list due to the high cost of mailings by Ruqayya Hasan. No motion.

A motion was made by Christie (seconded by Fawcett) to thank the retiring chairman, Eliza Venosta, who would, of course, stay on the committee as past chair and the two retiring committee members, Michael Cummings and Nan Fries.

V. New Network Editors

With the good news of a new set of editors (Christian Matthiessen and James Martin, Linguistics Department, University of Sydney, 2006, NSW, Australia) was the not so good news that the cost of postage from Australia would necessitate an increase in price to $20 Australian for surface mail.

Members were encouraged to keep up their subscriptions, their expiration date can be found on their mailing label.

MAK Halliday moved to thank the old editors and especially Managing Editor, Nancy Fries.

VI. Announcements

Kristin Davidsen (for herself, Dirk Noel and Anne Marie Simon-Vandenbergen) reported on the possibility of financial backing by Benjamin's of an International Journal of Systemics or possibly a yearbook.

The following issues were discussed:
1) a journal would be more prestigious and dynamic and circulate more quickly and with greater impact.
2) what theoretical profile should the journal have: more functional, commercial or clearly systemic. Should it appeal to other functional schools of linguistics.
3) what's in a name? the journal by any other name? Suggestions included: Systemics or possibly a yearbook.
4) It was suggested that the editor be located in Belgium, close to the publisher, but the importance of an editorial board and a large advisory board was stressed.
5) If Benjamin's follows through, the first issue would be timed with the Belgium conference.
6) a call for articles would go out in Network, the theme to be broadly systemic.

MAK Halliday and F. Peng reported on the progress of the publication of the papers from the Tokyo ISC. These would make an excellent set of ready to publish papers for the new journal. The problem is the long lead time, i.e. not till '94. Alternately a book brought out sooner would be good publicity for the journal. Other backup plans are available and they will be contacting the authors of the Tokyo proceedings.

R. Fawcett plans to discuss strategies on publishing in the Oct/Nov Network. Although publishers like Benjamin's are not so interested in publishing conference papers, both publishers and libraries are interested in books with unified themes. However, would publishing only theme oriented volumes be unfair to those whose presented papers are only published in what would then be the less prestigious conference proceedings. He proposes to form a small committee to further discuss this and other ideas as something separate from the journal.

R. Hasan spoke to the issue of this congress producing several thematic volumes such as educational linguistics, social semantics, discourse analysis, and companion volumes on grammatical description and theory. She asked authors to use the style sheet for Occasional Papers in Systemic Linguistics. Authors who wish to submit papers for consideration in these volumes should get a copy of their papers to her by August 30.

Hasan also reported that she and her editorial committee reserved the right to review all papers which were submitted for publication.

J. Lemcke, as associate editor of Linguistics and Education, also solicited papers for that journal.

Lemcke also announced the book from the 1990 congress Advances in Systemic Linguistics, Recent Theory and Pracxes.

VII. OLD BUSINESS

Hasan reported that 205 people had registered at ISFC '91. (29 Student registrations, 30 daily registrants, and 146 registered for the full time)

VIII. NEW BUSINESS

MAK Halliday offered to start a fund and suggested that some part of conference fees could be earmarked to provide funds for those otherwise unable to attend. Should such funds be banked as capital for some years so that the interest only would be usable. Who would be responsible for receiving such funds and their dispersal? Perhaps organized by the committee of each congress? This idea was moved and seconded.
Minutes of continuation of AGM 7/18/1992

Hasan (seconded by Lemke) moved that the newly elected International Systemic Congress Committee appoint an ad-hoc committee to explore the desirability and the ways and means of constituting ourselves into an association. Should the ad hoc committee find that such an association is desirable, it should present such a recommendation together with its recommendations for a constitution to the AGM of the next ISFC.

Discussion followed in which various areas of concern were voiced. These included:

a. the relation of the association to the journal which is being proposed,
b. the relation of the association to Network

- d. How could people who live in countries with currency problems pay for membership and become members?
- e. Can computer networks such as BITNET and INTERNET etc. be used to make it easier to communicate internationally?

Motion carried unanimously

***************meeting was adjourned until 4:30 tomorrow***************
# Programme

**Friday 31 July**

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<th>Time</th>
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<tr>
<td>1.00 - 1.50</td>
<td>Sandwich lunch</td>
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<td>1.50 - 2.00</td>
<td>Welcome</td>
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| 2.00 - 3.00 | Katja Pelsmaekers (University of Antwerp)  
**Aspects of genre from the perspective of translation**  
Chair: Jesus Romero Trillo |
| 3.00 - 4.00 | Bill Greaves (University of York, Toronto)  
**The spoken dimension of genre: an introduction to the meaning of intonation**  
Chair: Azavell Lwaitama |
| 4.00 - 4.30 | Tea                                                                      |
| 4.30 - 5.30 | Glenn Stillar (University of York, Toronto)  
**A model-instance perspective on genre**  
Chair: David Hilborn |
| 5.30 - 6.30 | Marta Carretero (Universidad Complutense de Madrid)  
**The influence of genre on modality**  
Chair: Susan Cockcroft |
| 7.00 | Dinner                                                                   |
| 8.30 - 9.30 | Florence Davies (University of Liverpool)  
**Genre, text-type and topic-type revisited**  
Chair: Eija Ventola |

**Saturday 1 August**

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<tr>
<td>8.00 - 9.00</td>
<td>Breakfast</td>
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| 9.00 - 10.30 | **KEYNOTE:** John Swales (University of Michigan)  
**Genre**  
Chair: Margaret Berry |
| 10.30 - 11.00 | Coffee                                                                     |
| 11.00 - 12.00 | Ann-Charlotte Lindeberg (Swedish School of Economics)  
**Research articles in economic sciences: conventions in common?**  
Chair: Dirk Noël |
| 12.00 - 1.00 | Francesca Bargiela (Nottingham Polytechnic)  
**Business meetings as genre: a cross-cultural perspective**  
Chair: Jiafeng Zhang |
| 1.00 - 2.30 | Lunch                                                                     |
| 2.30 - 3.30 | Azavell Lwaitama (University of Dar Es Salaam)  
**Academic lectures and political harangues in Kiswahili: genre or style?**  
Chair: Carmen Fox |
| 3.30 - 4.30 | Tim Gibson (University of Nottingham)  
**Theme as one means of differentiating between sub-genres of abstract**  
Chair: Bill Greaves |
| 4.30 - 5.15 | Tea                                                                       |
| 5.15 - 6.15 | Ignacio Vazquez (Universidad de Zaragoza)  
**Genre theory and translation**  
Chair: Vicente Lopez Folgado |
| 7.00 | Dinner                                                                    |
| 8.30 - 9.30 | Maria Gomez Gonzalez (Universidad de S. de Compostela)  
**Theme and initial position relevance. A corpus-based study**  
Chair: Abdulla Isa |

**Sunday 2 August**

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<td>8.00 - 9.00</td>
<td>Breakfast</td>
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| 9.00 - 10.30 | Margaret Berry (University of Nottingham)  
**What is theme?**  
Chair: Florence Davies |
| 10.30 - 11.00 | Coffee                                                                     |
| 11.00 - 12.00 | Mujib Rahman (University of Edinburgh)  
**An evaluation of the "CARS" model for RA Introductions**  
Chair: Alfred Ndahiro |
| 12.00 - 1.00 | Caroline Stanton (University of Nottingham)  
**Looking through genre: a genre-based approach to the understanding of the rhetorical dimension of discourse**  
Chair: Tim Gibson |
| 1.00 - 2.30 | Lunch                                                                     |
| 2.30 - 3.30 | David Hilborn (University of Nottingham)  
**Problems of genre-definition in scientific discourse**  
Chair: Robert Cockcroft |
| 3.30 - 4.30 | General discussion: **Genre - where have we got to?**  
Chair: Michael Hoey |
| 4.30 - 5.00 | Tea                                                                       |
| 5.00 - 5.45 | Jesus Romero Trillo (Universidad Autonoma)  
**Continuative themes in oral discourse**  
Chair: Soledad Perez de Ayala |
| 5.45 - 6.30 | Susan Cockcroft (Derby Tertiary College)  
**Persuading people**  
Chair: Ingegerd Ekbladlund |
| 7.00 | Dinner (special conference dinner)                                       |

**Monday 3 August**

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<tr>
<td>8.00 - 9.00</td>
<td>Breakfast</td>
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| 9.00 - 9.45 | Christopher Taylor (Universita di Trieste)  
**SL and translation**  
Chair: Katja Pelsmaekers |
| 9.45 - 10.30 | Hazadin Mohd Dahan (I.T.M.)  
**The exchange as an element of topic-framework**  
Chair: Gerald Parsons |
| 10.30 - 11.00 | Coffee                                                                     |
| 11.00 - 12.00 | Francisca Gonzalez (Universidad de Cordoba)  
**Interlanguage and the development of communicative competence**  
Chair: Carmen Gregori Signes |
| 12.00 - 1.00 | Geert Craps (Catholic University of Leuven)  
**QGSA and RST - Thematic progression analysis reconsidered**  
Chair: Ann-Charlotte Lindeberg |
| 1.00 - 2.15 | Lunch                                                                     |
| 2.15 - 3.00 | Dionysios Goutas (University of Birmingham)  
**Aspects of Halliday's notion of theme and its application to Greek**  
Chair: Gerald Parsons |
| 3.00 - 3.45 | Adrian Hare (International Islamic University)  
**Time and modality in law texts**  
Chair: Marta Carretero |
| 3.45 - 4.30 | Sara Mills (University of Loughborough)  
**Gender and Language**  
Chair: Clara Calvo |
| 4.30 | Closing remarks                                                          |
| 4.35 | Tea                                                                       |
IN SEARCH FOR SYSTEMS AND APPLICATIONS: FROM SYDNEY TO NOTTINGHAM

A Conference report

Elsa Ventola
Universities of Helsinki and Dortmund

In this June/July of 1992, Sydney, Australia, was indeed linguistically an interesting place to be in. Altogether six conferences were taking place there, partially overlapping one another. Three Australian Linguistics Society, Australasian Lexicography Association, Australian Linguistic Institute, Pacific Second Language Research Forum and Applied Linguistics Association of Australia met in the grounds of The University of Sydney. The sixth conference, The 19th International Systemic Functional Congress took place at Macquarie University. I was able to attend only the latter two, the Applied Linguistics and the Systemic Conference, but 'the give and take' from these two conferences was so great that I still feel like a boa snake after having had an elephant for dinner.

The AUSTRALIAN APPLIED LINGUISTICS CONFERENCE began with Michael Halliday's (emeritus prof. of linguistics at the University of Sydney) keynote lecture Language in a changing world, which I however missed due to poor flight connections, but which no doubt will soon be available also in print. The second keynote address which was given by Robyn Fawcett (University of Canberra) discussed the latest developments in computer generation of language, explaining how the computer is made to make choices in a similar way as a human user of language. The third keynote address was by Margaret Berry (University of Nottingham) whose topic was Theme and variation. In her research she tried to correlate readers' judgements about what they consider to be a good text to the linguistic texts found by analysing texts. Variation in constructing thematic patterns can be related to the genre, to the audiences of texts and to the purposes of texts. For example, a travel brochure may display frequent choices of themes referring to the visitors who might want to explore the city, town, etc. in question, eg. For our teenage visitors we have the Eastfield disco every Saturday. This is metafunctional variation and it creates a promotional reading. Five of them - Australian Linguistics Society, the focus was perhaps more theoretical than in the applied linguistics conference, as some of the titles of the papers well indicate: Transitivity and Theme in Asian language (by Edward McDonald and Fang Yan); Text construction of Japanese subjunctiveness and honorifics (by Motoko Hori), 'Nothing' makes sense in Weri: a case of extensive ellipsis (by Maurice Bowell; Weri-a Papuan language of Papua New Guinea); Some resources in Pilatina for organizing material, social and semantic reality. (An Aboriginal language) (by David Rose), An aective view of the transitivity system in Dad (An Agha Parsheh) (by Linda Rashid), etc.

What was also pleasantly surprising in the conference was an enormous interest to languages other than English, eg. French, Spanish, German, Russian, Japanese, Korean, Thai, Chinese were discussed. Australia seems for applied linguists to be a multicultural society with multicultural linguistic interests.

What has above been said about the Applied linguistics conference showing a great interest to special language user groups applies also to THE 19TH SYSTEMIC FUNCTIONAL LINGUISTICS CONFERENCE held at Macquarie University. A considerable amount of attention was paid to non-native learners of English, eg. Relevance of the genre approach to teaching writing in the adult TESOL context (by Eleanor Er) and my own paper Academic English as a lingua franca (a comparison of the role of English as a language for academic writing in the Finnish and German contexts). But also native learners of various languages, but the focus was perhaps more theoretical than in the applied linguistics conference, as some of the titles of the papers well indicate: Transitivity and Theme in Asian language (by Edward McDonald and Fang Yan); Text construction of Japanese subjunctiveness and honorifics (by Motoko Hori), 'Nothing' makes sense in Weri: a case of extensive ellipsis (by Maurice Bowell; Weri-a Papuan language of Papua New Guinea); Some resources in Pilatina for organizing material, social and semantic reality. (An Aboriginal language) (by David Rose), An aective view of the transitivity system in Dad (An Agha Parsheh) (by Linda Rashid), etc.

The University of Helsinki and Dortmund

What was perhaps most interesting about the conference was that many of its papers displayed particularly strong interest to various groups of language users who are in some way disadvantaged in the Australian speech communities. Michaella Wilkes' and Robert Barbs' (Deakin University) concerns were centred around students who were residents of Australia, but had non-English backgrounds, overseas students and scholarship students. They found themselves facing the task of teaching this how to enter the ivory tower of academia. This was done through genre-based explorations to uses of English in various academic contexts as well as various tasks involving active use of English. My own paper was also about needs of a special group - the problems of Finnish writers when they are writing academic English. Joanne Tupper (University of Melbourne) claimed in her paper that Australia is not sufficiently utilizing its migrants. There are 600 000 people in Australia who work below their qualifications, just because they cannot express themselves in "perfect" English. This leads to an economic loss estimated by the Ministry of Employment up to 300 million dollars. Migrants have also fewer possibilities for promotion, although they usually have higher qualifications than their Australian work mates. What is urgently needed are high level language training programs at workplaces. Efficient communication at workplace is also demanded of native speakers. Sally and Chris Candlin (Macquarie University) discussed the communication demands set for novice nurses when they have to interview the patients for getting information for the nursing diagnosis and planning appropriate care plans. Discourse analysis has an important role to play in training novice nurses to interact with the patients. Patients are not to be ignored or dismissed as interactant partners, because as one of the experienced nurses in Candlin's data said: "some of them [patients] have had such interesting lives, and what they've got to say is often relevant to their present situation".

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Many of the above mentioned papers were given in thematic sessions, of which there were altogether seven with the following titles: Poststructuralist and linguistic theory; Systemic functional analysis of pathological discourse; Computational linguistics; Grammatical description; Grammatical theory; Discourse: exploring written texts; Discourse and reality; Educational linguistics.

In addition to the thematic sessions there were papers being presented in parallel session. Consequently the readers may understand that it is difficult for me to report on many papers - so varied and rich was the programme. Perhaps the most interesting of the thematic sessions was the one on pathological discourse, which focussed upon
aphasia, developmental language disorders and language impairments resulting from
demenzias of Alzheimer's type. Although no solutions to these problems were
helped the researchers to understand what was going on in these disorders.

Describing short description of each is appropriate. John Bateman
fljsciioii(Sf1
of language used at workplace. COoperation
classroom, and that this learning can be assessed
children
the whole

In

British
to

English is taught so

In

Swales' book, Swales himself, nor the Nottingham workshop participate
have the final answer to the question of what kind of an animal genre
is. Capturing the nature of genre seems to demand many kinds of weapons (my apologies for a military metaphor!). But we all ended up asking ourselves whether we have enough energy to play the roles of an anthropologist, ethnographer, sociologist, psychologist, statistician, teacher, etc. - all the roles needed to discover what genre could be.

Nevertheless, various interesting papers were delivered at the workshop - some dealt with the notion of genre and its problematics only marginally, others tried to overuse the notion and its analysis to a set of data. Mujib Rahman (University of Edinburgh) An
evaluation of the CAFS model for PA introductions repackaged Swedish move analysis to another set of research articles and consequently suggested some revisions to the model that would combine those steps in Moves 1 and 2 which have to do with general and specific citations. Ann-Charlotte Lindeberg (Swedish School of Economics, Helsinki) in Research articles in economic sciences: conventions in common? applied Swedish moves to some texts produced by Swedish speaking Finnish economists. Her inquiries on the analysis also lead to a change in the Swalesian model - a new move incorporating explanation of method in the introduction should be added to the model. The model seems rather flexible - you add things to it as you see necessary (theoretically somewhat relaxed approach). Florence Davies (University of Liverpool) in Genres, text-types and topic-types revisited discussed the three issues mentioned in the title by doing a genre analysis of texts in a travel brochure and a geography textbook, although not strictly speaking from the Swalesian point of view.

There were papers which discussed the notion of genre in translations: Katja
Aspects of genre from the perspective from translation (data: cook book recipes), Ignacio Vazquez's (Universidad de Zaragoza) paper on Genre theory and translation was a comparison of David Lodge's Nice Work and Its Spanish translation. Chris Taylor's (Universitat de Trieste) paper SL and translation was interesting as it traced the relationship between systemic tradition and developments in the translation theory, but it did not specifically address genre from the translation theory point of view.

The theoretical approaches presented at the workshop varied anyway: Glenn Stillar (University of York, Toronto) in his paper A model: instance perspective on genre...
gave an excellent demonstration of how phasal analysis (developed largely by Michael Gregoire, Toronto) under the framework of communication linguistics operates in a text. His argument was that instances of texts actually redefine our models of genre. Margaret Barry (University of Nottingham) presented a theoretical paper on theme - thusly responding to the title of her paper What is theme? as well as to Rodney Huddleston as well as to James Martin and Christian Matthiessen, who have been conducting a dialogue on theoretical issues in establishment linguistics and systemic linguistics (the dialogue begins with Huddleston's review of Halliday's Introduction to functional grammar in the Journal of Linguistics and continues in volumes 5 & 6 of the Occasional Papers in Systemic Linguistics, obtainable from H. Hillier, Dept. of English, U. of Nottingham, Nottingham, NG 7 2RD, UK). Susan Cockcroft's (Derby Tertiary College) topic was Persuading People and the relationship of genre to persuasion. A book with the same title, coauthored with Robert Cockcroft is soon to be published by Macmillan. Hazadiah Mohd Dahan (I.T.M., Malaysia) was perhaps inspired by last years workshop on exchange structures. Her paper The exchange as an element of topic-framework presented a new framework for analysing Malaysian English conversation. The framework is basically a further development of Sinclair and Coulthard's model of exchanges, but adds a new rank to the system - the rank scale now consists of Interaction, Transaction, Topic-Frame, Move, Act. The new rank was illustrated to be necessary for accounting topical development in conversations. Caroline Stalinton's (University of Nottingham) paper Looking through genre: a genre-based approach to the understanding of the rhetorical dimension of discourse was very useful for everyone interested in metadiscourse. She gave a useful overview of various approaches to metadiscourse and why, for realizations of it. Her own work on metadiscourse involves analyzing the metadiscourse in essays and seeing how the metadiscourse actually correlates with the reader judgements about the quality of metadiscourse and the quality of the texts. In her view with metadiscourse one usually has to hit the mid-frequency - too little metadiscourse and too much of it - both make texts awkward. Tim Gibson (University of Nottingham) has recently finished a Ph.D. thesis on the same topic as his paper: Theme as one means of differentiating sub-genres of abstract. Gibson's data consists of abstracts that third parties produce, not authors themselves. He functions like a market analyst. He looks for internal measures, i.e. examines the production of the product in the 'factory', as well as external measures, i.e. goes to the consumer and asks them what they think of the product. With the subclassification of topical themes in the abstracts and statistics he is able to show that informational topical themes (=purely ideational) characterize informational abstracts, whereas the discoursal topical themes (ideational + textual) and interactional topical themes (ideational + interpersonal) characterize indicatrical abstracts. Discoursal topical themes orient the reader, interactional topical themes integrate the knowledge, and informational topical themes enlighten the reader by presenting raw facts. The final paper to be mentioned in this context was delivered by Geert Craps (Catholic University of Leuven) who initiated his discussion by presenting some critical questions concerning Danes' model, eg. what is the relationship between Themes derived from Rhetmes, can there be gaps between theme structures, etc. He proceeded to test rhetorical structure analysis to his data, which was a beginning of a chapter on a Dutch book on psychology. He then developed a quantitative approach to the analysis of data, called OTSA (=quantitative thematic structure analysis, if I remember correctly?). In his views texts can easily be analysed with statistical model, but I have to admit that the statistician's role is not yet so highly developed in me to fully understand the workings of the statistical formulas he suggested to be applied to text analyses.

The 1992 ALRWG spring colloquium
Glenn Stillar, York University, reports on:
APPLIED LINGUISTICS RESEARCH WORKING GROUP (ALRWG) SPRING COLLOQUIUM - APRIL 24-26, 1992
GLENDALE COLLEGE, YORK UNIVERSITY
TORONTO CANADA

University cut-backs are hitting close to home. This year, the annual Glendon Spring Colloquium was run as an 'in-house' colloquium - this is a euphemism for 'conference without a budget'. Consequently, the organizers were severely limited in being able to invite speakers from outside Toronto. Several other linguistic colloquia were scheduled around the ALRWG date and this too limited participation. We were, however, fortunately in being able to bring Ruqaiya Hasan from the Georgetown Round Table to Toronto. ALRWG did end up having a highly successful gathering with some fine presentations and productive debate. Below is a list of the papers given. If anyone is interested in these, perhaps they could contact the authors.

The 1993 ALRWG spring colloquium promises to be bigger and brighter (and hopefully more decently funded). Watch this space and your conventional and electronic mailboxes in the coming months for more information.

Program: 
APPLIED LINGUISTICS RESEARCH WORKING GROUP 
1992 Spring Colloquium, Glendon College, Toronto 
April 24 - 26, 1992.

PLENARY SESSION:
Ruqaiya Hasan, Macquarie University: 'Rationality and reasoning in everyday talk'.

PAPERS:
Jim Benson, Glendon College, York Univ.: 'Semiotics in bridge: doing and happening, having and being, saying and thinking'.
Glenn Stillar, York University: 'Phasal analysis and multiple inheritance'.
Nathalie Toussignant, York University: The question of case in English'.
Elissa Asp, York University: 'Constituency representations and adverbs'.
Michael Gregory, Glendon College, York Univ.: Remarks on a theory of grammar for sociocognitive linguistics'.
Marsha Macarley, Glendon College, York Univ.: 'Ritual insults in The Importance of Being earnest'.
Stephen Matsuba, York University: 'The marriage of true minds: speculation on a linguistic and computational model of the reader'.
Thomas Paikedy: Plagiarism, hardcore and software.

LSA Software Exhibit

The Linguistic Society of America will again sponsor a software exhibit at the Annual Meeting in Los Angeles, 7-10 January 1993. Coordinated by the Committee on Information and Communication Technology, the exhibit will be expanded to include a poster session, a presentation session, and a listing of software available but not being demonstrated at the meeting. Participation is limited to LSA members who have developed software of interest to the discipline.

Submission guidelines and forms were sent to all Departments and Programs in the October mailing. Copies may also be requested from the LSA Secretariat, 1325 18th St, NW, Suite 211, Washington, DC 20036 (zls@gallia.bisnet). The deadline for returning forms to the LSA Secretariat has been extended to 15 November 1992.
The last Annual Meeting of American Association of Applied Linguistics (AAAL) was one of the best conferences I have been to. It lasted three full days and one evening. The program consisted of 4 plenary sessions (— Elinor Ochs on constructing social identity for applied linguists, Raj Kachru on ethical issues that applied linguistics needs to concern itself with, Lily Wong Fillmore on input and second language acquisition —), about 20 colloquia (— the topics of which range from conversation analysis, ethnography and activity theory to discursive bases for syntactic change, from educational applications of systemic linguistics (presented by Jay Lemke, Courtney Cazden, Beverly Cox, and Brian Gray) to interweaving perspectives from applied linguistics in educational applications of systemic linguistics (presented by Elinor Ochs and Candy Goodwin) to interweaving perspectives from applied linguistics with affiliations such as applied linguistics, sociology, anthropology, cognitive science, linguistics, humanities, psychology, communication, education, etc.), but more importantly in the content of the presentations. For example, a deliberate attempt was made by one panel (organized by Elinor Ochs and Candy Goodwin) to interweave perspectives from conversation analysis, ethnography, and the Soviet sociocultural approach to language in examining the construction of social life in various and institutional settings — physics lab, airport control room, encounters between first-time mothers and health visitors in the British context, just to name a few. At the end of this particular colloquium, I was happy to hear the voice of Jay Lemke, who from the floor of the audience raised many thought-provoking issues which triggered serious (and lengthy) discussions by Manny Schegloff and other panelists.

Underlining a great deal of the presentations is the thesis that language is a form of social action and that socio-cultural knowledge is seen as an inseparable dimension to semantic and syntactic analysis (e.g., S. Ervin-Tripp, "Order of mention and subordination in event series in everyday speech"); P. Prior, "Constructing sociology, constructing sociologists"); A. Kybartis "Beyond semantic meaning: expressive and textual meanings of causal and temporal connectives in narrative"); J. Guo, "Semanticization of discursive functions: the case of Mandarin Modal 'neng' (can"); V. Bergvall, "The rhetoric of promise: signalling intention in discourse"). Problematised in many presentations and responses are the notions of context, discourse, genre and discourse practices and social knowledge.

A seemingly trivial but I think significant characteristics of this conference is that it was indeed hard to find someone who was not looking at authentic, recorded, transcribed (in the case of oral data) language; many speakers presented visual as well as verbal data. I said this is significant because in some other conferences I went to (e.g. the annual convention of speech communication association), people talk ABOUT data — about how politicians speak, how doctors talk to patients, and so on — without looking at the language itself.

Speaking as a graduate student, I was very proud of the student participation at the conference (it is said that 50% of the papers were contributed by students — to be verified). Graduate students not only delivered papers but also participated as panelists in many colloquia.

I must add that I am glad to have participated in the last AAAL also for a personal reason. Since I have been writing a dissertation (in Atlanta, i.e., in isolation) away from UCLA for 6 months, it was just wonderful to meet and listen to my professors and my fellow students at the conference. It felt supported, inspired, and at home.

Next year (1993), AAAL will be held in Atlanta, immediately following the Annual International TESOL. I urge you all to come. And, in case you are not yet convinced, Atlanta is a unique, charming city!
AAAL Program
28 February to 2 March 1991, Seattle, Washington
Friday, 28 February, Evening
5:00-7:30 Registration
7:30-9:00 Plenary Ellyn Ochs,
Constructing Social Identity
9:00-10:00 Welcoming Reception
Saturday, 29 February, Morning

CONGOQUIA
8:30-11:30
Constituting Social Life through Talk: Interweaving Perspectives
from Conversation Analysis, Ethnography, and Activity Theory
Patrick Gonzales, Charles Goodwin, Marjorie Harness Goodwin (organizer),
John Heritage, Sally Iacobi, Ellyn Ochs (organizer), Emanuel Schegloff,
Bambi Schiffelin, Carolyn Taylor
8:30-10:30
Evidence Against Critical Periods in Second Language Learning
Vivian Cook, Suzanne Flynn (organizer), Gita Martohardjono (organizer),
David Singleton, Heering Wende
8:30-10:30
Educational Applications of Systemic Linguistics
Courtney Cadzten (organizer), Beverly Cox, Brian Gray, J. L. Lemke
PAPERS
8:30-10:00
Michael Lynn, Politics in Chinese-English Lexicography
Rumiko Shinzato, Language Death of Okiawan and Ainu
Peter H. Lowenberg, Functions of Transfer in Non-Native Varieties of
English: The Case of Malaysia
10:00-11:30
Donna M. T. Cr. Farina, The Alienacy of Russian vs. the Alienacy of
English in Soviet Central Asia
Craig Siders, Language Planning and Language Civilizations: Colonial
Legacies in Post-Colonial Africa
Kamal K. Srivastava, Language Maintenance and/or Shift Among Asian
Indians in the New York/New Jersey Area
8:30-10:00
Miriam Isaacs, An Exploration of Pedagogical Approaches to Culture/ 
Gender Differences in Teaching Oral Proficiency Skills in the
ESL Classroom
Kellien Tohey, Gender in the ESL Classroom
Lawrence F. Bouton, Conversational Implicature in a Second Language:
Can It Be Learned Without Being Taught?
10:00-11:30
Patricia A. Duff, Different Languages, Different Practices: Socialization
of Discourse Competence in Dual-Language School Classrooms in
Hungary
Margot Kinberg and Gabriella Hermon, Toward an Understanding of
Negative Evidence
Mark Sawyer, Language Aptitude and Language Experience: Are They
Related?
10:30-11:10
Georgina K. Hoop, An Exception to the Critical Period Hypothesis?
John S. Hedgecock, L2 Metalinguistic Judgments: Why Do Learners Respond
Differently to Grammatical vs. Ungrammatical Strings?
10:30-11:30
C. William Schwartz, Jr. and Jorge A. Velez, A U.S. Colony at a
Linguistic Crossroads: The Decision to Make Spanish the Official
Language of Puerto Rico
Saturday, 29 February, Afternoon
12:30-1:45 Business Meeting
2:00-3:00 PLENARY Braj Kachru
Why Applied Linguistics Needs COLLOQUIA
3:15-6:16
Constituting Social Life through Talk: Interweaving Perspectives
from Conversation Analysis, Ethnography, and Activity Theory
(continued from morning)
3:15-6:16
Second Language Research Methods
David Birdsong, Robert Bley-Vroman, Carol Chapelle, Craig Chaudron
(organizer), Susan Gass, Joan Jameson, Michael Long (organizer),
Manfred Pennebaker
4:15-6:15
Narrative Forms in Language Learning
Gabriela Appel, John Baron, Celeste Kisinger, Claire Kramsch
(organizer), James Lantolf, Liviu Polanyi, Molly Wieland
PAPERS
3:15-4:45
Margaret Jagman, Theo Bongaerts, and Peter-Aamooping, Automatic
Syntactic Analysis of Unanalyzed Chunks
Peter Robinson, Universals of Word Formation Processes: Noon
Incorporation in the Acquisition of Sowand as a Second Language
Cheryl Fantuzz, Semantic Representation and the Acquisition of Verbal
Aspect
4:45-6:15
Erica McCune, The Development of Temporality in the Spanish Narratives
of Monolingual and Bilingual Mexican Peoples
Emily Krasins, Initial Semantic Space and Bilingual Acquisition:
Evidence from Early Acquisition of the Spanish Copulas
Evelyn Hatch and Barbara Hawth, Participant Tracking and the Question of
U-Shaped Learning Curves
3:15-4:45
Susan Meredith Burt, The Social Evaluation of Patterns of Language
Choice in Cross-Cultural Conversations
Kazuko Matsun, An Analysis of Verbal Back Channels in English
Casual Conversation between Americans and Japanese
Pedro de Mores Gomes, Contrasting Point-Making Styles in a Cross-
Cultural Business Negotiation
1:15-6:15
Julie Koepke, Perceptions of Gender Related Awareness and Supportive
Patterns Among Native and Non-Native Speakers of English
Donna M. Farina, Consequences of Native-like Gendered Language Use
in Written Discourse
Yasmin Kachra, Speech Act in World Englishes: Toward a Framework
for Research
3:15-4:15
Elaine Tanaka, Interglouceful Communication: Product of Speech Communities
or Individuals? A Sociolinguistic Perspective on SLA
Miran Eisenstein, Emotions and Language: Another Factor in
Interlanguage Variation
Sunday, 1 March, Morning

COLLOQUIA
8:30-10:30
Issues in Language and Gender: Women Talking to Women
Alice F. Freed (organizer), Alice Greenwood, Marjorie H. Goodwin,
Cynthia McLemore, Marycuela Morgan
8:30-11:30
The Interdisciplinary Nature of Second Language Acquisition
Fred Erickson (organizer), Susan Fevis-Tripdy, Susan Foster-Cohen,
Susan Gass (organizer), Barry Maalup, Dennis Preston,
Steven Weinberger
10:00-11:30
Foreign Language Instruction and Paradigms
Diane Andrews (organizer), Robert Klenzsister, Marilyn Pool
8:30-11:30
Research on Non-Native Interactional Discourse: Issue in Theory
and Methodology
Martin Bygace, Anne Lazaraton, Richard Young, George Yale,
Jean Ziegler (organizer)
PAPERS
8:30-10:00
Susan C. Shepard, Cohesion and Coherence Systems in Student E-Mail:
Discourse Conventions and the Sharing of Cultural Experience
Kira Hall, The Word Made Flesh: Presentation of Self in the Personal
Agnes Wuyan He, Constituting Knowledge Systems and Power Relations
Through Modality: Cases from Academic Consulting Encounters
10:00-11:30
Jeff Connors, Applying Conversation Analysis to Business: Two
Cautious Cases
Edward Lee Lamoureux and Brett Berg, Restoring
10:30-12:00
Ronald A. Schutz, Examining the Relationship Between Grammatical
Proficiency and Metalinguistic Awareness for Learners of 
German
Maiko Inugama, A Comparison of French and Swahili Native-
Speakers' Reactions to a Native Speaker
Natalie Larkowzte and John Hedgecock, Taking Learners to Task: Tuning
in on "Prime Time" and Channel Choice in L2 Grammaticality
J udgments
8:30-10:00
Sunday, 1 March, Morning
10:30-11:30
Patricia N. Christofka, From Deixis to Anaphoric Referencing: Movement into ASL as Observed in Deaf Young Adult Readers
Michael Strong, The Special Case of Deaf Children as Learners of ESL
Sunday, 1 March, Afternoon
1:00-2:00 PLENARY Lili Wong Fillmore
A Role for Applied Linguistics in Public Policy: The Case of the No-Cost Study

COLLOQUIA

2:15-5:15
Neurolinguistics
Patricia K. Kuhl, Philip Lieberman, Molly Mack (organizer), Michel Paradis
3:15-5:15
Preparing Applied Linguists for the Future
Leslie Beebe, Marianne Celce-Murcia (organizer), Craig Chaudron, Susan Gass, Sandra Savignon, John Schumann, John Stastek
3:15-5:15
Language Socialization and the Integration of Language and Content Learning
Moya Brennan, Anne Burns, JoAnn Chandall, Margaret Early, Jennifer Hammond, Hugh Hopper, Bernard Mohan (organizer), Diana Stade, Deborah Short, Margaret Van Naerssen
2:15-5:15
Input Processing in SLA: Theory and Application
Rodney Bransford, Teresa Cadamuro, Bill VanPatten (organizer)

PAPERS

2:15-3:15
Paul Prior, Constructing Sociology, Constructing Sociologists: Academic Discourse in Talk and Text
Richard Donato, The Discourse of Formal Instruction: Explanation or Negotiation?
2:15-3:15
Meryl Siegal, Learning Japanese: An Examination of Adult Second Language Learners, Context, and Language Use in Society
Fred R. Anderson, Language Use and Socialization in a Japanese Elementary Class
3:45-5:15
Miyuki Sasaki, Relationships Among Second Language Proficiency, Foreign Language Aptitude, and Intelligence: A Structural Equation Modeling Approach
Peter Robinson and Steven Ross, Task-Mediated Testing and Process Syllabus Design
2:15-3:45
Peter J. Coughlan, Capturing Activity: Including Visual Information in Linguistically-Based Transcripts
Susan M. Haidl, Reanalyzing the Effects of Second Language Interaction from an Input Perspective
John Archibald, The Role of Feedback in Parameter Retuning in Adult Second Language Acquisition
3:45-5:15
Rory Donnelly, Marital Surnames in the 1990's
William Egginton, Policies of the Oppressed: Positive and Negative Language Policies
Franca Dubin, The Course in Applied Political Linguistics

Sunday, 1 March, Evening
5:30-7:00 MEET THE SPEAKERS - CASH BAR

Monday, 2 March, Morning

COLLOQUIA

8:30-11:30
Interfaces Between SLA and Language Testing Research
Lyle Bachman (organizer), Andrew Cohen, Dan Douglas, Grant Henning, Manfred Pennebaker, Elana Shohamy, Peter Skehan
9:00-11:30
Language and Conflict
Matthew Carlin, Bruce Fraser (organizer), Catherine Johnson Penzini, Anne Warfield Rawls, Chiavone Soto, Karen Watson-Gego
8:30-11:30
Interactional and Discursive Bases of Syntactic Change
Nancy Budwig, Susan Erwin-Tripp (organizer), Julie Gerhardt, Jiancheng Gao, Amy Kyratos (organizer), Bambi Schieffelin, Richard Sprott
8:30-11:30
Language Maintenance and Shift: L1 versus L2
Susan Gonzalez (organizer), Mary McGroarty, Sandra McKay, Mario Saltarelli, Muriel Saville-Troike, Lily Wong Fillmore

PAPERS

8:30-10:00
Donald Cruickshank and Allison Smith, L2 Acquisition of Rhetorical Strategies: Natural or Not?
Robert Yates, Differences and Similarities in L1 and L2 Summary Writing
William Grabe, The Importance of Genre in Elementary Student Writing
10:00-11:30
Natalie Bailey, Integrating Social and Cognitive Approaches to Reading/Writing Instruction: Resolving Theoretical Issues
Darrin Bowden, The Limits of Containment: The Container Metaphor in Composition
Randi Gilbert, A Genre Based Approach to Content Instruction
3:45-5:15
Molly Mack, Analysis of Consonant and Vowel Production in Early French-English Bilinguals
Barbara Oughton Baptista, Sufficient Perceptual Distance and the Acquisition of English Vowels
Barbara Hancin-Bhatt and Raksh Bhutt, Phonological Constraints in L2 Production: A Model-Theoretic Approach

Monday, 2 March, Afternoon

COLLOQUIA

2:15-4:15
Interfaces Between SLA and Language Testing Research (continued from morning)
2:15-4:15
Language Attrition Research
Margeret Barzilay (organizer), Kees de Bot, Dorit Kaufman, Elite Oshihara (organizer), Meena Sridhar, Bert Wellens
2:15-4:15
Issues in Second Language Reading Research
Elizabeth Bernard, James Lee, Gay Riley (organizer), Darlene Wolf

PAPERS

2:15-3:45
Sabina Peck, Child-Child Language Play by Normal and Psychotic Pairs: A Linguistic and Psychiatric Comparison of Two Corpora
Julie Gerhardt, The Nature of Client Talk in Psychoanalytically Oriented Psychotherapy Accounts of the Self (qua-Selves)
Ildi Hamilton, Sense-Making in Conversations with an Alzheimer's Patient: On the Use of Clarification Requests to Identify Sources of Trouble
3:45-5:15
Victoria L. Bergvall, The Rhetoric of Prompts: Signalling Intention in Discourse
Terrie Mathis and George Yule, Making Sense of Nothing: Zero Quotatives in Constructive Discourse
Kyu-hwan Kim, An Analysis of English Left-Dislocation in Story-Telling Sequence with References to Korean Topicity
2:15-3:45
Richard Schmidt, Computation and Memory in Second Language Production
Christina Brava, Comprehension and Recall of Figurative Language by L2 Learners of English
3:45-5:15
Molly Mack, Analysis of Consonant and Vowel Production in Early French-English Bilinguals
Barbara Oughton Baptista, Sufficient Perceptual Distance and the Acquisition of English Vowels
Barbara Hancin-Bhatt and Raksh Bhutt, Phonological Constraints in L2 Production: A Model-Theoretic Approach

4:15-5:15
Deniz Gokce, The SPEAK test: International Teaching Assistants' and Instructors' Affective Reaction
James Dean Brown, An EFL Readability Index?
4:15-5:15
Helena Halmani, Code-Switching Strategies as a Mirror of Language Loss: A Case Study of Two Child Bilinguals
Lynne Hanstein-Strain, The Attraction of Japanese Negation by English-Speaking Adults

Conference ends at 5:15 p.m.
INTERNATIONAL CONFERENCE 1992

LITERATURE AND THE ANALYSIS OF DISCOURSE
with special attention to the Multicultural context

Tuesday 8 September - Friday 11 September 1992
Gent University, Belgium

keynote speakers:

David BIRCH (Murdoch, Australia)

Martin MONTGOMERY (Strathclyde, Scotland)

Elnor OCHS (Los Angeles, USA)

Will also contribute: Mário ALVES (Evora, Portugal), Reanda Ruseso BACHELLI (Johannesburg, South Africa), Ziva BEN-PORAT (Tel Aviv, Israel), Lina BEN-SHABAR (Haifa, Israel), L BERSALEM (Brussels, Belgium), Zbigniew BILALAS (Gosnowiec, Poland), Jan BLOMMAERT (Antwerp, Belgium), Teresa BORISCHEMANN (Oxford, England), Peter BROWN (Warwick, England), Chris BULCAEN (Gent, Belgium), Lance BUTLER (Strathclyde, Scotland), Kjell CANDEPPEL & Martin KELLOR (Edinburgh, Scotland), Johan CALLENS (Brussels, Belgium), Clara CALVO (Murcia, Spain), A CORBISSIER (Antwerp, Belgium), Andrew COOPER (Salford, England), Marie COUTON (Lyon, France), Kristin DAVYDE (Leuven, Belgium), Maryava DEMOOR (Gent, Belgium), Sophie DEKUDE (Brussels, Belgium), Günther DOGAN (Manchester, England, Patricia DORVAL (Montpellier, France), Helen DRY (Michigan, USA), Catherine ENNÖTT (Glasgow, Scotland), Monika FLIUDENTIK (Vienna, Austria), Vincente Lopez FOLGADO (Cordoba, Spain), Gordon FULTON (Victoria, Canada), Alexandra GEORGAKOPOULOU (Edinburgh, Scotland), David GIBSON (Hatfield, England), Keith GREEN (Sheffield, England), Chris HALL (Hertford, England), Otto HELM (Basel, Switzerland), Niels HELSLOOT (Amsterdam, Netherlands), Ernest HESS-LÖTTH (Berna, Switzerland), A J HOENELAERS (Amsterdam, Netherlands), Ilkka JOKI (Abo, Finland), Chen KAI (Fuzhou, China), Krzysztof KOWALCYK (Gosnowiec, Poland), Mariam LARSEN (Madrid, Spain), Dick LEATH (Leamington, England), Sirpa LEPPANEN (Jyväskylä, Finland), Miguel A MARTINEZ-CABEZA (Granada, Spain), José Luis MARTINEZ-BUERA (Granada, Spain), Christelle MÉPLOM (Gent, Belgium), Josephe MILMAN (Haifa, Israel), Werner NETHERDURFT (Mannheim, Germany), Jim O'DRISCOLL (Gent, Belgium), Lisa OPAS (Oeensuu, Finland), Adrian PILLINGTON (London, England), A4 PUTTER (Utrecht, Netherlands), Leon RIVFACK (Belfast, Northern Ireland), Nicole ROWAN & Ronald SEIFERT (Gent, Belgium), Zohar SECKER (Haifa, Israel), Stef SMEBOOCKJ (Gent, Belgium), John SNEDDS (Abo, Finland), Gerard STREET (Amsterdam, Netherlands), Irma TAYVITSALAINEN (Helsinki, Finland), Israel E. TALIB (Singapore), Peter K. W. TAN (Singapore), Yishai TORKIN (Be'er Sheva, Israel), A B USLII (Bornowa Izmir, Turkey), Anne-Marie VANDEMBERGEN (Gent, Belgium), R J VAN KRAHENBORG (Tilburg, Netherlands), Jean-Pierre VAN MOPPEN (Brussels, Belgium), Susan VAN ZIEN (Vitivisserand, South Africa), Wolfgang WICHT (Fotdalsm, Germany), Mara VAKAT (Athens, Greece).

INTERNATIONAL CONFERENCE 1992

Second Circular: February 1992

LITERATURE AND THE ANALYSIS OF DISCOURSE
With special attention to the Multicultural Context

Tuesday 8 September 1992 - Friday 11 September 1992
Gent University, Belgium

STATEMENT OF PALA’S AIMS

Pala’s principal aim is to encourage cooperation between scholars and teachers interested in language and/or literary studies. The interests of PALA members are wide, and this is reflected in papers given at PALA conferences. Interests of members include: stylistics, literary theory, the teaching of language and literature, critical linguistics, pragmatics, discourse analysis, textual understanding, rhetoric, narratology, semiotic approaches to text and performance, sociolinguistics, cultural studies, post-structuralist theory; in short, any theme that has relevance to the study and teaching of language and literature and their role in society.

THE 1992 CONFERENCE THEME

To highlight the currently expanding field of discourse studies, the 1992 conference has as its core theme literature and the Analysis of Discourse, with special attention to the Multicultural Context. Papers covering interests as wide as the processes of writing and reading literature, the analysis of dialogic text, oral literary traditions, the relationship between literary and non-literary discourse, discourse theory and literary communication as social practice have all been proposed, as well as those dealing specifically with the writing and reading of literature in a multilingual and/or multicultural context.

THE 1992 CONFERENCE VENUE

Gent University is of the city type; there is no campus, and university buildings are dotted around the town. Conference sessions will take place in the Noveniersberg, overlooking the Bovenschelde in one of the quiet parts of town.
Review of the PALA conference in Ghent (Belgium). 8–11 September 1992

The theme of this year's conference of the Poetics and Linguistics Association was: 'Literature and the analysis of discourse, with special attention to the multicultural context'. Consequently, the great majority of the papers presented dealt with literary discourse, whether from an intercultural point of view or not; a smaller number focused on non-literary discourse, and a few compared particular aspects in literary and non-literary discourse. In all, seventy-five papers were given in three parallel sessions. The keynote speakers were David Birch (Murdoch), Martin Montgomery (Strathclyde) and Carolyn Taylor (UCLA). As it is impossible within the scope of this review to cover the range of topics that were dealt with, I will gladly confine myself to the systemic–functional papers.

David Birch's keynote address was called 'Challenging linguistics - some strategies for understanding how some other texts mean'. His main point was that a detailed text analysis is possible only after the general discourse culture has been discussed, and his concern in the paper was with discourse strategies of 'containment' in a monocultural system, in particular the western culture intellectual system. This system gives power only to those texts which reflect the monocultural values and it suppresses other texts mainly by means of four strategies, viz. erasure, euphemisation, canonisation and excess. Birch illustrated these strategies with examples of 'uncomfortable' texts such as safe sex posters. He convincingly argued that by dealing only with comfortable texts contemporary linguistics is basically oppressive to a great many people, cultures and discourses.

The link between speech presentation and power relations in fiction was the topic of three papers with a systemic–functional approach, viz. Calvo's, Fulton's and Yell's.

Clara Calvo (Murcia) talked about 'The structure of telephone conversations in the fiction of Raymond Chandler'. Using the method of conversation analysis initially developed by Schegloff and Sacks, she gave a detailed description of openings and closings in telephone calls in Chandler’s fiction, especially with a view to finding out how the author deals with the transition from non-interactive to interactive discourse and back again. Calvo gave examples of various direct and indirect ways in which conventional openings and closings are expressed in Chandler's novels, and showed how telephone conversations actually serve to establish power relations.

Gordon Fulton (Victoria) also dealt with speech presentation and power in his paper called 'Dialogue with the other in Robinson Crusoe'. He pointed out that the difficulty of moving beyond self-reference to dialogue - a difficulty marked by a tendency for the focus of attention to shift away from the ostensive subject of study and back into the writer and his/her own cultural context - has been a recurring problem in anthropological accounts of other cultures. In his paper Fulton studied this phenomenon in Robinson Crusoe. He gave a close analysis of the passage in the novel where Crusoe the narrator engages in dialogue with Friday, in an attempt to convert the latter, and he showed how the shifts from self-reference to dialogue and vice versa are linked to the positions of control and power of the characters.

Susan Yell (Rockhampton) spoke on 'Dialogism and Narrative Tenor in Peter Carey's Peeling'. She showed that in this short story, interpersonal relations and particularly power relations are under negotiation, not only by the characters, but also by the narrator. Looking at the text as interaction, the paper examined the ways in which meanings are constructed and negotiated dialogically between characters, and between narrator and narratee.

Three other papers with a systemic–functional approach were the ones by Davies, Davidse and Simon–Vandenbergen, dealing with aspects of the textual, ideational and interpersonal functions respectively.

Martin Davies (Stirling) gave a paper called 'Theme and Information in Chaucer'. In which by means of various examples he showed the relationship between clause themes and the method of development of a text, i.e. motifs such as chronological sequence, movement through space, etc. Davies then drew attention to the relevance of marked themes in the initial clauses in the portraits in the General Prologue to The Canterbury Tales, and pointed out that such marked thematic patterns did exist in Old English but were expanded by Chaucer. He concluded that the co-variation between thematic structure in the clause and genre is a promising area of research, both synchronically and diachronically.

Kristin Davidse (Leuven) dealt with 'Transitivity and ergativity in Hopkins' poetry'. After explaining the transitive v. the intransitive construal of phenomena, she examined two-participant structures (ergative and transitive) and one-participant structures (ergative middle and intransitive) in Hopkins’ poetry, and went on to show very convincingly that Hopkins’ grammar pushes further the ergative resources of English, while at the same time exploiting the
transitive construals. The analysis established a demonstrable link between Hopkins’ grammar and his theology.

The interpersonal function was the object of study in a paper called ‘Metaphors of modality’ by Simon-Vandenbergen (Ghent). Starting from Halliday’s use of the term ‘metaphor’ the paper looked at various types of explicit and implicit expressions of subjective and objective modality in a corpus of political interviews. Because of the difficulty of drawing a sharp boundary-line between metaphor and non-metaphor it was proposed that a gradient from definitely metaphorical to definitely non-metaphorical expressions of modality may be the most satisfactory solution.

All in all, the conference was a great success, not only because of the very large number of good quality papers but also because of the congenial atmosphere. In any case, with its participants coming from 22 countries (5 continents), this PALA conference has provided the local organisers with experience which will prove invaluable at the International Systemic Congress in Ghent 1-5 August 1994.

A.-M. SIMON-VANDENBERGEN
Department of English
University of Ghent
Belgium

NEW JOURNAL

Language Forum: Call for contributions. In 1990 the members of the University of East Anglia formed a Centre for Research in Linguistics and in Language Learning. The Centre will provide an interdisciplinary focus for research activities in all fields of linguistics and language. As an integral part of this activity, it has been decided to publish this twice-yearly journal. The editorial board includes members of the Centre at UEA and linguists from a wide range of other institutions. Contributions are welcomed on all aspects of linguistics and language learning; interdisciplinary studies are particularly encouraged. For further submission details contact: John Hutchins, The Library, University of East Anglia, Norwich NR4 7TJ.
meetings:

June 17-20: TENTATIVE DATES. Third Biennial Chinese Systemic Conference, Hangzhou, China. Visa required for international participants. Contact: Ren
July 5-16: Pre conference Course for ISFC:20, Vancouver, BC Canada Contact Mohan. Visa may be required for international participants.
July 19-23: Twentieth ISFC, Victoria, BC Canada Contact Mohan (program) and Fulton. (local arrangements) Visa may be required for some international participants.
July late?: Fifth Nottingham International Systemic Workshop, Madrid. Contact: Ilown,ing
August 1-5: Twenty-first ISFC, Ghent, Belgium Contact: Anne Marie Simon Vandenberg
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Useful addresses:
Systemic Archives: Run by Martin Davis. Please send Martin copies of all your articles for the archives, and feel free to order articles from him.
Address: Martin Davies, English Studies, The University of Stirling, Stirling, FK9 4LA, Scotland, Great Britain.
Systemic Bibliography: last published list is in Network 12/13. Run by Christian Matthiessen. Please send articles, or at least references of your articles, to Christian.
Address: Christian Matthiessen, Linguistics Department, University of Sydney, NSW, 2006, Australia.
News for NETWORK: Send to Jim Martin or Christian Matthiessen, University of Sydney, NSW, 2006, Australia.
Reviews for NETWORK: Send to Martin Davies, English Studies, the University of Stirling, Stirling, Scotland, Great Britain. If you want a free book, offer to do a review.
Electronic Mail: Please send your number to Jim Benson who runs the list. He will then send you a list of all the others (about 90 names) on the list.
Address: GL250012@YUVENUS.BITNET
Back Issues of NETWORK are available from MARTIN DAVIES, in the

THE UNIVERSITY OF WOLLONGONG
Faculty of Education
University of Wollongong, Northfields Avenue, Wollongong NSW, Australia 2522. Phone (02) 232-300 Fax (02) 232-309
Email: hsot@demon.co.uk

Working Conference on Issues and Problems in Teaching Functional Grammar
Co-convenors: Bill Winser (02) 232-3061 (office) (02) 232-4007 (fax), e-mail bill@wctc.wlu.edu

Dear Jane,

I enclose a draft program for our conference. I have tried to include in it all the people who responded to my last letter (and I've taken a bit of a liberty with a few others).

Please check the program and feel free to respond if:
- I have omitted something or someone
- You'd rather not do what I've asked you to do
- You'd like to make a change or even define the et al.

As you can see, I've left room for last minute renegotiation as well. Michael Halliday is likely to come and I have asked him to take a roving commission for the whole conference. Would you also complete the tear off below; it will act as a registration form.

Cheers, for now,
Bill Winser.

Name: .................................................... Institution: .......................................................... 
Phone: ....................................................... Fax: ...................................................................
I will attend the Working Conference on teaching grammar
I will require accommodation for 13/14/15th December (cross out if inapplicable):
- Single room at University residence (1.9 kms from Campus)
- Motel-please send information

No fees; you will be responsible for meals
Return to:
Bev Davis, Faculty of Education, University of Wollongong, Northfields Avenue, Wollongong. NSW 2522 by 20th November, 1992.
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Upcoming Systemic Functional Congresses and other meetings:

1992
July 31 - August 3: Fourteenth Nottingham International Systemic Workshop. Contact: Parsons

1993
June 17-20: TENTATIVE DATES. Third Biennial Chinese Systemic Conference, Hangzhou, China. Visa required for international participants. Contact: Ren
July 5-16: Pre conference Course for ISFC:20, Vancouver, BC Canada Contact Mohan. Visa may be required for international participants.
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1994
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1995
July ? Twenty-second ISFC, Beijing, China and Chinese (Biennial) Systemic Conference. Visa required for international participants. Contact: Hu

1996

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THE UNIVERSITY OF WOLLONGONG
Faculty of Education

Working Conference on Issues and Problems in Teaching Functional Grammar

Co-organiser: Bill Winser (02) 213-746 (Fax)
E-mail: business@uw.edu.au

Dear Jim,

I enclose a draft program for our conference. I have tried to include in it all the people who responded to my last letter (and I've taken a bit of a liberty with a few others).

Please check the program and feel free to respond if:
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<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>Monday 14th Dec 10.00 a.m.</td>
<td>Welcome, coffee, housekeeping Program negotiation.</td>
</tr>
<tr>
<td>12.15 p.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>1.30 p.m.</td>
<td>Courses (or follow up on Grammars?)</td>
</tr>
<tr>
<td>3.00 p.m.</td>
<td>Coffee</td>
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<tr>
<td>3.30 p.m.</td>
<td>Inservice I: Post Graduate</td>
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<tr>
<td>5.30 p.m.</td>
<td>Drinks</td>
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<tr>
<td>7.00 p.m.</td>
<td>Dinner</td>
</tr>
<tr>
<td>Tuesday 15th Dec 9.00 a.m.</td>
<td>Renegotiate program Courses (Contd.)</td>
</tr>
<tr>
<td>11.00 a.m.</td>
<td>Coffee</td>
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<tr>
<td>11.30 a.m.</td>
<td>DSP - Katina Zammit et al. (incl CD Rom)</td>
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<tr>
<td>12.30</td>
<td>Lunch</td>
</tr>
<tr>
<td>2.00 p.m.</td>
<td>Pedagogical principles (aims, sequencing, evaluation etc) Geoffrey W. Others?</td>
</tr>
<tr>
<td>3.30 p.m.</td>
<td>Coffee</td>
</tr>
<tr>
<td>4.00 p.m. to 5.</td>
<td>Strategies for promoting the grammar in Systems (incl. NSW English K-6)</td>
</tr>
<tr>
<td></td>
<td>Fran, Michael, Jim, John Carr, Sue Hood</td>
</tr>
</tbody>
</table>
Summer School (10 - 14 January)

The 1993 Australian Systemics Summer School

A 5 day intensive course of lectures and workshops on the theory, practice and application of Systemic Functional Linguistics, led by a team of prominent researchers and education researchers in the field of language in education.

Proposed Coordinating Lecturers

Suzanne Eggings
English - University of NSW

Jim Martin
Linguistics - University of Sydney

Claire Painter
Education - University of Technology

Catie Poynton
Communication - University of Western Sydney, Nepean

Summer School Accommodation:

$320 (approximately)
including refreshments and all course notes

Four Levels of Study will be available in 1993:
Level 1
Introduction to Functional Grammar

Level 2
Discourse Semantics

Level 3
Genre and Register

Level 4
Advanced application

First time participants normally commence at Level 1; but may apply to study at a higher level if they have a background in Systemic Functional Linguistics.

VITAL INFORMATION

Australia wide
Catie Poynton,
Faculty of Humanities & Applied Social Sciences
University of Western Sydney, Nepean
PO BOX 10
Kingswood NSW 2747
Phone: 02 678 3379
Fax: 02 678 3379

South Australia
Anne Mountford
Languages and Multicultural Unit
Robson Road
Hillcrestville SA 5073
Phone: 08 337 0777
Fax: 08 337 0777

Summer School and Conference accommodation has been booked at:

St Mark's College
North Adelaide
Cost: $27 per night (breakfast included)

A range of hotel or motel accommodation is also available.

Conference (15 - 17 January)

A feature of the conference will be a Forum on genre-based literacy pedagogy, with speakers from a range of positions addressing issues of theory, critique and implementation.

PAPERS AND WORKSHOPS

4 paper-based workshops will be offered, concerned with both developing theory and with application.

ASSISTANT REGISTRAR

Summer School and Conference accommodation has been booked at:

St Mark's College
North Adelaide
Cost: $27 per night (breakfast included)

Innovating Discourse Research, Literacy Practice, and Education.

The 5th International Systemic Workshop

July 26 - 28, 1993

Universidad Complutense de Madrid

CALL FOR PAPERS

Deadline: March 15, 1993

The main topics will be:

The role of innovation in genre-based literacy research, with emphasis on applications to educational practice.

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THE 5TH INTERNATIONAL SYSTEMIC WORKSHOP

UNIVERSIDAD COMPLUTENSE DE MADRID

July 26 - 28, 1993
Daytime sessions will include section papers, with allowance made for workshops, where possible. If feasible and appropriate, papers will be grouped under themes. Evening sessions will include panels and other interactive activities.

**Call for Papers: Abstracts**

Please send your abstracts to: Bernard Mohan, ISFC93, Department of Language Education, University of British Columbia, 2125 Main Mall, Vancouver B.C., Canada V6T 1Z5 Fax Number (Canada)(604 natt.) 822-3154

E-mail: usermoha@ubcmtsg.bitnet

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**Abstract deadline:** To arrive by DECEMBER 1, 1992 ***

- Abstracts should be camera ready and include a heading with: the title of the paper, the name(s) of the author(s); and the authors' institution(s).

- Abstracts should not exceed one page (21.75cm x 28cm). This includes references.

- Please use wide margins - minimally 3 cm left and right, and minimally 4 cm at top and bottom.

- All papers will be given a 40 minute time slot.

**With your abstract, please send us also a separate sheet with the following information:**

- Your name, the title of your paper, and the address to which we should send out our reply. If possible, please add your fax number and your e-mail address.

- Whether your paper is "General" or falls under one of the following themes: 1)Computational Linguistics 2)Educational and Clinical Linguistics 3)Lexicogrammar and Semantics 4)Text and Discourse 5)Other (specify).

- Whether or not you require early acceptance for funding purposes.

- The title and brief description of any workshop you would like to offer.c Any equipment (projectors, audio or video facilities, etc. you will need for your paper and workshop. Specify the two separately), f) the type of workshop you would like to participate in (to help us decide which workshops might be viable).

- any helpful biographical information, if you have not presented at an International Systemic Congress before.

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**PRE-CONFERENCE COURSES.**

Pre-conference courses reviewing systemic approaches are planned July 5-16, 1993 at University of British Columbia, Vancouver B.C., Canada. Details are given below.

**An Outline of Systemic Functional Grammar (Time: mornings)**

M. A. K. Halliday & Rugaiya Hasan

Description: Historical introduction: origins in European functional linguistics; other sources; developments 1960-1990; interplay between theory and application. General principles: strata, metafunctions, context; paradigmatic base; system and structure, rank, delicacy; realisation and instantiation. Theoretical orientation: grammar as construing experience; enacting social process; comprehensiveness and depth; language as dynamic open system. Descriptive principles: lexico-grammar, discourse, semantics, context, phonology. Motives and methods of text analysis. Examples of systemic research on language in its socio-historical context.

Michael Halliday is Emeritus Professor of Linguistics, University of Sydney, Australia. Rugaiya Hasan holds a personal chair in Linguistics at Macquarie University in Sydney.

**Register/genre theory in the classroom (Time: afternoons)**

Jim Martin & Robert Veel

Description: This course will give teachers a thorough introduction to the theory and practice of register/genre theory, which has had a dramatic impact on language teaching in Australia. The course consists of lectures and workshops in the following areas: an introduction to register/genre theory and its use in the classroom; examination of school programs based on register/genre theory; introduction to and discussion of teaching strategies for reading and writing based on functional grammar and register/genre theory; practical sessions in the diagnostic analysis of student writing, particularly for socio-economically disadvantaged students and students from language backgrounds other than English. Note: No prior knowledge of functional grammar or register theory is assumed. The course is designed to complement the "Outline of Systemic Functional Grammar" course. Participants are encouraged to enrol in both courses in order to gain the most from the program.

Jim Martin is Associate Professor of Linguistics, University of Sydney. Robert Veel is Senior Research Officer, Disadvantaged Schools Program, Sydney.
CONGRESS REGISTRATION

To register, complete the form below and send it to: Gordon Fulton, ISFC93, Dept. of English, University of Victoria, Box 3045 Victoria, B.C., Canada V8W 3P4 Fax No. (Canada) (604) 721-7212 E-mail: FULTON@UVVM.bitnet

Name __________________________ Address __________________________
--------------------------------------------- fax & e-mail __________________________

Payment should be made in Canadian or US dollars. Please make your cheque payable to ISFC93 and show below what you are paying for.

Registration Can$120 [ ] $........
Accommodation at Univ. of Victoria bed & breakfast Can$40 per person/night Arrival date July _______ 1993 Departure date July _______ 1993 ______ persons for ______ nights $........
Conference Dinner (Thursday July 22) Can$35 [ ] $........
TOTAL Can$........

COURSE REGISTRATION

Fees: Canadian students - Canadian$200 approx. per course
International students - Canadian$500 approx. per course Registration: Early registration is advised. You should COMPLETE your registration BEFORE THE END OF MAY 1993.

Credit and University Admission: If you wish to take these courses for credit (each course is worth 3 credits), you must be admitted to the University of British Columbia, for a fee of $35 approx. Begin this process no later than MARCH 1993. The process takes about 2 months and needs to be completed before course registration.

FOR FURTHER INFORMATION, CONTACT:

Dr. Kelvin Beckett, Distance Education, Faculty of Education, University of British Columbia, 2125 Main Mall, Vancouver, B.C., Canada V6T 1Z4.
Tel: 604-822-2031 Fax: 604-822-6501

UPCOMING MEETINGS

October 16-18, 1992: 23rd Annual Meeting of the North Eastern Linguistic Society (NELS 23) University of Ottawa. Abstract deadline: July 15, 1992. Contact: Yoko Harada and Lisa Reed, NELS 23 co-chairs, Department of Linguistics, University of Ottawa, 78 Laurier Avenue East, Ottawa, Ontario, K1N 6N5, Canada. Tel: (613) 564-4207. Fax: (613) 564-9067. E-mail: NELS23@acadvm1.uottawa.ca


Jan 10-14, 1993: Australian Systemic Functional Lx Summer School, Adelaide. Contact: Poynton, Faculty of Humanities and Applied Social Sciences, University of Western Sydney, Nepean, P.O. Box 10, Kingswood, N.S.W., 2747, Australia. Fax: 02-678-7399. Visa required for International participants.


April 16-19, 1993: American Association of Applied Linguists, Atlanta, Georgia. Contact: AAAL 1993 Conference, AAAL Business Office, P.O. Box 24083, Oklahoma City, OK, USA, 73124.


June 22-26, 1993: Association for Computational Linguistics, The Ohio State University, Columbus OH. Contact: Terry Patten, Comp & Info Sci, The Ohio State University, Neil Av. Mall, Columbus OH, 43210, USA. Tel: 614-292-3989. E-mail: patten@cis.ohio-state.edu

July 5-16, 1993 Pre conference Course for ISFC:20, Vancouver, BC Canada Contact: Bernard Mohan, Department of Language Education, Faculty of Education, University of British Columbia, Vancouver, B.C., V6T 1Z5, CANADA. HOME FAX (for short urgent messages) 604-224-5494. WORK FAX (for longer or not so urgent messages) 604-822-3154 and
Electronic Mail (preferred) BERNARD_MOHAN@MTSG.UBC.CA Visa may be required for international participants.  

July 19-23, 1993. ISFC-20, Victoria, BC Canada. Contact: Bernard Mohan (program) [address above] and/or Gordon Fulton, English Department, University of Victoria, Victoria, British Columbia, V8R 2V6 Canada (local arrangements). Visa may be required for some international participants.


July 25-30, 1993. 4'th International Pragmatics Conference. Kobe, Japan. Abstract deadline: November 1, 1992. Abstracts to: IPRA Secretariat, P. O. Box 33, B-2018 Antwerp 11, Belgium. Fax: +32 3 8202244 or +32 3 2305574. E-mail: ipra@ccu.ula.ac.be. Register with: 4'th International Pragmatics Conference Secretariat, c/o Kensei Sugayama, Department of English, Kobe City University of Foreign Studies, 9-1, Gakuen-higashimachi, Nishi-ku, Kobe 651-21, Japan. Tel: +81 78 794 8111 ext 8179. Fax: +81 78 792 9020.

August 2-4, 1993. The 1993 Conference of the Poetics and Linguistics Association. Abo Akademi University, Abo, Finland. Contact: Ulla Achrén, 1993 PALA Conference Secretary, Abo Akademi University, Abo 50, Finland. Fax: 358 21 517552

August 8-12, 1993. 10'th World Congress of the International Association of Applied Linguistics (AILA). Amsterdam, The Netherlands. Contact: Dr. Johan Matter, Vakgroep T_TW-VU, 10A-28, De Boelelaan 1105, 1081, HV, Amsterdam, The Netherlands. E-mail: AILA@LET.VU.NL Fax: 31-(0)20-6426355: Phone: 31-(0)20- 5483075.

1994

August 1-5, 1994. ISFC-21. Ghent, Belgium. Contact: Anne-Marie Simon-Vandenbergen, Guinardstraat 12, B-9000 Gent, Belgium. A summer course will be held before the congress.

1995


1996


MICHIGAN STATE UNIVERSITY

DEPARTMENT OF LINGUISTICS AND GERMANIC, SLavic, ASIAN AND AFRICAN LANGUAGES A-404 WELLS HALL

EAST LANSING, MICHIGAN 48824-1027

October 2, 1992

The LINGUISTIC ASSOCIATION OF CANADA AND THE UNITED STATES requests your cooperation in publicizing plans for its 1993 meeting among your subscribers/members/colleagues. The following are the pertinent facts concerning the meeting:

EVENT: 20th Annual Forum, Linguistic Association of Canada and the United States (LACUS)

DATES: July 20-24, 1993 (Tuesday-Saturday)

SITE: University of Illinois at Chicago

DEADLINE FOR ABSTRACTS: January 15, 1992 (1 original and 15 copies required)

SPECIAL NOTICE:

Since this is the 20th meeting of the organization, plans are underway for special events in celebration of this milestone.

ADDRESS FOR FURTHER INFORMATION:

Ruth M. Brenda
3363 Burbank Drive
Ann Arbor, Michigan 48105
United States of America
[Phone: (313) 665-2787] [E-mail: usersx6@umichum]
Prospective participants will have to register directly with the local Conference Secretariat at the following address, to which the attached registration form should be sent:

4th International Pragmatics Conference
Secretariat, c/o Kensei Sugiyama
Department of English
Kobe City University of Foreign Studies
9-1, Gakuen-higashi-machi
Nishi-ku, Kobe 651-21
Japan
tel. +81 78 794 8111 ext. 8179
fax +81 78 792 5020

Registration fees:
* Advance registration (acceptable until March 1st 1993):
  - IPA members: 16,500.-
  - non-members: 19,500.-
* On-site registration:
  - IPA members: 20,000.-
  - non-members: 23,000.-

Registration fees include: (i) a copy of the preliminary program, to be sent out in March/April; (ii) a copy of the complete set of abstracts, available on arrival.

Note: (i) It is not possible for the organizers to consider paper or panel proposals other than those submitted by members; non-members interested in presenting a paper or proposing/participating in a panel should apply for membership, using the attached form, before the November 1st 1992 advance registration deadline.

(ii) Accepted papers/panels cannot be entered into the preliminary program unless the advance registration fee is paid before the March 1st 1993 advance registration deadline; notices of acceptance will be sent out in late January/early February. Prospective participants who have to withdraw at a later date due to circumstances beyond their control, will be partly compensated for the financial loss: they will receive a copy of the set of abstracts by mail, and the remainder of their registration fee will count as payment for their 1994 IPA membership dues.

Manner of payment:
Advance registration fees should preferably be transferred in yen into the following conference accounts:
Bank: Sannomiya-minamiguchi Branch, The Sakura Bank Ltd., 8-1-21, Onoe-dori, Chuo-ku, Kobe 651, Japan; Account name: 4th International Pragmatics Conference; Account number: 602-5464618;
Post Office Giros: Girobanks in Japan yen, all charges prepaid; Account name: 4th International Pragmatics Conference; Account number: Kobe 0-16878 (mentioning the account center 'Kobe').
Alternatively, prospective participants may send international money orders or bank drafts, made out in yen and drawn on a Japanese bank, directly to the conference secretariat.

LOCATION
The conference site will be the Shoin Women's University, 1-2-1, Shincho-Obanoyamacho, Nada-ku, Kobe 657, Japan (Tel.: +81-78-8826122; Fax: +81-78-8011185).

TRAVEL AND ACCOMMODATION
Negotiations to secure favorable rates for air travel from Europe and North America will be completed by October 1992. Hotel accommodation will be available from approximately US $ 60. -- per night (single room average). Kobe is conveniently located for excursions to Kyoto, Nara, and Osaka.

More precise travel information will be made available in the Fall. Further details about accommodation will be sent to all prospective participants together with the preliminary program (in March/April 1993).

Do not forget the abstracts deadline: April 1st, 1993.

Purpose: This conference is the sixth in a series of biennial conferences on computational linguistics sponsored by the European Chapter of the Association for Computational Linguistics. Previous conferences were held in Pisa (September 1983), Geneva (March 1985), Copenhagen (April 1987), Manchester (April 1989) and Berlin (April 1991). Although hosted by a regional chapter, these conferences are global in scope and participation. The European Chapter represents a major subset of the ACL. The conference is open to both members and nonmembers of the Association.

Scope: Papers are invited on all aspects of computational linguistics, including, but not limited to: morphology, syntax, semantics, discourse analysis, pragmatics, grammar formalisms, formal languages, software tools, knowledge representation, AI-methods in computational linguistics, analysis and generation of language, computational lexicography and lexiconology, lexical databases, machine translation, computational aids to translation, speech analysis and synthesis, natural language interfaces, dialogues, computer-assisted language learning, corpus analysis and corpus-based language modeling, and information retrieval and message understanding.

Special Sessions/Tutorials: The Program Committee plans special sessions around the following themes:
- logic and computational linguistics
- data-oriented methods in computational linguistics

This thematic orientation will be further developed in a tutorial programme to be held the day preceding the conference (20 April 1993). Details will be provided in the circular of October 1992.
XIXe COLOQUE SILF - COIMBRA (PORTUGAL) - 1993

PREMIERE CIRCULAIRE

INFORMATIONS GENERALES

Le prochain Colloque de la SILF aura lieu sous l'égide de
l'Université de Coimbra dans les locaux de la Faculté des Lettres de l'Université
3049 Coimbra Codex, Portugal
du vendredi 21 au mercredi 26 mai 1993

Accueil :
L'accueil des participants se fera le jeudi 21 mai 1993, à la Faculté des Lettres,
de 14h.30 à 19h.30.

Inscription :
L'inscription au Colloque est obligatoire. Seules les personnes qui
renverront le bulletin d'inscription, ci-joint, recevront la deuxième circulaire. Vous
Une inscription tardive pourrait entraîner l'impossibilité d'obtenir un logement à
proximité de l'Université.

Frais d'inscription :

Les frais d'inscription comprennent un cocktail, un dîner de gala,
tout public pour la semaine ainsi que la cotisation à la SILF pour
1993 (pour les non-membres) :

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<th>Catégorie</th>
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<td>Membres SILF et LACUS</td>
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<td>Autres participants</td>
<td>400FF / Esc.10.000</td>
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<td>Les 100FF / Esc. 2.500 supplémentaires correspondent à la cotisation SILF pour 1993.</td>
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<td>Etudiants (joindre justificatif)</td>
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Bulletin d'Inscription
XIXe Colloque International de Linguistique Fonctionnelle
Coimbra, mai 1993

Nom et prénom
Université ou autre institution
Adresse personnelle
No de téléphone

Je désire que le Secrétariat s'occupe de mon logement :

II en hôtel à 3 étoiles
II en hôtel à 4 étoiles
II en chambre individuelle
II en chambre double
II Je m'occupe moi-même de mon logement

Je serai accompagné par

Découper le bulletin d'inscription et l'envoyer, si possible avant le 31 décembre 1992.

All correspondence concerning registration and general information should be air-mailed to:
AILA '93
University Conference Service
Vrije Universiteit
De Boelelaan 1105
1081 HV AMSTERDAM
phone: *31-(0)20-5484656
fax: *31-(0)20-6462425

All correspondence concerning the programme should be air-mailed to:
Dr Johan F. Matter
Secretary-General AILA '93:
Vakgroep TTV-VU
10A-28
De Boelelaan 1105
1081 HV AMSTERDAM
phone: *31-(0)20-5483075
fax: *31-(0)20-6426335
e-mail: bitnet AILA@LET.VU.NL

Tuesday, Aug. 10:
Section keynotes
Section papers
Poster sessions
Special Symposia

Wednesday, Aug. 11:
Excursions

Thursday, Aug. 12:
Section keynotes
Section papers
Poster sessions
Business Meetings Scientific Commissions
AILA General Assembly
CONGRESS PARTY + BUFFET

Friday, Aug. 13:
Section keynotes
Section papers
Poster sessions
2nd Plenary Session
GEORGETOWN UNIVERSITY ROUND TABLE ON LANGUAGES AND LINGUISTICS:
GURT 1993

Conference and Pre-sessions: March 9 - 13, 1993
Georgetown University, Washington, DC

Organized by:
Dr. Heidi Hamilton
Department of Linguistics
Georgetown University
Washington, DC 20057-1068
(202) 687-5956/6226
hhamiltv@guvax.bitnet
hhamilton@guvax.georgetown.edu

Invited Speakers:

Stephan Krashen, University of Southern California
James P. Lantolf, Cornell University
Donald R. McCrosky, The University of Georgia
Virginia Mayer, Padua Academy
James R. Natttinger, Portland State University
J. Michael O'Malley, Prince William County Schools
Masaki Oda, Tamagawa University
Rebecca L. Oxford, University of Alabama
Karen Ryding, Georgetown University
Earl Swick, Independent researcher
Tamara Tancheva, Universita degli Studi di Roma
Irene Thompson, The George Washington University
Deryn P. Verity, University of Delaware

Pre-Conference Sessions:

- Corpus-based Linguistics
- Discourse Analysis: Written texts
- East Asian Software Symposium
- Post-Conference Sessions: March 9 - 10, 1993

The pre-conference sessions will be held in the Intercultural Center at Georgetown University. Please contact the individual organizers for more information.

History of Linguistics
Organizer: Rev. Francis P. Dinneen, SJ
Department of Linguistics
Georgetown University
Washington, DC 20057-1068
(202) 687-5956
cball@guvax.georgetown.edu

Call for Papers

Georgetown University Round Table on Languages and Linguistics (GURT)
Pre-Session CORPUS-BASED LINGUISTICS

Wednesday March 10, 1993

The analysis of large text corpora is engaging the interest of linguists from many subfields, as the field turns away from linguistic analysis based on introspection to data-oriented approaches. Currently, insights are not fully shared, as the subfields and related disciplines often present research at different conferences. For this full-day GURT pre-session, 20-minute papers are solicited on the following topics:

- the design and collection of text/speech corpora
- tools for searching and processing on-line corpora
- critical assessment of on-line corpora and corpus-processing tools
- methodological issues in corpus-based analysis
- applications and results in linguistics and related disciplines, including language teaching, computational linguistics, historical linguistics, discourse analysis, and stylistic analysis

Send 1 page (500-word) abstracts to cball@guvax.georgetown.edu (Internet, cball@guvax.bitnet), or Catherine N. Ball, Dept. of Linguistics, Georgetown University, Washington DC 20057. Electronic submissions are encouraged. Please include name, institution, address, telephone number, and e-mail address.

Deadline for receipt of abstracts is Dec. 1, 1992.
4th INTERNATIONAL PRAGMATICS CONFERENCE
Kobe, Japan, July 25-30, 1993

DO NOT FORGET THE ABSTRACTS DEADLINE: NOVEMBER 1ST 1992

Local Organizing Committee:
Chairman: Paul O. TAKAHARA, Kobe City University of Foreign Studies
Members: Masayoshi SHIBATANI, Kobe University; Yukimasa HATTORI, Shoin Women's University, Kobe; Seisaku KAWAKAMI, Osaka University; Sachiko IDE, Japan Women's University; Yoshitomo NISHIMITSU, Kobe University; Masaki YAMANASHI, Kyoto University; Kensei SUGAYAMA, Kobe City University of Foreign Studies

IPrA Conference Committee:
Michel de FORNEL, CNRT-CNRS; Bruce FRASER, Boston University; David GOOD, Cambridge University; John GUMPERZ, University of California at Berkeley; Marjorie HARNESS GOODWIN, University of South Carolina; Ferenc KIEFER, Hungarian Academy of Sciences; Chungmin LEE, Seoul University; Sandra THOMPSON, University of California at Santa Barbara; Amaparo TUSON, Autonomous University of Barcelona; Jef VERSCHUEREN, University of Antwerp

CONFERENCE TOPICS
Whereas the 1st International Pragmatics Conference (Viareggio, 1985) was centered around a meta-theoretical question concerning the status of pragmatics as a potentially coherent, though interdisciplinary, perspective on language and communication, the 2nd IPC (Antwerp, 1987) addressed the more practical issue of intercultural and international communication. The 3rd IPC (Barcelona, 1990) returned to a more theoretical question: the interdependence of social and cognitive approaches to language use. For the 4th International Pragmatics Conference, a special topic has been chosen which combines the practical concerns addressed in Antwerp with the theoretical question posed in Barcelona. That special topic is:

Cognition and Communication in an Intercultural Context

This special topic may be approached theoretically, with reference to session topics 1.1 to 1.3, or in terms of specific areas of application (2.1. to 2.5.):

1. Theoretical issues
   1.1. The role of cognitive styles in communication
   1.2. Communicative strategies and cognitive processing
   1.3. The establishment and maintenance of cultural identity

2. Areas of application
   2.1. Foreign language teaching
   2.2. Natural language processing
   2.3. Language policy
   2.4. International communication and politics
   2.5. English as an international language

In addition to the special topic sessions, there will be a number of events representing topics of general interest. In principle, any issue approached from a pragmatic angle (where pragmatics is seen in its broadest sense as the cognitive, social and cultural study of language and communication) may be dealt with. However, there will be a clear division of labor between the different types of events.

EVENT TYPES

Plenary lectures: Plenary lectures on a diversity of topics of general interest will be given (tentatively) by:
- Robin LACOFF (University of California at Berkeley)
- Masayoshi SHIBATANI (Kobe University)
- Stephen C. LEVINSON (Max-Planck Research Group for Cognitive Anthropology, Nijmegen)
- Jacob MEY (Osense University)

Poster sessions: Poster sessions, for which ample time will be reserved in order to guarantee good opportunities for discussion, will be largely devoted to papers of general interest. Individually submitted papers which are less directly related to the special topic will be placed here, though it is also possible to submit papers directly for the poster sessions. (All abstracts, including those for poster presentations, will be printed in the set of abstracts provided at the beginning of the conference.)

Panels: Panels take the form of a series of closely related lectures (with the same duration as for the lecture sessions) on a specific topic — which does not have to be directly related to the special topic of the conference — followed by a 30-minute slot during which one or more discussants present a 15-minute reaction to the papers and 15 minutes are reserved for general discussion. The organizers of such panels are responsible for submitting the complete set of abstracts before the regular abstracts deadline, and, in case of acceptance, for the further preparation of the event (which will involve, for instance, making sure that the discussants receive drafts of the complete papers before the conference). Preparations have already begun for panels on methodological issues and on the IPrA Handbook of Pragmatics project. But there is room for many more proposals.

ABSTRACTS

Five copies of your abstract (or of the set of abstracts in case you are proposing a panel) should be sent before November 1st 1992 to the following address:

IPrA Secretariat
P.O. Box 33
B-2018 Antwerp 11
Belgium

All abstracts should contain (in this order): Full name, full address, title of your presentation, and a one-page summary of your topic, approach, and major conclusions. If sent by telefax (either to number +32 3 8202244 or number +32 3 2305749) or by e-mail (ipra@ccru.uia.ac.be), they should be followed by a hard copy, the print quality of which is suitable for publication in the set of abstracts.
Obituary

Date Mon, 21 Sep 92 13:39 GMT
From: Richard Ogden <RAG@VAX.YORK.AC.UK>
Subject: David Abercrombie: Obituary

[An edited version of this obituary appeared in The Times at the end of August. The full version given here (in Linguist List (eds.8)) is sent with the permission of the author, John Kelly, Senior Lecturer in phonetics and phonology at the University of York.]

David Abercrombie: Obituary

Professor David Abercrombie BBA, phonetician, died in Edinburgh on July 4th at the age of 82. He was born in Birkenhead on December 19th 1909.

Appointed Lecturer in Phonetics in the University of Edinburgh in 1948, David Abercrombie went on to establish within a decade an outstanding Department of Phonetics that was to attract academics and postgraduate students from throughout the world. The department was in these earlier years housed in a rather drab basement, but the quality of the teaching that took place there, of the ideas that underlay it and of the work done to elaborate these ideas into phonetic theory, rose well above that of the surroundings.

Some part of Abercrombie's strength in building up his department came from the traditions of his background and the diversity of his experience. His father, Lancelot, was a distinguished scholar in the field of English Literature and a recognised poet, and both his uncle, Sir Patrick Abercrombie, the city planner and architect, and brother, Michael, the biologist, rose to training concerns Edinburgh he was a member of Abercrombie's aim was to establish an integrated whole the sound and substantial phonetic training of Jones with the interest in wider linguistic concerns which characterised the work of Firth and Malinowski. In this he was aided by a number of excellent scholars some of whom had shared this early dual training in London.

In this he added a deep knowledge of and respect for early writing on phonetics in Britain. This was not just an antiquarian interest Abercrombie's aim was to demonstrate the values of the the earlier tradition and evoke new interest in it - and he took a quiet delight too in showing just how often the wheel has had to be re-invented, especially to pompous reinventors! His very special combination of interests and abilities led to a distinctive and cogent programme of teaching and research in Edinburgh, his own lucid and definitive writings being among his key products. He was appointed Professor in 1964.

Abercrombie once said that an essential quality in the head of a university department must be kindness, to bring out the best in students and staff. The result of this belief was that his department was for many years a happy place to work in. He took a warm and unassuming interest in not only the academic activities of his staff, but also their personal welfare; and allowed his home to be a kind of extension of the department, providing there with his wife Mary a most generous and unassuming hospitality to staff, students, friends and visitors. His great relish for company and good food, and particularly the pleasure he took in fine wines, were a stimulus to the success of these occasions, as were his total lack of self-importance and his ability, despite an underlying shyness, to take an interest in people of all conditions.

Linguist List: Vol 5-710.

Those who study language have often been concerned with the status of linguistics as a science. They have wanted to ensure that their work was objective and scientifically valid. The natural way to achieve this aim has been to use other, earlier developed sciences as a model: theoretical physics, evolutionary biology, chemistry - some discipline that is currently valued as a leader in the field of intellectual activity. It is assumed that we investigate language using the same principles and methods that have proved successful in these other domains, we shall have made our linguistics equally "scientific".

There are two problems here. One is perhaps a fairly obvious one: that the phenomena we are trying to understand — those of language — are phenomena of a rather distinct kind. Certainly there are, at a very abstract level, factors in common to systems of all kinds, whether physical, biological, or social; and we can add to these also the fourth kind, semiotic systems, which are those which construe meaning — the kind of system to which language belongs. But there are also significant differences; and what constitutes "science", or scientific inquiry, is not likely to be the same thing in all cases. A science of meaning is potentially rather different from a science of nature, or of society.

The other problem may be less obvious. As I see it, the concept of "science" refers to scientific practice: to what scientists actually do when engaged in their professional activities. But this is not always the same thing as what they say they do; it is certainly not the same as what other people say they do, and it is still further away from what other people may say they ought to do. We have tended to derive our concept of 'science' by studying the models constructed in the name of philosophy of science, rather than from observing scientists at work. But these models are highly idealized; even when they are descriptive they are still (as opposed to normative) set out to be demonstrative of scientifically inquiry, in is not likely to be the same thing in all cases. A science of meaning is potentially rather different from a science of nature, or of society.

As an illustration of this point, consider how linguists have constructed the notion of "counterexamples". If anyone offers a generalization, others immediately start hunting after counterexamples, in the belief that that is how you test a hypothesis if you find one counterexample you have falsified it, and it has to be abandoned. But this is an idealization; it is not how people actually work. What you do with a generalization is to apply it, and when you find it doesn't work a hundred percent of the time (which it never will do), you try to improve it, to define the limits of its applicability, and seek further generalizations to back it up. (Grimm's Law was not abandoned; it was shown to apply only in certain cases, and then backed up by the addition of Verner's Law.) In order to escape from this trap, linguists have had to invent the concept of the "prototypical. But they would never have needed such an escape hatch if they had not dug the hole for themselves to fall into in the first place.

I would like to enumerate, in this paper, certain principles and practices which I think are usually followed by linguists working in systemic-functional linguistics. These are not derived from any idealized model of scientific...
endeavour. They seem to me to correspond fairly closely to the sort of things that scientists do, and the general positions they adopt, in their everyday working lives. But I am not setting out to prove that linguistics, whether systemic or in any other model, is a science. My aim is simply to characterize how some linguists go about their work: what they adopt as their working principles. It is useful, I think, to try to make these principles explicit. (For the concept of "doing science", see Lemke, 1990.)

1) Categories that are used in the analysis of language are general concepts which help us to explain linguistic phenomena. They are not "reified": that is, they are not endowed with a spurious reality of their own.

For example: we do not start with a ready-made concept like "theme". We start with a particular problem, such as "Why does a speaker of English choose to put one thing rather than another in first position in the clause?" To explain this, we have to set up a long chain of explanation; this involves certain abstract categories, through which we relate this question to a large number of other phenomena in the language. "Theme" in the name that we give to one particular link in this chain of explanations, embodying a generalization about the structure of the message.

Two points should be made. One is that the name is not a definition. We try (following a traditional practice in linguistics) to give names that suggest the typical "purport" of a category, in Hjelmslev's term hence grammatical categories get names that are interpreted semantically (and likewise phonological categories get names that are interpreted phonetically).

But we do not pretend "this instance does not fit my name; therefore it is not a member of this category". The name just helps us to remember where we are on the map.

Secondly, we do not use the name to impose artificial rigour on a language. Linguistic phenomena tend to be indeterminate, with lots of ambiguities, blends and "borderline cases". The categories of the analysis take this into account, allowing us to treat it not as something exceptional or dysfunctional, but as a natural and positive feature of an evolving semiotic system.

2) The categories used in the analysis are of two kinds: theoretical and descriptive. Theoretical categories are those (such as "metafunctions" "system", "level", "class", "realization". Descriptive categories are those such as "clause", "preposition", "subject", "material process", "theme".

Theoretical categories are, by definition, general to all languages; they have evolved in the construction of a general linguistic theory. They are constantly being refined and developed as we come to understand more about language: but they are not subject to direct verification. A theory is not proved wrong; it is made better -- usually step by step, sometimes by a fairly catastrophic change.

Descriptive categories are in principle language-specific: they have evolved in the description of particular languages. Since we know that all human languages have such in common, we naturally use the descriptive categories of one language as a guide when working on another. But if a descriptive category is a "passive" or "theme" is used in describing, say, both English and Chinese, it is redefined in the case of each language. (See Hu, Zhu & Zhang, 1989, passim.)

So, for example, while "system" itself is a theoretical category, each instance of a system, such as "mood", is a descriptive category. Similarly, "option" (or "feature") in a system is a theoretical category, while some instance of an option, like "indicative" or "declarative", is descriptive.

Descriptive categories are thus of a lower order of abstraction. They can be defined in such a way as to make them subject to verification. For example, if in defining "passive" we include morphological criteria, saying that a verb is distinguished from its alternative ("active") by systematic variation in the morphology of the verb, then it becomes possible to say that a particular construction in a given language is not a passive, or that there is no passive in the given language at all. (Note that, if it is claimed that some descriptive category is a "universal" of language, such a claim can only be evaluated if there is some explicit formal definition of this kind. A universal feature is different from a theoretical category; it is a descriptive category that is in being said to be present in every language.)

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There is no ordering in such definitions; we do not first set up one set of categories and then derive other ones from them. (We may have to express the description in an ordered way, since Chapter 1 has to precede Chapter 2 in the book; but that is a question of presentation.) The only ordering in that of delicacy: more specific categories depend on those that include them (i.e. that precede them in generality, as "indicative" precedes "declarative" and "interrogative"). But even this is not a definitional ordering. For example, "present", "future", are defined "present", "future" are defined "present", "future" are defined as categories in the English system of "tense", which is a system of the "verbal group". But, equally, the "verbal group" is defined as the entry condition to the system called "tense" whose options are "past", "present" and "future".

4) All descriptive categories are identified from three perspectives: those of (i) the higher level, (ii) the same level, (iii) the lower level. This is sometimes referred to as (i) "from above", (ii) "from around" and (iii) "from below". For example, in English the Subject is that which

(i) has special status in the interpersonal structure of the clause, being the element on which the argument is made to rest (by reference to which the proposition is laid open to argument);

(ii) is mapped on to certain elements in the experiential and textual structure (e.g. Actor in active material process, Sensor in one type of mental process; Theme in declarative mood, etc.);

(iii) is the nominal group that accompanies the Finite operator and is taken up pronominally in the declarative mood tag.

This enables us to express the difference between functional and formal grammars. All grammars, of course, are concerned both with function and with form: the distinction is one of orientation. In a formal grammar (iii) has priority; (i) is derived from (iii), and may not be stated at all (e.g. in some formal grammars the category corresponding to Subject in English would have no interpretation from above). In a functional grammar, such as systemic grammar, (i) has priority, and (iii) will typically be derived from it.
Since criteria from the different perspectives often conflict, there may be a substantial difference between formal and functional grammars in how the descriptive categories are aligned, and even in the categories themselves. Categories that are relatively clearly identifiable from above may be very complex to describe from below (e.g. the different types of process in English, which may simply not be recognized in a formal grammar). Again, however, it must be emphasized that the priority is not absolute: no category is fixed from one perspective alone. The description is always a compromise among all three perspectives.

5) In a functional grammar, perspective (i) is that which explains (this is what is meant by saying that a functional grammar is one which offers functional explanations — a kind that are not recognized as explanations in a formal grammar). What is to be explained is some pattern in input. The description will be given from the vantage point of perspective (i), e.g. "this is the element which the speaker selects in order to carry the weight of the argument — the one that is held "modally responsible" for it". In other words, a functional grammar is one which explains the forms of the language by referring to the functions they express.

Now consider the case of comparative descriptions that is, using the categories set up for one language as tools for exploring another. Here the difference is typically reversed; in that we start with a question seeking to explain the formal pattern in (iii), we being with what was originally the answer to such a question, namely the functional generalization under (i). So, for example, if we are using the concept of Subject to the grammar of Chinese, the first question is: "Is there a nominal element in the clause that accompanies the finite operator and also turns up nominally in the tag?" — which would not be very helpful, since we would first have to find finite operator and mood tags in Chinese before we could ask whether there is a nominal element of the kind the above "is the one on which the argument is made to rest?" The assumption is that, if there is any such element, it will be recognizable somehow or other (that is, identifiable from perspective (iii)), although not the way it is in English.

In other words, the comparison is made from the vantagepoint of perspective (i). We look at the meaning of some category in the language of reference, and then ask if there is any category in the language under description that has a comparable function (i.e. "the one on which the argument is made to rest") and the same weight. Almost all descriptive work today is in this sense comparative; and this is reasonable, since there is no point in pretending, when we come to describe a language, that no other languages have been described before, or that we cannot learn anything from those that have. Ideally, but let me say clearly that this is not what is usually done! — each language should be described twice over: first comparatively, using categories drawn from other languages as guides, and then "particularly" — entirely in its own terms, as if no other language had been described before. This is the only way in which it will not be misrepresented. Historically, the second one was the way the ancient Indian and Greek grammarians proceeded; first they described the forms, perspective (iii), and then they questioned why these forms arose: why are they this way? In the particular case, why are they the way they are? We can develop a principled approach to the question of "same or different".

6) We have said that comparative description begins from the vantage point of perspective (i), and we look for categories which correspond above. But by itself this could be misleading. We do not, in fact, start out by trying to identify individual categories, single elements of structure, like "Subject", or single options in a system, like "passive". The basis of any comparative description is the system (a point made very many years ago by Sidney Allen; see Allen, 1956).

Thus, if we are using English categories to explore Chinese, we do not ask whether there is a Subject, or whether there is a passive; we ask whether there is a comparable system, in each case. For example, the category of Subject in English realizes choices of mood: so instead of asking whether or not Chinese has a category of Subject, we first ask "Is there a system of mood?" — that is, a system for exchanging information and goods—services, one through which we can ask what we need and why. If we can ask about its options, to see whether they can be interpreted by reference to categories of declarative, interrogative and so on. Step by step we come to the question whether there is a particular nominal element which has a special function in the clause with respect to the system of mood. There is — but not the same as in English. The Subject in English does two jobs in the mood system: it takes responsibility for the proposition, and it also plays a role in realizing the distinction between one category of mood and another. There is a nominal element in Chinese which does the first job but not the second — and since it is not required for making the distinction between declarative and interrogative, it is often "not there" where the Subject would be in English.

(The temptation then is to say that something in the Chinese has been "dropped" or "omitted". But this is where the comparative approach becomes dangerous. Nothing is left if we look at it through English eyes.) The important question then becomes, what is the difference in meaning between a clause which makes explicit this modally responsible element and one which does not. It could be a nominal element in Chinese which does the second job but not the first. Then the Subject is presumed elsewhere — note that there is still a difference in meaning between putting it in and leaving it out, albeit a subtle one); or it could be realizing some other systematic semantic opposition.

7) So it is the theoretical category of the system that enables us to use the comparative principle in describing different languages. But the question still remains, how do we decide what is or is not the same category?

This, however, is simply a question of naming. What we are asking is: how much alike must two things be for us to call them by the same name? And there is no way of answering this, because there is no way of measuring functional similarity across languages. The only principle is, that since there is a limit to the number of names that are available it seems sensible to reuse existing names if we can. (Of course there is no limit to the number of new names we could create; but they soon become cumbersome, and in this respect there is danger in this is that they have to be reinterpreted each time they are applied to a new language; and the best way of dealing with this situation, in my view, is to ensure that the metalanguage (the language of description) is always created in the language that is under description. Or consider the use of the Chinese term "subject", which is exactly defined according to the category that it labels in the grammar of Chinese. However, given the system as the fundamental category for comparison, we can develop a principled approach to the question of "same or different".

However, given the system as the fundamental category for comparison, we can develop a principled approach to the question of "same or different"
Let us take a different example: say the category of passive in English, as a concept for explaining Chinese. We could reason like this. In any clause with two or more participants, there is a system in English whereby their textual status may be reversed: typically, this involves switching between thematic prominence (Theme) and informational prominence (New). Example: the rain obscured my vision / my vision was obscured by the rain, where the first has the rain as Theme and my vision as New, the second has my vision as Theme and the rain as New. We call this system "voice". In the voice system, one option is marked, the other unmarked; we call the unmarked option "active", the marked option "passive". The active voice assigns to the most "active" participant the status that is typically associated in the clause with that of Theme.

We can then compare this system with a system in another language, point by point: first the notion of a system with some comparable function of this "textual" kind, constructing the participants into different values in the same roles in the scope of that system — which classes of clause possess the option; then the particular textual systems with which the choice is associated; the question whether there is also an experiential difference in meaning (as in English between Agent coded as Actor and Agent coded as Manner); evidence for the opposition of a marked versus an unmarked term, and so on. It seems reasonable to label a system in another language which lies similarly at the intersection of transitivity and theme by the familiar name of "voice". This would not necessarily demand that its options should be labelled "active" and "passive": we might insist on more specific features in common, such as the relative marking and the association of "active" with some relative value on the scale of agency. The terms do matter, because they carry a load of semantic baggage along with them (this is one of the reasons for distinguishing on constructing the metalanguage in separate from the language under description — their semantic loading is different). But more important is using this kind of strategy as a way of exploring more deeply into the grammar of the language in question.

8) Even if a category has been established comparatively, by reference to something that was first set up in another language, it is explained by reference to other categories in its own language. Thus even if we have arrived at a category of "Subject" in Chinese by recognizing a system comparable to the English system of mood, and within that some function realizing special status in the argument, the thing we are calling "Subject" in Chinese will still be defined and explained within the system of Chinese grammar.

As already emphasized, such explanations are not single steps; they involve long chains of internal relationships, typically ranging across more than one metafunction. Thus, what we call "Theme" in English is explained by reference not only to the flow of information, with the speaker - listener axis as the source of energy (hence as a component within the Theme + Rheme, Elven + New of the textual metafunction), but also to the mood system, and the role of Subject, in the interpersonal metafunction, and to the various clause types and participant roles in transitivity. Whichever part of the grammar we are explaining, we are constantly making references to all the other parts.

In comparative and typological studies based on formal grammars, it is common practice to take single features and compare them across a number of different languages. But when a feature is detached from the environment in which it actually functions, the basis for the comparison is rather different; it is not clear whether the things that are being compared are actually comparable in meaning.

Sometimes we are able to bring in the historical dimension to our explanations, if we have some evidence of changes that have taken place in the past. For example, in the evolution of so-called "phrasal verbs" in English, we can relate the development of this construction to textual and experiential factors combined. If there were two participants, the Process (verbal group) came to occur almost always between the two, while the focus of information was most typically located at the end of the clause. Thus, if the speaker wants to focus the information on the Process he splits the verbal group into two parts, so as to get one part at the end of the clause; e.g. you left the best part out, -- instead of you omitted the best part, where the focus is marked and disturbs the required balance of information. Functionally, we can now compare this with the ba construction in Chinese: the preverb ba fulfills a similar function, that of getting the verb to the end of the clause, which in Chinese, as in English, is the typical instance of the information function. Hence Chinese ni ba zuhuo-di yi bufen wangdiao4lei, rather than ni wang4di zuhuo-di yi bufen. (Would you therefore give the same name to the two systems: the choice between (e.g.) omit and leave out in English, and that between a noun and a verb? We might find in languages through the two are similar from the vantagepoint of perspective (i), from the vantagepoint of (ii) and, especially, (iii) they are rather too different. As always, what matters is that we are aware of the relationship between them.)

9) The data on which description rests are real language texts, instances of spoken and written language. In my opinion, texts of spontaneous speech are the most revealing, because it is lifeless to see that linguistic systems are most richly explored and exploited, and the meaning potential put under the greatest pressure to expand.

It is now at least possible to assemble and process large quantities of natural text, in the form of a computerized corpus. Spoken language still takes a long time to collect and transcribe; but it is not impossible to include it, even if not in its most spontaneous form — radio is a valuable source. Such corpuses have a dual function. On the one hand, they enable us to base the grammar on what people actually say and write, in real contexts of situations; this is a great deal more satisfactory than relying on our own invention. On the other hand, they enable us to undertake large-scale quantitative studies of grammatical patterns, and so to explain the grammar in terms of probabilities. Both these features, in my view, are fundamental to the future development of grammatical theory, and hence to the successful use of grammatical descriptions for applied purposes such as machine translation, and language teaching. (Cf. Sinclair, 1967; Halliday & James, forthcoming.)

10) Descriptive categories are set up to explain the phenomena that we find in languages. Hence they are described as explicitly as possible, in such a way as to link them clearly to their counterparts. This does not mean, however, that such categories are directly manifested in spoken and written forms. Occasionally we find a systematic or structural category which has an entirely regular and overt pattern of expression. English secondary tenses, though complex (or perhaps just because they are so complex), are easily recognized by regularity in their construction. Likewise the basic categories of mood, and of polarity, in the Chinese clause. But many of the most significant categories in the grammar of every language are likely to be more or less hidden from view ("cryptotypic", in Hymes terms). They are also likely to be recognized, with some violence ("Could be either a or b, but must be one or the other"); blends ("could be either a or b — the difference is neutralized in this environment") and borderline cases ("lies on the borderline of a and b, with some of the features of both"). These features
are inevitable in any complex semiotic system, because functional criteria conflict and it is impossible for all functional categories to be uniquely realized in formal terms.

No grammatical description, therefore, can be 100% explicit; the cost of any such requirement would be to leave out much of what is important in the language. But all systems have their realizations (cf. no. 4) above; the aim is then to do as explicitly as possible, at least in respect of what are shown to be their typical properties ("prototypically", in current terms).

11) We make the categories of the grammar explicit by saying how they are realized. The most abstract categories of the grammatical description are the systems together with their options (systemic features). A systemic grammar differs from other functional grammars (and from all formal grammars) in that it is paradigmatic; a system is a paradigmatic set of alternative features, of which one must be chosen if the entry condition is satisfied. For example, in English: [for any major clause] "positive polarity or negative polarity"; [for any finite verbal group] "modal deixis or temporal deixis"; [if temporal, then] "past, present or future tense". The features are then independent of considerations of structure. They are realized as structures -- but not separately. All the features that are selected at a given point of origin (for example, all the choices that are made by the major finite clause) are realized together as a single structure, a configuration of functional elements.

In the description, we state what contribution each feature makes to this configuration: to the choice of elements, their ordering, their mapping one on to another ("confliction"), and so on. These functional configurations, or "structures", are realized, in their turn, as sequences of clauses; and the clauses realizing any one rank in the grammar to the next -- for example, the rank of "clause" to that of "phrase / group". Then the system of "these selections" in English is realized as a configuration of Theme + Rheme; the feature "unmarked theme" is realized by mapping Theme on to some element that is realizing a choice in the syntax of mood (if the mood feature "declarative" is chosen, then on to Subject); the conflation Theme / Subject is then realized by the class "nominal group".

In this way the abstract categories of the grammar are made explicit, through various cycles of realization. By using a computer for generating and parsing we can test how close to being explicit they actually are.

12) Realization also relates the categories of one level (stratum) to those of another. Hence, the categories of the lexicogrammar are related "upwards" to discourse-semantics and "downwards" to those of phonology.

Realization is probably the most difficult single concept in linguistics. It is the relationship of "meaning-meant" which, in semiotic systems, replaces the "cause-effect" relation of classical physical systems. Unlike cause, realization is not a relationship in real time. It is a two-way relationship that we can only guess by using more than one word to describe it: to say that wordings (lexicogrammatical formations) "realize" meanings (semantic formations) means both that wordings express meanings and that wordings construct meanings.

The core of a language lies in its lexicogrammar, and specifically in the way meaning is constructed (or, better, "constructed", as described in the semiotic sense) as a metafunctional complex, ideational, interpersonal and textual (cf. Matthiessen, 1988). Just as, in describing particular categories within the grammar, we approach them from three perspectives, so in describing the grammar as a whole (1) we relate it to what it realizes (what is "above" it), the semantics; (2) we describe it as a system in its own terms, and (3) we relate it to what it is realized by (to what is "below" it). Again, the interpretation of the grammar of a language will always involve a compromise among these three perspectives.

13) Because semiotic systems are built on the relationship of realization they are potentially multistratal. Just as the lexicogrammar "realizes" the discourse-semantics, so the semantics in its turn "realizes" the context of situation and of culture.

This makes it possible for language to construct both human knowledge and human society -- in the complex ways we simply take for granted (Hasan, 1988).

It is often said that language must be dependent on the underlying systems (e.g. "knowledge of the world") and underlying processes (e.g. inferencing) that are located in the brain, or in the mind, and that, therefore, language can only be explained by reference to these. I would not argue about the first part; but I would want to add that systems of knowledge and belief, and processes of cognition, are also dependent on language. But since the main evidence for knowledge systems and cognitive processes in linguistic evidence, I would try as far as possible to use language as the means of understanding them. Instead of explaining how people mean in terms of what they know, I am inclined to explain what they know in terms of how they mean. Rather than treating language as part of the domain of cognitive science, I would treat cognition as part of the domain of linguistic science.

This last is a personal view, and not all those working in systemic theory would share it (contrast, e.g. Fawcett, 1980). But all would agree, I think, that with a powerful "grammatics" (theory of grammar), you can seek linguistic explanations for so-called "pragmatic" phenomena -- inferencing and conversational implicatures, speech acts, intentionality and the like. If we ask a question such as "Is language working directly, or is it triggering our logical inferencing?", this implies that these would be two different phenomena; but I do not think they are -- they are two different ways of modelling, or interpreting, a single complex phenomenon. Of course, we can look at it from either end; there is no one right way to describe it. But it is the task of linguists to extend linguistic theory as far as possible in exploring these important domains.

These thirteen points, as briefly sketched out here, are some of the ways in which we try to understand, describe and explain a system such as that of human language -- a semiotic system, in other words. They are not identical with the ways in which systems of other kinds are described and explained, although they are not completely different either. It seems to me that, when we describe a language in this way, we are probably "doing science" in the sense that Leake referred to. The question is worth considering, because it does involve the relationship between what we do and what many of our colleagues are doing, in other faculties and departments; it is also important that we understand what it means to be "doing science" (as we see that they often have very erroneous ideas). I would also add that, in my view, there has to be a "science of language", or a science of semiotic systems, just as Saussure was saying almost a century ago -- but more urgently needed now, because semiotic systems are taking the place of physical systems in the model that we use to think about all the rest. But that is still some way off in the future.
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Reviews

LUELSDORF, Phillip A. (ed.) "Orthography and phonology", Amsterdam: Benjamins, 1987

Luelsdorff's preface outlines the twelve Orthography and Phonology Workshop papers which follow, contributed by scholars drawn roughly half and half from UK/North America/Australia and from continental Europe, and writing, with one exception, in English: Spali 'Towards a theory of phonemic orthography'; Derwing, Priestly & Rochet 'The description of spelling-to-sound relationships in English, French, and Russian: Progress, problems and prospects'; Lawrence, Williams, & Kaye 'The automatic phonetic transcription of English text'; Hitzenberger 'Phonological access to data bases'; Luelsdorff 'On linguistic error'; Jacobsen 'A preliminary report on a pilot investigation of Greenlandic schoolchildren's spelling errors'. Durie 'The orthographic representation of nasal vowels in Acehnese'; Cahill 'Phonological recording in the reading process'; Derwing & Dow 'Orthography as a variable in psycholinguistic experiments'; Melchers 'Spelling and dialect'; Booij 'The reflection of linguistic structure in Dutch spelling'; Penzl 'Zur alphabetischen Orthographie als Gegenstand der Sprachwissenschaft'.

The standard languages whose orthographies come under scrutiny or are used for exemplification are English, French, Russian, Dutch, German, and (in Spali's Czech, plus one non-(Indo-European) European language, Greenlandic. Two non-standardized languages are treated: Acehnese, a language of north Sumatra, and Shetland, a variety of English (of Lowland Scottish with a substantial component of Scandinavian) which Melchers studies in the northernmost part of Britain, focusing in particular on its Fair Isle dialect. The approach throughout the collection is to contemporary problems, whether of orthographic structure, linguistic theory, psycholinguistic processing etc., with the exception of Penzl's chapter, which contains a succinct historical account of German orthography (especially the influence of scholars and teachers) - and even that comes up to present-day controversies, in particular over capitalization.

The spread of topics gives a good idea of what the omnivorous graphologist must be prepared to digest — everything from abstract, not to say abstruse, theory in Luelsdorff to, at the applied end, a robust adaptation of generative phonology for the computerized retrieval of imperfectly remembered names in telephone directories and suchlike (Hitzenberger).

Other chapters also spring from applications of various kinds. The starting-point for Derwing, Priestly & Rochet was L2-teaching: their analysis of the spelling-to-sound correspondences began with the Standard Orthography of Russian, in response to students' marked inability to transcribe the language phonetically; it resulted in concise (and ordered), comprehensive and serviceable 'reading rules': the same approach, with successive regularized spelling systems for pedagogical purposes, was then applied to English and French. Lawrence et al. report from the field (as it stood in 1984 when the Workshop was held as part of the Fifth International Phonology Meeting, in Austria) of computer-conversion of written text into synthesized speech which can be listened to for extended periods without it causing fatigue - in this case on work by IBM UK, processing printed English via a series of dialectic writing-systems using IPA symbols, viz. a phonetic transcription, an alphabetic transcription, and a phonetic transcription with some concomitant assimilation. They reported here on the graphological phase of this enterprise only; but it is intriguing to read that a typical use of such a system is in 'the correction and proofing of documents', Lee (1979) having shown that the ear is more efficient than the eye at detecting mistakes.

Three chapters have to do with orthographies in a state of change, in diverse sociolinguistic circumstances. Birgitte Jacobsen is concerned with a familiar educational situation, viz. a secondary school system and a standardized curricular language. But the standard orthography of Greenlandic had undergone, in 1973, 'the radical spelling reform from an etymological spelling to a phonemic one' - (the old etymological orthography's preservation of information as to underlying forms has no reality for the present-day speaker). She reported here (this was a pilot project using dictations) on the spelling mistakes pupils made in the new orthography — two principal categories being traceable in part to the design of the new spelling system (to do with non-regular allomorphic vowels and pre-consonantal /j/), and a third, the most significant, to do with quantity, all phonemes except /j/ having length distinction in Greenlandic, a polysynthetic lan-
guage with plenty of scope for multiple 'doubling errors' within a word. Maltese, mentioned above, was turned to for practical advice on the spelling of the Fair Isle dialect (this seemed to him to be something of a linguist's dream); he looks at 'writing in dialect', and at the sociolinguistic factors entering into orthography design, as well as at the details of the spelling system. Durie was associated with an orthography in a state of flux rather than change and with a very specialized three-tier literacy tradition. Arabic script being used successively for (Kuronic recitation), Malay (religious prose/administration) and Acehnese, the grapho-mass of which was designed for recitation. Vachek, functionally, 'spelling' is not only narrowed down to frequent and both point finally to the orthography of which was entered into the experimental phonology papers. The three remaining papers are oriented prosodically and the study of it part to the collection. (apart from earlier isolated instances, Durie's interest in the coUection is of considerable importance, far from it.) It is highly theoretical, drawing on Jakobson's concept of linguistic diversity. In

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The three remaining papers are Spall, Luedorf and Ponz. Spall is given pride of place. He represents the continuing tradition, among Czech linguists, of the Prague school's unswerving adherence to the view that writing is part of language and the study of it part of linguistics, and he pays frequent tribute to Josef Vachek who has been foremost in elaborating this view. Spall himself elaborates a comprehensive apparatus for describing the relations between graphemes and phonemes in phonemic spelling systems, adopting a one-to-one relation as basic, and building up two scales of complexity: a scale of completeness (combinations of letters + diacritical modification), and a scale of univocality - bi-uniqueness and progressively irregular deviations from it. This theoretical exploration has an anterior practical purpose, the evaluation of spelling systems (especially without a single example), but Luedorf is right to insist that, since writing is part of language, errors in writing must be studied as seriously within linguistics as they have been in other language-related disciplines; and his discussion of the generalized notion 'possible error' is of considerable interest. Less convincing is his revival of Vachek's idiosyncratic narrowing down of the sense of 'spelling' and the semantic edifice to do with letter names that he (L) goes on to build. Vachek himself has welcomed this move and indeed carried it further: 'spelling' is not only narrowed down to the sequential naming of letters but is to be extended to the naming of other items, e.g. punctuation marks (Vachek 1989). (This is not to suggest that letter names are trivial in literacy - far from it.) It is perhaps a pity that Ponz's paper is printed last as it is here that we find the collection set into a wider perspective (apart from earlier isolated allusions, e.g. Booij's, quoted above). Here we find recognition given, if only briefly, to three important parameters of linguistic graphology: typologically, to non-phonemic spelling systems, e.g. syllabic; functionally, to non-orthographic writing-systems, e.g. stenographies (or the technographies and pedagogies mentioned above); and structurally, to the non-literal components of writingsystems, e.g. numeric, punctuational. The title "Orthography and Phonology" is not qualified by any subtitle, and not all readers will expect orthography to make no reference to, say, syllabic spelling, and phonology to make no reference to, say, tone languages. A wide variety of voices is apparent in the contributions and it would have been interesting to have been given some flavour of the workshop discussions. But all participants had in common a view of the importance of writing and literacy which systematists must also share (that systematics should not be shy of developing graphology was a theme of Mountford (ISC17). It is a view which at the outset of the nineties has been very crisply expressed in Nunberg's "The linguistics of punctuation".

John Mountford

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Fowler's book takes the reader on a journey into critical linguistics (CL) which has proved to be an increasingly attractive and challenging branch of the study of language. It is of great interest to social practice. The book aims to give some practical help in decoding newspaper discourse by offering an analysis of those linguistic features which work subliminally in newspapers' ideological practice of representation. It is the outcome of Fowler's continuous effort to develop an apparatus for CL and an attempt to demonstrate critical news analysis in action. The author insists repeatedly on the inadequacy of our perception of the relationship between language and society as merely reflective because discourse and its realizations in texts are themselves part of the factual world. Discrimination in discourse, he claims, is probably helping to maintain intellectual habits that promote discrimination in practice.

The book abounds in definitions of what critical linguistics stands for. In the introductory chapter, it is presented as 'an enquiry into the relationships between signs, meanings and the social and historical conditions which underpin the semiotic structure of discourse, using a particular kind of linguistic analysis - Halliday's systemic-functional linguistic(p.2). The latter, specifically geared to relating structure to communicative function, provides most of Fowler's descriptive apparatus which is presented in detail in chapters 3 to 5. It seems, however, that linguists need to find a more convincing explanation of why communicative and ideological function should be treated as of one type. In methodological terms, the principle of interrelatedness of method and subject-matter can raise doubts about the success of this kind of linguistic investigation without adequate psycholinguistic experimentation of a target repeatedly defined as 'subliminal'.

A valuable contribution to the systematic practice of CL is the fact that the discussion centres on several political factors in the 1980s, one of which is the paradoxical ideology of 'conflict and consensus' reflected in the media's role in establishing the categories which were sorted into these opposing orientations. This is a process which the reader can observe in the details of linguistic construction, as shown in chapters 6 to 8, which successfully attempt to remedy a rather common situation in current studies of the media where only relatively poor or anecdotal analysis of language is given.

Fowler takes a rather broad understanding of ideology as the starting-point of his discussion on 'bias or representation' in chapter 2 ('The Social Construction of News') in that anything said or written about the world is seen to be articulated from a particular ideological position. After a brief discussion of two 'extreme' attitudes towards 'bias', which leaves him equally dissatisfied with both, he proposes that the term should be abandoned altogether.

Discussing a social phenomenon like the manufacture of news cannot be confined within the narrow boundaries of traditional linguistic interest and of necessity Fowler takes into account social and economic factors. A crucial one is the imbalance observed between the accessed and the inaccessible in the media, a linguistic consequence of which is an inherent partiality in news representation. Fowler considers continuously the mutual influence of extralinguistic social and economic factors and intralinguistic representational 'bias', the verbal organisation of text in the news. Ideological content predetermines the choice of linguistic material which in turn, in representation, reinforces more or less the same values which initiated the discourse in the first place.

Chapter 3, 'Language and Representation', sets the scene for the later linguistic analysis arguing that representation is a constructive practice. That is, ideas and events are not communicated neutrally, in their natural structure, because they have to be transmitted through a medium with its own structural features which are already imprinted with social values. A survey of the systematic models follows which encompasses the structuralist, anthropological, functional linguistics, variation studies and social semiotic as understood by Halliday. Some basic notions of Hallidayan linguistics are introduced like 'field', 'tenor', 'mode', and 'register' which, however, are not employed in the analysis later in the book. A brief discussion of 'diacritic and the reader' follows Kress' definition of discourse as a mode of talking which gives expression to the meanings and values of an institution. In this connection examples of schemata are offered (stereotypes, models of discourse, etc.).

Fowler suggests that the speaker can 'see through and around' the settings of his/her semantic system by having access to more than one set of semantic settings /the devices of paraphrase, circumlocution, neologism and interlingual translation which allow recoding of experience and critical questioning of the categories ingrained in habitual usage/ as well as stylistic and sociolinguistic variation. However, it is not easy to argue that even these devices are used to different (sociolinguistic) varieties as by their very nature they have different social distribution and prominence.

In chapter 4, 'Conversation and Consensus', further useful notions are presented, e.g. the public ideology orientated on the inaccuracy or, as Stuart Hall phrased it, 'the discursive gap' which is 'the hidden link between the media and their institutional sources, on the one hand, and their readers, on the other, which is partly done to construct an illusion of informality and familiarity. But there is more a paradoxical ideological purpose, too - to naturalize the terms and categories in which a reader's experience of reality is represented, to ensure a reader's attention is drawn to the relationship between linguistic structure and its semiotic significance. Therefore the discourse analyst should be well-informed and document the framework in which communication takes place and, consider the reader's perception of the text's structure (p.90). It is difficult not to agree with the author's concern that the greatest challenge of CL comes with this contextualizing part of it and not the linguistic technique.

In chapters 6 and 7, 'Discrimination in Discourse: Gender and Power' and 'Terms of Abuse and of Endearment', Fowler illustrates how language assists in the formation and reproduction of the schematic categories in terms of which a society represents itself; by providing labels and expressions which solidify concepts of 'groups' (personification), by assigning different semantic roles to the members of different groups (categorization), thus discriminating among them, and by imbuing the assisting practice of allocating power and opportunity unequally among them. Another common and well-known practice consists of using terms of abuse and - more rarely - endearment to give voice to explicit judgements on people. Fowler offers revealing examples of overlexicalization with the representation of women and believes that discriminatory discourse reinforces our stereotypes.

Chapter 8, 'Attitudes to Power', suggests that the articulation of ideology in the language of the news media, cumulatively and through daily repetition, a background function of reproducing the beliefs and paradigms of the community generally and examines some of the discursive structures in news reporting which concern the unequal distribution of power, among them the lexical classification of participants, their characteristic roles in clause structure, the types of
predicates they accompany and the proliferation of complex nominal expressions. Even in writing about the inadequacies of the system, newspaper texts use institutional language which strongly encodes a power differential as if it were natural. Using a series of newspaper material dealing with various incidents of violence in the 1980s, Fowler comments on the effect of levelling which the syntactic of listing has as in texts which seemingly inadvertently put soccer hooligans next to pickets, demonstrators on marches and the Greenham Common women. An illuminating comparison is made in tabular form of the collection of terms used to describe the agent, action, and patient or affected in newspaper headlines, whereby it becomes obvious that 'targeted' groups are first discussed in terms of overidentification and represented as victims. Fowler suggests that an alternative analysis would show how pervasive the 'combat model'. In this respect, it seems, cognitive linguistics and comparative studies could bring further insight into the specific and universal discourse models in different conditions including the newspaper text in this review.

A fuller discussion of the way in which abstract paradigms persist in texts which are superficially about quite diverse subjects, and the linguistic mechanisms which are deployed to maintain these paradigms is found in chapters 9 and 10 ('A Press Scare: the Salmonella-in-eggs Affair' and 'The Salmonella-in-eggs Affair: Pandora's Box'). The author observes with insight how the 'food poisoning' paradigm established during the salmonella scare in the British Press became, in the productive mixture of stereotypes, a centre of attention for instances of other kinds of threats, broadly environmental. Some characteristic aspects of the style of hysteria are discussed, e.g., its highly emotive level (reflected in the vocabulary of contusion, danger, and obsessive parsing); the multiplicity of technical and medical terms with their alienating function of jargon; transitivity and the 'battle' metaphor. The most dominant feature of this type of discourse, however, is the rhetoric of quantification / the excessive use of numerical expressions/ whose effect is to make the discourse constantly alarming and hyperbolic in an obscure way. Two types of prominent noun phrases are identified, namely "define article + modifier + head (e.g., 'the salmonella outbreak') and "define article + head + modifier" (e.g., 'the risk of listeria'). Such structures are considered to be logically inadmissible. A book like Fowler's, however, shows how difficult and necessary it is at the same time to adopt a more practical approach and to be able to give long-term inspiration to further studies of a promising subject.

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Picking up on higher education as a model, however, even in this respect, it seems, cognitive linguistics and comparative studies could bring further insight into the specific and universal discourse models in different conditions including the newspaper text in this review.

In conclusion Fowler is justified in seeing this book as an exemplary project, a model for analysing other domains of public discourse, as well. He points out that future news analysis itself could encompass areas like stylistic variation, genre, the diachronic dimension, work on different kinds of textual units. A more powerful analysis could begin with hypotheses about the paradigms and trace them through a variety of material, regardless of content or style, even integrating the visual dimensions. Chapter 12, 'Conclusion: Prospects for Critical News Analysis', raises questions that neither the implications nor the desired outcome of critical news analysis are purely academic, however. They are social, political and personal. Although it is not a new discovery that the independence of the news is an illusion, CL advances this by demonstrating how the detailed structure of language silently and continuously shapes the ideas presented, moulding them in the direction of established beliefs. This kind of analysis is also important personally. The fact is that readers are implicated in the discursive articulation of values and beliefs. Practising it as an activity, the individual can intervene in the deconstruction of the all-too-comfortable 'common sense' enjoined by the newspapers. In order for students at all educational levels to experience public discourse as an activity critical rather than as a merely receptive matter, the need to plan an educational programme in critical reading is emphasized within which CL would be a new methodological input - an approach which already has a small place in higher education.

On the whole Roger Fowler's book is certain to stimulate reflection and offer help in many different ways to its readers. The initiated will find the discussion on several controversial points particularly interesting, the "lay person", although he or she may be slightly intimidated by the complexity of linguistic terminology, will certainly be glad to have experienced a method of decoding newspaper discourse. This is because of the generally descriptive rather than strictly theoretical nature of the exposition. Unfortunately, this kind of practical emphasis leaves some relevant points of theory undefined. For example, a distinction between what is ideological and what is representational (used interchangeably), or a systematic comparison between linguistic and discursive structures, could provide a more useful foundation for the subsequent analysis which consistently operates with similar terminology.

Finally, as with any intellectual pursuit in the social sciences, one cannot circumvent the apparent paradox of simultaneously striving after more objectivity and adhering to a certain specific point of view. As the author insists on systematic presentation of opinion when contextualizing the material under observation, it is worth considering the justification for passing judgement, i.e., the value system of critical linguistics. Without a doubt, linguistics should be given the freedom - and even be required on certain occasions - to make evaluative comments. It is necessary, however, to define the area of application of these comments - should they be concerned with the ideology behind newspaper discourse directly or with the linguistic means of manipulation as seen in the Press? One needs to be aware of the limitations of any approach, including this one - you can only destroy one set of schemata and stereotypes by introducing/imposing new ones. A book like Fowler's, however, shows how difficult and necessary it is at the same time to adopt a more practical approach and to be able to give long-term inspiration to further studies of a promising subject.

It is hard to know what to make of Frances Austin's, *The Language of the Metaphysical Poets*. The poets she discusses are Donne, Herbert, Crashaw, Vaughan and Traherne, but not Cleveland or Cowley and certainly not such anomalies as Joseph Beaumont, whose *Psiche, or Lene's Mystery* in *XXIV Cantos Displaying the Intercourse betwixt Christ and the Soul* is written in a style at once Spenserian and Crashavian. 'Metaphysical' is a Humpty Dumpy word and notoriously means what one wants it to, so one should not perhaps quarrel about inclusions and exclusions as long as the rule of approach and exclusion is stated. But Dr Austin makes very little attempt to set boundaries to her inquiry. She draws the conventional contrasts between Donne on the one hand and Spenser and Sidney on the other.

The more arresting sorts of contrasts that might be made between Donne on the one hand and the exemplars: W. W. Wren's 'Plain Style', such as Pulke Greville and Ben Jonson, are passed over for the usual story, though it is only fair to add that Dr Austin notices with something of a sad perplexity that the usual story sometimes vanishes among the necessary qualifications. Having gestured toward delimiting the 'Metaphysical', she passes on to a descriptive survey of some features of the language of her five poets.

Here again one is puzzled about the nature of Dr Austin's enterprise. Certainly one should not be led by the title of her book or the title of the series in which it appears (*The Language of Literature*) to expect methodological rigor. Indeed, Dr Austin disclaims the title of linguist. She does, however, adopt some terms from Systemic Analysis. With every poet her chapter takes up the same linguistic topics so that opportunities for comparison and contrast arise. But her apparatus is of the simplest and in comparison with, say, M.A.K. Halliday's 'Linguistic Function and Literary Style: An Inquiry into the Language of William Golding's *The Inheritors* or Daniel Kies's *The Uses of Passivity: Supressing [sic] Agency in Nineteen Eighty Four*, her analyses are unsystematic. Each survey opens with a consideration of the sorts of imagery the poet under consideration favours: with Donne, geography, anatomy, business, science and war; with Herbert, the bible, the church, domestic life and music, and so on. One does not need a linguist to notice that sort of thing, and Dr Austin does not pin down her observations in a noticeably linguistic way.

Other topics follow but with no obvious sequentiality; one point does not lead to another; no over all idea unfolds about the poets' language.

Intellectually, *The Language of the Metaphysical Poets* is unambitious, to say the least. But Dr Austin botanizes admirably and responds freshly to some general aspects of the style of each of her five poets. Some of the things she says are both new and true. The discussion of how Donne's 'vocabulary, particularly in the satires and the lyrics, may be considered: with, say, Pulke Greville and Ben Jonson, are passed over for the usual story, though it is only fair to add that Dr Austin notices with something of a sad perplexity that the usual story sometimes vanishes among the necessary qualifications. Having gestured toward delimiting the 'Metaphysical', she passes on to a descriptive survey of some features of the language of her five poets.

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Applied linguistics is currently conceived as an umbrella term embracing a wide range of studies motivated not only by purely theoretical (structural, descriptive, contrastive, or other) interest in language, as such, but, in addition, by interests and aims coming into linguistics from the competence of other, non-linguistic fields. Generally, it is believed that the CENTRE of this interdisciplinarian branch of linguistics, especially English and foreign languages, partly mingled with words from English, and who speaks English in kindergarten as well as at home with his older sister and nurse. A quite different developmental situation arises with pre-school children in bilingual Germanic families, where one of the parents speaks only German with the child, and the other only English (S. Doppelt). By the age of five or six, it is already more or less impossible to distinguish between the two languages.

Why do we learn languages? As learning languages is in principle an INDIVIDUAL matter, it is crucial that the persons, individuals or 'subjects' who are learning should be identified as precisely as possible, together with their family, social, community or national settings. The 'subjects' under investigation in the volumes are speakers of various ages, ranging from the youngest (pre-school children) to the oldest (adults), and even to the inarticulate. The studies investigate the earliest stages of linguistic development, which can be carried out only in the most natural, i.e. family environment, is limited accordingly, the subject of the study being usually one child, or several children. Thus, for example, the earliest stage of emerging grammar is studied by the mother (J. Oldenburg) of her daughter from the age of 8 months to 2 years. Similarly, several English-speaking children in Australia, aged 3.6-4.2, are studied in mother-child dyads (R. Hasan, C. J. Cloran), as well as in a playroom environment and in the presence of their mothers (J. Comeau). Another natural environment is a kindergarten, as has been shown in the case of 20 children from middle-class families who attend either morning or afternoon kindergarten sessions in a small university city in north-western USA. The importance of characteristics of the subjects under study lies partly in the fact that it is more rewarding to study the children with a bilingual background. To illustrate this, one can cite the interesting research on simultaneous language acquisition offered by A. Kwan-Terry, who has studied a pre-school child in Singapore, the younger of two children from a middle-class Chinese family, whose parents and grandparents speak Cantonese, and who speaks English in kindergarten as well as at home with his older sister and nurse. A quite different developmental situation arises with pre-school children in bilingual Germanic families, where one of the parents speaks only German with the child, and the other only English (S. Doppelt). By the age of five or six, it is already more or less impossible to distinguish between the two languages.
language which was neither his nor his children's mother tongue, namely in German, developing thus an English-German artificial bilingualism by the children. The development of bilingual abilities of the children was regularly measured at two-year intervals, to conclude that the three children acquired a good level of efficiency in German at no expense to their English: their English was not only indistinguishable from that of their monolingual peers, but it was well above average with regard to receptive and active vocabulary, so that a pessimistic, so rare in the literature of bilingualism, artificial bilingualism seems to have succeeded. Reading, listening, speaking, and writing tests, as well as interviews testing social and linguistic abilities are tested, too. Interview protocols are given special oral or written tasks of various lengths and complexities and they are given various instructions. Also numerous tests are applied, such as acceptability tests (the learners are asked to judge and correct written sentences), awareness tests, 'close' procedures, dictation exercises, as well as tests testing written materials. Reading, listening, speaking, and writing tests, as well as interviews, protocols are applied. Written, questionnaires are compiled and special experiments are organized. Different evaluative statistical procedures are an integral part of almost all papers.

Various linguistic views and conceptions are proclaimed - as is natural at such a big linguistic enterprise - and also the lists of references quoted behind each of the papers are rich and many-sided. And especially the immense amount of articles, books, and studies relating to and dealing with systemic functional linguistics. The systemic school of linguistic thinking created by M. A. K. Halliday in the tradition of British linguistics and cultivated now not only in Great Britain, but acknowledged and elaborated further by linguists of several continents (including Australia, where Halliday now lives), is represented in both volumes in the majority of papers dealing with various topics. Practically all Halliday's works are not only quoted, but are taken as a background for further serious applications. The foregrounding of social aspects of language, so typical of systemic linguistics, as well as the description of features of languages and their varieties, the searching of objective verification of hypotheses (for example, using statistical techniques), the central category of system as a set of options and so on, all provide an excellent theoretical background and a point of departure for applied linguistics. Moreover, by the natural feedback mechanism operating in the process of applications, the theory itself profits, as well: new networks are being proposed, and especially the analysis of the contextual level, which has a considerable weight in the systemic model of language, proceeds further, bringing remarkable results.

5. The proper APPLIED tasks of the studies in the volume concern classroom teaching methodology, fashioning language programs in terms of curriculum renewal and planning, curriculum and syllabus development and design, syllabus alternatives and alternatives for general principals, and practice, and also computer-aided language learning.

6. Whereas practically all the papers in Part I have similar structures typical for a research study (namely: a hypothesis concerning an aspect of learning or teaching language is claimed, then it is tested on a concrete linguistic material, usually with the help of a statistical method), Part II is more differentiated as to academic genres. This is owing to the fact that Part II deals with language in COMMUNITY, with language as means of social communication. That's why most papers in Part II operate with central terms, such as language situation in its cultural, political and social contexts; minority vs. majority language; language survival, maintenance, shifting, thriving, attrition. However, one point must be stressed: namely the immense amount of articles, books, and studies relating to and dealing with systemic functional linguistics. The systemic school of linguistic thinking created by M. A. K. Halliday in the tradition of British linguistics and cultivated now not only in Great Britain, but acknowledged and elaborated further by linguists of several continents (including Australia, where Halliday now lives), is represented in both volumes in the majority of papers dealing with various topics. Practically all Halliday's works are not only quoted, but are taken as a background for further serious applications. The foregrounding of social aspects of language, so typical of systemic linguistics, as well as the description of features of languages and their varieties, the searching of objective verification of hypotheses (for example, using statistical techniques), the central category of system as a set of options and so on, all provide an excellent theoretical background and a point of departure for applied linguistics. Moreover, by the natural feedback mechanism operating in the process of applications, the theory itself profits, as well: new networks are being proposed, and especially the analysis of the contextual level, which has a considerable weight in the systemic model of language, proceeds further, bringing remarkable results.

In the first place, the profound and detailed overviews of multi-linguistic and multi-cultural situations in large parts of the world, and the language policy following from the respective situations high appreciation of our research and respect. Thus, the language-political situation in Australia with its enormous wealth of language of many types, 'embedded' in different contexts is described (by M. Clyne) in contrast to that in comparable countries, notably the USA, and six most important features of Australian language policy and future research (Australian challenges) are declared. Another detailed overview is given for six Indian immigrant communities in different parts of the world, quite large, isolated from India and from each other for at least a hundred years. Factors (for example, social aspects, pragmatic aspects, education and attitudes) are examined which seem mostly to affect the processes of their maintenance vs. the lack of maintenance.

Some very important activities in language policy in various bi-lingual or multi-lingual communities are team projects and plans, often of wide range, or challenges to undertake such projects; such a challenge is expressed, for example, in J. Platt's paper, appealing for research into indigenized varieties of English in many parts of the world by quantitative methods. Examples of language planning and long-term plans are literacy programs for developing world's indigenous minority language groups, which help to maintain the language. The question whether the vernacular literature, once developed, will continue to be used over a significant period of time, is
affected by a number of factors, inherent both in a language situation, and in a literature development program (D. Bender-Samuel); it is demonstrated that it is even possible to predict vernacular literacy program acceptance prior to the commencement of the literacy program (K. W. Walter). Other grand projects reported in the volume relate to the policy of bilingual education (proposed by A. Gonzales) and to lexicographic treatment of the so-called peripheral vocabulary (i.e. lexical items not usually considered to be part of the standard language, yet more or less widely used in the "external periphery" of the language, for example, with German in Austria, French in Quebec, or Dutch in Flanders (E. Willems)).

Sociocultural and linguo-political standpoints are consistently applied also in concrete analyses of language situation in very small communistic; such papers can be proud of corpora of unique and rarely accessible language material. For example, W. B. McGregor studies correlations between linguistic choice and world view (or, ideology) in Gooniyandi, which is a language spoken by aborigines in Kimberley, Western Australia: he analyses a story narrated by a police tracker and shows how different perspectives of a particular event result in a single text, i.e. the different ways in which the same event might be viewed by different speakers of the language are all reflected in the lexical and pragmatical choices made. A. Shukal reports on a diachronic socio-linguistic profile of the indigenous Australian speech community of Torres Strait (today about 5,000 inhabitants of 17 islands) before and after European encroachment in the region and analyses the process of gradual cultural creolisation. Interesting and valuable analyses are offered also by H. Bister (a gradual decay of a local Kneelfield dialect in Germany, T. Eib (the material of the Norwegian dialect of the village Skibotn in Norway with about 500 inhabitants, having been influenced by Finnish or Sami for several hundred years), J-F. Maire (regional forms of French speaking Swiss in ordinary situations of daily life), and C. Bettoni (attribution continuum of Italians in Australia).

7. Part III is devoted to usage of language, more exactly to language as a PRODUCER OR MEANS OF COMMUNICATION - to text, to discourse. Reasons for paying analytical attention to text are, of course, many, and so are the applied aspects of such an analysis. No wonder that this Part that may seem to the reader as most heterogeneous of the three. Papers in Part III range from the most general ones, the topics of which cut across all three sections (Part II, or the see below), to narrowly specialized analyses of concrete texts, or registers from certain applied aspects. Nevertheless, as in Parts I and II, so in Part III there is an appropriate functioning of approaches to the topics chosen.

A dominant feature of Part III is B. Kachru's monumental paper classifying 'world Englishes' and commenting on the major issues of concern that the author considers vital for the understanding of English in its world context. The world's Englishes, mapped by the author into three concentric circles, namely into the Inner Circle (Englishes in the USA, UK, Canada, Australia and New Zealand), the Outer Circle (India, Nigeria and other countries) and the Expanding Circle (China, Indonesia, Japan, the former USSR, and so on) are shown to be the result of diverse socio-cultural contexts, represent diverse USFs of the language in distinct international contexts and currently approach different perspectives. In the first perspective, the topics are accompanied by persuasive comments, types of 'fallacies' shown in the dominant approaches are enumerated; the notion of 'signalling' in understanding the structural framework of texts in their complexity are discussed. Special attention is given to the means by which cohesion is achieved, anaphoric and delitic reference, repetition, ellipsis, gapping, the distribution of Subject - New information and so on. The text analyses aim to reveal how the texts are USED, i.e. how their features and patterns situates them in the world of social relationship, how they function to establish and maintain relationships among social groups, their interests and values. Thus, for example, L. J. Lemke asks what are the 'ideological' uses of technical discourse in modern society, more concretely, how expert analysis serves the interests of a managerial social elite. Similar questions may be asked in the analysis of dialogues for action (D. E. Murray). A more general question asked is what consequences do the societal changes, if studied over a sufficiently long period of time, display of the development of registers, especially of their 'message structure' (semantic and pragmatic patterns, B. R. L. Garransco).

Another important field of interest, in which both the theoretical and applied (usage) aspects are deeply involved and hardly separable, is that between the extralinguistic content and its wording, as well as that between the non-verbal and verbal behaviour. Thus, a very sophisticated and detailed analysis of argumentative texts is presented by F. H. Fries, in which the strategy of the evocation of arguments (other than their direct expression) through the text is shown; as a rule, arguments are not stated implicitly in a simple logical order, but cues to their nature as a rule, are distributed through the text, not exhaustively but discontinuously, and not linearly. Understanding the text requires that the reader perceives the pattern of the cues. There are also other types of what might be called cues, significant for the actualization of a certain pragmatic "conversational environment", for example, the feature of 'face-threat' (P. Auer, E. Couper-Kuhlen and A. di Luzio) may be signalled even rhythmically, by a break in isochrony (i.e. in the regularity of intervals between the phonetically prominent syllables in real time). A special relationship between linguistic and non-linguistic factors in communication is found in P. van Stapele, meaning derives from context; in drama the context has to be created by the utterances and actions of the characters. That is why deixis is so powerful in drama: it defines the dramatic world. Comparing deixis with patterns of non-verbal behaviour of the characters a complex character and different, used for the applied research, especially to author's own experiments, for creating performance and so on, because all these matters belong to the sphere of 'usage' of language.

The uses of language, especially of a second one, are closely related to the degree to which it has been mastered (various degrees of second language acquisition have been presented in Part I), especially with the degrees of professionalism. S. Rankemo-Candlin's 'protocol study' of the mutual processes = (what is called) in translation studies, investigating a professional and a non-professional translator during the process of translating: a translator who is a beginner (a first-year student) approaches the task mainly as a linguistic exercise, but with the growth of sophistication and pragmatics of the student, a break in isochrony (i.e. in the regularity of intervals between the phonetically prominent syllables in real time). A special relationship between linguistic and non-linguistic factors in communication is found in P. van Stapele, meaning derives from context; in drama the context has to be created by the utterances and actions of the characters. That is why deixis is so powerful in drama: it defines the dramatic world. Comparing deixis with patterns of non-verbal behaviour of the characters a complex character and different, used for the applied research, especially to author's own experiments, for creating performance and so on, because all these matters belong to the sphere of 'usage' of language.

8. The fact that the Eighth Congress of Applied Linguistics was the from the series which was held in the Southern hemisphere undoubtedly influenced the proportions of participants who come from 'down under' as well as the selection of papers in the volumes. The papers by authors from Australia and its geographical neighbours do outnumber the papers by European authors, as well as the papers by American authors. Such an assembly of authors contributes to the scientific attractiveness of the volumes. To a linguist who has not taken part in any congress of applied linguistics, the volumes represent an immensely valuable source of information not only on how to learn languages or how to use them, but moreover - and that is perhaps even more important - an excellent and really advanced textbook on what is currently going on in linguistics over the world. They are two volumes on how to learn top-level linguistics, how to make use of it and how to develop it further. The authors...
When I was asked to review this book I was extremely pleased to have the opportunity to look at the work going in two fields that interest me greatly, systemic linguistics as it is applied to the Japanese language and computational linguistics. I myself am currently working on building a pedagogic system for the learning of Japanese, having come originally from a computing background followed by a degree in Japanese and linguistics, part of which included a course in Systemic-Functional linguistics. I also have a very good friend working on text generation and at the 1990 annual Systemic Linguistics conference held here at the University of Stirling he told me of the possibilities he sees for the application of systemic grammar to text generation. In my undergraduate course there had been very few examples of the treatment of Japanese within the systemic framework and so again my interests were aroused as to what new approaches have been brought to looking at Japanese, particularly in a computational framework.

Simply by reading the foreword and introduction to this book one is soon aware that this is not 'bedside' reading! Within the first twenty pages the orientation of the book is clearly laid out in terms of the systemic-functional linguistic model being employed and its relationship to other linguistic models. This is followed by outline discussions of the two computational projects which are covered in the book, namely the NIGEL grammar/Pennman framework for English and the Kyoto project for Japanese. Text generation and the motivations for carrying out this work are introduced:

"As an application of linguistic theory, text generation stands in the same relationship to theory and description as do, for example parsing, pedagogic grammar, contrastive analysis, typological studies, the quest for linguistic universals, and literary studies... Application in fact an opportunity to work on theory. Thus, it is necessary to appreciate the value of text synthesis as a complementary approach to text analysis in the study of text and the other systemic systems instantiated in text".

The book is divided into four main parts.

- Part 1 covers the general model of text generation development of text generation in relation to systemic linguistics and most interestingly the exchange between the two. Here the authors see the benefit this linguistics as being the search for gaps in the linguistic model, in this case the need to explore dynamic models as well as syntactic models. The contributions from (systemic) linguistics to text generation are seen as being context, register, semantics, semantic styles, multifunctionality, grammatical metaphor and instantional systems, in that text generation has focused mainly on the levels of lexic and grammar.

- Part 2 introduces the theoretical framework of a systemic grammar and the reasons why it has been chosen for this research, going on to give two examples of the theory in practice. The first part of this section is a fairly involved discussion of the theory of systemic linguistics and text generation using systemic grammar within the Pennman and Kyoto projects. The second section gives two examples of text generation, the first in a treatment of tense in English and the second of the textual salience in Japanese involving the particles wa and ga.

- Part 3 From the previous chapter (7) the book becomes increasingly technical, as the actual systems that have been developed are described. One is bombarded with a multitude of jargon, both systemic and computational, which has one eagerly searching for the glossary, which is provided in appendix I, all 16 pages of it. It is comprehensive enough to make the going easier, although at times a pull out supplement seemed like a good idea. The authors associate the computer 'dribble' file of the generation of an example sentence in order to clarify the discussion. I found this to be not that helpful, despite annotations. In this part the computational model, which has been developed thus far is evaluated and questions are put forward on where the weaknesses lie and where to return to the theory so that the model can be revised. Extensions to the theory are divided into those involving refinements to metawords within the grammar, which is discussed in relation to the problems of generating honorifics in Japanese, and to structural extensions beyond grammar into higher levels of the linguistic system, in which the computational tools of knowledge representation are used to create ideation, interaction and text knowledge bases.

- Part 4 explores the future directions for computational SFL covering parallel processing versus sequential generation, dynamism involving the definition and ability to use recursive grammatical systems, and contextualism in relation to stratal organization and functional variation.

The conclusion discusses the move towards new states of the art, moving away from the accounts of the text generation systems which the authors have already built and tested to an open-ended discussion of future research issues for computational systemic-functional linguistics. These include the linguistic system, implementational formalisms, the move across linguistic systems to full machine translation.

For linguists, this book demonstrates extremely well how theories can benefit by being subjected to the 'acid test' of being run through a computational grammar, in this case for the purpose of text generation but it may well be parsing or machine translation etc. With the growing access to hardware and software taking place in higher education it will soon be possible for linguistics departments to actually test their systems using such grammars as the NIGEL and Kyoto models. However one is still left feeling that there is some way to go in explaining these computational systems in more accessible language. As with trying to explain any computer system, usually the only way is to provide working demonstrations of the package.

For computational linguists, again the contribution of this book is the demonstration of how to build working systems that are founded on sound linguistic theory and the way in which the building of these systems should be aimed at feeding back into the development of the theories from which they derive, as well as actually working of course! One of the major roles of computational linguistics as a discipline in its own right must be to provide new tools with which to approach linguistics itself and this book demonstrates this throughout.

For linguistics working on the Japanese language the book offers a platform for Bateman to express new ideas for tackling traditionally 'sticky' problems in Japanese linguistics, namely constructions involving the post-nominal particles wa/ka, honorifics, and the verbal particles wa/ga, all of which are central features of Japanese. Systemic linguistics is to my knowledge not very well known in the Japanese linguistics community and hopefully this book will begin to redress that balance. Particularly the large computational linguistics community in Japan could benefit immensely from the new approaches that computational systemic-functional linguistics has to offer here. However the problem of the systemic nomenclature may prove a barrier to any widespread acceptance in Japan, and this may be where translation into Japanese could be considered.

Richard Harrison
The Scottish Centre for Japanese Studies
Stirling, Scotland.
Exchange - first two moves by Jim Martin

1. Verbal group - My MA students stopped me in my tracks last month during a verbal group lecture with an example of the following kind:

If I hadn't have done it, I wouldn't have got into the mess I'm in now.

Hadn't have done is not predicted by Halliday/Matthiessen descriptions of the English verbal group. What's going on here with this apparent 'double perfective'?

2. Existential clauses - There seems to be some disagreement in the literature about the extent of the existential clause paradigm, and about whether or not there (explicit or implicit) is Subject throughout the paradigm (as the tag test would indicate). Negotiation welcomed.

Theme/Subject (existentiality as point of departure)
18. There was a guard on the gate, (wasn't there?)

Theme/Complement (Existant as point of departure)
19. A guard was on the gate, (wasn't there?)
20. A guard was on the gate, (wasn't there?)

Theme/Adjunct (Circumstance as point of departure)
21. On the gate was a guard, (wasn't there?)
22. On the gate there was a guard, (wasn't there?)

1. There was an affair - a classic.
2. "There was an affair going on between the cook and this other girl, you know." - an attested example of Theme conflated with Existent from Slade 1990.
3. On the existential reading the unmarked Tonic falls on the Existent: // A guard was on the gate: on the alternative attributive reading the unmarked Tonic falls on the Circumstance: // A guard was on the gate // (placing the Tonic on the Carrier would be corrosive in the attributive). The existential is tagged wasn't there?, the attributive wasn't he? When not Theme, there is optional, there being no need to make such a weak modally responsible Subject explicit.
4. This example can be alternatively read as a reversed attributive, in which case the tag would be wasn't he?

Summary of the Second Prosodic Transcription Workshop: The TOBI (Tones and Break Indices) Labeling System

This is a summary of the second prosodic transcription workshop. The purpose of this summary is to help inform others of the activities and plans arising from this workshop. The most important outcome of the workshop was a prosodic labeling scheme. Below we outline briefly the motivations of the workshop and the labeling scheme. Details will be presented by Kim Silverman at the upcoming ICSLP meeting in Banff (2nd morning session of Friday Oct 16 -- FRIAM 2 -- room 2).


A common notational system enables the sharing of corpora and other data. Shared corpora not only provide the important scientific benefit of promoting reproducibility and enabling comparative evaluation, but they also make far more data available than would be available from any one site. This is an important attribute when automatic training techniques are used. It is also an important attribute if one desires to observe naturally occurring (as opposed to laboratory speech) and still control contextual variability. A standard prosodic notation is critical to advances in prosody research. Since prosody is at the intersection of a variety of disciplines (from speech signal processing through discourse analysis) it is not surprising that a common notation that suits the needs of these diverse groups has not yet been formed. However, with growing interest in prosody in spoken language processing, and with growing cross-disciplinary interaction, the time is right for forging consensus on this issue. In this spirit, there have now been two workshops aimed at coming to agreement on prosodic notation: in July 1991 Victor Zue hosted a workshop at MIT, and in April 1992 Kim Silverman hosted a second workshop at Nynex.

The goal of the workshops was to produce a prosodic notation system to meet the following criteria:
- Since no one system will suit all needs of the diverse group working on prosody, the consensus transcription should form a common core to which others may add additional detail within the format of the system.
- Since the system will be used by different people at different sites and times, the system should be relatively easy to train people to use, and should provide good consistency within and across labelers.
- Since we are not yet prepared to meet the needs of prosodic transcription for all languages, the system should focus on the needs for English, however, we note that the two key aspects transcribed (word groupings and prominences) are likely to be rather universal.

TOBI consists of four transcription tiers:
1. an orthographic tier, for specifying the words in the utterance using ordinary English orthography;
2. a tone tier, for specifying the tonal properties of the /0 contour of the utterance (this tier has a shorthand notation that marks pitch accents with an asterisk but does not label the tonal attributes);
3. a break-index tier, for specifying the degree of disjuncture between words in the orthographic transcription; and
4. a miscellaneous tier, for additional TOBI notations and for individual or local additions.

Research Areas & Projects

SUMMARY OF THE SECOND PROSODIC TRANSCRIPTION WORKSHOP:
THE TOBI (TOnes and Break Indices) LABELING SYSTEM
(NYNEX Science & Technology, Inc., 5-6 April 1992)

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4. a miscellaneous tier, for additional TOBI notations and for individual or local additions.
The conventions include some diacritics for marking some disfluencies. Conventions are specified for both simple text-based transcription using this system and for WAVES(n) label files and formats to accompany a speech file and associated time-aligned analysis records for the utterance. Sample WAVES(n) script files are available.

As they are completed, we propose to make available the results of analyses concerning the ease of learning the system, and consistency measures within and across labelers, included uses for non-American varieties of English.

We hope to place the description of the TOBI system and supporting materials in a location from which sites could easily FTP these materials. For those without FTP access, we hope to make available a cassette tape with sample waveforms. The transcription conventions would be modified based on feedback from users and updated in the common location. We will use the prosody mailing list and other mechanisms for announcing availability of additional materials or tools. In addition, we hope to obtain funding for organizing a workshop for training people in the use of the proposed system. There will be an ICSLP 1992 paper that will provide further details.

Teaching syllabuses, materials, aids

Systemic functional linguistics - Australian Linguistics Institute 1992
University of Sydney, Sydney
M.A.K. Halliday & C. Matthiessen

Outline

I.1 Overview of course, announcing major themes: what the systemic interpretation looks like; idea of patterns running through system: (i) fractal patterns — strata and rank as loci; (ii) structures of features in system.

I.2 Intro to the systemic system as manifested in phonology (as an expression plane system) — the Pekingese syllables: thinking systematically, probing paradigms, problematizing where you move in (syllable vs mora vs phoneme).

I.3 Extending systemic phonology across ranks; adumbrating metatexts in a phonological context: segments, processes, boundaries. Principles of organization common to all strata.

I.4 Metasemantics provide another dimension which turns content plane (semantics & logic-grammar) into an elastic semantic space: considered from below (type of structure) & from above (grades of meaning).

I.5 Natural relationship (i) within content plane (descriptive), (ii) between content and expression planes (theoretical): general principles of how systems organize; building up experience (deconstructing both purposes). Examples: from intonation to intensional grammar/semantics, and interpersonal metaphor.

I.6 Opening up semantic space: fractality across ranks — exploring a stratal system globally: examples (type of expansion in clause complex, clause, nominal group: thematic principle).

I.7 Grammatical metaphor as a way into "the renaissance syndrome": historical changes in the construction of experience. "Complexity" in grammar.

I.8 Transitivity systems in different languages. Principles of typology in relation to systemic perspective.

I.9 Elaboration of themes — distillation and restatement. Systemic as metalanguage: theoretical and representational levels.
SYSTEMIC ARCHIVE

SYSTEMIC ARCHIVES ACCESSIONS LIST
October 1992, Fall Issue

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

2. The descriptor categories available are as follows:
   1. Semantics
   2. Lexicogrammar: syntax
   3. Lexicogrammar: morphology
   4. Lexicogrammar: lexis
   5. Phonology
   6. English
   7. Other languages
   8. System networks
   9. Realizations
   10. Functional components
   11. General theory
   12. Comparison with other general theories
   13. Applied linguistics
   14. Other applications of linguistics
   15. Text and discourse
   16. Child language and language development

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

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 not its 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.

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ACCESSIONS LIST 11

Autumn, 1992

Item Number Author(s) Paper


11.4 Downing, A "On Topical Theme in English", paper given at 17th ISC, Stirling, 1990; pp. 24

11.5 Fries, P H "Information Flow in Written Advertisng"; paper submitted to Georgetown University Round Table; pp. 16; rec'd 18th May, 1992.


11.7 "On Repetition and Interpretation", revised form submitted to S K Verma & V Prakash (eds), New Horizons in Functional Linguistics. (Original version in Forum Linguisticum 7: 50 - 64 (1982).) J R Martin and J Rothery (eds), Linguistics Department, University of Sydney: pp. 20


11.9 Fries, P H & G Francis "Exploring Theme: Problems for Research", paper subsequently published in Davies and Ravelli (eds) See [11.16 below]; pp. 32; rec'd April, 1992


11.14 Mckevitt, P & D Partridge "Analysing coherence of intention; in natural language dialogue"; pp. 47; Yorick Wilks ed rec'd 11th June, 92

11.15 "Approaches to natural language discourse processing"; pp. 43; rec'd 11th June, 92


11.18 Rashidi, L "An ergative view of the transitivity system of Dari", to appear in 19 ...
Network News: Peter Fries is in Sydney on Sabbatical. His recent work includes the following:

Publications:


In Press


4. Patterns of information in initial position in English. (To be part of Fries and Gregory (eds.).)


Works finished


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Functions of Language is an international journal of linguistics which will explore the functional approach to the study of the language system and of text-in-context. With reference to the functional and semiotic foundations of modern linguistics it will hold up for discussion theoretical issues and areas of linguistic description relevant to the linguistic community at large such as:

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- the interaction between the paradigmatic and syntagmatic organization of the linguistic system
- the relation between semantics, lexicogrammar and phonology
- universality versus culture-specificity of linguistic organization
- linguistic categorization
- the relation between discourse and grammar
- dynamic and synoptic perspectives on text and sentence
- texture and structure of text
- the semantic import of grammatical categories
- the message structure of linguistic units
- mood and transitivity
- the relation between lexis and grammar
- metaphorical processes in lexis and grammar
- dialectal and register variation
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All correspondence about contributions should be sent to one of the following addresses:

- Kristin Davidse, Dept. of Linguistics, University of Leuven, Biljstraat 15, B-3000 LEUVEN, Belgium (Tel.: +32 16 285813; Fax: +32 16 285025; E-mail: KD@USL.BROWCC.ULUCKEN.AC.BE).
- Dirk Noël, School of Translation and Interpreting (HIVTL), University of Antwerp, Schildersstraat 41, B-2000 Antwerpen, Belgium (Tel.: +32 3 2169823; Fax: +32 3 2169822; E-mail: NOEL@BAYRDU.CO.BFNET).
- Anne-Marie Simon-Vandenbergen, Dept. of English Language, University of Ghent, Krijgslaan 281, B-9000 GENT, Belgium (Tel.: +32 9 649885; Fax: +32 9 649195; E-mail: VORBERGER@BENGILLING.RUCA.BE).

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1. Form of manuscript

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2. The text

The text should be divided into numbered sections and, if necessary, subsections, but no more than three levels of subdividing should be used. Indent every new paragraph; do not use blank lines between paragraphs. Use italics for cited words and bold face for emphasis. Short quoted sections in running text should be enclosed in single quotation marks; only use double quotes for quotations within quotations. Quoted passages of longer than 40 words should be indented without quotation marks. Indented numbered examples and glosses should look like this:

1. [I] 'I'll tell him the truth under such circumstances
   5 Fin Pred Comp Comp Adjunct
   (2) it-in-a-sentence
   Process Senser Phenomenon/Theme
   'I was afraid of the subservience'

The use of notes should be avoided if at all possible. Essential notes should be numbered consecutively and indicated in superscript in the text. They should be listed at the end, preceding the References.

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One fundamental way of understanding the grammar is to look at it onomastically (e.g., Halliday 1975, 1994; Palmer 1994).

Mathieu (1978: 103) pointed out the thematic contribution made by clauses of perception a long time ago: 'the thematic function of the subject [...]

The abbreviations ibid. and op. cit. should not be used.

All works cited in the text, and only those, should be listed alphabetically at the end of the manuscript like this:


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Dear Colleague,

This letter is to invite you to join an ongoing workshop by mail on the topic of improving the scientific quality of research in linguistics and related disciplines.

At the August 1990 LACUS meeting there was a small informal workshop on "The criteria of acceptance in science." A consensus developed that although we might differ among ourselves on many points we could all agree on one thing: the goal of improving the scientific quality of linguistic research. In order to continue the discussions a workshop by mail was set up and a number of other excellent people have joined so that we now number over 200.

The attached tables of contents of the first six issues of the ensuing newsletter show the diversity of interests and the depth and importance for the future of linguistics of the topics under discussion. Comments are included whether or not the editor agrees with them, subject only to reasonable bounds of length, appropriateness of topic, and civility.

Because of the potential importance of these ongoing discussions for the future of linguistics, we are now expanding the membership to include a larger fraction of the world's leading linguists, particularly those who are data oriented or care deeply about the answerability of theory to the evidence.

If you agree with our goal of improving the scientific quality of research in linguistics and related disciplines, you would be most welcome to join the workshop either as a potential contributor or as an observer. Just send in the form below.

Sincerely yours,

Victor H. Yngve, Editor

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NOTES ON LINGUISTICS
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Coordinator’s Corner
For decades linguistics has been preoccupied with linguistic forms as the proper subject of linguistic analysis. As a result, it has been made to stand in need of the most of the mold, but only recently has it been necessary to bring in the analysis of meaning as an essential part of linguistic description and theory (see Lao). Is this a necessary move toward the idea of linguistic form and meaning? Moreover, is the traditional understanding of ‘form’ and ‘meaning’ necessarily based on these two elements? Is it possible to arrive at a better understanding of the relationship between linguistic form and meaning? The answer seems to be yes, and this is the purpose of this short report.

Notes on Language
For decades linguistics has been preoccupied with linguistic forms as the proper subject of linguistic analysis. As a result, it has been made to stand in need of the most of the mold, but only recently has it been necessary to bring in the analysis of meaning as an essential part of linguistic description and theory (see Lao). Is this a necessary move toward the idea of linguistic form and meaning? Moreover, is the traditional understanding of ‘form’ and ‘meaning’ necessarily based on these two elements? Is it possible to arrive at a better understanding of the relationship between linguistic form and meaning? The answer seems to be yes, and this is the purpose of this short report.

A Letter to the Editor
I appreciate reading Notes on Linguistics, issues by issues, and the good job you’re doing editing this.

I have a couple of questions about your classification of linguistic theories in the November 1991 issue of N.L. (page 3). You have “consensusism” there as the model that is the most likely to succeed at the British SLF. Is the British SLF a success? It seems to me that the British SLF is a failure, but that consensusism is the model that is the most likely to succeed. Perhaps you could provide some evidence for your classification of linguistic theories.

Katy Barlowe
Elja Ventola (Editor)

Functional and Systemic Linguistics
Approaches and Uses

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Using language in the classroom

J. R. Lenneke

Using language in the classroom is based on the premise that education occurs largely on language use. Arguing that education is, to a large extent, talk, the author analyzes classroom processes and the classroom strategies of teachers and students. Consideration is given to the subject of how classroom language is used to develop systems, to exercise choice, and to interact.

Language education

Frances Christie

Language education focuses on the ways in which human beings communicate and organize their experiences. Language is also a tool with which individuals construct information, attitudes, ideas, or points of view. The relationship between language and learning is examined, and it is argued that language forms the 'hidden curriculum' of schooling.

Linguistic processes in sociocultural practice

Gunter Kress

The starting point for this book is the view that language is a social phenomenon. The interconnection between the linguistic and the social is explored through a wide variety of texts, ranging from casual conversations to extracts from coursebooks. The model of language which emerges is that of a single complex social system in interaction with other social systems. The author emphasizes the crucial role of the individual in the continual processes of linguistic change.

Factual writing: exploring and challenging social reality

J. R. Martin

This book describes the different types of writing that are used to communicate in the adult world. It compares them to the writing tasks that teachers set their students, and the ways in which teachers measure students' success. The author examines the relationship between writing and power, and argues that learning about language means learning to choose. Useful suggestions emerge from his analysis as to how the education process could more effectively meet the needs of the individual.

Language, context, and text: aspects of language in a social-semiotic perspective

M. A. K. Halliday and Ruqaiya Hasan

This book presents the view that the understanding of language lies in the study of both spoken and written texts, but that the contrast is 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 necessarily relate to the place and the value it has in its social and cultural environment.

Spoken and written language

M. A. K. Halliday

Spoken and written language develops the view that spoken language is less important than written, but that the two serve different goals. The author argues that although there is a tendency to regard writing as more prestigious, written language is in any way superior to the other. This book takes the reader from the development of speech through prosodic features and grammatical intricacy of the spoken language, to writing systems and their lexical density of the written language.
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The conference was a very successful one because of the diversity of papers and approaches offered. While numbers of the papers were based in systemic functional linguistic theory, others were drawn from other traditions of scholarship, and this made for a very interesting variety of approaches. Contributors include M.A.K. Halliday, Michael Clyne, Peter Freebody, Allan Luke, David Butt, J.R. Martin, A. Cranny-Francis, Terry Threadgold and many others.

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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 Associate 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 Education Research Network (LERN) materials.

Jim Martin is currently a Senior Lecturer in the Department of Linguistics at the University of Sydney.

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The Centre for Studies of Language in Education, NTU.

Enquiries concerning cost and availability should be directed to:

The Centre for Studies of Language in Education

NORTHERN TERRITORY UNIVERSITY

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Engendered Fictions
Analysing Gender in the Production and Reception of Texts
ANNE CRANNEY-FRANCIS

Engendered Fictions

Erich Steiner
A Functional Perspective on Language, Action, and Interpretation
As an Initial Approach to Computational Modeling
Table 5.96.40. ISBN 3-11-029197-7
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(Mouton de Gruyter)

In this monograph, a functional theory of language is related to a model of goal-directed action. This functional approach is combined with an ontological perspective and discussed in a way on formalization and implementation. In contrast to many other studies in computational linguistics, the argumentation is combined with empirical work on data stemming from interactions between children at play.

In the first part, after outlining a theory of goal-directed action, situating it within an overall framework of "Systemic Linguistics", one of the functional schools of linguistics, a model of human text production is developed specifically for computational applications.

In the second part, predictions concerning semantic complexity derived from the theory suggested in the first part are developed and tested. The linguistic model is the functional model used throughout, yet the specific version discussed here derives from an application of that theory to machine translation. The author points out the potential for mutually rewarding interaction in linguistic models between specifically computational versions and versions developed originally for different purposes.

Erich Steiner is a Docent for English, Philology at the University of the Saarland, Saarbrücken, FRG.

New South Wales University Press

Publication date: October 1991

- Discourse analysis
  Conversation for Action
  The computer terminal as medium of communication
  DENISE M. MURRAY
  San Jose State University

Today, computer-mediated communication spans a range of activities from interactive messages to word processing. Researchers interested in this new technology have concentrated on its effects in the work place for knowledge production and dissemination or in its word processing function. This study reports here examination of communication events in which the computer is the medium and views such computer-mediated communication from the perspective of language use. Its goal is to understand, through data collected from an anthropological perspective, the ways of complementing used by members of an established community of computer users. In particular, it answers the questions: (i) How do computer communicators choose among the available media and modes of communication? (ii) What are the basic and recurring discourse patterns across media and modes through which this community structures its institutional goals of innovation and product development? (iii) How do the answers to the previous two questions inform our understanding of language use in general?

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Some Systematically-inspired Texts
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0.2 Some terminological distinctions
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0.2.2 'Shared' and 'presupposed'
0.2.3 'Shared information' and 'definite reference'

1. LINGUISTIC OPTIONS AND SHAREDNESS
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1.1.1 Hypotactic clause complexes
1.1.2 Embedded clauses
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CONCLUSIONS

Caroline Taylor Parisello

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Experiences from English and Japanese
Christian M. I. M. Matthiessen, University of Sydney and John A. Saltman, University of Southern California
Text generation is the process of
organizing and re-expressing information
that is stored at a higher level than
grammatical structures and lexical items,
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aspect of artificial intelligence that is now
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but it should also interest linguists as an
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1988 268 pages
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User Modelling in Text
Generation
Cecilia L. Porta, Information Sciences
Institute, University of Southern California
A question answering programme that
provides access to a large amount of data
will be most useful if it can tailor its
answers to each individual user. In
particular, a user's level of knowledge
about the domain of discourse is an
important factor in this tailoring, if the
answer provided is to be both informative
and understandable to the user. In this
work, the author shows how her
generation system, TAILOR, can use
information about a user's level of
knowledge to combine discourse strategies
based on knowledge of the user's
domain and expertise with other
discourse strategies based on
knowledge of the user's domain

Contents: Introduction * Related
research * TAILOR's user model * The
research approach and the theoretical
results * The discourse strategies used in
TAILOR * Combining the strategies to
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* TAILOR system implementation
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April 1990 224 pages
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* COMMUNICATION AND LANGUAGE *
* PINTER PUBLISHERS *
**University of Otago, Dunedin, New Zealand**

Lectureship in English (Linguistics)

Applications are invited from suitably qualified men and women for a position in Linguistics at the University of Otago. The successful applicant will be responsible for teaching core courses in phonetics and phonology as part of the evolving Linguistics programme. The appointee should have a demonstrated commitment to research evidenced by a PhD degree, or near completed PhD, in descriptive linguistics. The ability to teach current developments in phonological theory would be an advantage.

The current salary range is NZ$37,440 - NZ$49,088 per annum with a bar at NZ$45,448.

The position is available from 1 February 1993, and it is hoped that the successful candidate can assume duties as close as possible to that date.

Further information is available from the Registrar, University of Otago, PO Box 56, Dunedin, New Zealand (Fax (64) (3) 474-1607) with whom applications quoting reference A92/50 close on 21 October 1992.

Equal opportunity in employment is University policy. Laurie Bauer, BauerL@matei.vuw.ac.nz Wellington, New Zealand

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The Linguistics Program at the University of South Carolina seeks an assistant professor (tenure-track) specializing in second language acquisition theory who also has an interest in more applied aspects of the field. Ph.D. in hand required. The ideal candidate will be prepared to teach a full range of courses in second language acquisition/TEFL including special topics seminars. Personal research priority in second language acquisition is essential. Areas of secondary teaching and research interest include (in descending order of priority): TESL methodology, linguistic theory (phonology, syntax, morphology), and first language acquisition. The appointment will be made in the English Department and involves teaching primarily graduate Linguistics Program courses, and some undergraduate Linguistics courses for the English Department.

The interdisciplinary Linguistics Program is made up of twelve core faculty from five departments and 17 consulting faculty. Approximately one-half of our 50 students choose second language acquisition/TEFL as their special field. A graduate TESL Certificate, the M.A. and Ph.D. degrees are offered. An undergraduate major is being developed. Send only a cover letter, vita, and names of three references. Deadline: December 1, 1992. Dr. Dr. Arthur Mosher, Director, Linguistics Program, University of South Carolina, Columbia, SC 29208. AA/EEO. Minorities and women are encouraged to apply.

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**UNIVERSITY OF SOUTHERN CALIFORNIA:** Dept of Linguistics

Mellon Post-Doctoral Fellow in Linguistics (Language Universals and Typology)

Applications are invited for a Mellon Post-Doctoral Fellow in the Department of Linguistics, in the area of Language Universals and Typology. This is a non-tenure-track one-year appointment for the academic year 1993-94. Teaching duties include one course in each of two semesters. The PhD must be in hand at the time of appointment and must not have been awarded prior to September 1986. The salary is approximately $28,000 with full faculty fringe benefits. The deadline for applications is December 15, 1992. Send applications (CV, statement of research interests, graduate transcript, and 3 letters of reference) to Chair, Department of Linguistics, GFS-301, University of Southern California, Los Angeles, CA 90089-1693. USC is an Equal Opportunity/Affirmative Action Employer.

Please address inquiries to: Bernard Comrie, comrie@vm.usc.edu or address as above.

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**PHONOLOGY POSITION - NORTHWESTERN UNIVERSITY**

The Department of Linguistics at Northwestern University announces the opening of a new tenure-track position in phonology at the rank of assistant professor beginning September 1, 1993.

Candidates must hold a Ph.D in linguistics or a related field by the starting date of the position. We are seeking candidates with a primary specialization in phonology as well as additional expertise in one or more of the following areas: morphophonology, language typology, language change, language acquisition, and computational linguistics. Preference will be given to candidates with publications beyond the dissertation and/or teaching experience of demonstrably high quality.

Salary is competitive and commensurate with qualifications.

Applications are due at Northwestern by JANUARY 22, 1993. The application should include the candidate's CV, a brief statement of current and projected research, teaching evaluations (if available), and three letters of reference. Send materials/direct inquiries to:

- Phonology Search Committee
- Department of Linguistics
- Northwestern University
- 2016 Sheridan Road
- Evanston, IL 60201-4000
- phone: (708) 491-2783
- fax: (708) 491-2780
- email: jbp@pippi.jig.nwu.edu

One or more members of the department will be at the LSA Annual Meeting in Los Angeles (7-10 January 1993) to discuss the position and answer questions.

Northwestern is an Equal Opportunity/Affirmative Action Employer, and applications from minority and women candidates are especially welcome. Hiring is contingent upon eligibility to work in the United States.
The Department of Language and Literature at the University of Pecs, Hungary, is looking for an English linguist, literary critic, and/or English lexicographer. The position involves transforming a department which has traditionally had a primary interest in teacher training into a full-fledged university-level English department. Knowledge of Hungarian is welcome but not necessary. Salary will be paid in Hungarian currency but matching in amount Western European and US standards. A two- to three-year initial commitment is requested.

Pecs (about 250,000 inhabitants) is a historic town among the hills of Southern Hungary, about 2.5 hours from Budapest by train.

Interested candidates should send letter to the following address by the end of October or as shortly thereafter as possible:

Oszlai Horanyi, Dean of Humanities
Janus Pannonius University
Juhany utja 6.
H-7624 Pecs
Hungary

University of Stirling
SCOTLAND

Lectureship in Language and Linguistics

Applications are invited for a Lectureship in Language and Linguistics in the Department of English Studies starting on 1st February 1993 or such later date as may be arranged. Because the Department is mainly literary, an ability to teach on one or more of the literature courses could be an advantage.

The appointment will be either permanent or for a fixed term of three years. Salary will be on Lecturer A or B scale, pounds sterling 12860 - 23759 (gender review), depending on qualifications and experience.

Further particulars may be obtained from the Staff Office, University of Stirling, Stirling FK9 4LA, to whom completed applications should be returned by 28th October, 1992. Applications should take the form of a CV. with covering letter together with the names of three referees.

Applicants should state their nationality (this is required for work permit purposes only) and whether any member of their immediate family is employed at the University, giving name, position and relationship.

This University has a Code of Practice to restrict smoking and is an equal Opportunities Employer.

University of Alabama at Birmingham

Tenure-track assistant professor position in linguistics, beginning fall 1993. PhD preferred. Specialization open. Duties include teaching undergraduate and MA-level courses in general linguistics. Screening begins Nov. 21, 1992 and will remain open until a selection is made. Send a letter of application, vita, and the names of three references to Dr. John J. Haggerty, Chair, English Department, University of Alabama at Birmingham, UAB Station, Birmingham, AL 35294.

UAB is an EO/AA employer. Women and minorities are encouraged to apply.

The Department of Linguistics at Georgetown University invites applications for a tenure-track position in linguistics, at the assistant professor level, beginning Fall 1993. Applicants should have a PhD in Linguistics and a record of research in formal semantics. A demonstrated ability to teach undergraduate and graduate linguistics courses is required. Related research interests in syntax, pragmatics, historical or computational linguistics are desirable; applicants with breadth and versatility will be preferred. Send letter of application, CV, representative publications, and names and addresses of three references to: Search Committee, Department of Linguistics, Georgetown University, Washington, DC 20057-1068. Deadline for full consideration of applications is November 15, 1992. Georgetown is an AA/EO employer.

INSTITUTE OF HISTORY & PHILOLOGY, ACADEMIA SINICA

The Linguistics Section of the Institute of History & Philology, Academia Sinica invites applications from citizens of the Republic of China for an on-year entry-level research position with the possibility toward tenure track after the term. The area of specialization is open, but preference will be given to those in acoustics, Austro-Asian, Kam-Tha, language acquisition, or the biological, psychological, or neural aspects of phonetics/phonology.

Applications should be addressed to Dr. John J. Haggerty, Chair, Department of Linguistics, Georgetown University, Washington, DC 20057-1068. Deadline for full consideration of applications is November 15, 1992. Georgetown is an AA/EO employer.

The University of the Saarland

The University of the Saarland in Saarbrücken invites applications for the position of a [Visit to the] Lecturer (4 or 5 hours/week) in its Department of Applied Linguistics, specializing in a knowledge of English (as well as the translation courses (e.g., D-I, D-II), cultural studies, and translation in specialist fields such as the translation of literature). The position requires a native speaker of English, as well as the knowledge of both French and German. The successful applicant will be teaching economics. A PhD in Linguistics, Applied Linguistics, Translation Science, or other relevant fields is a prerequisite for the position.

Applications should be sent by October 23rd, 1992 to Prof. Dr. Erich Steinle, Gelehrte Fächerrichtung, Fachrichtung 8.6, Universität des Saarlandes, D-6600 Saarbrücken, FRG.
POSITION OPENING
STATE UNIVERSITY OF NEW YORK AT BUFFALO
Assistant Professor of Second Language Education
Specialist in the Teaching of English as a Second Language

Qualifications:
An earned doctorate in ESL, or a related professional field or discipline (applied linguistics, second language education, TESOL)
Research and a desire to publish in the area of the acquisition of English as a second language among school-aged populations
A strong background in measurement and assessment is highly desired

Responsibilities:
Develop and teach courses for master's and doctoral programs in second language education (ESL, TESOL, foreign language)
Conduct a program of research appropriate to the specialization
Seek external funding for research activities
Provide academic advisement to Ed.M. and Ph.D. students including those seeking certification
Supervise doctoral research
Build relationships with local schools

Terms:
This is a tenure-track position with the initial appointment for three years. Salary is competitive and depends on experience and qualifications. Range: mid-to-upper 30's. Full health, dental and retirement benefits.

The University:
The University at Buffalo is the largest and most comprehensive University Center of the SUNY system. Ranking among the major research universities of the nation, it is the only public university in the New York-New England region elected to membership in the American Association of Universities. The 60-member faculty of the Graduate School of Education conducts research and graduate programs in many school-related areas. The program in second language education, with which this position is affiliated, is part of the Department of Learning and Instruction which includes programs in mathematics education, language arts, bilingual education, social studies education, and many more fields associated with instruction in the schools.

To Apply:
Send a letter stating your qualifications for the position and your resume and/or professional credentials along with the name, position, address and telephone number of three academic references. All correspondence should be addressed to:

Dr. Dorothy Rieman
Chair, Second Language Education Search Committee
State University of New York at Buffalo
Department of Learning and Instruction
205 Christopher Raible Hall
Buffalo, New York 14260
Direct inquiries via:
Telephone: (716) 645-2138
Internet: internet@buffalo.edu

Screening begins on December 1, 1992 and will continue until the position is filled.

Cornell University, Ithaca, NY 14853. The Department of Modern Languages and Linguistics invites applications for a tenure-track position in sociolinguistics, discourse analysis/pragmatics, or historical linguistics. A significant record of research in a language other than English is required. Ph.D. required. To assure careful consideration, candidates should send letter of application, CV, representative publications (no more than three), and should request referees to send letters of recommendation for receipt no later than December 4, 1992, to: J. Whitman, Chair, Search Committee I, Department of Modern Languages and Linguistics, Morrill Hall, Cornell University, Ithaca, NY 14853.
PHONETICS POSITION - DEPARTMENT OF LINGUISTICS - THE OHIO STATE UNIVERSITY

The Ohio State University Department of Linguistics announces a new position, pending final approval, for a tenure-track Assistant Professor with specialization in phonetics, beginning with the Autumn quarter of 1993.

The primary duties of this position are to participate in the department's phonetics program in all of its aspects: doing research in experimental phonetics and phonetic theory, teaching introductory courses and graduate seminars in phonetics, and related courses at all levels (including the department's quantitative research methods course); contributing to the department's advising of students, and directing graduate student research in phonetics and related areas in the Linguistics Laboratory: sharing in lab development and administration; etc.

The area of specialization within phonetics is open. Preference will be given to any candidate (1) who complements the department's existing strengths in phonetics, (2) who displays a broad expertise both in linguistic phonetics and in linguistic disciplines within and outside of linguistics, and (3) who has an established publication record showing strong evidence of a capacity to advance phonetic theory through hands-on experimental research. Candidates must have a Ph.D. in Linguistics by the time of the appointment, and relevant teaching experience.

The deadline for applications is November 16, 1992. Applicants should send a curriculum vitae, a statement of research interests, and up to five sample publications, and arrange for three letters of recommendation to be sent to:

Mary Beckman, Phonetics Search
Department of Linguistics
The Ohio State University
222 Oxley Hall
1712 Neil Avenue
Columbus, OH 43210-1298.

The Ohio State University is an Equal Opportunity/Affirmative Action employer. Qualified women, minorities, Vietnam-era veterans, disabled veterans, and individuals with disabilities are encouraged to apply.

The Seminar für Sprachwissenschaft (SfS) of the University of Tübingen (Federal Republic of Germany) invites applications for a nine-month temporary position (with the possibility of renewal) at the level of Wissenschaftlicher Mitarbeiter in the area of computational linguistics. The starting date for the position is January 1, 1993.

Applicants with research experience in at least one of the following areas are particularly encouraged to apply: generation, parsing, and unification-based formalism.

Interested persons should send letter of application, curriculum vitae, names of 2 referees, and one representative publication to:

Bernd W. Heinrich
Seminar für Sprachwissenschaft
Universität Tübingen
Kleine Wilhelmstr. 113
D-W-7400 Tübingen
Germany

For full consideration, applications should be received by October 31, 1992.

NEW YORK UNIVERSITY

The Foreign Language Education Program seeks to find qualified candidates in Japanese linguistics.

Conditions: Non-tenured position, two graduate courses per semester. Knowledge of following: structure of Japanese, phonetics and phonology, and discourse analysis.

Salary based on experience and qualifications.

Start date: Spring 93 1/19/93

Minimum Requirements: MA in linguistics (with a major in Japanese)

ability to work with diverse student populations (native & non-native speakers)

ability to communicate subject matter effectively to future teachers

To Apply: Send a letter indicating your qualifications, resume, official transcripts, and two letters of recommendation by NOV 1, 1992

Contact: Dr. Theresa Austin, Director
Foreign Language Education Program
Department of Teaching & Learning
239 Greene Street, 635 EAST BLDG.
New York, NY. 10012-1632
Tel: (212) 998-5469
Internet/Bi-net: AUSTIN@ACF.NYU.EDU

New York University is located in the heart of Manhattan in Greenwich Village. The Foreign Language Education Program in Department of Teaching & Learning prepares future teachers of French, German, Hebrew, Italian, Japanese, Latin, Russian, and Spanish.

FULBRIGHT IN BRAZIL

The English language division of the Modern Languages Department of the University of São Paulo is seeking a Fulbright visiting lecturer for the second semester of 1993.

Duties will include teaching one undergraduate course and one graduate course, totaling roughly eight class hours per week. The undergraduate course may be Semantics (strongly preferred), Discourse Analysis, or Syntax. The graduate course may be anything in the areas of linguistics, applied linguistics or translation studies.

Normally Fulbright scholars receive invitations to lecture in various parts of Brazil during their semester in São Paulo.

Interested parties should contact me through email or snailmail.

Please distribute this notice among your colleagues.

Leland McCleary
Research Committee Chair
Foreign Language Education Program
New York University
sp
mccleary@cat.ccc.usp.br
mccleary@brusvm.bitnet
**TRAVEL SECTION**

Following on the texts of the Grantham mystery cycle, interpreted with commentary at the last Congress by Nottingham correspondent H.M.B. (who reports that Grantham is now rumored to be planning a theme park), a Sydney reader A.I. has sent us what appears to be a celebration of some of the lesser-known attractions of New South Wales:

Said a girl to her bankers in Bangalore:
"It costs a lot keeping me hunger low."
"They said I regret
To foreclose on your debt.
But it's much more than we can let one girl owe."
If ever you go to Queensland
They'll feed you cheap cutlet and bargain bone.
When they take you to dine
Then your choice of fine wine
Will be out-dated Oolong or far goneBeam." There's a race-track beyond Conningbrook
Where a Japanese Colt and an Arab ran.
But it choked up with weed —
They'll feed you cheap cutlet and bargain bone.
Boyo half, fine total, sepia, bruin!
Better watch where you drink in Murwillumbah!
They're a Scare-um-to-Racch Pun and Thrill-'em Bar.
But for resting, relax,
For all poets they are,
All erotica on stage and on file bar.
A fisherman fishing near Gundagai
Would always let out of his quarry go.
He said "If I caught 'em
They'd have neither cat nor poochie door.
To the beasts in the wild
She'd have neither cat nor poochie door.
To the Lightning Girl thus spoke her Thunder Guy:
"Let's blast a deep hole
With a bolt generator
To foreclose on your debt,
To the Lightning Girl thus spoke her Thunder Guy:
"Let's blast a deep hole under Gundagai!
With no bolt generator
I'll dig such a crater
That never before such a one dug"

**ACROSS**

1. Excise local MP for mixing up the entry condition for 8 down. (6,7)
2. Programming language with speech defect. (6)
3. Strategy by which to learn a partially written language (yes, but ...?). (3,4)
4. Definitely the German word. (7)
5. Goal of medical practice. (7)
6. Abbreviated class of females. (3)
7. Just bought, but not given. (3)
8. See 1.
9. Artificial language of the marriage vow. (3)
10. Marks up the text grammatically, but only at west and north. (7)
11. Spanish article gone missing? It's Christmas! (6)
12. He apostrophes? A natural symbol. (6)

**DOWN**

1. An-effective actor; but a real nice guy. (3)
2. Judging the work of a grammarian? (10)
3. In the mood for a language of the subcontinent? Well; half. (5)
4. They'll pitch you up as you jump from the aircraft — on equal terms. (9)
5. A question of ownership. (5)
6. Said a girl to her bankers in Bangalore:
"It costs a lot keeping me hunger low."
"They said I regret
To foreclose on your debt.
But it's much more than we can let one girl owe."
If ever you go to Queensland
They'll feed you cheap cutlet and bargain bone.
When they take you to dine
Then your choice of fine wine
Will be out-dated Oolong or far gone Beam."
There's a race-track beyond Conningbrook
Where a Japanese Colt and an Arab ran.
But it choked up with weed —
They'll feed you cheap cutlet and bargain bone.
Boyo half, fine total, sepia, bruin!
Better watch where you drink in Murwillumbah!
They're a Scare-um-to-Racch Pun and Thrill-'em Bar.
But for resting, relax,
For all poets they are,
All erotica on stage and on file bar.
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Would always let out of his quarry go.
He said "If I caught 'em
They'd have neither cat nor poochie door.
To the beasts in the wild
She'd have neither cat nor poochie door.
To the Lightning Girl thus spoke her Thunder Guy:
"Let's blast a deep hole under Gundagai!
With no bolt generator
I'll dig such a crater
That never before such a one dug"
Researchers discover new genre constellation

SYDNEY, 8th July 1991.

Researchers working on the Write it Right project have discovered a new constellation of factual genres, bringing the total number of known factual genres to 18. It had previously been thought there were only 5 genres (Martin and Rothery 1985).

The breakthrough came during a marathon analysis and coding session under the tutelage of Dame Professor President James R. Martin.

The new genres include historical explanation, technical recount, clustered explanation and implicational explanation. The researchers are struggling desperately to find less prosaic names for their discoveries.
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