news

views

NETWORK 20

& reviews in systemic linguistic & related areas

From the editors' desk

Welcome to the second edition of *Network* from down under. We're sorry for lagging so far behind schedule, and we apologize in particular to all of you who worked hard to get your contributions in on time. A variety of factors have conspired to make this issue unacceptably late; but we're now putting together the infrastructural support that will enable us to produce Network regularly again. — Regrettably it is difficult for us to chase up contributions that have been promised. We hereby *gently* prod all those concerned. One thing that might be a big help would be for workshop/ congress/ conference organizers to send us a copy of their program and reviews of the proceedings.

Please note first of all that payment for subscription has to be in cheques made out to Network in Australian dollars. All other forms of payment (cheques to Jim or Christian, cash, cheques in foreign currency) cannot be accepted.

The number that appears after your name is the expiration date of your subscription. Please renew at that time (cheques in Australian dollars!). Network 20 is the 3.1993 issue, Network 21 will be the 10.1993 issue, Network 22 the 3.1994 issue, and so on.

Network 20 will be sent out in January 1994. Deadline for **Network 22** will be **1 April 1994**. Please consider all the different departments of Network: we need contributions for "Networking & personal news", "Research projects & teaching", "Computational resources", and so on.

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Past meetings

ISFC 92

Congratulations on the Success of the Convention of the 19th ISFC

Prof. Fang Yan

Thanks to the invitation of Prof. Hasan, Dr. Matthiessen and Mr. Clare, Chairman of the NSW Branch of the Australia-China Friendship Society, I participated in the 19th ISFC. This was the first time for me to have a chance to meet so many Systemic-Functional linguists at an international congress. It indeed gave me a very deep impression.

As every participant acknowledged, the congress was a great success. The organization work was so wonderfully done that everyone expressed great admiration when they read the beautiful and well-planned programme; when they attended the plenary sessions in the well-facilitated theatre-rooms in which the speakers from various areas dwelled on the recent developments in education, computational linguistics and important theoretical aspects; when they delivered their own papers or listened to paper presentations at the strand or thematic sessions where their views were exchanged with others'; when they were free to discuss, even debate, certain issues which may have a great bearing on the future development of the theories of this school. It is impossible to list all the things prepared and done by the Congress Committee headed by Prof. Hasan, and her colleagues and students of Macquarie University.

The success of the congress can also, in my opinion, be attributed to cooperation and serious attitude of the 200 participants. I was greatly moved by the solidarity of this school founded by Prof. Halliday. No doubt this unity originated from their common goal — striving for a higher level of advancement of its linguistic theorys and application.

Personally, I was especially impressed by the rapid progress in theories concerning system networks and computational linguistics. I also appreciated the fruitful research in educational linguistics, e.g. in discourse analysis in relation to the theory of generic structure and register. I am sure I myself as well as other Chinese linguists will greatly benefit from all these achievements in their future research and language teaching.

As a Chinese linguist, I was delighted to see that Chinese was no longer a language which few cared about. Before my paper presentation, which dealt with Chinese grammar, I was afraid that it would attract only a few people as this language is not widely spoken by many in the west. But to my surprise, apart from Prof. Halliday, who, as everybody knows, has always been keen on findings in Chinese and whose views on this language have been valuable for our research, a fairly large number of linguists were among the audience. Other Chinese scholars had the same experience; and they were particularly encouraged by the guidance of well-known scholars such as Halliday, R. Fawcett, and M. Berry. I was also inspired by the heated discussion in the workshop analyzing Asian languages chaired by Edward McDonald and myself.

Here I would like to express my congratulations on the success of the congress and my heartfelt thanks to my Australian hosts for their kindness and hospitality. I also would like, on behalf of linguists of the Third World countries, to express our sincere gratitude to Prof. Hasan and many others for the proposal to give financial support to representatives from these countries to participate in future ISFCs.

I believe that those who have attended the 19th ISFC would agree with me that it has left a memorable page in the history of Systemic-Functional Linguistics.

The Third National Chinese Systemic Functional Workshop, June 1993

The third Chinese Systemic Functional Workshop was held at Hangzhou University in June 1993, organized and hosted by Prof. Ren, thanks to whom it was a great success. A report from the workshop will appear later in Network. These workshops are held every second year (1989: Peking University; 1991: Suzhou University). The fourth Chinese workshop will be conflated with ISFC 95 in Beijing.

FOURTH NOTTINGHAM INTERNATIONAL SYSTEMIC WORKSHOP

31st July to 3rd August 1992

PROGRAMME

FRIDAY 31 JULY

1.00 - 1.50 Sandwich lunch

1.50 - 2.00 Welcome

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: Azaveli 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

8.00 - 9.00 Breakfast

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 Barglela** (Nottingham Polytechnic)
Business meetings as genre: a cross-cultural perspective
Chair: Jaifeng Zhang

1.00 - 2.30 Lunch

2.30 - 3.30 **Azavell Lwaltama** (University of Dar Es Salaam)
Academic lectures and political harangues in Kiswahili: genre or style?
Chair: Carmen Foz

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

Working Conference on Teaching Functional Grammar

Location: Building 22, room 108

Program

Monday Dec 14 1992

10.00 a.m.	**Welcome**, coffee, housekeeping. Program negotiation: emphasis on presentations today, dialogue tomorrow.
10.15	**Resources for teaching: what form should the Grammar take for teachers ?** ***Chair*** **David Butt** John Collerson , Clare Painter, Michael Halliday
11.45	**Resources: Computer based.** Chris Nesbitt: brief explanation of his Hypertext (try it out at breaks: Room 22:106)
12.00	**Courses Preservice** Sydney University - Geoff Williams , Len Unsworth
12.30 p.m.	**Lunch**
1.30	**Courses Preservice.** ***Chair*****: Bev Derewianka,** University of Wollongong, Louise Droga, Jenny Hammond. Uuniversity of Western Sydney - John Collerson, Deakin, N.T. University - Fran Christie **Inservice I : Post Graduate**
2.15	***Chair*** **Joan Rother,** Michael Halliday, Jim Martin, Clare Painter, Geoff Williams.
2.45	University of Wollongong - Bev Derewianka, Bill Winser
3.00	Coffee
3.30	**Courses Inservice II: Post Grad** ***Chair*****: Di Slade** N.T. University - Fran Christie
4.00	**Hermine Scheeres,** University Technology
4.30	**Helen Joyce** AMES
5.00	**Katina Zammit,** DSP
5.30	**Drinks**
7.00	**Dinner -The International Centre, Stewart Street, Wollongong**

Tuesday Dec 15

9.00 a.m.	Renegotiate program: **Write it Right Project** Joan Rothery and Robert Veel **Research project on grammar teaching** ***Chair*** **Geoff Williams** **Pedagogical principles (aims, sequencing, evaluation etc.)** ***Chair*** **Jenny Hammond** **Grammar teaching in University English Depts** ***Chair*** **Louise Ravelli** **Any follow up from Monday's presentations.**
11.00	Coffee
11:30	Session
12.30 p.m.	**Lunch**
1:30	Session
3.30	Coffee
4.00 to 5.00	**Strategies for promoting the grammar in Systems** (incl. NSW *English K- 6*) ***Chair*** **Fran Christie,** Michael Halliday, Jim, Martin, John Carr (Schools), Sue Hood (Adult)

SUNDAY 2 AUGUST

8.00 - 9.00	Breakfast
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 Stainton** (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 liturgical 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 Bäcklund
7.00	Dinner (special conference dinner)

MONDAY 3 AUGUST

8.00 - 9.00	Breakfast
9.00 - 9.45	**Christopher Taylor** (Universita di Trieste) ***SL and translation*** Chair: Katja Pelsmaekers
9.45 - 10.30	**Hazaliah 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) ***QTSA and RST - Thematic progression analysis reconsidered*** Chair: Ann-Charlotte Lindeberg
1.00 - 2.15	Lunch
2.15 - 3.00	**Dionysis Goutsos** (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

Draft Programme for Working Conference on teaching functional grammar.

Monday 14th Dec	10.00 a.m.	**Welcome**, coffee, housekeeping Program negotiation.
	10.30 a.m.	**Resources for teaching: what form (s) should the Grammar take for teachers ?** Suzie Eggins John Collerson? David Butt? **Resources: Computer based.** Chris Nesbitt: brief explanation of his Hypertext (try it out at breaks)
	12.15 p.m.	**Lunch**
	1.30 p.m.	**Courses** (or follow up on Grammars?) **Preservice:** SydneyU - Geoff Williams, Len Unsworth UWoll - Bill, Louise D, Louise R, Bev D
	3.00 p.m.	Coffee
	3.30 p.m.	**Inservice I : Post Graduate** Sydney U - Michael, Jim, Clare, Suzie, Joan (and all the recipients !) UWoll - Bev , Bill
	5.30 p.m.	**Drinks**
	7.00 p.m.	**Dinner**
Tuesday 15th Dec	9.00 a.m.	Renegotiate program **Courses** (Contd.) **Inservice II: Post Grad** UTS - Hermine Scheeres et al. AMES /NCELTR - Helen Joyce et al. Jenny H.
	11.00 a.m.	Coffee
	11:30 a.m.	DSP - Katina Zammit et al. (incl CD Rom) Qld - John Carr et al. (? ---> after lunch)
	12.30	**Lunch**
	2.00 p.m.	**Pedagogical principles (aims, sequencing, evaluation etc.)** Geoff W. Others?
	3.30 p.m.	Coffee
	4.00 p.m. to 5.	**Strategies for promoting the grammar in Systems** (incl. NSW *English K- 6*) Fran, Michael, Jim , John Carr, Sue Hood

Report on a Working Conference on Teaching Functional Grammar - University of Wollongong, N. S. W., Australia. December 14-15, 1992.

W. N. Winser, University of Wollongong.
Wollongong, N. S. W., 2521, Australia.

This invited working conference was called at the suggestion of Bill Winser, Faculty of Education, University of Wollongong, so as to bring together a group of people who have had experience in teaching the *Introduction to functional grammar* (IFG) of Michael Halliday to teachers. The aim was to share experiences of this teaching and to attempt to build up a data bank of resources that would support the work of teaching the grammar to teachers.

The program included sessions on:

Resources for teaching: what form should the Grammar take for teachers ? ***Chair:*** **David Butt** (Dept of English, Macquarie University).
In this session John Collerson (Language Education, University of Western Sydney, Milperra, Sydney) outlined his draft book on functional grammar (see Appendix I) and discussed his experience of teaching students with different background knowledge of grammar. He discussed in particular the question of the usefulness or otherwise of a prior knowledge of traditional grammar. Clare Painter (Language Education, University of Technology - Sydney) outlined the major concepts (see Appendix A) that she believed needed to be treated in teaching the grammar. These included fundamental concepts concerned with function, system, strata and social issues. The point of entry for teaching was next discussed, in terms of linguistic and educational criteria. She then suggested that the form of the description at the lexicogrammatical level needed to be considered, including a focus on systems and structures, the latter including delicacy of description and the question of appropriate terminology (or metalanguage). Michael Halliday outlined a series of attributes that should be evident in the grammar, and that should be seen to be evident. These included that the grammar should, over time, be negotiable and reliable, ie, evolving but not doing so randomly; that it should be both communicable and accessible; it is to be choosable (as from a menu) and usable; it ought to be definable, with a set of firm principles that can be examined from all sides; it is to be flexible, with indeterminacy as a positive feature; and finally, it should be justifiable because there are both reasons for choosing this kind of grammar and for the choices in the grammar.

Resources: Computer based. Chris Nesbitt (Dept of Linguistics,University of Sydney) .

Chris Nesbitt gave a brief explanation and demonstration of his Hypergrammar program (Macintosh based- System 7, Hypercard 2.1) which is organised by stacks, to represent the network, by cards, representing the systems and by fields, covering grammatical features and their realisations. Entry conditions and realisation statements are provided and the user is able to navigate the system, to annotate examples, to import and export systems (in ASCI form) and to make compilations. This application is close to its fnal stage of development and will be available in the near future.

Courses at the Preservice (undergraduate) level of Teacher Education *Chair*: Beverley Derewianka, (University of Wollongong)

During this session there were brief reports from a number of institutions teaching grammar. Geoff Williams of the University of Sydney outlined the sequence of one of the language education subjects in their B. Ed program. He discussed the use of the metafunctions as a structuring principle, the scope of textual support that students need, and the need to start from text and then select the grammatical features that should be treated (see subject outlines in Appendix B & C). Beverley Derewianka then outlined the range of courses offered at Wollongong in B. Ed. and B. A. programs (Appendix D). In these courses language was treated in a discussion of language development and in relation to literacy learning and teaching, with register and genre issues as the main focus and some treatment of grammatical features taking place within the framework of the discussion of the use of text in teaching literacy. John Collerson then presented an outline of a third year subject in the Diploma program in which there was a focus on factual texts, with a treatment of clause level features that applied to a range of genres relevant to the primary school curriculum. He commented that it was not possible to provide sufficient detail about the system in this approach. Frances Christie (Education, Northern Territory University, Darwin, N.T.) described some of her experiences in teaching undergraduates at Deakin University and Northern Territory University, referring to the series of books using systemics published there (and republished by Oxford University Press) and also to the models of language education courses, using systemic and other principles (e.g., the teachers' grammar in Vol II) presented in the Project of National Significance *Teaching English Literacy* that she chaired during 1991 (Christie et al, 1991, available from Education Faculty, Northern Territory University, Darwin, N. T.). In this connection she stressed the need to provide better quality

models of language education at government level and also that there was a need for the provision of examples of good practice. She emphasised that there was a need to develop better materials for use in preservice courses, including small scale handout materials that exemplified aspects of the grammar for intending teachers.

Courses at the Post Graduate level. *Chair* Joan Rothery (Disadvantaged Schools Project (DSP), Erskineville Public School, Erskineville, Sydney)

The M. A. /M. Ed. program at Sydney University that was initially developed by Michael Halliday was first discussed. Michael Halliday referred to the connections with earlier work in the U. K. in the seventies, including the emphasis that was put on language variation as s fundamental organising principle. Jim Martin next outlined the sequence of topics in three courses - 'Functional Varieties of English', 'Systemic Grammar & Discourse' and 'Writing' (see Appendix E, F, & G). He pointed out that it was important to get students to deal with the systems of the grammar and that a spiral approach to teaching in which topics were revisited systematically enabled students to recover where they found that the initial treatment of a topic was not adequate. The question of using the system as the point of departure in sequencing a program was raised, as well as the degree of pain involved in tackling the systemic model as a student. Finally he mentioned that there was a need for introductions to the *IFG* and his own *English Text* (although note that Suzanne Eggins of University of N. S. W., English Dept, is completing an introduction to the grammar). Geoff Williams (Education, Sydney University) raised issues about how we can describe a theory of language, especially with reference to its connection with social theory, including the work of Hasan, Bernstein and Bourdieu. Martin pointed out that Bourdieu's work, although taking up some of the issues for which Bernstein has been derided, is currently much more acceptable to educators than Bernstein. The question of the value of introductory courses that lead in to the grammar was raised, as well as the issue of developing alternative representations of the grammar through images and the use of colour and other multimodal approaches. He also suggested that it is important to get the notion of system in place early in a course, and raised the issue of appropriate starting points for a course - through transitivity, mood or theme? Finally the need for developing some flexible student workbooks for the grammar was mentioned.

Courses at the Inservice level. *Chair*: Di - (Faculty of Adult & Language Education, University of Technology - Sydney).

Frances Christie referred again to the issue of how to get started in teaching the grammar, in particular alluding to the question concerning the value of lead in courses and whether it was not more appropriate to tackle the essentially grammatical notions head on. She suggested that it was more useful to deal with matters concerning register before those concerning genre, and discussed the views of many students who considered that language was not relevant to their work. Helen Joyce (Curriculum Support Unit, Adult Migrant English Service, P. O. Box 1222, Darlinghurst, Sydney) outlined a fourteen week professional development course she had organised for teachers of English to adult immigrants. She mentioned the context of this program, including changes to industry and demands for 'competency based training' (see Appendix H). Hermine Scheeres (Language Education, University of Technology- Sydney) described the range of courses they offered, including introductory Certificate level courses that led into Diploma and Masters level courses, most using a systemic model as their organising principle. In this program there was a stress on literacy, which was the starting point for an examination of texts that were relevant to literacy courses, and it was through the study of texts that more specifically grammatical topics were introduced.

Finally Katina Zammit (DSP) presented an outline of the extensive experience that has been gained by this project in teaching the grammar to primary (elementary) school teachers. There was a focus in some of this work on teachers' ability to assess students' texts and the associated need for teachers to be able to understand the grammatical principles involved in the examination of a text with a view to assessing it. Teachers were becoming aware of the need to understand grammatical features that displayed the register, after having spent time studying genres. The starting point for grammatical teaching was an issue, as well as the value and payoff that accrues from an understanding of how the grammatical systems operate in the construction of meaning. The main principle that emerged was that teachers need first to understand about how context affects language, and that after this principle is clarified attention can be paid to the typical and relevant texts that occur in classrooms. It is at this point that grammatical features can then be foregrounded, as related to the three metafunctions, and at various levels of delicacy. It was important to foreground teaching applications throughout this process, particularly with reference to assessment and to ways of improving student writing, where the need for a metalanguage becomes apparent. Another issue was the need to reassure teachers that there was value and practical payoff in these grammatical studies

despite the relative difficulty of tackling this model of grammar: the 'trust me' syndrome. There is now a series of booklets for teachers based largely on Jim Martin's work as consultant to this Project (The Language and Social Power series *Teaching Factual Writing*, 1988, 1989, 1990, 1991, 1992). There is also a need to examine issues concerned with reading and with narrative genres, and these matters will be taken up in the next part of this program. A copy of this Project's publications' list is included in the Appendix.

One related project in the DSP program that is being developed at present concerns writing in the Secondary school. The **'Write it Right Project'** was introduced by Joan Rothery & Robert Veel who are consultants for the project, which is concerned with the teaching of writing across the secondary school curriculum. They reported on the research on secondary school genres in English and Science and outlined a taxonomy of genres relevant to these two subjects (see Appendix J & K). There has been some trialling of a package of teaching materials that are based on some of these genres and the Project is now rewriting these materials prior to their publication. Rothery and Veel noted that teachers use language as a tool for learning in these two subjects in varying ways, although in most cases there was not a strong perception that language plays an important part in the learning of either of these two subjects. Science teachers do not use substantial texts very often and similarly do not require the production of texts of very great length; however the Science teachers in the Project accepted that they could focus more specifically on language as a result of the trial work. English teachers were more receptive to the notion of language as part of an English programme, and in many cases were very receptive to the need to develop a metalanguage that could be used in discussions with students about texts, and as part of the assessment process, where feedback could be given in explicit terms to students by reference to relevant forms of language.

There were a number of sessions dealing with the issue of **developing and disseminating resources** and particularly materials related to the teaching of the *IFG*. There were discussions concerning the **future** development of the following materials:

1. A resource book of texts
2. An introduction to the *IFG* (contact: Clare Painter, Fran Christie, Joan Rothery)
3. A book of readings (contact: Louise Droga, University of Wollongong; Brian Gray, University of Canberra, Canberra, A.C.T.)
4. A textbook for tertiary educators (contact: Louise Ravelli, University of Wollongong)

5. A video of classroom practice
6. Books on classroom practice - Secondary (Robert Veel); Adult (Sue Hood, Adult Migrant English Service, Curriculum Support Unit, Sydney; Anne Burns, Macquarie University, North Ryde, Sydney; Hermine Scheeres); Adult ESL textbook for students (Sue Hood, Anne Burns)

There was a proposal that a research project on teaching the grammar be initiated and funding sought (Geoff Williams). A short paper on pedagogical principles in teaching the grammar is being written by Bill Winser and Katina Zammitt. It was proposed that a data base of texts be set up, possibly to be accessed through the email system; questions of format, cost and accessibility were raised. It was noted that Christian Matthiessen, Linguistics, University of Sydney, was maintaining a bibliography of systemic papers and publications, and that bibliographical information about new works should be sent to him.

Finally, it was noted by John Carr (Education, Catholic University of Australia - Brisbane Campus, Brisbane) that it was important to keep in mind the strategies that would support the dissemination of the usefulness of the grammar. He mentioned: making entry level resources available for teachers; attention to the needs of ordinary teachers; and the need for more materials of the same type as *Language: a resources fo r meaning* (F. Christie et al, 1990, 1992, published by Harcourt Brace Jovanovich, Sydney). He concluded that it was necessary to contact and lobby bureaucrats and to join committees and attend conferences.

Note on subscriptions to *Network* : please send $20 to Jim Martin, Linguistics, Sydney University, Sydney to renew or take out a subscription to this periodical, which outlines news, publications and contains articles, all based on work using systemics as a base.

C. Painter (pp.2-5)

1. The comprehensiveness of the theory ("the extravagant grammar") and the shortness of time that education students will give to anything theoretical.

Which fundamental concepts to foreground?

Concepts about language:

Functional	-	purposeful, meaning making
	-	structural functions in description (function/class distinction)
	-	metafunctions
Systemic	-	lge as resource
	-	meaning as opposition
	-	realisation
	-	delicacy
	-	stylistic patterning of patterns
Social	-	context of sitn/ metafunction hook up
	-	functional variation
	-	variation in coding orientations
Stratal	-	text as fundamental unit of meaning
	-	lexico-grammatical rank scale
	-	metaredundancy

2. Point of entry/ organising focus?

e.g. Linguistic		Helps to foreground
Lge devt.	-	functional, metafunctional, systemic (backgrounds IFG type grammatical descriptions)
Context/text	-	social nature of lge functional variation
Stratal	-	Nature of semiotic systems Types of structure
Types of grammar	-	systemic, functional, metafunctional
Comparison of lges	-	systemic, realisation

Educational points of entry?

The big questions (variation in educ success, developing thinking) can't be quickly addressed?
Educ. Qs already framed in terms of texts are easier? - e.g. value of significant texts; deconstructing media texts

3. Form of description of lexico-grammatical level

Systems in focus
- allows for focus on 'absences' as well as presences in text (shift from "errors")
- ties in with 'interlanguage' notion in 2nd lge learning
- allows comparison of lges for lge teaching
- semantic variation for mother tongue contexts
- 'de-automatization' in lit. texts

Education students rarely asked to draw systems because this is 'doing' rather than 'applying' linguistics
Anti theoretical bias of Australian education students encourages the backgrounding of the paradigmatic nature of the grammar?

3. Form of description at lexico-grammatical level
Structures in focus

i) delicacy of description

frequent & troublesome structures often complex
- relational clauses
- nominal groups with pre-modification

the less the analyst knows, the more difficulty in recognising structures

But we can make use of delicacy concept in teaching a spiral curriculum

ii) terminology

should we all be using the same (IFG) terminology?

relation of terminology to traditional grammar terminology

Want to build on people's current knowledge without having grammar reinterpreted as trad. grammar with new labels cf way new English syllabus translates ***processes*** *and* ***participants*** *as* ***verbs*** *and* ***nouns***

Appendix B

Unit Title: Language in Education 4 1993

Staff: Len Unsworth

Set Text:

Unsworth, L. (Ed.) (1993). Literacy learning and teaching: Language as social practice in the primary school. Melbourne: Macmillan.

Topics:

1. a) Course organisation
   b) Language and learning across curriculum areas - examples of successful units of work.

   * Set Text - Chapter 1

   In this first session we will consider the language aspects of a range of examples of across-curriculum work, to support your development of programming for the development of children's language and learning in your curriculum area teaching.

References:

Heath, S. B. (1983). Ways with words: Language, life and work in communities and classrooms. Cambridge: Cambridge University Press. Ch. 9.

Scottish Committee on Language Arts in the Primary School (1984). Mr Togs the tailor. Edinburgh: Moray House College of Education.

2. Materials and methods for helping children to negotiate the reading and writing of factual texts.

   * Set Text - Chapters 6 & 7

   In the first part of this session we will examine a range of factual texts in a number of curriculum areas K-6 to develop a framework for the evaluation of such texts for classroom use.

   In the second part we will review a number of published samples of classroom programs in curriculum areas, which demonstrate practical ways of taking account of the significant role of both oral and written language in curriculum area learning. We will also examine some unpublished programs generated by past students in this course.

University of Sydney
(Faculty of Education)
B.Ed. courses (final year subjects)
(Geoff Williams & Len Unsworth)

References:

Unsworth, L. (1991). Linguistic form and the construction of knowledge in factual texts for primary school children. Educational Review. 43, 201-212.
Unsworth, L. (1992). Evaluating factual texts. In B. Derewianka (Ed.), Language assessment in primary classrooms. Sydney: Harcourt Brace Jovanovich.
Christie, F. (1985). Reading the varieties of written discourse. In Language studies: Reading curriculum - study guide. Deakin University Press.

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Derewianka, B. (1990). Rocks in the head: Children writing geology reports. In Knowledge about language and the curriculum: The LINC reader. London: Hodder and Stoughton.
Derewianka, B. and Schmich, M. (1991). Factual texts in the upper primary school. In E. Furniss (Ed.), The literacy Connection: Language and learning across the curriculum. Melbourne: Eleanor Curtain Publishing.
NSW Board of Studies (1992). English K-6 Syllabus and Support Document: Formal Consultation Draft. "Native Animals", pp. 176-195.
Pigdon, K. and Woolley, M. (1993). Resourcing the language program. In L. Unsworth (Ed.), Literacy learning and teaching: Language as social practice in the primary school. Melbourne: Macmillan.

The workshops in the following three sessions will each be conducted in two parts. In the first part we will make use of the grammatical concepts introduced in Language in Education 3, to examine the linguistic demands children must negotiate in developing their critical reading and writing of factual genres. In this course we will extend this discussion beyond the grammatical systems we learned about as operating within clauses and clause complexes. We will now look at the kinds of linguistic systems that realize meanings that operate across many clauses and clause complexes in whole texts. This will involve our examining what is known as "cohesion in text". We will look at how pronouns and other reference items are used to refer to lexical items introduced earlier in the text. We will also look at relations like synonyms and antonyms and conjuctive relations like "because", "although", "therefore", "after", etc. We will explore how these linguistic resources are deployed in different genres.

In the second part of each workshop we will critically examine a range of factual books and selections from reading schemes and other teaching materials to locate "model" texts which could be used in classroom work. Each week students will be required to bring to the session one example of each of the genres to be discussed. In evaluating these and other materials, we will build up an awareness of the kinds of material available for curriculum area units of work.

3. Procedures and recounts - getting things done and reconstructing experience.

We will examine the characteristics of procedural genres that children will meet in school settings and in the wider community. This will include instructions in creative and practical arts, experiments in science as well as procedural texts involved in using toys, technology and hobbies.

Similarly we will examine the uses of recount genres in schooling and beyond. In the context of key learning areas we will consider the role of recount genres in the study of society and its history.

In examining the language of these genres, we will review basic concepts in the grammatical systems of Theme, Mood and Transitivity. We will then introduce the discourse semantic system of reference by which participants are introduced into the text and subsequently referrred to (by means of pronouns and other reference items) as the text develops. We will look at conjunctive relations in examining the ways in which temporal relations are realized in these genres.

References:

Christie, F. (Ed.) (1989). Writing in schools: Study guide (pp. 64-74). Geelong: Deakin University Press.
Derewianka, B. (1990). Exploring how texts work. Sydney: Primary English Teaching Association (pp. 10-32).
Queensland Department of Education (1991). English Language Arts: Curriculum Guide - Characteristics of Genres.

4. Reading and writing reports - language for documenting social reality.

Set Text - Chapters 6 & 7

In this session we will look at the "report" genre in information books for use in primary curriculum areas and in examples of children's writing. We will examine the ways in which the writers of these texts deploy linguistic resources to construct the specialist knowledge of discipline areas. Specifically, we will extend our work from the previous session on the reference system and examine the ways in which lexical relations (synonym, antonym, repetition etc) are used to build up the taxonomic relations, which are a key feature of information reports. We will analyse how the linguistic form of these texts differs from the linguistic construction of commonsense knowledge which is

often part of the background knowledge children bring to learning situations and which they have constructed via oral language interaction. This will allow us to refine ways in which our knowledge of the linguistic form of reports can be used to design learning activities to take account of children's existing knowledge and help them to develop more of a systematic, critical understanding as they move toward a specialist perspective on this knowledge.

References:

Christie, F. (Ed.) (1989). Writing in schools: Study guide (pp. 3-31). Geelong: Deakin University Press.
Christie, F. et al. (1990). Exploring reports: Teachers book levels 1-4. Sydney: Harcourt Brace Jovanovich.
Derewianka, B. (1990). Exploring how texts work (pp. 47-57). Sydney: Primary English Teaching Association.
Martin, J. R. (1985). Factual writing: Exploring and Challenging social reality (pp. 3-15). Geelong: Deakin University Press.
Unsworth, L. (1993). Choosing and using information books in primary science. In L. Unsworth (Ed.), Literacy learning and teaching: Language as social practice in the primary school. Melbourne: Macmillan.

5. Interpreting and challenging social reality - "explanation" and "exposition" genres.

Set Text - Chapters 6 & 7

In this session we will look at different kinds of explanatory texts and explore the linguistic construction of interpretations of how and why the phenomenal world is the way it is. We will review the use of relational grammar and nominalization in the building up of specialist knowledge through the use of definitions and technical terms. In the system of conjunctive relations we will examine the ways in which causal relations are realized. We will also look at the linguistic construction of expository texts which develop arguments to support a point of view or try to persuade readers toward a point of view or toward taking some social action. Once again our concern will be to exploit explicit knowledge of grammar and discourse in developing learning acitivites which will enable children to become critical readers and writers of expository texts.

References:

Christie, F. et al. (1992). Exploring explanations: Teachers' book. Sydney: Harcourt Brace Jovanovich.
Derewianka, B. (1990). Exploring how texts work (pp. 57-81). Sydney: Primary English Teaching Association.
Martin, J. R. (1990). Literacy in science: Learning to handle text as technology. In F. Christie (Ed.), A fresh look at the basics: The concept of literacy. Hawthorn: ACER.

Martin, J. R. (1989). Technicality and abstraction: Language for the creation of specialized texts. In F Christie (Ed.), Writing in schools: Reader. Geelong: Deakin University Press.
Martin, J. R. (1985). Factual texts: Exploring and challenging social reality. Geelong: Deakin University Press. Ch. 2.

6&7 Analysing classroom practice: classroom talk and the teaching of reading and writing in key learning areas.

Set Text - Chapter 1

A number of key articles reporting recent research in this area which have significant implications for classroom practice will be distributed to sub-groups within each seminar group. The sub-groups will have two tasks. The first will be to undertake a critical reading of the article and prepare a report of about ten minutes to be presented to the whole group in week seven. (By week seven it is expected that all students will have read all of the articles which will be the basis of the presentations!) The second task for each sub-group will be to generate about five key questions on another key article from the list which is not the one they are reviewing. So each group will be presenting a critical report on one article and asking critical questions of the presenting group on another article.

The session in week 6 will be a workshop session in which the lecturer will work with sub-groups to begin work on their critical reviews and generation of critical questions. Sub-group presentations and questions will be sheduled for week 7.

References:

Roth, K. and Anderson, C. (1988). Promoting conceptual change. Learning from science textbooks. In P. Ramsden (Ed.), Improving learning: New perspectives. London: Kegan Paul.
Morris, A. and Stewart-Dore, N. (1984). Effective reading in content areas. Sydney: Addison-Wesley. (pp. 45-174 - this seems a lot of reading but there are a lot of textbook examples etc so the reading is not very dense).
Lemke, J. (1988). Making text talk. Theory into Practice. 28, 136-41.
Lemke, J. (1990). Talking science: Language, learning and values. Norwood, New Jersey: Ablex.
Christie, F. (1988). The construction of knowledge in the junior primary school. In L. Gerot, J. Oldenburg and T. Van Leeuwen (Eds.), Language and socialization: Home and school. Sydney: Macquarie University.
Christie, F. (1986). Learning to write: Where do written texts come from. Paper presented to the Annual Conference of the Australian Reading Association, Perth.

Hammond, J. (1990). Is learning to read and write the same as learning to speak? In F. Christie (Ed.), Literacy for a changing world. Hawthorn: ACER.

8. Workshop: Classroom management and the social construction of literacy. Effects of a variety of approaches to grouping pupils for learning.

   Set Text - Chapter 4

   For the first part of this session each student needs to have read chapter four from the set text as well as the additional references as listed below.

   Each student will need to be able to offer a response to the following questions in relation to the readings below.

   * What are the bases on which teachers allocate children to "ability" groups ?

   * What are the effects of ability group placement on children's development?

   * What are viable alternatives to ability grouping?

   * What do children need to learn to be able to work effectively in small groups?

   * How can grouping techniques be used to assist children who experience difficulties with classroom work?

   * What kinds of learning materials are necessary to support the organization of small group learning in the classroom?

   * What are the roles the teacher assumes in the management of small group learning?

   In the second part of this session students will work in pairs to work out approaches to using grouping techniques in planning the unit of work which will form the basis of the major assignment. Each student should bring the factual texts s/he intends to use in the unit to the workshop session to facilitate specific planning of groupwork tasks.

References:

Cook-Gumperz, J. (Ed.) (1986). The social construction of literacy. London: Cambridge University Press. Chs. 6 and 7.

Dalton, J. (1985). Adventures in thinking. Melbourne: Nelson. Chs. 1 and 2.

Reid, J., Forrestal, P. and Cook, J. (1989). Small group learning in the classroom. Sydney: Primary English Teaching Association. Chs. 3-5.

Unsworth, L. (1993). Managing the language program: Children's literature in the primary school. In L. Unsworth (Ed.), Literacy learning and teaching: Language as social practice in the primary school. Melbourne: Macmillan.

Additional Readings:

Unsworth, L. (1986). Grouping for personalized classroom learning. In W. McVitty (Ed.), Getting it together: organizing the reading/writing classroom, 31 - 48. Sydney: Primary English Teaching Association.

Nicoll, V. and Unsworth, L. (1990). Dimensions: Teacher's Book I. Ch. 5. Book II. Ch. 5. Melbourne: Nelson.

9. Workshop: Practical approaches to assessment and evaluation of literacy development.

   In the first part of this session we will collaboratively review the references listed below using a "group and regroup" approach to the use of "expert" groups in small group learning.

   In the second part of the session we will use the information from these articles to evaluate a child's report writing and to construct a modified version of the approach to "helping Matthew write a report" as outlined by Jan Weis in her article listed below.

References:

Christie, F. and Rothery, J. (1990). Literacy in the curriculum: Planning and assessment. In F. Christie (Ed.), Literacy for a changing world. Geelong: Deakin University Press.

Macken, M. n.d. A genre based approach to teaching writing years 3-6. Book 2: Factual Writing. Sydney: Literacy and Education Research Network and NSW Dept of Education. (Section 3 - Assessment)

Macken, M. n.d. A genre based approach to teaching writing years 3-6. Book 3: Writing Stories. Sydney: Literacy and Education Research Network and NSW Dept of Education. (Section 3 - Assessment)

Rothery, J. (1992). Assessing children's written texts. In B. Derewianka (Ed.), Language assessment in primary classrooms. Sydney: Harcourt Brace Jovanovich.

Disadvantaged Schools Program, Assessing Writing - Scientific Reports, DSP Marketing, Erskinville Public School.

Weis, J. (1987). Helping Matthew write a report. Australian Journal of Reading, 10(4), 254-260.

10. Programming and classroom management for language development and learning in curriculum areas.

    Set Text - Chapter 8

    In this session we will work in small groups to examine models of teaching in curriculum areas which specifically incorporate the use of children's reading and writing of factual texts.

    In critically reviewing this material, students will produce a rough plan of the unit of work to written up as the basis for the major assignment. In the second part of this session we will informally share this work in progress - each student should be prepared to provide a succinct outline of his/her planning in a few minutes.

References:

Derewianka, B. (1990). Exploring how texts work (pp. 3-9). Sydney: Primary English Teaching Association.

Christie, F. et al. (1990). Exploring Reports: Teachers Book Levels 1-4 (pp. 2-13). Sydney: Harcourt Brace Jovanovich.

Literacy Education Research Network and Directorate of Studies NSW Dept of Education (1989). A genre-based approach to teaching writing years 3-6 (pp. 6-12).

Hennings, D. (1982). A writing approach to reading comprehension - schema theory in action. Language Arts. 59, 8-16.

Unsworth, L. (1993). Choosing and using information books in primary science. In L. Unsworth (Ed.), Literacy learning and teaching: Language as social practice in the primary school. Melbourne: Macmillan.

Years 1-10 Queensland Language Arts Syllabus (1991)
Curriculum Guide (pp. 114-116)
Teaching Guide (pp. 66-69)

Assessment:

Language and learning in curriculum areas

Preparatory Tasks:

The major task involving the preparation of a unit of classroom work is detailed below. The preparatory tasks are to assist in the planning of this work.

Task 1
Select about three or four information books that would support your teaching of a particular unit of work in a curriculum area such as Human Society and its Environment or Science and Technology or Health Education etc. Photocopy the cover of each book and at least one page that indicates its suitability. From this selection, choose one text segment that is a fair model of a genre you will teach the children in

the unit of work and provide a detailed annotation of the linguistic features of the text that identify it as a useful model of the chosen genre.

Length: 1000 words 30%

Due: 5.00pm on the Friday afternoon of week 6.

Task 2
This consists of your contribution to the workshop in week 7 and the tutorial session in week 8 as detailed above. This work will be assessed on a Satisfactory/Not Satisfactory basis. Satisfactory completion of this work is prerequisite to undertaking the major assignment. If your work is not satisfactory you will be required to submit an alternative written assignment before your major assignment is marked.

Major Assignment:

Select a topic in a curriculum area such as Science and Technology OR Human Society and its Environment OR another curriculum area, and outline a unit of work which you might teach during the practicum. You would probably allocate about three hours per week to this unit of curriculum area work. Write up your plans for each lesson in a daybook format. Indicate the genre(s) relevant to the children's reading/writing development in this unit and attach a copy of the text you will use as a genre model. Annotate the text to show the generic stages and the language features which you would want the children to become familiar with.

Provide full lesson notes for the "modelling" lesson and for at least one follow-up lesson which incorporates group work activities, taking into account children who may experience difficulties and also extending/consolidating all children's understanding of the purpose, form, and meaning of the genre you have been dealing with. Clearly indicate your approaches to the assessment of pupils' progress during this unit.

Length: 2000 words 70%

Due: 5.00pm Friday of week 14.

Unit Title: Language in Education 5 1993

Staff: Geoff Williams

General Reference:

Hunt, P. (1991). Criticism, theory and children's literature. Oxford: Blackwell.

Focus:

There are two parts. The first concerns the uses of narrative writing in primary education, both children's writing and narrative written for them. The focus here is on ways of using narrative with children beyond simple discussions of plot, character and setting, and on ways of developing children's narrative writing.

The second part concerns the critique and assessment of commonly used classroom resources in language, such as reading schemes, computer software and reading tests.

Week 1: Course outline and expectations. Negotiation of 'contract' work.

Practical approaches to work with narrative, Yrs 3-6
Materials assessment.
Critique of current majority practices.
Discussion of the NSW K-6 Syllabus sections on children's literature, comparison with other syllabi in other systems.
The issue of children's 'knowledge about language'

Week 2: Continuation of discussion of classroom work with narrative.

Planning units based on narrative.
Investigation of samples of student and teacher work.

Week 3: Story and discourse

Structuralist ways of reading narrative, and their uses with children's literature.

References:

Hughes, T. (1973). The iron man: A story in five nights. London: Faber and Faber.
Toolan, M. J. (1988). Narrative: A critical linguistic introduction. London: Routledge. Ch. 3.
Wheatley, N. nd. Boxes within boxes. (Photocopy will be provided.)

Week 4: Reading for narrative 'secrets'. Introducing children to concepts of narrative form.

References:

Klein, R. (1984). Hating Alison Ashley. Ringwood: Penguin Books.
Park, R. (1980). Playing Beatie Bow. Ringwood: Penguin.
Chambers, A. (1985). Tell me: Are children critics? In Booktalk: Occasional writing on literature and children. London: The Bodley Head.

Week 5: Discussion with a children's author

This session will involve detailed discussion of the *craft* of writing with a well-known author. Further details, including the texts to be read in preparation for this session will be given at the first session.

Week 6: Beyond Dahl and Blyton: Recent developments in narrative writing for children.

This session will be a seminar discussion to critique the work of these very popular children's authors, and also to consider other less popular but interesting work, together with ways of introducing some of these texts to children. (We will negotiate arrangements for sharing this reading at the first session.)

References:

Dahl, R. (1973). Charlie and the chocolate factory. Harmondsworth: Puffin.
Paterson, K. (1980). Bridge to Terabithia. Harmondsworth: Puffin.

And at least one of the following:

Byars, B. (1980). The midnight fox. Harmondsworth: Puffin.
Cleary, B. (1983). Dear Mr Henshaw. London: Julia MacRae.
Dickinson, P. (1984). Giant cold. London: Victor Gollancz.
French, S. (1991). Change the locks. Sydney: Ashton Scholastic.
Garner, A. (1983). The stone book quartet. London: Collins.
Pearce, P. (1976). Tom's Midnight Garden. Harmondsworth: Puffin.
Pohl, P. (1991). Johnny, my friend. Perth: Turton and Chambers.
Reutersward, M. (1991). Noah is my name. Perth: Turton and Chambers.
Rubinstein, G. (1986). Space demons. Adelaide: Omnibus.
Wheatley, N. (1985). The house that was Eureka. Ringwood: Puffin.
Wrightson, P. (1983). A little fear. London: Huchinson.

Week 7: Assessment and development of children's narrative writing.

Practical assessment approaches
Narrative in the DSP genre work
Extensions from this model
Encouraging children to 'deconstruct' stages of a text.

Reference:

Macken, M. nd. A genre-based approach to teaching writing: Years 3-6. Book 3: Story writing.

Weeks 8, 9 and 10: Presentation of reports on investigations of resources and professional issues.

These sessions will be devoted to presentation of findings from the independent work outlined in the first session..

Suggestions for Materials which could be investigated:

* Assessment of popular reading schemes and their use in a language program.
  An examination of texts and activities in a popular reading scheme (e.g. Storybox, Spectrum: Language: A resource for meaning, Highgate, Reading Rigby, Bookshelf, Southern Cross)

* Computers in the language program.
  Examples of computers resources:
  Printshop (Edusoft)
  Crossword Magic (Edusoft)
  Fantasy Isle (Edusoft)
  Gapmaker (Edusoft)
  Children's writing and publishing centre (Ashton Scholastic)
  Super Story Tree (Ashton Scholastic)

* Widely-used Reading tests (eg Neale Analysis of Reading Ability, Torch.

* Update on debates about reading methodology.

Week 10: (second part): Critique of examples of school language policy documents.

Assessment:

1. The purpose of this assignment is for you to explore major structural features of a narrative text that you might work on intensively with your prac class, perhaps (but not necessarily) in the second phase of the Practicum. The purpose is not, at this point, to devise specific teaching activities but rather to take some time to think about children's texts as complex examples of verbal art.

   Write about the effects of selection of narrative features in the text you chose, using the resources discussed during the unit, and grammatical features such as Theme/Rheme, mood and modality, and transitivity where these make your argument clearer.

   Length: 2500 words 50%

2. Oral presentation of your report on resource assessment, together with summary notes for the whole year group.

   Length: 4 pages of succinct notes 50%

Wollongong University Courses.

Bachelor of Education	*Bachelor of Arts*
LANGUAGE & LITERACY STRAND • **Language Education I** - early language development - transition to school - differences between spoken & written language - text and context - emphasis on narrative genre • **Language Education II** - language in later primary - variety of factual genres - linguistic features - assessment & evaluation [• **Language Education III**] - preparation for internship • **Language Education IV** - - - • **ESL Elective** - much of the above reviewed from an ESL perspective	ARTS SUBJECTS • **Introduction to Linguistics** - practical focus on academic writing (vs commonsense) - spoken/written differences - context; multifunctionality - overview of genre, register - analyses: cohesion, theme, constituency, nominalization • **The functional potential of language** - further developing linguistic techniques EDUCATION SUBJECTS - prospective secondary teachers (ESL, LOTE, English) - others (psych., nursing, engineering) • **Language & Learning** - text and context; register - working through curriculum cycle - variety of genres - language development (L1 & L2) • **Language in Education** - spoken/written differences - clause structure - nominal groups - cohesion/theme • ~~Language + Ideology (Jan W. + Anne C-F)~~
Master of Education *(> Joint MA/ M.Ed?)* • **Text and Context** - nature of language - language as social semiotic - language development - functions of language - register - genre • **Educational Linguistics** - strata - rank - metafunctions - realization - clause grammar - grammatical metaphor - cohesion	*Others* • **Dip Ed (ESL method only)** • **ELICOS; Foundations; Gateway**

+ . Language + Ideology (Jan W.)
. Theories of Language Development (Pauline H.)

655 - Writing 1991

1 intro - evolution of genre based literacy programmes; context model reviewed

2 **genre** - factual genres [build up from intrinsic functionality paper; add ara texts - rules, recommendations]

3 narrative genres [add Joan & Mary material - double fields]

4 macro-genres

5 **field**
[science & technology, humanities & bureaucracy, social science...; common & uncommon sense...ara paper texts?]

6 technical writing
[definition, classification (tax & mero + figs - ACER, BHP text), explanation; nuclear relations reviewed?]

7 **mode**
[ideational (experiential & logical) metaphor]

8 abstract writing (hierarchy of periodicity)

9 **tenor** (+ interpersonal across planes - prosody)
[interpersonal metaphor: mood and modality metaphors...]

10 classroom interaction
[Literacy for a Lifetime; DSP Factual Writing, Earthworms; Dead Poets]

11 langage development, pedagogy & curriculum (what's natural?)
[DSP pedagogy model; pns curriculum model]

12 **ideology**
[coding orientation; capacity, gender, ethnicity, class; use Rita]

13 semogenisis: opposition & subversion
[use Anne Bruce BUSA, War, Cold Chisel; genre evolution - re fminist fiction Anne's ARA eg.s]

[to add next times round: affect, judgement...media texts]

University of Sydney
(Dept of Linguistics)
M.A./M.Ed. courses
(J.R. Martin)

Appendix F

512 - Systemic Grammar & Discourse 1992

1 Stratum, rank and metafunction

2 THEME (in declarative)

3 MOOD

4 MOOD, THEME (across moods) & INFORMATION

5 TRANSITIVITY (material & behavioural)

6 TRANSITIVITY (mental & verbal)

7 TRANSITIVITY (relational)

8 TRANSITIVITY (circumstances)

9 Transitive and ergative perspectives (phrasal verbs) [ugghhhh!!!]

10 Clause complex (expansion)

11 Clause complex (projection)

12 Verbal group (modality & tense)

13 Nominal group (& embedding); ideational metaphor

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Appendix G

513 - Functional Varieties of Language 1992

Lectures: Grammar review

1 **Language & context** [IFG 1,2]
[Martin 1 & 7; Language, Context & Text 1-3; Ventola 'Text analysis...'; Cranny-Francis et al 'Sharks']

2 **Genre 1** [IFG 9]
[Martin 7; 'Intrinsic functionality'; Hasan 'The Nursery...'; Text in the ...']

3 **Tenor** (SPEECH FUNCTION & interpersonal metaphor)
[Martin 2 & 7; Poynton 'Names as Vocatives'; Martin 'Macroproposals'] [IFG 4]

4 " - NEGOTIATION [IFG 4]
[MARTIN 2 & 6]

5 **Mode 1** (cohesive conjunction) [IFG 7]
[Martin 4; Cohesion in English 5]

6 " - CONJUNCTION [IFG 7]
[MARTIN 4]

7 " - REFERENCE, SUBSTITUTION & ELLIPSIS [IFG 6]
[Martin 3; Cohesion in English 2, 3 & 4]

8 " - Reference chains [IFG 6]
[MARTIN 3; Cohesion in English 2]

9 **Field** (taxonomic relations) [IFG 5]
[Martin 5; Cohesion in English 6; 'Literacy in science']

10 " - Nuclear and expectancy relations [IFG 5]
[Martin 5]

11 **Mode 2** (ideational metaphor) [IFG 10; Appendix 3]
[Martin 6; 'Life as a noun'; 'Theme, method of development...']

12 **Genre 2** (overview & integration) [IFG 3, 8]
[Martin 7; 'Danger, Shark!...'; Language, Context & Text 4]

13 **Ideology** (ethnicity, gender, class and age) [IFG Appendix 1]
[Martin 7; 'Grammaticalising ecology...'; 'Intrinsic...'; Cranny-Francis & Martin 'Contratextuality...']

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(J.R. Martin)

Appendix

NSW ADULT MIGRANT ENGLISH SERVICE

INTRODUCTION TO FUNCTIONAL GRAMMAR

TERMS 3 & 4 1992

Wednesdays: 5.00 - 8.30

AIMS:

- to introduce participants to the study of language in context
- to enable particpants to develop a language to talk about language

Objectives:

This course is designed to enable participants to:

- explore language as a resource for making meaning within social & cultural contexts
- explore language as discourse
- explore language as system
- understand the characteristics of spoken & written language
- examine the application of language knowledge to language teaching

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Appendix H

Program:

Week	Dates	Topic	Presenters
1	5th August	What is language & how do we talk about it?	Helen Joyce
2	12th August	Language as text	Helen Joyce
3 &4	19th & 26th	Texts in sociocultural contexts	Helen Joyce & Elaine Jackson
5 & 6	2nd & 9th Sept	Spoken & Written Language	Sue Hood / Helen Joyce Don Purvis / Halina Zawadski
7	16th Sept	Language as system	Helen Joyce / Sue Hood
	23rd September - 14th October	**BREAK**	
8 & 9	21st & 28th October	How language functions to explain the world	Mena Jones / Helen Joyce
10 & 11	4th & 11th November	The interpersonal function of language	Sue Hood & Helen Joyce
12 & 13	18th & 25th November	How language functions to form texts	Patti Nicholson / Helen Joyce Anne Burns / Sue Hood
14 & 15	2nd & 9th December	Applications to research & teaching	Robert Veel / Nicky Solomon Bill Winser / Wendy Mrouka Susan Feez / Don Purvis Mena Jones / Janet Jones

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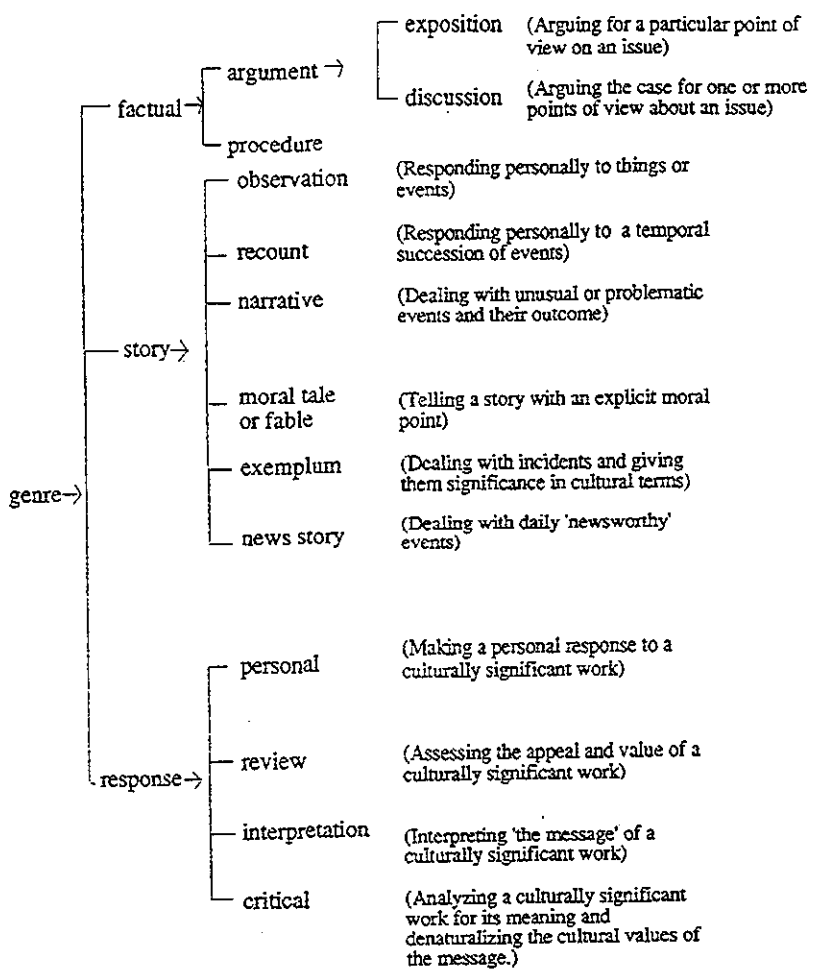
Appendix I

Outline of English Grammar : A Functional Approach

1. Grammar, Context and Text
2. Clause as Representation
3. Clause as Exchange
4. Modality and Modulation
5. Processes, Transitivity and Participant Roles
6. Nominal Groups
7. Co-ordination, Comparison, Possession
8. Circumstances, Time and Tense
9. Clause Complexes
10. Projection
11. Given a New, Theme and Rheme
12. Cohesion

John Collerson

Appendix J



From: Rothery, J. (1993) English Inservice Materials (The Write it Right Project)

Appendix K

From: The Language of School Science (R. Veel) (1992)

Section	Genres
Doing science	Procedures Procedural Recounts
Explaining events scientifically	Sequential Explanations Causal Explanations Theoretical Explanations
Documenting scientific facts	Descriptive Reports Taxonomic Reports
Challenging science	Exploration Discussion Exposition

1993 Australian Systemic Functional Linguistics Conference

Friday 15 January

8.30 **REGISTRATION** — Foyer CB1

9.00 **OPENING:** Jill Burton, Director, Centre for Applied Linguistics, University of South Australia (CALUSA). — CB1-14

9.15 **PLENARY** — CB1-14

Ruqaiya Hasan, Macquarie University:

Ideology and Linguistic Interaction.

Chair: Anne Mountford, Languages & Multicultural Unit (SA)

10.45 **MORNING TEA** — Outside Kaf

11.15 **PRESENTATIONS**

Strand 1 Chair: Rigmor George, University of South Australia — CB4-25/26

11.15 Marion Maddox, University of South Australia:
Ethics and Rhetoric of the Starving Child

12.00 Radan Martinec, University of Sydney:
Information Distribution in Spoken Texts

Strand 2 Chair: Robert Veel, Disadvantaged Schools Program (NSW) — CB2-48/49

11.15 Joan Rothery, Disadvantaged Schools Program (NSW):
Developing the Text: choices for theme and conjunction in primary school narratives and recounts.

12.00 Alison Lee, Murdoch University:
Resources for Subjects? a feminist view of problems of discourse and power in school geography

12.45 **LUNCH**

2.00 **PRESENTATIONS** CB4-25/26

Strand 1 (workshop - all afternoon)

2.00 Denise Gutteres, University of Sydney & Theo van Leeuwen, Macquarie University:
Functional Analysis of Images

Strand 2 (paper + workshop) CB2-48/49

2.00 Sally Humphrey & Robert Veel, Disadvantaged Schools Program:
Lost in Space: the language of school geography

3.30 **AFTERNOON TEA** Outside Kaf

4.00 **PRESENTATIONS** CB4-25/26

Strand 1 (workshop continued):

4.00 Gutteres & van Leeuwen: *Functional Analysis of Images*

Strand 2 Chair: Anny Be, University of South Australia/Flinders Univ. CB2-48/49

4.00 Anne Mountford, Languages and Multicultural Unit (SA):
The Importance of Understanding Context (workshop)

4.45 Barbara Pedler, NCELTR/SA AMES:
The Interrelationship of Tenor and Mode in Spoken Language: The Interrelationship of Tenor and Mode in Spoken Language: who gives the punchline or moves the story on to the next stage?

5.30 **FINISH**

Saturday 16 January

9.00 **PLENARY** CB1-14

Jan Wright, Wollongong University:

Gendered Talk: an analysis of classroom interaction using systemic functional linguistics

Chair: Marie Stevenson, University of South Australia

10.30 **MORNING TEA** Outside Kaf

11.00 **PRESENTATIONS**

Strand 1 Chair: David McInnes, University of Sydney CB4-25/26

11.00 Kerry O'Regan, University of South Australia:
Language Gone to Pott: the construction of a sexist ideology in a popular Australian cartoon

11.45 J.R. Martin, University of Sydney: *Grammar and Feeling a system approach to the semantics of affect*

Strand 2 Chair: Alison Lee, Murdoch University CB2-48/49

11.00 Robert Veel, Disadvantaged Schools Program (NSW):
Literacy in School Science: a workshop for teachers

12.00 Gillian Fuller, University of Sydney:
Reading Rhetoric in the Information Structures of Written Texts

12.30 **LUNCH**

2.00 **GENRE FORUM: PRESENTATIONS** CB1-14

Ruqaiya Hasan, School of English & Linguistics, Macquarie University

Alison Lee, ESTR, Murdoch University

Jim Martin, Linguistics Department, University of Sydney

Anne Mountford, Languages & Multicultural Unit (SA)

Terry Threadgold, English Department, Monash University

Robert Veel, Disadvantaged Schools Program (NSW)

Chair: Cate Poynton, University of Western Sydney, Nepean

3.30 **AFTERNOON TEA** Outside Kaf

4.00 **GENRE FORUM: DISCUSSION**

5.30 **FINISH**

7.30 **CONFERENCE DINNER:** Cafe Zambracca, Melbourne Street, North Adelaide.

Sunday 17 January

9.00 **PLENARY** **CB1-14**

Theo van Leeuwen, Mass Communication,
School of English & Linguistics, Macquarie University:

Putting Things in Their Place: the discourse of geographical visualisation

Chair: John Walsh, Languages & Multicultural Unit (SA)

10.30 **MORNING TEA** **Outside Kaf**

11.00 **PRESENTATIONS**

Strand 1 Chair: Theo van Leeuwen, Macquarie University. **CB4-25/26**

11.00 Jane Hobson, Macquarie University:
Representation and Quoting in Journalistic Writing

11.40 Janine Schulz, Petey Sefton, Michael O'Donnell, Julie Vonwiller,
University of Sydney:
Turns

12.20 Kieran McGillicuddy, University of Sydney:
Some Problems with the Notion of Exchange

Strand 2 Chair: Diana Slade, University of Technology, Sydney **CB2-48/49**

11.00 Imogen Hunt & David McInnes, University of Sydney:
A Systemic Approach to the Language of Mathematics

12.00 Nan Dingle, Adult Migrant Education Program, TAFE-TEQ (Q'LD):
Genre Content in the 1993 TAFE/TEQ TESOL Curriculum
(presentation + workshop/discussion)

1.00 **FINISH**

THE 1993 LERN CONFERENCE

WORKING WITH GENRE III

Strictly Genre?
Literacies, Communities, Schools

May 21st, 22nd and 23rd 1993

at

The University of Technology, Sydney

Broadway/Haymarket

CONFERENCE ISSUES:

- Teaching grammar and literacy
- How to write essays
- Literacy and learning in the key learning areas
- Working with varieties of text
- Workplace change and literacy demands
- Teaching genre and grammar in the junior secondary school
- Genre based approaches to adult and workplace literacy
- Using functional language models in primary English
- Teaching methodologies for critical literacy
- The value of genre in secondary English literature
- Using genre with media texts

Presented by
The
Literacy and Education Research Network

This conference is a structured training course under the terms of the Training Guarantee Act 1990

※ CONFERENCE PROGRAM & ROOM ALLOCATIONS FRI/SAT ※

FRIDAY 21ST MAY

6.00 - 7.30 REGISTRATION/ PUBLISHERS DISPLAYS
GREAT HALL FOYER, Level 5, Tower

7.30 - 9.00 PLENARY SESSIONS GREAT HALL, Level 5, Tower

- **Mary Kalantzis** (UTS)
  Opening Address and Welcome
- **Gunther Kress** (University of London)
  Literacy, Citizenship and Innovation: Questions for the Coming Decade.
- Launch of *The Powers of Literacy: Genre Approaches to Teaching Literacy*, Published by Falmer Press.
  Launched by **Courtney Cazden** (Harvard University)

9.00 - 10.00 RECEPTION — **Drinks and Light Supper**
GREAT HALL FOYER, Level 5, Tower

SATURDAY 22ND MAY

8.00 - 8.45 REGISTRATION/ PUBLISHERS DISPLAYS
GREAT HALL FOYER, Level 5, Tower

8.45 - 10.00 PLENARY SESSIONS GREAT HALL, Level 5, Tower

- **Anne Cranny-Francis** (University of Wollongong) *and*
  Jim Martin (University of Sydney)
  Strictly Genre? - Negotiating Texts and Meanings in Functional Linguistics and Critical Theory

10.00 - 11.15 PARALLEL SESSIONS
(Papers, Introductory Strands & Workshops)
PLEASE NOTE: Parrallel Sessions located in Building 2

PAPERS: (10.00 - 11.15 Sat.) — Rooms in Building 2

1A • **Fran Christie** (NT University) — Level 4. Rm 410
The Politics of Literacy: Where Are We Now?

2A • **Jenny Hammond** (University of Wollongong) — Level 4. Rm 411
Teacher Talk: Constructing Student Writers

3A • **Helen Joyce**, **Hermine Scheeres** *and* **Diane Slade** (UTS) — Level 4. Rm 421
Spoken and Written Language in the Workplace: Implications for Trainers

4A • **Peter Knapp** — Level 4. Tower. Rm 406
English - A Subject Without a Discipline

5A • **Gunther Kress** (University of London) — Level 4. Rm 413
Visual Communication: Structures of Explanation

6A • **Geoff Williams** (University of Sydney) — Level 4. Rm 435
Knowledge About Language in the Primary School

INTRODUCTORY STRANDS: (10.00 - 11.15 Sat)

Each of the following strands have been designed as introductions to teaching genre in specific classroom contexts. Each strand will be developed over three sessions and will be co-ordinated by the following:

Rooms in Building 2

7A - Primary — **Katina Zammitt** (Met East DSP) — Level 6. Rm 639/40

8A - Secondary English — **Andrew Rolfe** (Met West Literacy & Learning) — Level 6. Rm 641

9A - Secondary Science — **Sandra Robinson** (Met East Literacy & Learning) — Level 6. Rm 642

10A - Social Science — **Megan Watkins** (Met West Literacy & Learning) — Level 6. Rm 632

WORKSHOPS: (10.00 - 11.15 Sat.) — Rooms in Building 2

11A • **Helen Bonanno** *and* **Janet Jones** (LAC) — Level 6. Rm 633
Assessing Tertiary Literacy - First Year Level

12A • **Stephen Chinnock** *and* **Liz Newell** (Marrickville PS) — Level 6. Rm 634
Cultural Relevance and Genre in Infants Teaching

13A • **Louise Fitzgerald**, **Beth Murison** *and* **Barbara Wake** (LAC) — Level 4. Rm 420
Developing Academic Writing Materials for Semi-autonomous Learners

Gollin (NCELTR) — Level 5. Rm 539

WORKSHOPS: Cont (10.00 - 11.15 Sat.) - Rooms in Building 2

15A • **Judith Kempthorne** (Met West Lit. & Learning) — Level 5. Rm 538
Teaching Genre and Grammar in Secondary History

16A • **Paul Martin** (Met West Literacy & Learning) — Level 5. Rm 533
Teaching Genre and Grammar in Secondary English

17A • **Rhonda Morgan** *and* **Joan Rothery** (Met East DSP) — Level 5. Rm 532
Teacher Education in Genre - A Model for Inservice Development

18A • **Melissa Nyholm** (Met East DSP) — Level 5. Rm 531
Integrating English with Science and Technology K-6

19A • **Ian Reid** (Curtin University) — Level 5. Rm 530
The Impact of Competencies and Profiles in English Teaching

11.15 - 11.45 MORNING TEA GREAT HALL FOYER, Level 5, Tower

11.45 - 12.30 PLENARY SESSIONSGREAT HALL, Level 5, Tower

- **Courtney Cazden** (Harvard University)
  A Report on Reports
- **Allan Luke** (James Cook University)
  Available Discourses on Race and Identity in a Grade One Classroom

12.30 - 2.00 LUNCH GREAT HALL FOYER, Level 5, Tower

2.00 - 3.15 PARALLEL SESSIONS
(Papers, Introductory Strands & Workshops)
PLEASE NOTE: Parrallel Sessions located in Building 2

PAPERS: (2.00 - 3.15 Sat.) — Rooms in Building 2

1B • **Cynthia Birrer** (Northcliff, South Africa) — Level 4. Rm 410
Imaginal Literacy and the Roots of Consciousness

2B • **Barbara Kamler** *and* **Alyson Simpson** (Deakin University) — Level 4. Rm 411
Constructing the School Girl

3B • **Stephen Muecke** (UTS) — Level 4. Rm 421
Textual Analysis - Some Poststructuralist Methods

4B • **Ian Reid** (Curtin University) — Level 4. Tower. Rm 406
Rethinking Literacy in Secondary English

5B • **Andrew Rolfe** (Met West Literacy & Learning) — Level 4. Rm 413
Towards a Reflexive Practice in Teaching About Aboriginal Australia

6B • **Megan Watkins** (Met West Literacy & Learning) — Level 4. Rm 435
A Genre and Grammar Model for Inservice Training Across the Curriculum in Secondary Schools

INTRODUCTORY STRANDS Cont. (2.00 - 3.15 Sat.)

Rooms in Building 2

7B - Primary — **Katina Zammitt** — Level 6. Rm 639/40

8B - Secondary English — **Andrew Rolfe** — Level 6. Rm 641

9B - Secondary Science — **Sandra Robinson** — Level 6. Rm 642

10B - Social Science — **Megan Watkins** — Level 6. Rm 632

WORKSHOPS: (2.00 - 3.15 Sat.) — Rooms in Building 2

11B • **Irlande Alfred**, **Rosa McKenna** (NLLIA) *and* **Penny McKay** (Griffith University) — Level 6. Rm 633
Adult & Child Literacy Research Networks and ESL Development Project

12B • **Karen Baron** *and* **Brian Gray** (University of Canberra) — Level 6. Rm 634
Scaffolding Genres in Early Childhood Education

13B • **Daphne Brosnan** (UTS) — Level 5. Rm 538
Racism and Language in the Workplace

14B • **Jeannie Douglass** (Canterbury GHS) *and* **Peter Knapp** (UTS) — Level 5. Rm 539
Oscar and Lucinda: Introducing Some Poststructuralist Methods to Senior Secondary English

15B • **Yvette Cachia** (Met West Lit & Learning) — Level 4. Rm 420
Teaching Genre and Grammar in Secondary English

16B • **Peter Fries** (Central Michigan University) — Level 5. Rm 533
The Genre of Written Advertising: The Skilled Use of Word Order for Highlighting Message

17B • **Mary Kalantzis** (UTS) *and* **Peter Wignell** (NT University) — Level 5. Rm 532
Explain, Argue, Discuss: Essay Writing in the Secondary School

18B • **Jim Sturgiss** (Met West Literacy & Learning) — Level 5. Rm 531
Teaching Genre and Grammar in Secondary Science

19B • **Ross Weightman** (Ingleburn Nth PS) — Level 5. Rm 530
English in the KLA's in the Infants School

20B • **Peter White** (Met East DSP) — Level 5. Rm 535
Deadly and Not So Deadly Sins: Authorial Status

※ CONFERENCE PROGRAM & ROOM ALLOCATIONS SAT/SUN ※

3.15 - 3.45 AFTERNOON TEA GREAT HALL FOYER, Level 5, Tower

3.45 - 5.00 PLENARY SESSIONS GREAT HALL, Level 5, Tower

- **Bill Cope** (UTS)
  Pedagogies for Teaching Literacy
- **Mary Macken** (University of Sydney)
  Critical Literacy and the Disciplines: How It Happens

5.00 DRINKS AND CONFERENCE DINNER

SUNDAY 23RD MAY

9.30 - 10.45 PARALLEL PLENARY SESSIONS

P1 • **Brian Gray** (University of Canberra) *and* **Joan Rothery** (Met East DSP) — Tower. Level 4. Rm 406
Genre in Primary Education: The Place of Story

P2 • **Peter Knapp** (UTS) — Blg 2. Level 4. Rm 413
Genre and Creativity: Dealing with the Literacy/Literary Demands of Secondary English
Robert Veel (Met East DSP)
Genre in Secondary Education

P3 • **Mary Kalantzis** (UTS) *and* **Nicky Solomon** (UTS) — Blg 2. Level 4. Rm 410
Language and Literacy: The Restructured Workplace

10.45 - 11.15 MORNING TEA GREAT HALL FOYER, Level 5, Tower

11.15 - 12.30 PARALLEL SESSIONS
(Papers, Introductory Strands & Workshops)
PLEASE NOTE: Parrallel Sessions located in Building 2

PAPERS: (11.15 - 12.30 Sun.) — Rooms in Building 2

1C • **John Carr** (ACU, Queensland) — Level 4. Rm 410
Genre and Register in Long-term Planning

2C • **Ian Hunter** (Griffith University) — Level 4. Rm 411
Beyond English: Rhetoric and Ethics?

3C • **Helen Joyce** (AMES) — Level 4. Rm 421
Education and Training for the Changing Workplace

4C • **Rosie Wickert** (UTS) — Level 4. Tower. Rm 406
Discourses of Literacy

5C • **Peter Wignell** (NT University) — Level 4. Rm 413
Genre Across the Curiculum in the Junior Secondary School

6C • **Bill Winser** (University of Wollongong) — Level 4. Rm 435
An Analysis of Perceptions of Language Development and Assessment in State and National Language Curricula

INTRODUCTORY STRANDS Cont. (11.15 - 12.30 Sun)

Rooms in Building 2

7C - Primary — **Katina Zammitt** — Level 6. Rm 639/40

8C - Secondary English — **Andrew Rolfe** — Level 6. Rm 641

9C - Secondary Science — **Sandra Robinson** — Level 6. Rm 642

10C - Social Science — **Megan Watkins** — Level 6. Rm 632

WORKSHOPS: (11.15 - 12.30 Sun.) — Rooms in Building 2

11C • **Lyn Ambler** (Met West Literacy & Learning) — Level 6. Rm 633
Teaching Genre and Grammar in the Interpretation of Secondary Artworks

12C • **Courtney Cazden** (Harvard University) — Level 6. Rm 634
Register Variations and Issues of Identity

13C • **Susan Feez** (Met East DSP) — Level 4. Rm 420
Writing Correspondence and Reports in the Public Sector

14C • **Chris Greef** (Met East DSP) — Level 5. Rm 539
Secondary Science and the Genre of Explaining

15C • **Maxine McNally** (Met West Lit & Learning) — Level 5. Rm 538
Teaching Genre and Grammar in PD/Health/PE

16C • **Tina Sharp** *and* **Julie Thompson** (CEO) — Level 5. Rm 533
Teaching Genre in TAS and HSIE

17C • **Diane Slade** (UTS) — Level 5. Rm 532
Assessing Written Language in Adult and Workplace Education

18C • **Maree Stevenson** (Met East DSP) — Level 5. Rm 531
The Response Genres in Secondary English

19C • **David Troup** (Met West Literacy & Learning) — Level 5. Rm 530
Teaching Genre and Grammar in Secondary Mathematics

20C • **Jan Wright** (University of Wollongong) — Level 6. Rm 637
Negotiating Meaning in Secondary English Classrooms

12.30 - 1.30 LUNCH GREAT HALL FOYER, Level 5

1.30 - 2.45 PLENARY SESSIONS GREAT HALL, Level 5

- **Fran Christie** (NT University)
  What Constitutes Negotiation in the Literacy Classroom
- **Pam Gilbert** (James Cook University)
  I Write Therefore I Am? On Voices, Social Subjects and Writing Positions

2.45 - 3.15 AFTERNOON TEA GREAT HALL FOYER, Level 5,

3.15 - 4.30 PARALLEL SESSIONS
(Papers & Works
PLEASE NOTE: Parrallel Sessions located in Bui

PAPERS: (3.15 - 4.30 Sun.) — Rooms in Buil

1D • **David Butt** (Macquarie University) — Level 4. R
Explanation and Rhetoric in Years 5-8

2D • **Guenter Plum** (Fujitsu Corp) — Level 4. R
Types of Spoken Narrative

3D • **Alison Lee** (Murdoch University) — Level 4. R
Genres of Student Writing in Geography: A Critique

4D • **Gunther Kress** (University of London) — Level 4. Tower. R
Text as Motivated Signs: Rethinking the Place of Form in Critical Literacies

5D • **Len Unsworth** (University of Sydney) — Level 4. R
Reading Explanations of Physical Science

6D • **Beverley Derewianka** (Univ. of Wollongong) — Level 4. R
The Impact of New Technologies on the Written Mode

WORKSHOPS: (3.15 - 4.30 Sun.) — Rooms in Buil

7D • **Anne Burns** (NCELTR) *and* **Helen Joyce** (AMES) — Level 6. Rm 6
Spoken and Written Language in Adult ESL and Literacy Development

8D • **Penny Colley** (Met West Lit & Learning) — Level 6. Rr
Teaching Genre and Grammar in Technological and Applied Studies

9D • **Imogen Hunt** (University of Sydney) — Level 6. Rr
Interacting with Students When Jointly Constructing Texts

10D • **Barbara Kamler** *and* **Alyson Simpson** (Deakin University) — Level 6. Rn
Language and Gender in the Infants School

11D • **Rick Iedema** (Met East DSP) — Level 6. Rr
Media Literacy - A Genre Based Analysis of News Stories

12D • **Tom Kobal** (Met West Literacy & Learning) — Level 6. Rn
Using Genre and Grammar in Year 7 Mathematics

13D • **Dot Panaretos** (Met West Lit. & Learning) — Level 5. Rn
Teaching Genre and Grammar in Contemporary English

14D • **Maree Stevenson** (Met East DSP) — Level 5. Rn
Genre and Critical Literacy in Secondary History

15D • **Bill Winser** *and* **Louise Droga** (University of Wollongong) — Level 5. Rn
Explicit Knowledge about Language and New English Curricula

16D • **Katina Zammit** (Met East DSP) — Level 5. Rn
Colouring in Narrative in Primary School

4.30 - 5.45 PANEL DISCUSSION GREAT HALL, Level 5, T

GENRE AND CRITICAL LITERACY

MODERATOR — **Mary Kalantzis**

PANEL — **Courtney Cazden**, **Anne Cranny-Francis**, **Peter Knapp**, **Gunther Kress**, **Jim Martin**

- Plenary Sessions and Panel Discussion in the Great Hall, Level 5, th Tower, UTS Broadway Campus.
- Morning & Afternoon Teas, Lunches and the Friday night Reception the foyer of the Great Hall.
- Venue for Saturday night Dinner will be posted at the Conference.
- Parallel Sessions (Worshops, Papers & Introductory Strands) located the Faculty of Engineering, Building 2 (adjacent to the Tower) as per room layouts provided.

Convenor
Anne-Marie Simon-Vandenbergen
(University of Gent)

International Congress Committee
Margaret Berry (Nottingham)
Angela Downing (Madrid)
Jan Firbas (Brno)
Louis Goossens (Antwerp)
William McGregor (Melbourne)
Erich Steiner (Saarbrücken)

Local Congress Committee
Jan Blommaert (UIA Antwerp)
Wouter Buckaert (UG Gent)
Kristin Davidse (KUL Leuven)
Liesbeth Degand (Louvain-la-Neuve)
Patricia Haegeman (UFSIA Antwerp)
Dirk Noël (HIVT Antwerp)
Jim O'Driscoll (UG Gent)
Stefaan Slembrouck (UG Gent)
Jef Verschueren (UIA Antwerp)

Programme Committee
Kristin Davidse
Dirk Noël
Anne-Marie Simon-Vandenbergen

Conference theme
Functions of Language
The conference aims at bringing together linguists working within functional models of various types. It will provide a forum for a constructive confrontation of functional approaches and hopes to promote the fruitful interaction between functional theory and applications in different fields such as educational and clinical linguistics, stylistics, translation studies, artificial intelligence, and communication studies.

Pre-conference Summer School
In association with the conference in Gent, a summer school reviewing the systemic-functional approach will be organized in Leuven from 25 to 29 July, provided there are enough enrollments. If you are interested in attending the summer school, please contact:

Kristin Davidse
Linguistics Department
K.U. Leuven
Blijde-Inkomststraat 21
B-3000 LEUVEN
Belgium
Tel.: +32 16 284811
Fax : +32 16 285025
E-mail:
KD%USERSLW@CC3.KULEUVEN.AC.BE

Venue
The 1994 International Systemic Functional Congress will be held at Gent University in Belgium.

Gent is a historic Flemish city with a plethora of medieval and Renaissance houses, churches and bridges. Among other treasures it boasts Van Eyck's *Mystic Lamb*, housed in St. Baaf's cathedral. It is also a busy industrial centre and the commercial and administrative centre for the province of East Flanders. The population is around 230,000. The first language here is Flemish/Dutch (depending on one's sociolinguistic viewpoint) but nearly everybody can use both English and French with at least some degree of fluency.

Gent can be reached in 40 minutes by train from cross-channel links (Ostend or Zeebrugge), in one hour by train or bus from Zaventem Airport (Brussels) and in three hours by train from Schiphol Airport (Amsterdam).

The university itself is of the city type; there is no campus, and university buildings are dotted around the town. However, the conference venue will be in the main student area around St. Pietersplein, one of the comparatively quiet parts of town.

For those wishing to combine the conference with a visit to Gent and the surrounding areas, you may like to know that a train can take you to Bruges in 25 minutes, to Brussels in 35 minutes, to the Belgian coast in 40 minutes and to Antwerp in 45 minutes. You can even get into the Ardennes or to Paris within a few hours.

Accommodation
Rooms will be available in a student hall of residence, hardly more than a stone's throw from the conference centre. The halls are more or less the standard type, with showers and kitchen in the corridor. The cost per night is likely to be lower than for equivalent accommodation elsewhere in this part of the world. It will be possible to book rooms for several nights either before or after the conference dates. Participants who prefer to stay in a hotel can obtain further details from the organizers.

First Circular

University of
Gent
Belgium

ISFC 94

UNIVERSITEIT GENT

21st
International
Systemic
Functional
Congress

1 - 6 August
1994

Conference theme
Functions of
Language

All correspondence to:
A.-M. Simon-Vandenbergen
Department of English
University of Gent
Rozier 44
9000 Gent
Belgium
Tel.: +32 9 264.37.87
Fax : +32 9 264.41.84
E-mail:
vdbergen@engl1ang.rug.ac.be

Deadline for proposals: 15 December 1993.

Call for papers
Anyone who is interested in giving a paper on a topic related to functional linguistics is invited to submit a proposal on A4 paper (not more than one page) and send it back together with the enclosed proposal form.

Workshops
If you would like to offer a workshop of interest to ISFC participants, you are invited to submit a proposal on A4 paper, with a brief description of the theme, and send it back together with the enclosed proposal form.

Proposal form
ISFC 1994
1-5 August 1994
University of Gent, Belgium

Name _____

Address _____

_____

_____

_____

Institution _____

Telephone _____

Fax _____

E-mail _____

o I would like to present a paper (see attached outline)

A provisional title for my presentation is _____

_____

o I would like to offer a workshop (see attached outline)

A provisional title for the workshop is _____

_____

o I am interested in the congress and would like to receive further information

Please return to A.-M. Simon-Vandenbergen before
15 December 1993
Address:

Department of English
University of Gent
Rozier 44
9000 Gent
Belgium

Fax: +32 9 264.41.84

Upcoming meetings

Australian Linguistic Institute, 1994

The second biennial ALI will be hosted by La Trobe University Melbourne for two weeks July 4-15th, 1994. The inaugural Institute at Sydney University drew over 300 participants from Australia and overseas.

Courses planned include Australian Aboriginal languages, Papuan languages, American Indian languages, phonology, syntax, language and gender, discourse analysis, second language acquisition, and bilingualism. There will also be one-day workshops on selected topics. Accommodation will be in Glenn and Chisholm Collgeges, both set on the La Trobe campus. La Trobe University is 15 km north of the central business district of Melbourne and 20 km from its international airport.

Any person who is interested in participating, either as a course presenter, workshop organizer, student or visiting scholar should contact:

ALI Coordinator
Linguistics Department
La Trobe University
Bundoora, Vic 3083
Australia

Phone: 61-3-479 1520/ 479 2338
Fax: 61-3-479-1700
e-mail: linali@lure.latrobe.edu.au

1994

March 18-20, 1994. International Association for Dialogue Analysis. Universite de la Sorbonne, Paris, France.

June 12-18, 1994. Fifth Congress of the International Association of Semiotic Studies--Semiotics around the world: Synthesis in diversity. University of California at Berkeley. Contact: I. Rauch, 2036 Columbus Parkway, #347, Benicia, California, USA, 94510. email: irauch@gamet.berkeley.edu; fax: (707) 746 7480; voice mail: (707) 746 1486.

July 4-15, 1994. Second biennial Australian Linguistic Institute. La Trobe University, Melbourne (Bundoora) Victoria, 3083, Australia. Fax: (03) 479 1700. e-mail: linali@ure.latrobe.edu.au.

August 1-5, 1994. ISFC-21. Gent, Belgium. International Systemic Functional Congress. Contact: Anne-Marie Simon-Vandenbergen, Guinardstraat 12, B-9000 Gent, Belgium. Tel: 091/64.37. Fax: 091/64.41.95. A summer course will be held before the congress.

August 9-13, 1994. 21st LACUS. University of British Columbia, Vancouver, B.C. Canada. Linguistic Association of Canada and the U.S. Contact: Valerie Makkai, P. O. Box 101, Lake Bluff, Illinois, 60044, USA.

1995

July 1995. ISFC-22. Beijing, China. International Systemic Functional Congress. Contact: Prof HU Zhuanglin, Department of English, Peking University, Beijing, People's Republic of China. International participants will need a visa. July 19 to July 24.

July, 1995. China (biennial) Systemic Conference. Beijing, China. Contact: Prof HU, Department of English, University of Peking, Beijing, People's Republic of China.

August, 1995. 22nd LACUS. probably in San Antonio, Texas, USA.

1996

July 15-19, 1996. ISFC-23. Sydney, Australia. International Systemic Functional Congress. Contact: Di Slade, Faculty of Education, University of Technology, Sydney. PO Box, 123, Broadway, Sydney, NSW, 2007, Australia. e-mail: d.slade@uts.edu.au. Fax: 61 (02) 330 3939.

August, 1996. Jyväskylä, Finland. 11th World Congress of the International Association of Applied Linguistics (AILA). Inquiries: Prof. Kari Sajavaara, Department of English, University of Jyvaskyla, SF-40100, Jyvaskyla, Finland.

Prepared for Network by Nan Fries

Papers

Teaching English literacy: the Project of National Significance on the Preservice Preparation of Teachers to Teach English Literacy

A paper presented at a Seminar at the Institute of Education, London University, 18th June 1992

Frances Christie
Northern Territory University, Darwin

1 Introduction

Over the period 1990-91 I led a research team, funded by the Australian Government, which produced a report and recommendations on the preservice preparation of teachers to teach English literacy, as a first and second language, in all areas of the curriculum, and across the years of both primary and secondary schooling. I intend here to address you briefly about the report and its recommendations. I shall begin by saying something in a background way about the status of a PNS and about the recent politics of higher education as well as the present language and literacy politics of Australia. I might add that the scene in language and literacy politics changes so rapidly in Australia that I confidently expect that in the week I am out of the country, there will have been changes.

After I have sketched in some of the background to the PNS report, I shall go on to outline the principal positions we have argued with respect to language and literacy.

2 Background

As you are all aware, the Australian political system is a federal one. The school educational system is a state responsibility. Responsibility for higher education is a federal government matter, and in the last four years the Australian universities have felt the impact of the most significant series of changes ever introduced to higher education. What was hitherto a two tiered system, involving universities and colleges of advanced education has been transformed by government edict, to create what is now called the unified national system of higher education. Smaller institutions have amalgamated with larger ones, sometimes in consequence having several campuses in widely scattered places. Colleges of advanced education (CAEs) have disappeared, and all institutions are now universities. In order to qualify for funding as both teaching and research institutions, the universities have to achieve a particular number of enrolments. Those that don't achieve such a figure are funded as teaching institutions, although the staff in the latter universities are still expected to develop research profiles.

In the older pattern, large numbers of teachers were in fact educated in the various universities, in what were either faculties, schools or departments of education. In addition, large numbers of teachers were educated in the divisions or departments of education in the former CAE's. In the rapid transition from CAE to university status, many former CAE lecturers have often felt beleagured, pressed in mid career to work towards higher degrees and/or to develop research profiles. Some federal money is available to assist such lecturers, by reducing their teaching loads or providing for special study leave. Nonetheless, the stresses of effecting the changes from CAE to university, and from CAE lecturer to university academic have been felt quite painfully in a number

of places. On the other hand, the former academics in the older universities now find themselves adjusting to changed working relationships as they must accommodate and work with their new colleagues. The effects of the various amalgamations have not necessarily all been bad. However, I think it is true to say that Australian academics generally, not only those in teacher education, often feel rather hard pressed at the moment, as they come to terms with the new arrangements.

Against this background - indeed, while the changes to higher education were of a very recent date - the Minister of Employment Education and Training, John Dawkins, called in late 1989 for a major enquiry into the preservice preparation of teachers to teach English literacy. The terms of reference involved a focus on English literacy teaching in:

(i) primary education
(ii) secondary subject English
(iii) English as a second language
(iv) special education
(v) secondary non- English subject teaching.

I had invited a team of other academics to join me in the exercise for which an overall budget of $300,000 had been earmarked by the Federal Government. The full team consisted of: Peter Freebody (of the University of New England, although now of Griffith University, Brisbane) Allan Luke (James Cook University, Townsville), J.R. Martin (University of Sydney), Terry Threadgold (University of Sydney) and Brian Devlin and Christine Walton, both of my own institution. The research team was selected for the range of scholarly traditions its various members would bring to the enquiry overall.

2 Why have a PNS into teacher education for teaching English literacy?

This is of course itself a political question, to which there are in fact several answers. In fact, the political reasons for it would appear to have changed over the time of the study, although not necessarily with results likely to influence the favourable uptake of the final report, as I shall try to indicate later.

In 1988-89, the Minister of Employment Education and Training, John Dawkins, had called for a Discipline Review into Maths and Science education. The report of this Discipline Review, known as the Speedy Report, was released in 1990 and its recommendations had led to complaints from maths and science teacher educators. There were complaints about the requirements to increase the maths and science components of preservice teacher education; there were also complaints (in some quarters) about the reasonably rigorous recommendations for the knowledge that should form part of the professional preparation of teachers.

Mindful of the complaints, it has been suggested, when the Minister turned his attention to English language and literacy teacher education, he chose the option of a Project of National Significance, rather than a Discipline Review. There are at least two significant differences. In the first place, it was mandatory upon the teacher education institutions to implement the recommendations of the Discipline Review: that is what the notion of a discipline review actually intended. A PNS, on the other hand, has a very much less well defined status. Projects of national significance actually constitute advice to the Department of Employment Education and Training (DEET), and it is open to the Minister to simply keep their reports, never releasing them, and acting upon their advice as and if he sees fit. The reports of some projects of national significance have never been released. I actually have no certain information about the number of projects of national significance the Federal Government has funded over the last few years. Such information is not

having any view about it. At the recent teacher education conference it was resolved to ask Australia's newly created Australian Language and Literacy Council to create a working party to promote further work on the "Christie report". This would involve promoting at least a number of its recommendations, commending them to the teacher education institutions, and generally fostering a concern to improve language and literacy teacher education. It remains to be seen how this initiative prospers.

I shall now turn to the PNS enquiry and the report more fully.

3 The team and the procedures

The team included four of us drawn from faculties or departments of education (Christie, Devlin, Luke and Walton), one from a department of psychology (psychology), one from a department of English (Threadgold) and one from a department of linguistics (Martin). The traditions of scholarship on which we drew included English language and literacy curriculum theory, learning theory, sociolinguistic and systemic functional linguistic theory, TESOL, Aboriginaleducation, and various traditions of semiotic enquiry, including post structuralist, post modernist and feminist discourses.

The procedures were in part a condition of both the budget and the time constraints we had. We were given 12 months to complete the study. Since it was not part of the plan, as already indicated, to visit all institutions, another mechanism was needed to tap into opinions in the various institutions. Questionnaires were therefore devised for two broad communities of teacher educators: the the English language teaching staff, as well as ESL and Special Education staff; and lecturers in non-literacy and language teaching teams in institutions. These questionnaires were sent to all 54 teacher education institutions. (There are not 54 independent universities, by the way, but 36 now, although several of these have various campuses, so questionnaires were mailed to all campuses). At the same time these questionnaires were being developed and distributed, a literature survey was conducted to establish contemporary trends in other English-speaking countries, most notably the UK and the USA. In this context, incidentally, we did look at the Kingman and Cox Reports. We also did a review of all the other Australian enquiries into teacher education, dating from the 1970s.

I note by the way, that Australia has had a surprising number of teacher education enquiries over the last 25 years or so, as well as one national enquiry which examined teacher education for teaching subject English. A really remarkable feature of the general reports on teacher education generally was that where literacy was discussed at all, it was always in rather minimalists terms. For example, it might be alluded to when the limited levels of literacy in teachers were lamented, or when the need for all teachers to teach literacy was reiterated. Nowhere was language and literacy discussed as problematic, as intellectually challenging, or as something that should engage the interest of young teachers in exciting ways. It is of course clear that general reports on teacher education should address issues other than language and literacy. Nonetheless, the failure to discuss language and literacy as intellectually exciting and challenging is worthy of note because it points to a continuing problem in English-speaking cultures: namely the tendency to see language as a rather neutral commodity, having no more than an instrumental significance in "carrying" or "conveying" knowledge.

Another of the procedures pursued in the enquiry involved writing to various teacher professional associations and key individuals, requesting submissions and advice about the needs in teacher education to teach English literacy. We also invited responses from the employing authorities: most notably the state departments of education and the Catholic education offices. We organised for visits by PNS team members to 13 institutions, selected for their diversity, and for their placements in different parts of Australia. In these we sought interviews with staff in departments

of education, in departments of English and in departments of linguistics. We commissioned a number of scholars expert in areas of English language and literacy to write various background papers, and followed this up with requests for shorter papers from other people met in the course of the enquiry, all of whom seemed to have something of value to say.

As a research team, we met many times by teleconference, and in addition, we had four meetings in Darwin, Sydney (where we met twice) and in Townsville. We constantly exchanged papers by fax or mail. The final report we produced consists of three volumes, the first of which sets out the report proper; the second of which sets out the background papers; and the third of which sets out the various appendices.

The choice of the research team was deliberate, in that we sought to bring together various traditions of scholarship - systemic functional linguistic theory, other traditions of sociolinguistics, and post structuralist, post modernist and feminist theories. What united the team in terms of theoretical perspectives held in common was a general commitment to the notion of experience as a social phenomenon, to the role of language as a social semiotic centrally involved in the building of such experience, and hence to a model of language and literacy as problematic. As such, the general position argued with respect to the teaching of language and literacy was that an object of teacher education, and hence of teaching in schools as well, should be to generate students who engaged critically with language and literacy. In short, we argued for the teaching of what we called a "critical social literacy". In fact, we originally called the report "Teaching critical social literacy", but the steering committee which examined the report asked for the more neutral title "Teaching English literacy". Given that this was one of only three small changes they requested, it seemed best to accept it.

4 Models of language and literacy and the progressivist critique

In coming to grips with the models of language and literacy variously used and contested in teacher education and education more generally in Australia, we took the discussion offered by Gilbert (1989) in her book, *Writing, Schooling and Deconstruction: From Voice to Text in the Classroom*. Here she reviewed the discussion Dixon had offered after Dartmouth, taking the three models he had examined, and proposing a fourth herself. Dixon, it will be recalled, had recognised a skills model, a critical heritage model and the "growth model" which featured in the title of his book. Drawing upon various traditions of critical theory, Gilbert critiqued the "growth model" and proposed a model of the English language which recognises that experience, knowledge, information and values are constructed in various textual or discursive practices. The object of a teaching program, she proposes, should be to teach such textual practices, rendering these available in explicit ways, and developing capacity to use, critique and challenge these practices.

The various questionnaires sent to teacher education institutions were built using these models, and an object of distributing them was to test the extent to which the models had currency. While I shall say something later of the conclusions reached in using the questionnaire data, I want first to say something of the progressivist critique in education which has become a feature of discussions in Australia, although still often hotly debated.

Curriculum theory generally in Australia from the late 1960s and 70s on, some of it at least influenced by developments in this country, led to very general concerns with facilitation of processes of learning. Propositions were offered curriculum consultants and teachers alike to the effect that to engage in "processes" of learning was more important that the "products" of learning. At the primary level, "enquiry learning" in the social science and science programs, as well as in language arts, was often promoted in the various state curriculum guideline documents. "Process mathematics" has sometimes been promoted by others. Many of the general propositions with respect to "process" and "enquiry learning" were also offered and taken over in time in the

easy to obtain. However, I do understand that most of the PNS reports have not been released. In choosing the option of a PNS I think it is clear that the Minister left open the possibility of not releasing the final report at all. I think he wanted to be seen to be being busy, while not necessarily making a difference.

The other difference between the Discipline Review on maths and science and the PNS on language and literacy is reflected in the budget. The Discipline Review apparently cost the nation about one million dollars, while the PNS cost $300,000, as already noted. While the latter is a substantial budget, it could never have permitted a review of all teacher education institutions in the country, as did the Discipline Review. Indeed, at the time of negotiating the contract for the PNS I was advised quite specifically that we should avoid any attempt to visit all institutions, selecting instead only a sample for visitation. This was on the grounds that institutions had felt intruded upon by the Discipline Review visits. I think myself such sensitivity was in particular acute because institutions had just begun to feel the impact of all the changes to higher education to which I briefly alluded earlier. In many cases they were still struggling to come to terms with these changes.

It is clear that DEET and the Minister himself wanted a PNS report which would achieve the impossible balance of saying something about English language and literacy in a reasonably responsible way, while not managing to offend anybody. I never imagined at any time that we could avoid offending people. Giving offence was certainly not the object of the exercise - that would have been merely to trivialise it. However, I had lived with the politics of language and literacy education for long enough to know that the report we came up with at the end of the day was probably going to be perceived as provocative by some.

Language and literacy are sensitive issues. Questions of language strike quite centrally at people's notions of human experience and identity. Language is not a neutral commodity, for so much of ourselves is constructed and negotiated in our very patterns of language use. Language and literacy teacher educators are no more immune from feeling the sensitivities associated with discussions of language than are any other groups. Furthermore, the various contesting models of language and literacy pedagogy in Australia would need to be reviewed as an aspect of the PNS study, and such an exercise was necessarily controversial.

Finally, and certainly a very important consideration, the Federal government, in its drive to drag Australia out of its economic malaise, was looking , and continues to look, towards education generally to help solve the problems. One consequence was that the Federal Minister of Education took a keen interest in language policy, issuing first a Green Paper and then a White Paper on *Australia's Language and Literacy Policy* (August, 1991) during the period the PNS enquiry was taking place. At the same time, through the agency of the various state ministers of education, who constitute a council regularly chaired by the Federal minister, a process was set in train to create a national statement on English and literacy. This also occurred in the period the PNS enquiry was taking place. Whatever else might be said, we have not lacked for language-related initiatives in Australia funded by Government over the last three to four years. Indeed, the most unfortunate aspect of all the initiatives has been the lack of an attempt to build strong relationships among them.

Before I leave issues of the broader political context in which the PNS was instituted, I should note two other matters, the first to do with changing priorities in official language policy over the time the PNS enquiry was being conducted, the other to do with the recent significance attaching to "competency-based approaches", itself in fact an aspect of the changing policy. To take the former point first, the exercise the Minister had engaged in, leading up to his White Paper on *Australia's Language and Literacy Policy* was the more remarkable, given the manner in which Australia's language policy had emerged over the last decade. Australia had a major Federal enquiry into a *National Language Policy*, released in 1984. Among other matters that enquiry had established

the multicultural nature of contemporary Australia, and it had argued the values of recognition of the many languages spoken in Australia, including Aboriginal languages. A subsequent government report, called *National Policy on Languages*, written by Joe Lo Bianco, served to reaffirm many of the findings and recommendations of the Language Policy enquiry. The Lo Bianco report- in itself a White paper - was released in 1987 and it represented a very scholarly statement about languages and language education in Australia. Last year's White Paper doesn't compare with the Lo Bianco Report, either for the scholarship it shows, or for the breadth of issues it addresses. In particular, the recent White Paper, while certainly having things to say about languages other than English, essentially takes official policy into different directions. This is because the significance attached to the many community languages spoken by Australia's ethnic minorities which was a feature of the Lo Bianco report is displaced. English is given a renewed significance, policy to preserve Aboriginal languages is reaffirmed, and the languages other than English that rate special attention are in particular the Asian languages of our near neighbours, proficiency in which is seen as important for trading and economic relationships. Arguments for teaching Asian languages are in my view important, incidentally. The fact remains, however, that the effect of recent government policy stimulated by Mr. Dawkins has been to push a concern for the multicultural, multilingual character of Australia to the periphery once more in official policy-making. I rather gather, from remarks I heard Gunther Kress make in Sydney in the latter part of last year, that there has been a similar trend in this country.

To turn to the issue of "competency-based approaches", the present Federal Government has been engaged in a number of exercises intended to improve the efficiency of our industry - in fact, intended to turn to the country, as our last Prime Minister would have it, into a "clever country". Currently, this means that the Minister of Employment Education and Training has turned his attention towards technical and further education - what we calle TAFE. There is a great drive on, through the recent Finn Report and now the Mayer Report, into developing competency based approaches to teaching for industry. While this trend has been in progress over the last 12 months, DEET has also funded the development of an Adult Literacy and Numeracy Scale (ALAN scale), to be used in working with adults with literacy needs. (I should note that there is currently a great concern to improve the literacy of adults with difficulties, because poor literacy skills are recognised as a contributor to Australia's economic and industrial malaise). The ALAN scale is also competency based, and remarkable for its general ignorance about language. Competency-based appraches in fact are being extensively promoted through DEET. The model of literacy espoused by the PNS report doesn't espouse a competency-based approach, not at any rate, in any terms that would accord with that proposed in the ALAN scale. So the effect is that while the PNS enquiry was in progress, a great deal of the national agenda for education in general, as well as language education in particular, was being written in terms other than those that fitted with the PNS report as we were preparing it.

To sum up, the PNS enquiry into preservice teacher education to teach English literacy, took place against a background of major changes in the higher education sector, and in a period in which a very interventionist Federal Minister of Employment Education and Training was seeking to redefine Australia's language and literacy policy, giving renewed status and significance in particular to the English language.

While not endorsing all aspects of the drive to redefine Australia's language policy, those of us in the PNS team did take very seriously the opportunity to consider preservice teacher education to teach English literacy, not least because this was the first enquiry of its kind in Australia. Furthermore, even though the final report was not to be regarded as a Discipline Review, we chose to write it up as one. That was one way of signalling the significance we saw attaching to the study.

As it happens, and to pre-empt any questions you may have about the fate of the report while I proceed to outline what it is about, I should note that at the time of giving this paper, DEET had releases some few hundred copies, while it sponsored a recent conference, at which the report was discussed. The report does not however, enjoy the support of DEET, which has in fact refrained from

secondary curriculum, at least in the years of the junior secondary school. A great significance came to attach to personal "ownership" of whatever it was that children produced, and nowhere was this more apparent than in the language arts or secondary subject English classroom. Children were to be encouraged to use "their own language" in coming to terms with learning.

What were variously termed "child-centred", "process" or simply "progressivist" approaches to curriculum planning became influential in Australia. And in fact the model of language and personal growth as proposed by Dixon and others accorded very closely with the "progressivist" approaches I have sketched in. Now an increasing body of opinion in Australia has begun to challenge such progressivist approaches on a number of grounds. Firstly, the notion of the idealised individual who lies at the heart of such models, charting a personal course of learning, is in fact very romantically conceived. Without a social theory that explains the nature of human experience, and the manner in which persons both shape and are acted upon, by such experience, we have a very incomplete model of the human being to offer pedagogical practices generally. Secondly, and for related reasons, without a model of significant socially valued experiences and/or knowledge which it is a function of an education to develop in those who learn, it is difficult to define goals for teaching and learning. Thirdly, and again for related reasons, without a social theory of the kind indicated, teachers are left with a very compromised sense of their authority and their role in teaching.

The preferred model of the learner in a socially critical model of learning and indeed of language, is one which sees that learner as an apprentice, learning to recognise, critique and manipulate socially valued ways of building meaning. The teacher, on the other hand, is not primarily a facilitator, although facilitation is certainly an aspect of his or her role. The teacher is primarily expert, guiding and, where necessary, intervening in the processes by which students learn language as well as learn knowledge of many kinds.

This general critique of progressivist positions was adopted in the PNS, and it did of course influence the ways in which the various items of data collected in the enquiry were analysed. Such a critique, it has to be stressed, also lies at the heart of the model of critical social literacy that the PNS report finally espoused.

To turn to the analyses of the PNS questionnaires, these found evidence that the four models as outlined did have some currency in the language and literacy teacher education community, although these manifested in various combinations. In other words, teacher educators were often very eclectic in the sets of principles, beliefs and practices to which they subscribed. Combinations of "progressivist" and/or "child centred" approaches were often related to "growth models". Some respondents were particularly committed to "cultural heritage" traditions, embracing the values of teaching literature. Those who took up a "cultural heritage" tradition in some casses also espoused a "growth model", while others didn't. Most teacher educators eschewed "skills" and "formality". Other teacher educators subscribed to models of "critical social literacy", and where they did, they were the most epistemically "pure". This may be because the model of critical social literacy is the newest.

The tendency towards the taking up of various positions, rather than adopting any strong theoretical position probably reflects several things. To some extent it reflects the debates about language and literacy education which in various forms have been around for for a long time. Dixon's original discussion, like Gilbert's more recent one, really acknowledged such debates. To some extent, the tendency reflects a time of change and of confusion about theoretical models and directions, exacerbated by the tensions of the wider political agenda to which I earlier alluded. These are political problems of two sorts, it will be recalled: those to do with the re-ordering of higher education, with consequent loss of morale among many teacher educators; and those to do with the expectations the politicians seem to have of education.

Overall, there was no widespread support for the teacher as social critic, although a proportion did endorse it. Teacher educators were revealed as reasonably eclectic and conservative. The conservatism is actually at variance with the trends in many of the recent state English language and literacy curriculum documents, a number of which have proposed rigorous approaches to the teaching of English language, including the adoption of principles of much more explicit engagement with the nature of language and literacy than has been true in the past. The conservatism of the teacher education profession, while it needed to be acknowledged, could not be allowed to constrain the recommendations the PNS team set out to make, in the light of its reading of the trends in theory and research both in Australia and in other English-speaking countries.

In fact, in the course of the institutional visits, it became clear that many teacher educators were hopeful that the PNS report might help them develop improved teacher education programs. Many talked of what they saw as contradictory positions taken up in teacher education. Others talked of the problems of "process" approaches, and of the need to bring more substantial content back into English language and literacy preservice programs. My sense, incidentally, is that there is currently a call for a commitment to a greater "content" in other areas of the preservice program, and a movement away from process-driven approaches. I was in Brisbane of late, and somewhat unexpectedly I found my way to a teacher education conference sponsored by the Queensland State Teacher Registration Board, at which the topic for discussion was that of what should constitute a fundamental knowledge base for teacher education. Teacher education conferences elsewhere I am told, are currently taking up issues of what should constitute the essential knowledge with which teachers should be equipped as part of their preservice education.

Numbers of English language and literacy teacher educators interviewed in the course of the PNS enquiry were concerned with the levels of literacy in preservice student teachers, and they argued the importance of addressing the need for better programs in literacy at the tertiary level. Most wanted to see a greater proportion of their preservice programs devoted to language and literacy. This is an important need, in my view, and while a number of Australian universities currently provide programs that would offer good models of what might be done, there is a need for all universities to take up this issue more seriously.

I can say little here of what was told us by employers and professional associations, because of time constraints. However, I will note that the employers who wrote submissions spoke of the need to increase the proportion of preservice teacher education programs devoted to teaching English literacy. They often also lamented what they saw as the poor skills and knowledge for teaching English literacy which teachers had, especially at the secondary level.

All this brings me to the recommendations we made with respect to the preservice programs for teaching English language and literacy.

5 Recommendations re the contents of preservice English language and literacy teacher education programs

As I earlier noted, in the PNS we have argued for the teaching of a critical social literacy. We have also argued for a substantial compulsory component of language and literacy studies in preservice programs. The focus on the social and the critical I have already alluded to. Literacy, like language in the oral mode is to be seen as a social semiotic, a resource with we construct experience. Different types of literacy represent culturally valued ways of making meaning, so that discourses and different text types are not neutral, not "God-given", nor are they non-problematic. On the contrary, like other socially valued ways of making meaning, they are always ideologically significant in some sense, and as such quite properly subjects of critique and analysis. Hence the call for a critical social literacy. The intention of the report's recommendations is firstly, to develop a generation of teacher students, and hence of school students, who are "critical and

questioning in the ways they use language, especially literacy". Secondly, the intention is to develop student teachers, and hence school students, who "recognise the fundamental role of language and literacy in the social organisation of experience and of meaning."

I have said that the research team brought together perspectives drawn from many traditions of late 20th century scholarship. As we turned to consider the contents of the preservice program - a consideration in which, by the way, we consulted very widely outside the team itself, we agreed to recommend the following:

they should teach a functional grammar, allowing teachers to understand the nature of the English language as a meaning system, operating in different ways to build meaning in both speech and writing;

(iii) they should provide a basic knowledge about language and its relation to social context of a kind that teachers can use in teaching about language, literacy in particular;

(iv) they should provide opportunity to examine theories of the social character of literacy, developing a critical sense of the changing and problematic nature of literacy;

(v) they should prepare teachers to recognise as a general principle that the different 'content areas' or school subjects use language in different ways to build their specialist knowledge;

(vi) they should develop understanding of the significance of the many languages other than English spoken by children in schools, and prepare teachers to work with students of NESB families in mainstream classrooms;

Recommendation 32: That as a compulsory component of their preservice education, all teachers should receive a substantial preparation in knowledge about English language and literacy, and in pedagogical principles for their teaching.

Recommendation 33: That programs in English language/literacy studies for the pre service preparation of teachers should have at least these characteristics:

(i) they should be theoretically consistent, offering a principled and rigorous account of language, its role in learning and in human experience generally, and its role in constructing knowledge in school subjects across the curriculum;

(ii)

(vii) they should provide all teachers with significant components, designed to be inclusive of issues relevant to TESOL, Aboriginal and Islander education and special education, and they should prepare teachers to work with specialists in these areas.

(viii) they should provide opportunity for teachers to explore the very intimate relationship of language and ideologies of many kinds, taking into account discourses of ethnicity, gender, class and generation;

(ix) they should provide a basis for the development of theories of learning and of pedagogy more generally, where such theories stress the active negotiation of learning in classrooms, embracing the principle of guidance through interaction in the context of shared

experience.

(x) they should provide a foundation for the development of a model for designing literacy programs, setting goals and assessing literacy development in ways that inform ongoing teaching practice.

We went on to consider how these recommendations might be implemented in preservice programs. The areas of knowledge about language and literacy that were of concern, it became clear, fell into three broad macro-regions: those to do with communities of learners; those to do with notions of the school curriculum; and those to do with the informing theories that would inform, and be informed by, the contents of these two macro-regions. Considerations of these three macro regions should interweave throughout the preservice program, operating in a spiral, to use Bruner's well known term. The macro regions are shown in Figure 1, operating in a spiral, as they are woven through the projected over the intended four year program of teacher education.

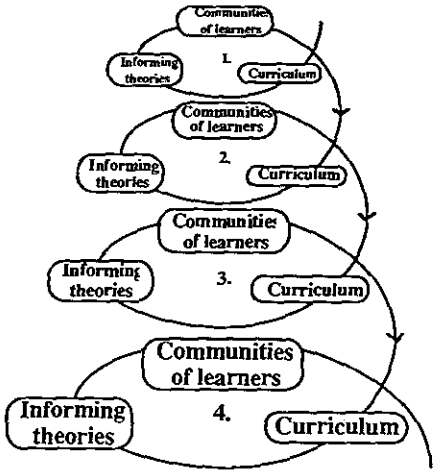


Figure 1: Macro-regions in the context of the spiral curriculum

Each of the three macro regions in turn breaks into more specific regions of knowledge, as indicated in Figure 2 .

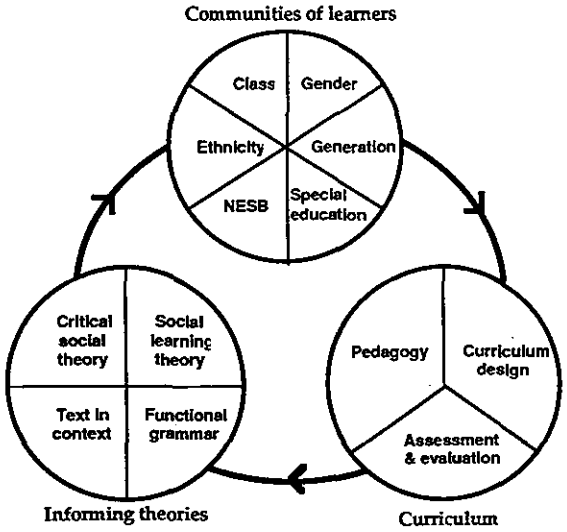


Figure 2: Relations between regions & macro-regions

I can only sketch in here some of the main themes addressed in each region, and anyone interested in them should read the report.

5.1 The curriculum

The three regions recognised within the macro region of the curriculum are those of curriculum design, curriculum assessment and evaluation, and pedagogy. Language is seen as integral to all areas of learning. Thus, recommendations are made with respect to planning the curriculum with an explicit concern for the ways language is used both in speech and writing, in order to learn in the different areas of the curriculum. The different subjects areas - language arts or English, history, mathematics, the social sciencea and the natural sciences are all said to have particular patterns of discourse in which their subject specific meanings are constructed. Considerations of pedagogy take the student teacher into the deliberate planning that is a necessary aspect of good teaching practice. Good teaching starts with children's own experience, moving them through much exploration of information in the oral mode, as they learn to handle the specialist or technical language of the various discourses they are to learn. The teaching spiral is to be seen as one in which students jointly negotiate and construct a great deal of what is learned, as the teacher assists students to move towards greater independence in their learning. The teaching strategies pursued should involve students in learning how to deconstruct and interpret texts, as well as construct exts of their own. To turn to evaluation and assessment, good curriculum development necessarily foregrounds principles of assessment and evaluation that are closely linked to curriculum goals. Above all, the language demands of students in order to achieve in what they are learning need to be made explicitly available to students in order to guide their learning, and in order to guide teachers in making judgments about their students' success.

5.2 Informing theories

The four regions recognised within this macro region are those of critical social theory, functional grammar, text in context and social learning theory. To take the first of these, it is proposed that language as text constructs rather than represents reality. Different ideologies, belief systems and social institutions operate to determine the discourses and/or text types found in various sociocultural contexts. The role of a criticial social theory is to develop the skills necessary to interpret texts, unpacking the values, ideologies and beliefs that operate in them. A functional grammar seeks to demonstrate both how language operates to build the text types and discourses, and how these in turn literally construct the contexts in which they are found. The functional grammar proposed in the PNS report is the systemic functional grammar. Used as a tool for analysis and interpretation, this grammar shows how grammatical resources are used to construct: firstly, experience - the ideational meaning; secondly, interaction - the interpersonal meaning; and thirdly, the nature of the text as message - the textual meaning. In particular, a functional grammar is primarily with text rather than with sentence. Among its many contributions to educational theory, such a theory usefully addresses the differences between speech and writing, demonstrating how the grammatical resources of English are deployed differently to create the two modes. To turn to the region of text in context, this bullds upon and is closely related to both the regions of functional grammar and that of critical social theory. Key issues of concern here are those of ideology (sets of beliefs articulated from particular positions), intertextuality (relationships between texts), discourse (regularities of meaning across groups pof texts), genre (institutionally valorised text types and practices), subjectivity (social and discursive construction of identity), heteroglossia (multiple voices and positions in texts) and reading position (naturalised, tactical and resisant readings). The fourth of the regions involved in the macro region on critical social theory is that of social learning theory. Persons are seen as constructed in social practices, which of course critically pre-date the years of schooling, and have consequences for the attitudes, values and ideolgies with which students come to school. Strong notions of interaction and of joint negotiation of experience underpin a view of teaching and learning activities as matters of shared tasks, where the teacher, acting as expert, guides students in contexts of carefully orchestrated joint activity.

5.3 Communities of learners

The fourth region - that of communities of learners - taken up in this macro region concerns ethnicity, gender, social class and generation. All learners are socially positioned according to these four, and each is considered in turn, especially in the manner in which each is constructed in language patterns. In addition, two regions relate to students with various learning impairments (those in special education, who are increasingly these days "mainstreamed" in classrooms), and those of non-English speaking background (NESB).

To take ethnicity first, Australians are very diverse with respect to ethnicity, and an important aspect of teacher education will be to prepare teachers to recognise and deal constructively with this diversity. Such diversity, once recognised as a strength, can be actively exploited for teacher education and for teaching in schools. For example, the various languages spoken within a community can be actively explored and the different writing systems examined, enriching understandings both of English and of the other languages. Gender refers to the ways in which noptions of feminity and masculinity overlay biological differences between female and male bodies. Gender expectations have powereful consequencs for the types of literacy students are expected to read and write, and as such they require critique and discussion both in teacher education and in schools. Social class is based on the hierarchical organisation of modern industrial economies, such as Australia. An important function of an educational program will be to open up possibilities of access to education for all students of all social classes. Thus, it is important for student teachers to explore the discourses of class, so that they can the better understand these in their own teaching practice, and encourage their students in turn to understand them as well. Generation refers to the ways in which the various generations are socially constructed, in

particular through language. Particular values, beliefs and expectations attach to childhood, adolescence, adulthood and old age. Persons are ofen constrained by the kinds of choices and expectations constructed for them with respect to generation. Models of childhood and adolescence are constructed for the young, for example, in much of what they read or see on TV, for example. These models deserve critique and challenge, rather than unquestionaing acceptance.

To turn to the NESB students in Australia, about one quarter of the children in Australian schools are of NESB. All Australian classrooms thus have some students for whom English is a second language, or, if they were themselves born here, who come from families for whom the language is a second language. All teachers therefore need some prfessional preparedness to deal with the needs of such students. Similarly, most Australian schools now have studens with some forms of learning impairments, whether physical or intellectual. While there will always be a need for specialists in dealing with such students, all teachers need some professional preparedness to deal with such students.

6 The overall curriculum

To bring this long presentation to a close, I turn now to an example of one of the exemplars for the curriculum of teacher education as a means of suggesting how the various macro regions should be taken up throughout the spiral curriculum. It is the first of the two exemplars of the primary preservice teacher education program offered in the report. Two exemplars are also offered for secondary subject English and for secondary subjects other than English.

The exemplars are intended demonstrate possible models for for the primary school , for secondary subject English, and for non-English secondary subjects. It is not suggested that these be obligatory, but rather that all teacher education programs will need to develop their own language and literacy curricula. We suggest, however, that the overall principles we have offered are worth pursuing, and that local circumstances and the local needs of different client groups will necessarily determine what is taught in particular teacher education programs.

Reviews

Carol Taylor Torsello. *English in Discourse* a course for language specialists. Volume 2. CLEUP: Padova. 1992.

Katie Gray
Centre for English Language Teaching
Stirling University

Torsello has taken on an enormous task. The blurb describes her as a pioneer in the Italian context 'in the search for new ways of teaching the English Language as an academic subject, combining linguistic theory and applications, text study and development of communication skills.'

Such a wide brief inevitably leads to a dense book. In fact this is volume 2, published eight years later than volume 1. While Vol 1 was free-standing and less complex, this volume refers back to text and theories in the previous volume, thus causing a potential problem of continuity. It might seem strange to criticize a book for being too thorough, but one look at the contents page shows up the fact that Torsello has not wanted to be selective and this impression is reinforced by the fact that the five sections of the book take up 365 pages. As a resource book for teachers perhaps this makes sense, although even here a comparison with McCarthy's book in the Cambridge Language Teaching Library series shows up the fact that, in terms of presentation and lay out at least, there are simpler ways of proceeding when attempting to mediate selectively a wide range of research specifically for the practical needs of language teachers.

The problem is that it is not quite clear who the book is intended for. The title tells us that it is a course for language specialists. Torsello suggests (p.vi) that it can be used as autonomous training material for language teachers. Yet its main purpose is as classroom material, and the language specialists turn out to be Torsello's own students at Padua. (The book is published under the University's imprint). It is difficult to imagine how the same cohort of students would be equally happy with the reading passages, in which Torsello condenses large amounts of theory and the reassuringly simple communicative tasks, some of which are aimed solely at promoting oral fluency (e.g. preparation and distribution of a questionnaire on family relationships)

Despite this tension this is clearly a valuable book. Within a Hallidayan framework, though not exclusively so (Jakobson, Austin and Searle, Sinclair and Coulthard, Brazil, Quirk, Greenbaum, Leech and Svartvik are all referred to and their ideas presented) the major areas of discourse analysis are presented systematically. Volume 2 deals with rhythm, intonation, structuring sentences, constructing clauses and the lexicon. The users of *English in Discourse* - and native speakers of English would find it useful too - whichever section they focus on, are bound to be guided through the appropriate taxonomies and research, and then given help and practice in the task of interpreting and analyzing whole texts.

Reference

McCarthy M., 1991. *Discourse Analysis for LanguageTeachers.* CUP

Networking & Personal news

Frances Christie is moving.

After 25th June I won't be at this address ever again. I am going south to Sydney where for the next six months (apart from the period 16th July - 16th August) I shall be at the Department of English, University of Sydney, Sydney NSW 2006. In the new year I shall be at:

Institute of Education, University of Melbourne
Parkville, Victoria 3052
Australia

Systemic Functional Linguistics Circle, Japan

We wish to announce the formation of a Systemic Functional Linguistics Circle in Japan. The group is intending to meet several times a year for exchange and generation of ideas and research relevant to SFL. For more details please contact either of the following people.

Seiki Ayano, Faculty of Humanities and Social Sciences, Mie University, 1515 Kamihama, Tsu, Mie 314, Japan. Phone: 0592-31-9129; Fax: 0592-31-9198; E-mail: kc20102@mips.cc.mie-u.ac.jp

Wendy L. Bowcher, English Department, Obirin University, 3758 Tokiwa-machi, Machida-shi, Tokyo 194-02, Japan. Fax: 427-972344

The first meeting has just been held in Kyoto. Mr. Ichiro Kobayashi reports that it was a great success and that Professor Noboru Yamaguchi gave an excellent keynote paper.

INTERNATIONAL BIOGRAPHICAL CENTRE

Cambridge CB2 3QP England

Director General: Ernest Kay, D. Litt

Telephone: (0353) 721091

Fax: (0353) 721839

Dr V Prakasam
CIEFL
Hyderabad 500007
INDIA

Ref:MAN/YR

30th October 1992

Dear Dr Prakasam

YOUR NOMINATION AS INTERNATIONAL MAN OF THE YEAR

The International Biographical Centre of Cambridge, England, is delighted to confirm your nomination as International Man of the Year for 1992/93. This prestigious award - issued by way of proclamation - will be made available to only a few illustrious individuals whose achievements and leadership stand out in the International Community.

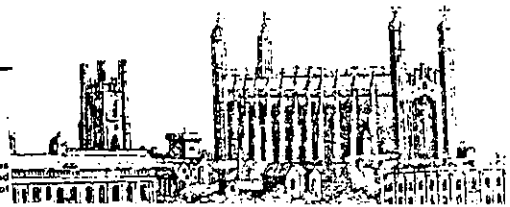
Nomination as International Man of the Year is made by the Editorial and Advisory Boards of the International Biographical Centre. Tens of thousands of biographies are reviewed each year by the Boards and from these only a handful are selected for this unique honour. Congratulations on being one of these so nominated.

The International Biographical Centre prides itself in its world renown as one of the leading biographical reference book publishers with more than 20 Who's Who titles in 132 separate editions. Among these titles, some of which have been established for more than 50 years, are International Who's Who in Music, International Authors and Writers Who's Who, Dictionary of International Biography, Men of Achievement, The World Who's Who of Women and International Leaders in Achievement.

This award - as International Man of the Year - is described on the accompanying application form. I am sure you will be excited to accept this honour.

Yours sincerely

ERNEST KAY
Director General

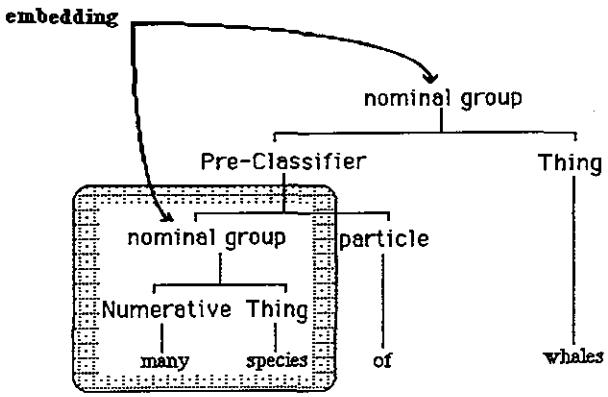


...Biographical Centre is an imprint of Melrose Press Ltd whose offices ...Cohen, Ely, Cambridgeshire, England. Registered in England ...Corporation. Active Member of the American Chamber of ...

Exchange - another move by Jim Martin

I was wondering if we could open up a dialogue on the front end of the nominal group (pre-of). I know Christian Matthiessen and Robin Fawcett have worked in this area. Perhaps they and others could respond to this interim DSP work:

We are following Halliday's IFG style analysis for Pre-Deictic and Pre-Numerative embedding (which we interpret as meaning Decitic and Numerative like things that come first in the nominal group and are linked to it by *of* (we'll set aside the question of how to hang the structure marker in the tree):



We've been grouping pre-of meanings as follows:

1. Pre-Deictic

- facet of

top, inside, side, bottom, edge, middle, inside, outside, environs, start, finish, beginning, end...

- image of

picture, photo, drawing, image, portrait, sketch, symbol, sign...

- text of

story, text, example, film, movie, play...

- angle?

view, treatment, reading, interpretation, meaning, aspect...

2. Pre-Numerative

- parts of (cf. the arm of the chair - as qualifying):

bit, fragment, part, member, constituent, element, component, piece, segment, section, portion, wedge, slab...

- counting mass nouns:

measure, jar, bottle, schooner, glass, midi, jug, can, loaf, mouthful, spoonful, pound, ounce, kilo, yard, metre...

- amassing count nouns:

flock, herd, family, group, pod, gaggle, squadron, convoy, flotilla, team, deck, anthology, school, clutch, brace, pride, set, collection, crowd, ...

3. Pre-Epithet

any superlative - biggest, most difficult...
comparative - bigger, more difficult...
superlative ordinative - first, next, last...

- dimension of

nature, look, size, shape, colour, height, length, smell, nose, aroma, bouquet, taste, bitterness, sweetness, feel, texture, sound, tinkle, pitter-patter...

4. Pre-Classifier

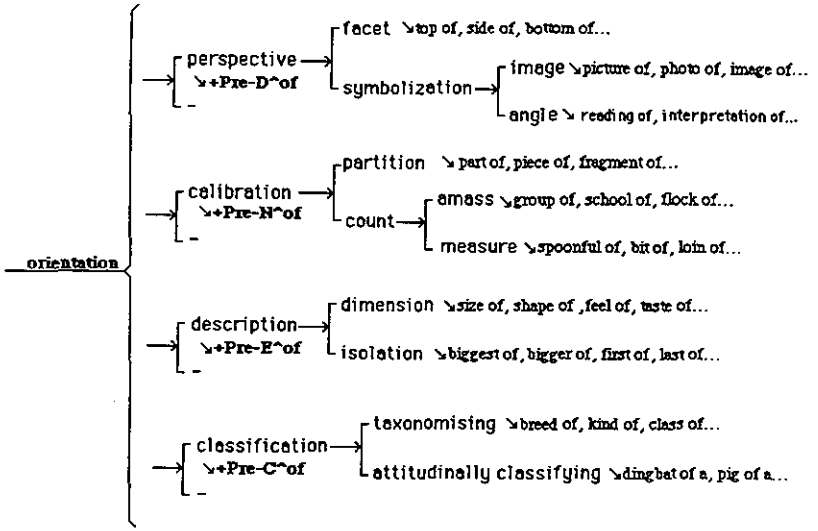
- taxonomising:

class, kind, type, form, breed, make, sort, style, species, order, family, variety, genre, grade, brand, caste, category...

- attitudinally classifying:

bastard of a, fuck of a, bitch of a, pig of a, dingbat of a, fool of a...

We might collect these in a network as below, setting aside the question of how to explicitly handle the recursion possible:



We're wondering under what functional pressures in the phylogenesis of English these different elaborations of nominal group structure evolved.

We've been distinguishing them from various types of qualification, including:

	structural *of*	circumstance
elaboration (=)	the sport of cricket [the sport cricket]	the sport that we love
extension (+)	the arm of the chair [the chair's arm] the brother of Steve [Steve's brother]	the chair with two arms
enhancement (x)		tale of genji [matter] the book on the shelf [location] the book with her

plus nominalisations:

the death of the author

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(An Institute of Higher Education Deemed to be a University)
Professor K.V. Tirumalesh HYDERABAD - 500 007 (INDIA)

Department of Linguistics & Contemporary English

Telex: 0425 7089 CEFL IN
Grams: ENGLISH
Tel: 868131

No. CIEFL/Linguist/1993/93

May 20/24 1993

Doctor Jim Martin
Department of Linguistics
University of Sydney
Sydney, NSW 2006
Australia.

Dear Doctor Martin,

I chanced upon your "Exchange: first two moves" in Network 19, p.82. In the first move you have set the problem of accounting for the 'double perfective' in:

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

The double perfective hadn't have done, it seems to me, has been induced by a combination of two factors: (i) speech rhythm (consider the parallelism in hadn't have done it and wouldn't have got into) and (ii) on-line anticipatory speech production (the auxiliary verbs of the on-coming main clause influencing the auxiliary structure of the subordinate clause). The phonic similarity between hadn't and wouldn't may be a contributory factor, which, for that very reason mitigates the aspectual function of the former, thus necessitating another have immediately preceding done. Does alliteration (hadn't have) also play a role? Further, is the phenomenon related to other doubles such as the double negation in I won't have none of it?

Your second move regarding existential clauses is equally interesting. To extend the problem, I offer the following:

1. There occurred an earthquake that year,
didn't there?/*didn't it?

2. An earthquake occurred that year,
didn't there?/*didn't it?

3. The earthquake occurred that year,
*didn't there?/didn't it?

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Grams: ENGLISH
Tel: 868131

These examples show that a verb like occur has an existential import vis-a-vis the question tag, but, as (3) indicates, its existential reading is connected with the indifiniteness of the subject. The verb seems creates further problems:

4. The reports seem to be alarming,
don't they?/aren't they?

5. It seems that the reports are alarming,
*doesn't it?/aren't they?

When the reports is both subject and theme, either don't they? or aren't they? seems to be fine. (There may be contexts where only one, preferably the former, is to be selected.) If my judgment about (5) is correct, the choice of aren't they? over doesn't it? can be explained functionally: one of the functions of the question being to seek the addressee's reaction to a proposition. What is at issue here is what is contained in the clause "the reports are alarming." When seems itself is the predicate on which an opinion is sought, maybe a question tag can be attached to that:

6. It seems that the painting is a fake,
doesn't it?

Yours sincerely,

K V Tirumalesh

K.V. Tirumalesh

A List of Lists

collected by Peter and Nan Fries

0. Jim Benson keeps a list of e-mail addresses of people interested in Systemic Linguistics. Send your address to him. Address: gl250012@yuvenus.bitnet. You will receive a list of all other members of the Systemic List via e-mail.

Other lists of interst:

1. **text corpora: availability, aspects of compiling and using corpora, software, tagging, parsing, bibliography, etc.**

Corpora [To join the list, send a message to CORPORA-REQUEST@X400.HD.UIB.NO]

Date: Fri, 18 Sep 1992 15:21:51 +0200
From: Knut Hofland <knut@x400.hd.uib.no>
Subject: New list: CORPORA, text corpora list

The list is open for information and questions about text corpora such as availability, aspects of compiling and using corpora, software, tagging, parsing, bibliography, etc.

To join the list:

Send a message to CORPORA-REQUEST@X400.HD.UIB.NO

Contributions to the list:

Send messages to CORPORA@X400.HD.UIB.NO

List administrator:

Knut Hofland
Norwegian Computing Centre for the Humanities,
Harald Haarfagres gt. 31,
N-5007 Bergen, Norway

Phone +47 5 212954/5/6 Fax: +47 5 322656
E-mail: knut@x400.hd.uib.no

2. **Semiotics, Verbal and Nonverbal Communication Theory, Language Behavior, Visual Issues, and Linguistics.**

Semios-L [listserv%ulkyvm.bitnet or listserv%ulkyvm.bitnet@wuvmd.wustl.edu]

Announcing "SEMIOS-L" SEMIOS-L IS A DISCUSSION GROUP FOR THOSE INTERESTED IN SEMIOTICS, VERBAL AND NONVERBAL COMMUNICATION THEORY, LANGUAGE BEHAVIOR, VISUAL ISSUES, AND LINGUISTICS.

Academic areas that may find SEMIOS-L particularly useful include: linguistics, communication theory, cognitive psychology, graphic design theory, philosophy of communication.

To subscribe to SEMIOS-L, send the following interactive command:

TELL LISTSERV%ULKYVM.BITNET [OR: LISTSERV%ULKYVM.BITNET@WUVMD.WUSTL.EDU]

SUBSCRIBE SEMIOS-L Your Name

3. **Second Language Acquisition Research and Teaching network**

SLART-L [(from internet addresses use) listserv@psuvm.bitnet or (from bitnet addresses use) listserv@psuvm]

4. **Language Testing Research and Practice network:**

LTEST-L [(from internet addresses use) listserv@uclacn1.bitnet or (from bitnet addresses use) listserv@uclacn1]

5. **Language & Education in multilingual settings network**

MULTI-L [(from internet addresses use) listserv@vmbiu.ac.il or (from bitnet addresses use) listserv@barilvm]

There are several relevant lists through COMSERVE, the communication studies network, but perhaps less so for LT or linguists proper. COMSERVE [(from internet addresses use) support@vm.ecs.rpi.edu or (from bitnet addresses use) support@rpiecs]

6. **Natural Language Processing in Turkish**

Date: Mon, 28 Dec 92 12:09:04 +0200
From: ko@TRBILUN.bitnet (Kemal Oflazer)
Subject: Announcement of a List on Natural Language Processing In Turkish

Dear Colleagues

We announce the formation of a mailing / discussion list for natural language processing and computational linguistics studies on the Turkish language. Detailed information follows.

Kemal Oflazer
Bilkent University
Computer Engineering Department
Bilkent, ANKARA, 06533 TURKIYE

e-mail: ko@trbilun.bitnet
fax: (90) 4 - 266-4126
tel: (90) 4 - 266-4133

Cem Bozsahin
Middle East Technical Univ.
Computer Engineering Dept
Ankara, TURKIYE

bozsahin@trmetu.bitnet

Turkish Natural Language Processing Discussion Group

The purpose of this list is to form a discussion group on natural language processing (nlp) studies on the Turkish language. We welcome all submissions that are on, or related to, (a) computer-based analysis or synthesis of turkish, (b) application of linguistic theories to the language, (c) linguistic tools and their applicability, (d) implications/adaptation of current computational linguistic models to turkish (e) announcements of relevant events (seminar, colloquia, etc.) (f) announcements of software tools and databases such as parsers, morpholgical analyzers, MRD's and lexicons, Turkish text corpus, etc.

The list is not moderated at this time. Contributions may be in Turkish, English or any other language that may find an audience in the group.

To subscribe, please send a message to:

listserv@trmetu.bitnet

with

sub bildil <your name> <your lastname>

in its body.

To post articles, send your message to :

bildil@trmetu.bitnet

7. **Teaching English as a Second Language**

TESL- L [(from internet addresses use) listserv@cunyvm.bitnet or (from bitnet addresses use) listserv@cunyvm]

GOALS:

Introducing a new list- TESL-L (Teaching English as a Second Language). Stated Goals/Hopes for TESL List:

1) To help members with similar teaching/research interests locate each other so that they can coordinate their efforts more efficiently.

2) To provide ESL/EFL professionals around the world with a quick and efficient way to remain in touch with what's been happening in research and teaching in the field of ESL/EFL.

3) To disseminate information which individual or institutional members have and think would be of interest and use to list members.

4) To provide a forum for the continuation of exchanges and discussions begun at conferences.

5) To provide a forum for those who can't attend conferences to participate electronically. Ultimately, the list will attempt to accomplish the stated goals through the following mechanisms: 1) conference and seminar postings, 2) conference and seminar reviews, 3) an electronic newsletter, 4) book and article reviews, 5) electronic swap shops (teachers exchanging favorite practical ideas), 6) job and professional opportunity listings. All those interested in joining should contact Craig Dicker, CLDLC@CUNYVM.BITNET or Anthea Tillyer, ATICC@CUNYVM.BITNET. Details can be provided on request.

Date: Sun, 22 Mar 1992 00:37:29 -0500

Dear networker,

As of Sunday, March the 22nd of 1992, you have been added to the LISTSERV distribution list TESL-L (TESL-L: Teachers of English to Speakers of Other Languages List) by Anthea Tillyer <ABTHC@CUNYVM>.

Welcome to the TESL-L electronic discussion forum! Here are a few notes about the list, and a few basic instructions to help you deal successfully with the listserv (the program at CUNYVM that supports the TESL-L list); but first, some important points to remember:

1. Keep this message.
2. The address of TESL-L is TESL-L@CUNYVM.BITNET
   or TESL-L@CUNYVM.CUNY.EDU (Internet)
3. If you run into difficulties, you can always:
   a. Send a "HELP!" message to:
      Anthea Tillyer ABTHC@CUNYVM.BITNET
      ABTHC@CUNYVM.CUNY.EDU
      or
      Susan Simon STSCC@CUNYVM.BITNET
      STSCC@CUNYVM.CUNY.EDU
   b. Contact a computer whiz on your campus.
4. To post messages to the whole membership of TESL-L, get into mail mode and send a message addressed as follows:
   TESL-L@CUNYVM (Bitnet)
   TESL-L@CUNYVM.CUNY.EDU (Internet)
5. To reply to postings on TESL-L:
   a. If you want to send a response to the whole TESL-L membership, send a message in the normal email way, addressed to: TESL-L@CUNYVM.CUNY.EDU (DO NOT use reply mode in this instance)
   b. If you want to reply only to the individual who posted the message, you can use the "REPLY" mode, which will send the message to the person listed on the "Reply-to" line of the header.
6. If you have a message for an individual TESL-L member, send your message directly to the individual you want to reach. Please do not send the message to TESL-L, as it would go out to the whole membership.
7. If you have a personal command that you want LISTSERV to execute for you (such as signing yourself on or off TESL-L), follow the instructions given below in section 8 of this message.

   When you want to send one of the commands below, do NOT send the command as mail to TESL-L for the whole membership to read. You select the appropriate command and type it in at your usual prompt, not as mail.

   You will need the commands given in section 8 below for:

   A. Signing yourself on to TESL-L.
   B. Getting a copy of the TESL-L membership list.
   C. Getting list of available TESL-L files (including all past postings).
   D. Getting particular files from the TESL-L archives.
   E. Setting yourself to receive no TESL-L mail temporarily.
   F. Setting yourself to receive TESL-L mail again.
   G. Signing yourself off TESL-L

8. COMMANDS FOR LISTSERV

NOTE: * Not all these commands work on all systems. Check with your computing center when in doubt or difficulty.

* The commands below use the word "TELL"; if you are using a VAX machine, substitute the word "SEND".
* When instructing the LISTSERV, use "AT", not "@" (no quotes)
* The CUNYVM LISTSERV address given in the commands below is a Bitnet address.
* The Internet address is LISTSERV AT CUNYVM.CUNY.EDU
* Do not send these commands to TESL-L for the whole membership.
* At your usual base prompt (which is "Ready;" on some machines, "$" on others, etc.) type the command you need, if you are using BITNET. If you are using Internet, then send MAIL to LISTSERV at CUNYVM.CUNY.EDU. In this case, the text of your mail will be your command.

A. To join TESL-L, type the following command:

TELL LISTSERV AT CUNYVM SUBscribe TESL-L yrfirstname yrlastname

(Obviously, if you are reading this, you are probably already a member of TESL-L, but you might want to tell a friend or colleague).

B. To get a copy of the TESL-L membership list, type this command:
TELL LISTSERV AT CUNYVM REView TESL-L

C. To get a list of available TESL-L files (e.g. past postings) type: TELL LISTSERV AT CUNYVM INDEX TESL-L

D. To get a particular file (from the list you got by the command in Section C above) type the following command:
TELL LISTSERV AT CUNYVM GET filename filetype TESL-L

E. To set yourself to receive no TESL-L mail temporarily (if you are going to be away for a week or more, for example) type:
TELL LISTSERV AT CUNYVM SET TESL-L NOMAIL

F. To arrange to receive TESL-L mail again, type:
TELL LISTSERV AT CUNYVM SET TESL-L MAIL

G. To leave TESL-L permanently, type the following command:
TELL LISTSERV AT CUNYVM UNSUB TESL-L

(end of LISTSERV commands)

9. Last, a few short notes about list etiquette:

A. TESL-L is a professional discussion group focusing on issues concerned with the teaching of English to speakers of other languages and not, in general, with research and linguistics. TESL-L members who are also interested in those areas have several excellent lists in those fields to participate in.

B. The list is as effective as its members make it, so the free participation of everyone is hoped for and appreciated. To read is human; to post, divine!

C. It is better not to post unsolicited items of more than 2 screens. People don't like having their mailboxes cluttered.

D. It is important to give a reference to each posting with a subject in the header, and to offer some kind of introduction or reference at the beginning of the body of your message.

E. When re-posting messages, or when posting forwarded messages, as a courtesy to fellow TESL-Lers, EDIT OUT the original header; headers clutter people's mail, add bytes and are irrelevant.

F. Humor is appreciated, but the cryptic, often-uninflected, style of email writing makes it easy to misinterpret attempts at humor, however good-natured. In addition, this list reaches 28 countries (as of February, 1992) and there can be cross cultural misunderstandings too. In any case, biting criticism and personal attacks are unfunny and unwanted.

This list was set up (in May 1991) so that TESL/TEFL professionals could share their experiences, ideas, and expertise with each other. The sharing part is crucial because the success of TESL-L depends on its membership. You are invited to share your suggestions, comments, and constructive criticism with us, the list "owners" and coordinators, at any time:

Anthea Tillyer ABTHC@CUNYVM.BITNET ABTHC@CUNYVM.CUNY.EDU
International English Language Institute of Hunter College, New York

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The City College of New York

8. Linguist discussion list

Linguist [(from internet addresses use) listserv@tamvm1.tamu.edu or (from bitnet addresses use) listserv@tamvm1]

From LINGUIST@tamvm1.tamu.edu Sun Nov 15 01:06:32 1992
Received: from TAMVM1.TAMU.EDU by extro.ucc.su.OZ.AU with SMTP id AA08423
(5.65c/IDA-1.4.4); Sun, 15 Nov 1992 01:06:17 +1100
Message-Id: <199211141406.AA08423@extro.ucc.su.OZ.AU>
Received: from TAMVM1.TAMU.EDU by tamvm1.tamu.edu (IBM VM SMTP V2R1)
with BSMTP id 3569; Sat, 14 Nov 92 08:03:51 CST
Received: from TAMVM1.BITNET by TAMVM1.TAMU.EDU (Mailer R2.08 R208004) with
BSMTP id 5538; Sat, 14 Nov 92 08:03:45 CST
Date: Sat, 14 Nov 1992 08:02:33 -0600
Reply-To: The Linguist List <linguist@tamsun.tamu.edu>
Sender: The LINGUIST Discussion List <LINGUIST@TAMVM1.BITNET>
From: The Linguist List <linguist@tamsun.tamu.edu>
Subject: LINGUIST How-To's 11-14-92 (REV)
Comments: To: linguist@tamvm1.tamu.edu
To: Multiple recipients of list LINGUIST <LINGUIST@TAMVM1.BITNET>
Status: RO

File last changed: 11/14/92]

[Moderators' note: The following message describes how to do things on LINGUIST, and with the LINGUISTS Nameserver. We send this out every few weeks so that it will be available through the same channel as the messages, rather like the stylesheet in the front cover of a paper journal. It will always appear without a volume number and with the subject line "LINGUIST How-To's" followed by the date of the latest update, and the annotation (REV) if the file has been changed since the last posting, and (UNREV) if it has not. An asterisk marks these modified sections.]

—VERY IMPORTANT—

When communicating with the Listserv you MUST use the routing appropriate to your subscription. If you are a Bitnet subscriber, messages sent to the Internet address of the Listserv will very often be rejected, and an Internet subscriber who mails to the Listserv's Bitnet address will be spurned with equal alacrity. If you're receiving LINGUIST yet your messages to the Listserv are unsuccessful, always try using both the Internet and the Bitnet address of the Listserv. You may be subscribed under either kind of addressing, depending on how you sent your original subscription request.

HOW TO:

1) SUBSCRIBE TO LINGUIST:

Send a message to:

Listserv@tamvm1.tamu.edu (if you are on the Internet)

or

Listserv@tamvm1 (if you are on Bitnet)

The message should consist of the following line only:

subscribe linguist <your name>

Ex: subscribe linguist Jane Doe

2) TEMPORARILY STOP RECEIVING LINGUIST:

Send a message to the Listserv (NOT to the main LINGUIST address) at the address in (1) above. The message should consist of the following line only:

set linguist nomail

You might do this if, for example, you are going on vacation for a few weeks. When you return, simply do (3) below.

3) RESTART LINGUIST AFTER HAVING SET YOURSELF TO "NOMAIL":

Send a message to the Listserv, at the address in (1) above. The message should consist of the following line only:

set linguist mail

4) PERMANENTLY REMOVE YOURSELF FROM THE LIST:

Send a message to the Listserv, as in (1) above. The message should consist of the following line only:

unsub linguist

5) FIND OUT WHY YOU AREN'T GETTING LINGUIST:

Send a message to the Listserv, as in (1) above. The message should consist of the following line only:

query linguist

This will tell you the status of your own subscription.

If you find you've been set to Nomail, you can restart your subscription by following (3) above.

If you find that the Listserv has no record of you, simply resubscribe by following (1) above. (Your subscription may have been deleted because messages were bouncing from the address you gave us, and we weren't able to contact you.)

6) GET THE LISTSERV TO CORRECT YOUR NAME:

Send a "subscribe" command as described in (1). Listserv treats a "subscribe" command from someone who is already subscribed to the list as a name change request. If, on the other hand, you want to change your ADDRESS, please contact the moderators.

*7) GET THE NAMES AND E-MAIL ADDRESSES OF LINGUIST SUBSCRIBERS:

Send a message to the Listserv, as in (1) above. The message should consist of the single line:

review linguist

If you wish to receive a list which is categorized by country, send the following message:

review linguist (country

Yes, there IS only one parenthesis here!

8) JOIN IN THE LINGUIST DISCUSSION:

Address your message to:

Linguist@tamvm1.tamu.edu (Internet)

or

Linguist@tamvm1 (Bitnet)

Or simply select the Reply option while reading a LINGUIST message.

Please do not reply to more than one LINGUIST posting in a single message. This gives the editors a lot of extra work!

9) RETRIEVE A FILE FROM THE LISTSERV:

We frequently announce that large files are available on the Listserv. To get such a file sent to you as a mail message, follow the instructions given in the message announcing that the file is available.

BUT REMEMBER:

The address for retrieving files is different from the address for posting a message to LINGUIST. Most of our files are kept on listserv@tamvm1.tamu.edu,but a few are kept elsewhere. So be sure to use the address given in the announcement. Usually it will tell you to send a message consisting of the following line:

get <filename> <filetype> linguist

Ex: get lsa lst linguist

(This will retrieve the list of e-mail addresses for LSA members.)

If the listserv tells you that the file is unknown to it, you may just have the wrong name. Get a listing of all the files it has by sending the listserv the message:

index linguist

*10) PUT A FILE ON THE LISTSERV:

We ask that you put very long files (e.g. over 400 lines) of longterm interest on the Listserv, rather than posting them to the entire list. Files appropriate for the Listserv include conference abstracts; linguistic surveys; long bibliographies; reports on projects directly relevant to linguistic research (e.g., the Text-Encoding Initiative); and other material of wide interest within the linguistics community.

If you have material to put on the Listserv:

Head the material EITHER

"For the Listserv"

OR

"For the Listserv--announcement follows"

and send it to:

Linguist@tamvm1.tamu.edu

In other words, send it exactly like a regular LINGUIST message.

We will put it on the Listserv for you and announce to the list that it is available. Depending on your header, we will announce it in one of two ways:

If you have headed it, " . . . announcement follows" we'll wait for your summary announcement and post that, after appending our standard header telling how to retrieve the complete file. THIS IS THE OPTION WHICH WE WOULD PREFER, since it ensures a coherent announcement. Please make your announcement brief and send it, as a second mail message, to the same address.

If you have headed it simply "For the Listserv," we'll post the first few lines of the file, after appending our standard header telling how to retrieve the complete file.

11) GET A BACK ISSUE OF LINGUIST:

If the issue you want is one from the last year or so, these are still available on line from the listserv. Since these are kept in archive files, you'll need to send a database query to the listserv asking for an index of all back issues. You get such a listing by sending the following to the listserv:

```
//SEARCH JOB ECHO=NO
DATABASE SEARCH DD=RULES
//RULES DD *
SEARCH * IN LINGUIST
INDEX
```

and it will return the listing of all issue numbers, with their headers.

To retrieve an issue, send the message:

```
//SEARCH JOB ECHO=NO
DATABASE SEARCH DD=RULES
//RULES DD *
SEARCH * IN LINGUIST
PRINT Item-Number
```

to the address:

listserv@tamvm1.tamu.edu (Internet)

listserv@tamvm1 (Bitnet)

Note that you use the Listserv's OWN item number, NOT the LINGUIST issue number. More than one issue can be retrieved at once. For more help on how to use the database, see (12) below.

12) GET ISSUES RELEVANT TO A PARTICULAR DISCUSSION:

You remember that there was a discussion a while back about Acehnese, but can't remember exactly when. You need to use the database functions of Listserv, so that you can get it to track down the issues for you. You send the following to the listserv:

```
//SEARCH JOB ECHO=NO
DATABASE SEARCH DD=RULES
//RULES DD *
SEARCH ACEHNESE IN LINGUIST
INDEX
```

and it returns a listing of issues which mention Acehnese. But how do you retrieve the issues you want? (11) above will tell how to do it.

For more complex searches than this one, you'll need to find out more on how to use Listserv's database. So you send the message:

```
get database help linguist
```

to the address:

listserv@tamvm1.tamu.edu (Internet)

listserv@tamvm1 (Bitnet)

*13) GET THE LISTSERV TO COOPERATE WHEN IT HASN'T SO FAR:

If you've been getting LINGUIST but haven't been able to get files, set nomail, etc., the Listserv may have an address which differs from the one on your mail-messages. A sure sign that the Listserv doesn't recognize you is the response "DATA CONTROL ACCESS VIOLATION" when you try a database search or a review. This simply means that the Listserv doesn't know who you are, and is refusing to allow a non-subscriber access to LINGUIST data. There are a number of ways to handle this:

a. If you have both a Bitnet and an Internet address, make sure that you're sending messages to the Listserv by the appropriate routing. Try sending messages to both of the Listserv's addresses to see if one works.

b. Check to see if your address has changed since you subscribed. If this has happened, you'll need to resubscribe and tell the moderators to remove your old address.

c. Many people also receive LINGUIST through local redistribution lists. Such a subscription allows you to read LINGUIST, but not to access its data. If this is your situation, you'll have to subscribe personally. You can set yourself to nomail if you want to continue receiving mail through the distribution list.

If all else fails, ask the moderators for help.

14) GET EXTRA HELP WITH ANY OF THE ABOVE:

Send a message to either of us:

aristar@tamuts.tamu.edu (Anthony Aristar)

hdry@emunix.emich.edu (Helen Dry)

We'll be happy to help if we can.

--Helen & Anthony

HOW TO USE THE LINGUISTS NAMESERVER

The LINGUISTS NAMESERVER is a program which allows linguists to find the e-mail addresses of other linguists. ALL SUBSCRIBERS TO LINGUIST SHOULD SEND THEIR OWN LISTING TO THE NAMESERVER

WHEN THEY FIRST SUBSCRIBE, in the way described below.

NB: The LINGUISTS Nameserver is administered independently from the LINGUIST mailing list. All ENQUIRIES about the server should be sent to the administrator of the nameserver, Norval Smith, at the address NSMITH@ALF.LET.UVA.NL.

DO NOT SEND ANY NAMESERVER MESSAGES TO

LINGUIST@TAMSUN.TAMU.EDU

OR TO

LINGUIST@TAMVM1.

These addresses will not be able to deal with them.

@@@@@@@@@@@@@@@@@@

All nameserver messages using the commands below should be sent by e-mail to:

linguists@alf.let.uva.nl (linguist@alf.let.uva.nl works too)

1) To get a listing of (an) address(es):

list SURNAME

2) To add an address to the Nameserver list:

add SURNAME, FIRSTNAME: USERNAME@ADDRESS

3) To remove an address from the Nameserver list:

remove SURNAME, FIRSTNAME: USERNAME@ADDRESS

4) To receive the whole list (230 Kb)

list *

5) To get a complete HELP message:

help

6) To get a list of available FAX numbers:

list fax

Some Do's and Don'ts.

NB-1: All capitalized portions of the above commands are variables. Replace with the relevant names.

NB-2: Please use only lower-case letters.

NB-3: Start all commands at the left margin.

NB-4: Start each command on a new line. As many commands as you like in one message.

NB-5: It's just a dumb computer. No message other than the above commands will have any effect at all.

NB-6: Please don't attempt to reach us with a TELL message. You will only get a NO SUCH NODE message back.

9. to get a complete list of all linguists with E-mail contact the L.S.A at zzlsa@gallua.bitnet

Teaching systemics, by Jonathan Fine

To set the framework for my comments on teaching systemics, this is the situation in our department. We are an English department with a BA degree in linguistics or literature and MA's and PhD's in both. The linguistics our undergraduates get is fairly standard generative fare with courses in phonology, morphology, syntax and semantics. Then there are courses in psycholinguistics, sociolinguistics, historical linguistics and various applied courses.

In this setting, I have taught two courses that are mainly systemic. They were both aimed at advanced BA students and students in MA and PhD programmes. I did a course on "The structure of social interaction" which, obviously, used Eija's book as the text. We started at the beginning and moved towards the end. The book worked very well as a text. There was a great deal that I had to add in lectures both to fill in what was assumed in the book and to give some background about the issues that the book was addressing. Students with little background in systemics quite well reached the point of gathering their own data and presenting formal flowcharts and systemic networks. My only reservation of the book as a text was that there were not enough worked out examples that took the student through each step of the analysis. For example, the stratified analysis on p. 104 is the only one of its kind in the book. In the end, I was pleasantly surprised with what students came up with. The training students had received in formal linguistics in their other courses seemed to give them a good feel for what was needed in the course. The papers included studies of telephone answering machines, drug store interactions, making medical appointments over the phone, library transactions, and service transactions with a blind customer.

A second systemics course I am now teaching is also an upper level course, this time in cohesion. Students were assigned Cohesion in English and numerous other readings. Mainly the readings were from systemic writers rather than the dozens of papers that think that cohesion is a great coding system. We tried to keep a connection with the data by as far as possible both analysing data in each session and talking about a particular issue or paper. This proved to be a hard balancing act since discussion often (fruitfully) takes off from the particular text. Mainly, students were encouraged to find their own texts, following some idea - such as two texts that differed in mode or tenor. There was much less formal apparatus to be taught in this course, but the serious problem was to always think of language as being tied to its context. At the moment I have not received seminar papers so the pudding has not yet been ate.

512: Systemic Functional Grammar and Discourse:

Outline — Semester 2, 1993

Lecturer: Christian Matthiessen

Lectures: Tuesday, 6:30 — 8:30

Tutor, linguistics: Arlene Harvey

Readings:

Halliday, M.A.K. 1985. An Introduction to Functional Grammar. London: Edward Arnold. [IFG] — Reading guide for IFG: see the corresponding workbook chapters.

Matthiessen, C. 1990/2. Lexicogrammatical cartography: English Systems. MS, Department of Linguistics, Sydney University. Draft 5. [ES]

IFG **Workbook** — for tutorials/ workshops.

Set of **Handouts** for the lectures.

IFG is the main text book. ES is a companion volume which provides you with (i) system networks for each area of the grammar (thus adding the systemic part of systemic-functional theory to the functional part introduced in IFG), (ii) additional examples and commentary, (iii) analysed texts, and (iii) brief typological outlooks. Copies of ES and Handouts will be available in the departmental office and at Unitek Kopystop (Ph. 211 2733; 36 Mountain St.).

Note that Appendix 3 of ES is a brief glossary of many of the technical terms you will meet in this course.

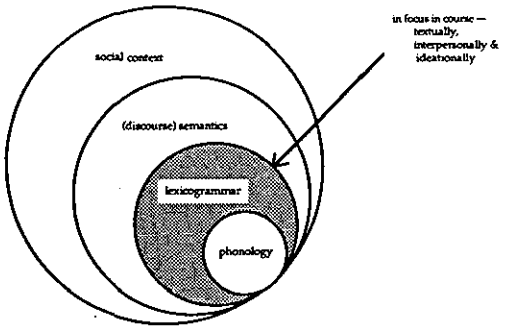
Extra readings available, as indicated in the syllabus.

Assessment: Four assignments and one essay.

COURSE OUTLINE

This course is concerned with a particular, modern approach to, and theory of, grammar — a systemic-functional interpretation of grammar, with English as the main language of illustration. Systemic-functional theory is one of the major modern approaches to languages. It has its roots in one of the two traditions in thinking about language that have been developed in the West ever since Ancient Greece — language interpreted as a resource. This tradition interprets grammar in terms of function, with an orientation towards rhetoric and ethnography. The other tradition views language as a rule system and interprets grammar in terms of form, with an orientation towards logic and philosophy. Systemic-functional theory originated with M.A.K. Halliday in Britain in the early 1960s, partly as a development of an earlier British tradition (Firthian linguistics), partly under the influence of functional linguistics in Europe (in particular, the Prague School) and anthropological linguistics in the U.S. (Sapir, Whorf), and partly under the influence of Indian and Chinese linguistics. Halliday's first descriptive focus was Chinese, later English. Now systemic-functional theory is being applied to a variety of languages — in addition to Chinese and English, also e.g. Gooniyandi, Japanese, Indonesian, Tagalog, Telegu, Finnish, French, Dutch, and German. There are many research applications — general description, educational research, and computational modelling are important research contexts. Scholars taking active part in the development of the theory come from linguistics, social semiotics, education, computer science, and theoretical physics. The account of grammar that you will meet has been used extensively in discourse analysis undertaken for various purposes, in social semiotic theory and description, in research on language in the educational process, and in computational systems for generating text. A computational version of the grammar described in IFG and ES has been under development since 1980, first in the US and now at various sites around the world with our department as one of the main nodes in this network. (Note, in this context, that a functional grammar is not an informal or inexplicit one. Just like a formal grammar, it can be formalized — as long as the formalization is up to the task of representing the richness of grammar.) Systemic-functional linguists hold an annual international congress, in Europe, N. America, Asia, or Australia; and annual workshops are held in Europe and Australia and a bi-annual one in China.

The course will map out the grammatical system of a language — or, to be more precise, the lexicogrammatical system (= grammar + vocabulary or lexis). This can be seen against the background of the overall object of study — language as a system for making meanings in social context:



This type of diagram will become familiar in the course. Briefly, it says that the complex of language in context is organized into a series of levels or strata, related by realization. Context is realized by language, with semantics as the interface; and within language, semantics or the system of meaning is realized by lexicogrammar or the system or wording, which in turn is realized by phonology or the system of sounds (or graphology, the system of writing). Lexicogrammar is thus located between (discourse) semantics and phonology (/ graphology) and, in a functional theory, it is naturally related to semantics. That is, the wordings of lexicogrammar — its structures and "words" — directly express and construct patterns of meaning: the two systems of lexicogrammar and semantics have evolved together as the "content" of language. In contrast, lexicogrammar is not naturally related to its expression in sound (phonology) or writing (graphology): the relationship is largely arbitrary or conventional rather than natural. Because of the natural relationship between semantics and lexicogrammar, we can use lexicogrammar as a way into the a study of meaning.

A systemic-functional interpretation of grammar differs from other possible interpretations, such as that of traditional grammar (which has its roots in Ancient Greece and has typically been the model in school grammars) — just as an Einsteinian interpretation of the physical world differs from a Newtonian one. In very general terms, the most prominent properties of a systemic functional interpretation of grammar are

the grammar's "ecological" interpretation relative to semantics in the overall account of language in context — it is interpreted as a resource for making meanings through wordings;

its fundamental organization as a meaning making resouce — a network of sets of options, or systems, in wording meanings: the choices that the grammar offers the language user. These options are expressed, realized, through structures and "words" (more technically, grammatical & lexical items).

its **functional diversification** into a spectrum of three different kinds of meaning (metafunctions) — ideational (resources for interpreting and representing — construing — our experience of the world around and inside us), interpersonal (resources for interacting with others), and textual (resources for presenting ideational and interpersonal meanings as a 'movement' of information in text).

The following is an example of a clause analyzed in systemic-functional terms. The analysis tells you: (i) what **options** have been **selected** from all the possible grammatical options for clauses — here you can see what type of clause it is and how it compares with other possible clauses; and (ii) what **structure realizes** (expressed, codes) the options selected. The structure is a configuration of grammatical functions — Theme, Subject, Actor, etc.; and these are organized into three layers (separated by double lines), one for each metafunction. The first layer is textual, the second is interpersonal, and the third is ideational. Textually, the clause is a message (IFG, Ch. 3). It takes as its point of departure, its Theme, the fact that the speaker is demanding information about a particular element (*what time*). That is, the grammar reveals right away that the speaker is demanding information from the listener: the point of departure keys the listener into this. Interpersonally, the clause is an exchange between speaker and listener (IFG, Ch. 4). It enacts a particular kind of question, interrogative — a content question or wh-interrogative: structurally, Wh (*what time*) ^ Finite (*did*) ^ Subject (*you*). It also identifies the listener explicitly by means of the Vocative (*Petey*). Ideationally, the clause is a piece of representation (IFG, Ch. 5). It represents an activity in which one participant is involved — a type of material process, with Actor (*you*) + Process (*did get up*) and an additional specification of time, Location-time (*what time*). There are many additional details in the analysis given below and you'll learn about them during the course.

options selected	[clause: major; unmarked theme & non-conjuncted & full; free: indicative: interrogative: wh- & interactant: addressee & temporal: past; material & middle & location-time & non-cause & ...]				
	What time	*did*	*you*	*get up*	*Petey*
function structure	Theme	Rheme			
	Adjunct/ Wh	Finite	Subject	Predicator	
	Residue1	Mood		Residue2	Vocative
	Location-time	Process1	Actor/ Medium	Process2	
	nominal group	verbal group (1)	nominal group	verbal group (2)	nominal group

What can you get out of a systemic-functional interpretation of grammar? There are two steps to the answer.

(i) First of all, we have to recognize how fundamental language is to human life and experience: for the very young child, language is the way into society, first through interaction in the family. Through this interaction, s/he is gradually defined as a person capable of playing a variety of social roles. At the same time, through this interaction, s/he builds up an interpretation and representation of his/ her experience of the world around and inside him/ her. It's his/ her primary resource for learning & thinking about the world. Language is at the same time a fundamental personal resource and a fundamental resource in terms of which social groups and societies are organized. If we can describe and understand language, we can begin to understand, and act on, these other systems it helps bring into existence — systems of knowledge, systems of social hierarchy, and so on. The task of coming to grips with language is becoming ever more central in a world that is dominated by information — by a commodity created by language.

(ii) The centrality of language in human life and experience is based on its nature as a system of meaning — a system for creating and understanding texts, for storing and transforming knowledge, and so on. And lexicogrammar is modelled in systemic-functional theory as a level of worded meanings: it is the way into meaning-making power of language. By studying lexicogrammar, we can thus gain considerable understanding of how meanings are made. But we can't do this piecemeal by just looking at fragments: we have to try to take a comprehensive view of the system in its totality. We can leave out details — we have leave out lots of details; but we have to try to understand how the system is organized as a functioning whole. Just as we would in trying to come to grips with an eco-system. Trying to take in the whole system is obviously very hard work — but the pay-off is considerable. If we achieve an understanding of lexicogrammar as part of the meaning-making system,

we can begin to **explain** why it is the way it is — something that is central not only to linguistics as an explanatory science, but also to the many contexts in which we teach grammar or teach about grammar.

we can begin to show how people **exchange** meanings in text — we can take an important step in discourse analysis. There are, of course, many reasons for engaging in discourse analysis equipped with a powerful account of lexicogrammar — educational, clinical, political.

we can track **development** of language in the child — explore how s/he learns how to mean and why s/he has to move from a very early child-tongue without a grammar into a more powerful system with a grammar, the mother-tongue.

we can begin to show how **"knowledge"** is built up, both in the unfolding of a single text and over many texts as a child (or adult, for that matter) learns about the world.

we can begin to show how **position** one another in dialogue, how they build-up and maintain social structure through enumerable daily encounters.

we can explore **semiotic systems** in general (meaning-making systems — including, e.g. graphics, painting, music) by reference to the primary human semiotic system — language.

we can begin to **model** the creation and understanding of text by means of **computers** — computational linguistics or natural language processing.

That is, the account of lexicogrammar feeds countless other activities and accounts.

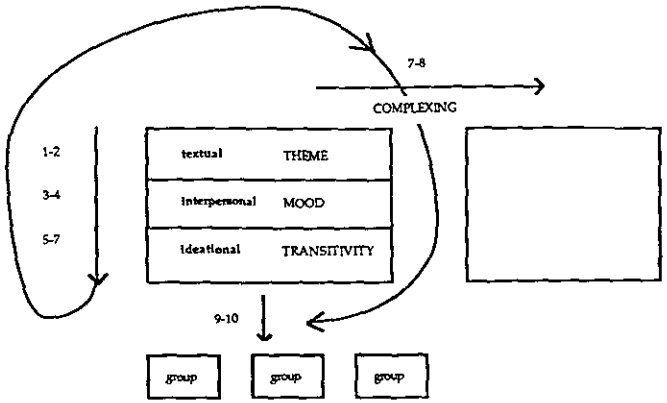
The course is organized according to the chapters of IFG:

metafunction	unit	weeks	IFG	ES
textual — THEME	clause	1-2	Chapter 3, Section 2.5; note also Sections 8.4 - 8.6	Chapter III:2.2.3
interpersonal — MOOD	clause	3-4	Chapter 4; note also Sections 8.9 & 10.4	Chapter III:2.2.2
ideational, experiential — TRANSITIVITY	clause	5-7	Chapter 5; note also Section 10.3	Chapter III:2.2.1
ideational, logical — CLAUSE COMPLEXING	clause (complex)	7-8	Chapter 7	Chapter III:2.1
all three	groups & phrases	9 - 10	Chapter 6 (6.2) (6.3) + Ch. 7.A	Part IV
textual (in particular)	discourse	11	Chapter 9	Sections on discourse throughout + Section I:8

The last two weeks — 12 and 13 — are intended to put the grammar into various perspectives and to consolidate.

Note that the syllabus above is organized according to the resources of the grammar of English as they are interpreted theoretically in systemic-functional terms: one major objective is to give you a very good sense of what the grammatical system looks like, both globally (the whole system of grammar) and more locally (its various subsystems). This is the key both to descriptive applications and to a theoretical understanding of grammar. The grammatical theory will be introduced step by step in the context of the various systems of the grammar (THEME, MOOD, etc.). From a theoretical point of view, the syllabus is not a linear sequence of topics as outlined above but a spiral progression towards a fuller account of certain key abstractions that you will meet early on and then again and again — metafunctions, strata, systems, realization statements, function structures, and so on. Note that Appendix 3 of ES is a glossary of systemic-functional terms. The handout for each 'block' in the course will contain a brief theoretical review.

The first ten weeks are thus organized as a move through the major areas of the grammar. We begin with the most inclusive *unit* of the grammar — the clause — since this is most semantically revealing and displays very clearly a number of the principles and categories that we will find in other parts of the grammar. We move through the three metafunctional layers of the clause — textual, interpersonal, and ideational. We then go beyond the simple clause to explore how clauses are combined into clause complexes. Finally, we will move below the clause to study the groups (nominal and verbal, in particular) of words that serve as constituent elements in clauses. Diagrammatically:



After this tour through the grammar, we will turn to the relationship between grammar and discourse and round off the course by looking at the grammar from different vantage points and exploring it as, among other things, a theory of experience.

Week 1: Introduction; THEME

Lectures: Introduction; textual – THEME in particular

Here you will meet the grammatical resources for organizing the clause as a piece of text in context, a message, in such a way that it fits into the movement of the text in which it occurs. In particular, the THEME system provides the options for selecting what to set up as the local context of the clause that will relate to context of the preceding text — this is the point of departure of the clause, its Theme, realized (expressed) by initial position in the clause. THEME is one of the systems of the textual metafunction — the metafunction making it possible to present ideational and interpersonal meaning as text in context.

Tutorials: THEME + take home practice assignment

Readings:

— Introduction: – Organization of clauses: IFG, Chapter 2; (ES, Part I — there's no need to read all of Part I now, but note that you can return to it later as you feel the need for an overview of the theoretical underpinnings). — Organization of the elements of clauses, groups/ phrases: IFG, Section 6.1.

— THEME: IFG, Section 2.5, Chapter 3 (note also Sections 8.4 through 8.6); ES, Chapter II: 2.2.3;

further reading:

Fries, P. 1981. On the status of theme in English: arguments from discourse. Forum Linguisticum. Reprinted in Petoefi & Soezer (eds., 1983), Macro- and micro-connexity in text. Hamburg: Helmut Buske Verlag.

Week 2: THEME

Lectures: THEME — the relation between grammar & discourse

Tutorials: THEME

Readings: as for Week 1;

Theory: ES, Chapter I:1-2 (1 lightly, to be taken up in detail in Week 4)

Week 3: MOOD

Lectures: interpersonal – MOOD in particular

Here you will meet the grammatical resources for constructing the clause as a move in an ongoing exchange between the interactants in a dialogue. In particular, the system of MOOD realizes different types of dialogic interactions the speaker engages the listener in — statements, questions, offers, and commands. These are realized structurally in terms of the presence of the Mood element and its internal organization (in particular the relative order of its two main elements, Subject and Finite) but also in terms of the intonation contour or pitch movement at the level of phonology. MOOD is the central clauses interpersonal system, but it is supported by other systems such as MODALITY and POLARITY.

Tutorials: MOOD

Readings: IFG, Chapter 4 (note also Sections 8.9 and 10.4);

Theory: ES, Chapter II:2.2.2

further reading:

Halliday, M.A.K. 1984. Language as code and language as behaviour: a systemic-functional interpretation of the nature and ontogenesis of dialogue. In R. Fawcett, M.A.K. Halliday, S. Lamb & A. Makkai (eds.), The semiotics of cultur and language. Vol. 1. London: Pinter.

Week 4: MOOD

Lectures: MOOD; stratification of language; grammatical metaphor (1)

Tutorials: MOOD

Readings: as above for MOOD; for TRANSITIVITY: IFG, Chapter 5 (note also Section 10.3); ES, Chapter II:2.2.1

ES, Chapter I:1 & I:4

further readings:

Halliday, M.A.K. 1971. Linguistic function and literary style: an inquiry into the language of William Golding's *The Inheritors*. In M.A.K. Halliday, 1973. Explorations in the functions of language. London: Edward Arnold.

Week 5:TRANSITIVITY

Lectures: **ideational – experiential:** TRANSITIVITY

Here you will meet the third of the three metafunctions, in the environment of the clause. This is the system of TRANSITIVITY, the resources for construing 'goings-on' — our experience of happenings, activities, acts, sensations, states of being, and so on. This system allows us to deconstruct our experience of the world into phenomena, which can then be reconstructed into configurations of elements. Such configurations involve a Process, participants involved in this process (bringing it about, being affected by it, etc.), and attendant circumstances. The grammar has evolved a small number of distinct types of process, each with its own set of participants, and these interpret different domains of experience.

Tutorials: TRANSITIVITY

Readings: for TRANSITIVITY: IFG, Chapter 5 (note also Section 10.3); ES, Chapter II:2.2.1

further readings:

Halliday, M.A.K. 1971. Linguistic function and literary style: an inquiry into the language of William Golding's *The Inheritors*. In M.A.K. Halliday, 1973. Explorations in the functions of language. London: Edward Arnold.

Week 6: TRANSIVITY

Lectures: TRANSITIVITY; grammatical metaphor (2); grammar & lexis

Tutorials: TRANSITIVITY

Readings: for TRANSITIVITY: IFG, Section 10.3; ES, Sections I:5.2 & II:1.3.2; Section 1.4

Week 7: TRANSITIVITY; CLAUSE COMPLEXING

Lectures: TRANSITVITY; **ideational – logical:** CLAUSE COMPLEX; dynamic, logical systems

Up to now, we have been concerned with the systems of the clause and its internal organization as message, exchange and representation. Here you will learn about the grammatical resouces for constructing sequences of processes by combining clauses step by step into clause complexes. These are again ideational (like the resources of TRANSITIVITY), but of a different subtype — the logical subtype of the ideational metafunction. Structurally, this means that clause complexes are developed by means of interdependency relations; unlike clauses, they are not are not units consisting of constituent parts.

Tutorials: TRANSITIVITY; CLAUSE COMPLEX

Readings: for TRANSITIVITY as above; for CLAUSE COMPLEX: IFG, Chapter 7; ES, Chapter II:2.1 (Note discussion of RST in ES I:8.2)

further readings:

Matthiessen, C. & S. Thompson. 1989. The structure of discourse and 'subordination'. In J. Haiman & S. Thompson (eds), Clause combining in grammar and discourse. Amsterdam: Benjamins.

Matthiessen, C. 1991. The grammar of semiosis. Social Semiotics, Volume 1.2.

Week 8: CLAUSE COMPLEXING

Lectures: CLAUSE COMPLEX; rhetorical organization of text

Tutorials: CLAUSE COMPLEX

Readings: as above.

Week 9: Groups & phrases

Lectures: Groups & phrases — nominal group in particular; experiential and logical complementarity

Having explored both the internal organization of clauses and the way in which they are combined into complexes, we now turn to the internal organization of the units that serve as constituent parts of clauses — groups of words and prepositional phrases. We will focus on two groups in particular — nominal groups and verbal groups, which are interpretable as expansions of nouns and verbs.

Tutorials: Nominal groups

Readings: IFG, Ch. 6 (Section 6.2 in particular); ES, Chapter II:1.1 & Part IV.

Week 10: Groups & phrases

Lectures: Groups & phrases — verbal group in particular; verbal group complexes

Tutorials: Verbal groups

Readings: IFG, Ch. 6 (Section 6.3 in particular); IFG Ch. 7.A; ES Part IV.

>>> BREAK <<<

Week 11: Grammar & semantics; grammatical metaphor

Lectures: Lexicogrammar and (discourse) semantics; grammatical metaphor reviewed

Readings: IFG Chapter 9; ES Section I:8 + review Sections throughout Part III on discourse semantics

further readings:

Halliday, M.A.K. 1981. How is a text like a clause? In S. Allén (ed.).

Halliday, M.A.K. 1987. The language of natural science. In M. Ghadessy (ed.), Registers of written English. London: Pinter. Reprinted in Halliday & Martin (1993), Writing Science. London: Falmer Press.

Week 12: Perspectives on grammar

Lectures: Perspectives on the grammar (e.g. semohistoric ones) — ways of using the grammar

Tutorials: Analysis of texts

Readings: ES Appendix 2

further readings:

Christie, F., J.R. Martin & J. Rothery. 1991. Teaching functional grammar. In Teaching English Literacy. A project of national significance on the preservice preparation of teachers for teaching English literacy. Volume 2: Papers.

Halliday, M.A.K. 1985. Dimensions of discourse analysis: grammar. In T. van Dijk (ed.), Hanbook of discourse analysis. New York: Academic Press.

Halliday, M.A.K. 1992. [Lexicogrammatical analysis of the ZPG text] In S. Thompson & W. Mann (eds.), Diverse descriptions of a text. Amsterdam: Benjamins.

Week 13: Grammar as theory and enactment

Lectures: Grammar as theory, grammar as enactment

Here we explore how the resources of the grammar are deployed in the creation of text. We will review observations that have been made throughout the course (e.g. in the discussion of THEME) but we will also consider the grammatical resources of COHESION, presented in IFG, Ch. 9.

Tutorials: Analysis of texts

The Tutorials in the last three weeks will be an opportunity to deploy the full range of the grammatical resources you have learned in the analysis of text.

Linguist List: Vol-4-17. Thu 14 Jan 1993. Lines: 105

Subject: 4.17 COSWL Language & Gender Syllabi Project

Moderators: Anthony Aristar: Texas A&M University <aristar@tamuts.tamu.edu>
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From: Elizabeth V Hume <ehume@magnus.acs.ohio-state.edu>
Subject: COSWL Language & Gender Syllabi Project

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1)
Date: Wed, 13 Jan 93 9:51:42 EST
From: Elizabeth V Hume <ehume@magnus.acs.ohio-state.edu>
Subject: COSWL Language & Gender Syllabi Project

Language and Gender Syllabi Collection and Distribution Project

The Linguistic Society of America's Committee on the Status of Women in Linguistics is collecting language and gender syllabi for electronic and hardcopy distribution. We plan to make the syllabi available electronically on LINGUIST and on the University of Michigan's Institutional File System server. Hardcopy versions will be available in course-reader format (for a minimal fee). We welcome syllabi which integrate literary and linguistic approaches to the study of gender although we anticipate that most syllabi will have been designed to introduce students to the ways that gender is reflected and constructed in spoken language.

There are two ways to submit your syllabus. The first is to send it on a disk by regular mail. We prefer submissions written in Times font on Macintosh using MSWord, if possible.

Disks should be sent to:
Elizabeth Hume
Department of Linguistics
The Ohio State University
223 Oxley Hall
1712 Neil Ave.
Columbus, OH 43210

Syllabi may also be submitted by e-mail as an ACSII file. Please make sure that no lines are longer than about 80 characters. PLEASE do not let any uncertainties about how to convert a file to ASCII format prevent you from submitting a syllabus. Feel free to contact us at the addresses below if you have any questions.

E-mail submissions are to be sent to:
ehume@magnus.acs.ohio-state.edu (Elizabeth Hume)

Below we provide a few guidelines for preparing your syllabus for submission:

- Include complete references for all articles, manuscripts, films or books used.

- Include exercises that you may have designed for use in the class, e.g. fieldwork assignments designed to give students experience in observing language and gender practices on campus, exercises on sexist language, etc.

- Include a brief introductory statement describing the overall aims/design of the course.

- Include the year in which the course was taught and the course level (i.e. graduate, undergraduate).

- Include information on how we, and those who might want to use the syllabus, can contact you. At a minimum, include an address. You may also want to include an e-mail address and phone number.

- If you like, include a brief statement about yourself describing how and when you first taught the course, what prompted/inspired you to do so, some of the difficulties you faced in finding materials, some of the unexpected places you found ideas, what has worked well over the years and what has worked poorly, what you'd like to do differently next time you teach the course, etc.

Please contact either of us if you have any questions.
Our current deadline for submission is: March 15, 1993.

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12.1Akindele, Femi Dialogue and Discourse in Nigerian English Fiction;" Approaches to the Analysis of Literary Discourse", EijaVentola(ed.), boAcademy Press, bo, 1991, revised version of paper given at 16thISC, Helsinki, 1989; pp.10, rec'd August, 1992.

12.2 Corbett, John" Academic Reading andWriting: Appropriating Arguments", paper given in Vancouver, March, 1992.

12.3 DeBeaugrande, Robert The Heritage of Functional Sentence Perspective from the stand point of Text Linguistics, (1), "LinguisticaPragensia", vol.34/1, no.1, 1991; pp. 26; (2) vol.34/2, 1991; pp. 33, rec'd Oct.1992

12.4 Lipka, Leonhard Lexicalization and Institutionalization in English, "LinguisticaPragensia", vol.1/92, 1992; pp. 13, rec'd. Oct.1992

12.5 Nekvapil, Ji~i, "Kritischeberlegungen zur Hol~nov, Jana Entwicklung der Sprachwissenschaft seit 1970, "LinguisticaPragensia" vol. 34, no.1, 1991; pp.9, rec'd. Oct. 1992

12.6 Pipalov, Remata On the types of linkage Indicated by Intersentential Connectives, vol.1/92, 1992; pp.7, rec'd. Oct. 1992

12.7 Puci, Jn Some remarks on English News paper Style," Linguistica Pragensia", vol.1/92, 1992; pp.13, rec'd. Oct. 1992

12.8 Rashidi, Linda S. An Ergative View of the Transitivity System of Dari, paper given at 19th ISFC, Sydney, July, 1992; pp. 13, rec'd August, 1992

12.9 Rashidi, LindaS. Presupposed versus Asserted Propositions: The Information Structure of Dari, paper to be published in 19th LACUS Forum, ed. Peter Reich; pp.9, rec'd August, 1992

12.10 Slav!~kov, Jana Is..There a Tendency to Use Abstract Nouns in the Singular?, "LinguisticaPragensia", vol.1/92, 1992; pp.13, rec'd. Oct.1992

12.11 Strakov, Vlasta Die Sprache im Kontakt und Konflikt," Linguistica Pragensia", vol.34, no.2, 1991; pp.9; rec'd Oct. 1992

12.12 Svoboda, Ales Jan Firbas, Septuagenarian, "LinguisticaPragensia", vol.34, no.2, 1991; pp.3; rec'd Oct. 1992

12.13 Young, Richard (Editor) Southern Illinois Working Papers in Linguistics and English Teaching. Papers on "Measuring the Instructional Sensitivity of ESL Reading Comprehension Items" (Brutten, Mouw, Perkins)," `The Boy for the Cookie: 'Some evidence for the Non-violation of the Case Filter in Child Second Language Acquisition" (Lakshmanan)," Covert, Undetected, and Uncorrected: Apparently Fossilized Structures in the English Interlanguage of a Native Speaker of German" (Novak)," `Right-through, Rings and Taws: 'Marbles Pitching Terminology in Trinidad and Tobago" (Winer, Boos), and "A Systems Approach to Curriculum Innovation in Intensive English Programs" (Young).

MartinDavies
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Vol. 14, No. 4 Editor: Fred C. C. Peng, Ph. D. 1992

Special Issue: "Current Research in Functional Grammar, Discourse, and Computational Linguistics, with a Foundation in Systemic Theory"

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Some Remarks on a Functional Level for Machine Translation — Erich Steiner

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The *Open Linguistics Series*, to which this book makes a significant contribution, is 'open' in two senses. First, it provides an open forum for works associated with any school of linguistics or with none. Linguistics has now emerged from a period in which many (but never all) of the most lively minds in the subject seemed to assume that transformational-generative grammar — or at least something fairly closely derived from it — would provide the main theoretical framework for linguistics for the foreseeable future. In Kuhn's terms, linguistics had appeared to some to have reached the 'paradigm' stage. Reality today is very different. More and more scholars are working to improve and expand theories that were formerly scorned for not accepting as central the particular set of concerns highlighted in the Chomskyan approach — such as Halliday's systemic theory (as exemplified in this book) Lamb's stratificational model and Pike's tagmemics — while others are developing new theories. The series is open to all approaches, then — including work in the generativist-formalist tradition.

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Studies in Systemic Phonology, ed: Paul Tench
Ecolinguistics: Towards a New Paradigm for the Science of Language, Adam Makkai

REGISTER ANALYSIS

Theory and Practice

Edited by
MOHSEN GHADESSY

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CRITICAL PERSPECTIVES ON LITERACY AND EDUCATION

THE POWERS OF LITERACY: A GENRE APPROACH TO TEACHING WRITING
EDITED BY BILL COPE AND MARY KALANTZIS

The Powers of Literacy:
A Genre Approach to Teaching Writing

The genre approach to literacy teaching represents a fundamentally new educational paradigm. It emphasizes content, structure and sequence in learning literacy. However, it moves beyond traditional literacy pedagogies which stress formal correctness; it also goes beyond the process pedagogies which stress 'natural' learning through 'doing' writing. The genre method of literacy teaching is not liberal progressivism, nor is it part of a movement 'back to basics'; it is attempting to create a new pedagogical space.

The Powers of Literacy introduces this original theory and practice for the teaching of literacy, with contributions from key theorists and practitioners in the genre literacy movement. The essays present this innovative and exciting new approach to teaching literacy in a clear, practical and accessible way, incorporating historical explanations. The result is a vital contribution to the on-going educational debate on literacy.

Bill Cope is a Senior Research Fellow in the Centre for Workplace Communication and Culture, University of Technology, Sydney. He has managed a number of major research projects on literacy, cultural diversity, education, and immigration and settlement issues, and has published widely on multicultural education and curriculum theory. Together with Mary Kalantzis, he is co-author of *Cultures of Schooling: Pedagogies for Cultural Difference and Social Access*, Cope, Kalantzis, Noble and Poynting (Falmer Press, 1990); *Minority Languages and Dominant Culture*, Kalantzis, Cope and Slade (Falmer Press, 1989).

Mary Kalantzis is Director of the Centre for Workplace Communication, University of Technology, Sydney, where she specialises in research on cultural diversity. A Fulbright scholar, she has written numerous academic articles and research reports, and co-authored books on social literacy for primary and secondary schools with Bill Cope.

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The Powers of Literacy

A Genre Approach to Teaching Writing

Edited by Bill Cope and Mary Kalantzis

Foreword by Courtney Cazden

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PREFACE

This course has been designed for advanced students majoring in English Language and Literature. The materials it contains are of three types: theoretical passages, authentic texts of various kinds, and proposals for classroom activities. These are organized into ten units: 1. Language and Situation, 2. Functions of Language, 3. Conversation, 4. Text, 5. Communicative Key (Part I), *6. Rhythm, 7. Intonation, 8. Structuring Sentences, 9. Constructing Clauses, 10. Lexicon* (Part II). *The progression through the units is strategic, going from those aspects of discourse whose domain is the whole text, down to options (sentence and clause structure, lexicon) which, although realized in smaller units, contribute to the make-up of the whole.*

Specific curricular needs have motivated the writing of this course: on the one hand, to cover two areas in the students' preparation – a) discourse and b) oral language – which are normally only touched on descriptively at present, and, on the other hand, to bridge "gaps" in the curriculum between a) language theory and language practice, and b) language and literature. The assumption is that, though the students for whom the course is designed will already have been exposed to descriptions (of whatever sort) of "English in sentences", the discussions of aspects of discourse included here, with the relative application tasks, will be, if not their first approach to these matters, at least the first systematic treatment included in their language curriculum. Indeed, the "discourse focus" of English in Discourse *may prove quite useful in the specialization of graduates and the on-going education of language teachers, for they too are, for the time being, unlikely to have had a sufficient preparation in these areas. When used in the last two years of the university (e.g. Part I in the third year and Part II in the fourth), this course may often stand alongside others in which guidance and practice in translation and composition are given. If this is the case, it can be considered a partner to these in the overall job of getting students to deal with whole texts, interpreting and analysing them, to produce proper texts of their own, and to translate texts effectively. At the same time, due to the space given to the oral language both in the theory (see particularly the units on conversation, rhythm and intonation) and in the practical activities proposed, it is also complementary at once to the prevalently written-language focus of the descriptions presumably included in their prior curriculum, and to training in the written language received in translation and composition classes. The oral interaction tasks serve both as general language practice (a more purposeful alternative to the "contentless" conversation class), and as preparation for and application of the theory which is presented. This brings us to the first of the linking functions that* English in Discourse *has in the curriculum – to confoin linguistic theory and language practice. From the theory presented in each unit techniques are derived for an analysis of discourse which foregrounds the ways in which meaning is encoded into text and the relationships between form and rhetorical effect. In the practical activities proposed, the students not only apply these analytical techniques to authentic texts, but also use them as a basis for the reconsideration, assessment and improvement of their own performance. The second linking function consists in bringing together language and literature, since the same analytical techniques are shown to apply to non-literary and literary texts alike. The aim here is to make the students aware that meaning is encoded into all kinds of texts through the same general set of processes, and that style is always the result of selection from among the options which the language provides. The role of the course in the curriculum, then, should be clear: it is meant as a specific contribution to the formation of experts in English Language and Literature.*

As the bibliographies for the units show, in the development of the theoretical content of the book reference has been made to the work of many different authors and schools. Nevertheless, the aim has been to provide the basis for a heuristic description of the workings of the English language in discourse which is itself a consistent unit. Since the literature referred to is vast and in some cases quite difficult for non-experts, one of the most demanding tasks undertaken here, corresponding to one of the major objectives of this course, has been that of turning a wealth of theory which might not have been easily accessible to non-native speakers majoring in English into a tool which they can control and apply as needed.

Obviously, no book is ever definitive, and least of all a book on such a fluid subject as discourse meant to contribute to such a dynamic process as learning. The author will be most grateful for comments and suggestions.

Università di Padova
(Padua University, Italy)
September 1984
Revised January 1988
Revised July 1992

Carol Taylor Torsello

About the author

Carol Taylor Torsello, born in Los Angeles, California, a graduate of the University of California at Los Angeles and of the University of Padua, brings to the two volumes of *English in Discourse* (Volume I, 1984, Volume II, 1992) a rich academic experience, first in the Faculty of Letters at the University of Padua (1971-89) as English Language Teacher and as Research Worker, then in the Faculty of Modern Languages for Interpreters and Translators, University of Trieste, as Professor of English Language (1989 to the present).

Other recent books by the same author include: *Shared and Unshared Information in English: Grammar to Texts* (Padua: Clesp [Unipress], 1987), *Living Literature: The Language/Literature Workbook* (Naples: Liguori, 1991), and *Linguistica Sistemica e Educazione Linguistica* (Padua: Unipress, 1992). Her research on theoretical and applied linguistic topics, including language planning and course design, English language description, and the analysis of various types of discourse (literary and non-literary), has been channelled into numerous articles published in Italy and abroad, as well as providing a basis for exchange and further development with teachers in a series of teacher-training courses.

The author can be counted among the 'pioneers' in Italy in the search for new ways of teaching the English Language as an academic subject, combining linguistic theory and applications, text study and development of communication skills.

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Literacy and Discursive Power

M.A.K. Halliday and J.R. Martin

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Writing Science reports on research which developed in and around the Department of Linguistics at the University of Sydney during the 1980s. Inspired by Halliday and Martin's collaborative development of functional descriptions of English texts, it will be of particular interest to science and literacy educators, and to educational linguists teaching in the field of English for academic purposes.

M.A.K. Halliday is Emeritus Professor of Linguistics at the University of Sydney. A specialist in English and Chinese, he is renowned for his work developing systemic functional linguistic theory. His interests include intonation, functional grammar, register analysis, stylistics, language development, educational linguistics, and the development of scientific English.

J.R. Martin is Associate Professor of Linguistics at the University of Sydney. A specialist in English and Tagalog, he is best known for his work on discourse analysis and its application in the context of literacy development. As part of his work he has been engaged in deconstructing the reconstructed science discourse in secondary schools for several years.

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MORPHOLOGICAL ANALYSIS AND DESCRIPTION

A REALIZATIONAL APPROACH

DAVID G. LOCKWOOD, Ph.D.
Michigan State University

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About the Author

David G. Lockwood received his Ph.D. from the University of Michigan at Ann Arbor in 1966. From that year, he has taught at Michigan State University, where he has held the rank of Professor since 1975. He is the author of *Introduction to Stratificational Linguistics* (1972) and has published articles and reviews in various linguistic journals. His teaching specialties are stratificational grammar; phonology; problem-oriented courses in phonology, morphology, syntax, and historical linguistics; and the structure of Russian and historical-comparative Slavic linguistics.

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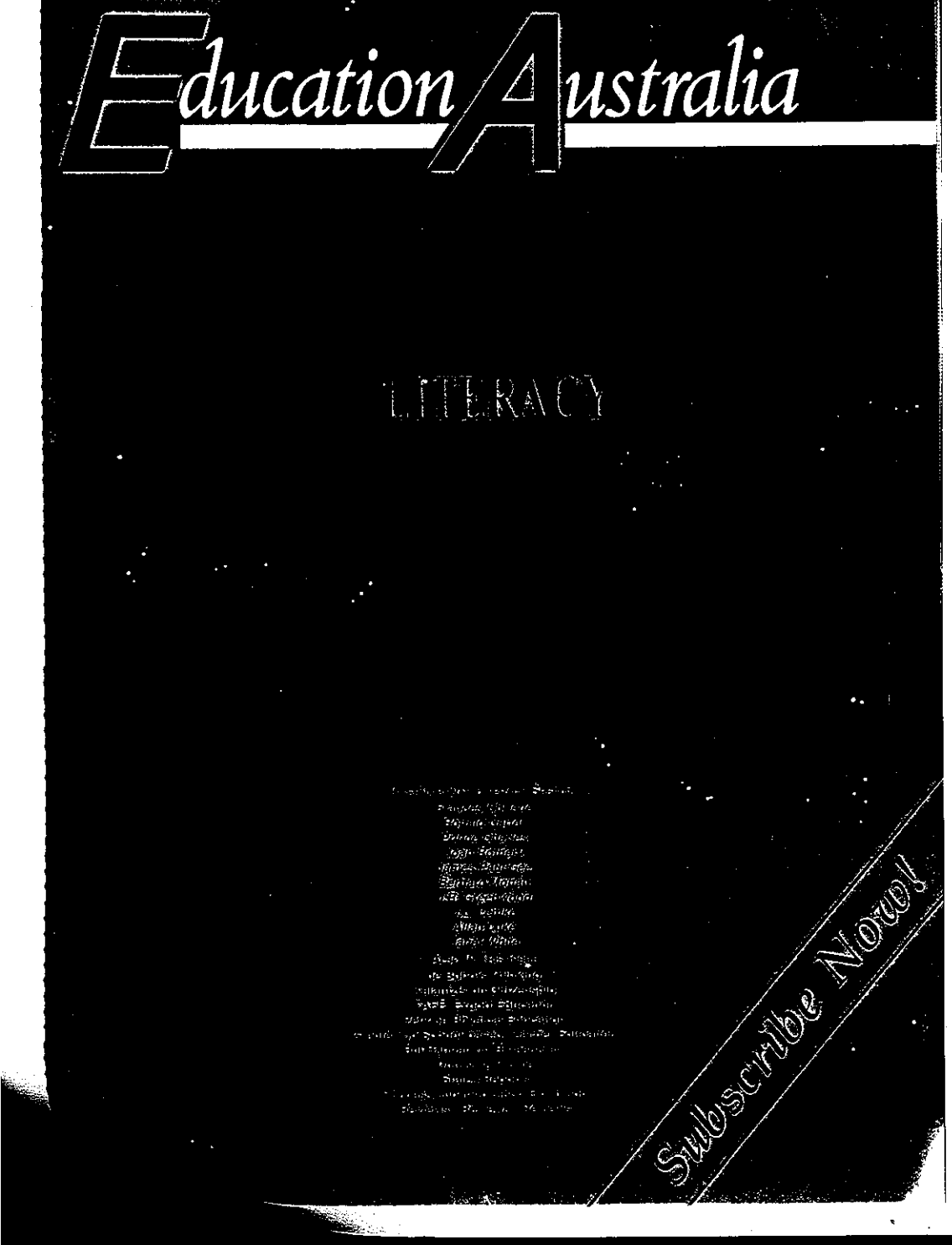

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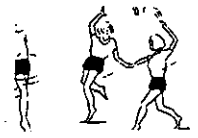

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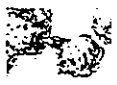

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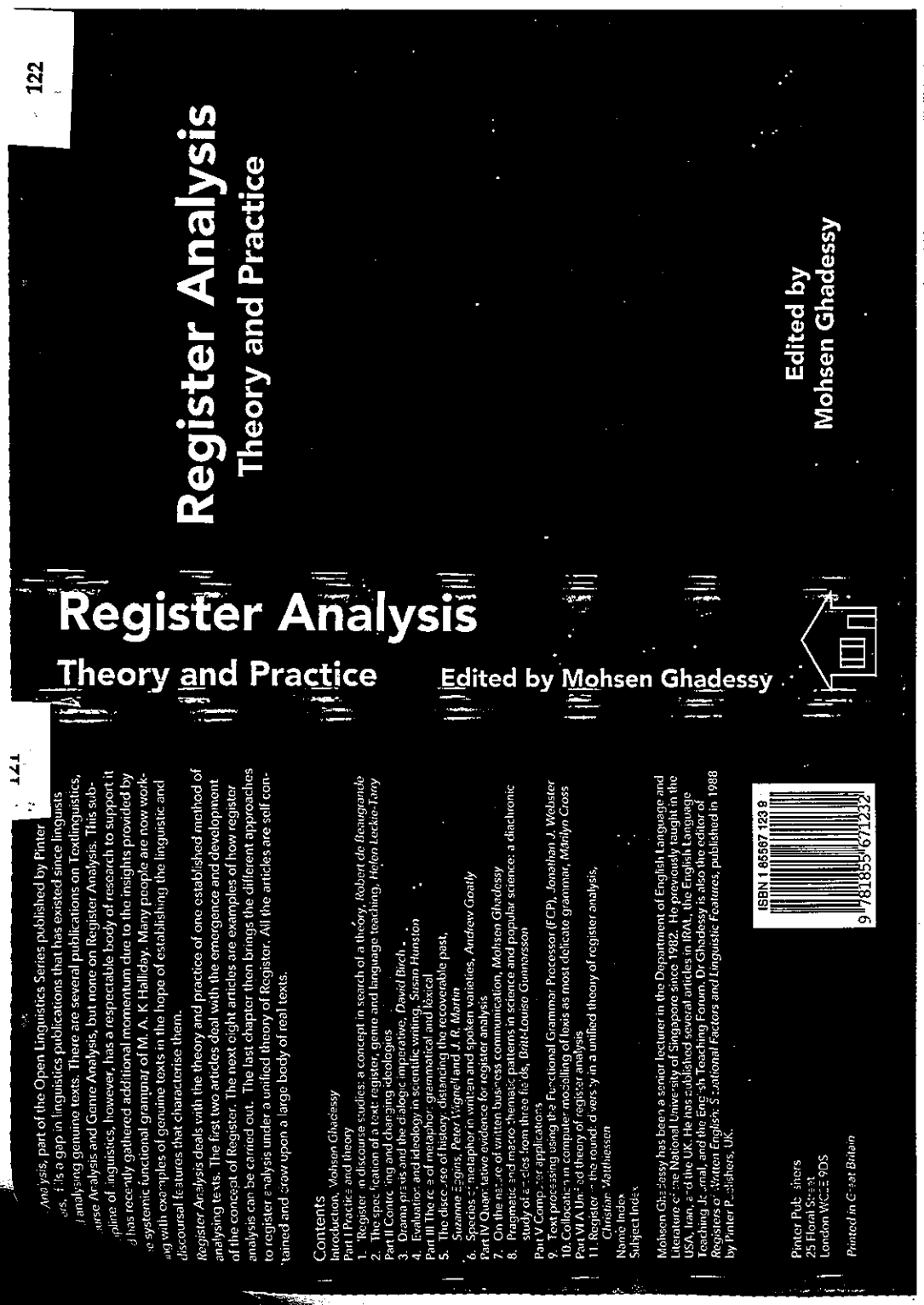
We've got to produce people who can write proper English. It's a fundamental problem. All the people I have in my office, they can't speak English properly, they can't write English properly. All the letters sent from my office I have to correct myself, and that is because English is taught so bloody badly. If we want people who write good English and write plays for the future, it cannot be done with the present system, and all the nonsense academics come up with. It is a fundamental problem. We must educate for character. This matters a great deal. The whole way schools are operating is not right. I do not believe English is being taught properly. You cannot educate people properly unless you do it on a basic framework and drilling system.

The Prince and Princess of Wales

(Prince Charles, 28 June 1989)



Analysis, part of the Open Linguistics Series published by Pinter
ers, fills a gap in linguistics publications that has existed since linguists
analysing genuine texts. There are several publications on Textlinguistic
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analysis can be carried out. The last chapter then brings the different approach
to register analysis under a unified theory of Register. All the articles are self co
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Mohsen Ghadessy has been a senior lecturer in the Department of English Language and Literature at the National University of Singapore since 1982. He previously taught in the USA, Iran, and the UK. He has published several articles in IRAL, the English Language Teaching Journal, and the English Teaching Forum. Dr Ghadessy is also the editor of *Registers of Written English: Situational Factors and Linguistic Features*, published in 1988 by Pinter Publishers, UK.

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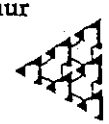

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Beverly Derewianka

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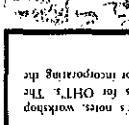
In particular, these materials target literacy skills through the genres and grammar of learning in each of the Key Learning Areas of the secondary school in NSW.

Although primarily developed for students in the junior secondary school, the materials are useful for teachers of students from upper primary to senior secondary.

The Staff Development Kit consists of a Resource Book, seven KLA Books, a Video and a Training Manual for staff development.



The Resource Book is a reference book for the KLA Books. It has been designed as a resource for teachers to provide a detailed reference to the genres and grammar of learning.

The book is in four parts:

Part One deals with the relationship of language, knowledge and grammar. Grammar here is seen as a functional resource for understanding the way knowledge is coded in the subject areas.

Part Two provides a detailed description and explanation of the genres of school writing.

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- Explaining
- Instructing
- Arguing
- Narrating

Part Three acts as a detailed glossary of grammatical terms considered essential for a functional control of the above genres. The emphasis is on two levels: grammar at the level of the text, and grammar at the level of the sentence.

Part Four outlines a model for the teaching/learning processes of this approach to literacy education. While attention is paid to language development, teachers are given a framework for effectively intervening and promoting language development appropriate to the language demands of the discipline.

The Training Manual is organised into six, one hour modules, suitable for staff development days or KLA-based training.

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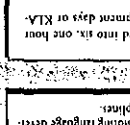
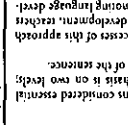


The Science KLA Book deals with two units of work on rocks, minerals and mineral extraction. The units focus on experiential, practical learning moving to the written genre of describing and explaining.

Each of the units has a programming grid that links teaching objectives to teaching/learning activities. Each unit also has a set of black line masters for producing OHT's and handouts.



The Mathematics KLA Book deals with two units of work on 3D objects and shapes. The units aim to make explicit connections between mathematical processes and the accompanying language processes.

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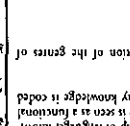

The English KLA Book deals with five units of work covering spoken genres such as retelling and oral reporting, moving through the written genres of recounting, describing, explaining and arguing.

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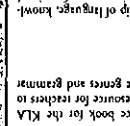
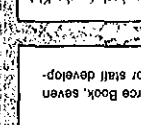


The Video - Learning To Write is a key component of the staff development package. It focuses on classroom teaching strategies, in particular looking at teaching grammar in the context of students' own writing.

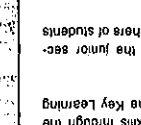
The video is in five parts covering a range of genres in different Key Learning Areas. It provides teachers with ideas for teaching genre and grammar that engage students in the process of writing and editing.

Approx. running time - 40 minutes.



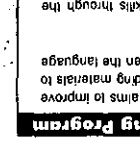
The Human Society and Its Environment KLA Book deals with two units of work in each of the following subjects: Commerce, Geography and History. The units focus on the written genres of describing, explaining and arguing.

Each of the units has a programming grid that links teaching objectives to teaching/learning activities. Each unit also has a set of black line masters for producing



The Creative Arts KLA Book deals with two units of work: one Visual Arts unit dealing with the description and interpretation of landscape painting, and a Music unit on program music.

Each of the units has a programming grid that links teaching objectives to teaching/learning activities. Each unit also has a set of black line masters for producing OHT's and handouts.



The PD/Health/PE KLA Book covers a unit of work on an Acute Lifestyle Diet and Physical Activity. The unit deals with the classification of food into food groups and nutrients. Students also record and report on their own diet and physical activity.

The unit has a programming grid that links teaching objectives to teaching/learning activities leading to learning outcomes and assessment tasks. Each unit also has a set of black line masters for producing OHT's and handouts.

The Technical and Applied Studies KLA Book covers a unit of work on the design and publishing of a fanzine/newsletter. In particular the unit focuses on the genre required for writing news reports and reviews.

The unit has a programming grid that links teaching objectives to teaching/learning activities leading to learning outcomes and assessment tasks. Each unit also has a set of black line masters for producing OHT's and handouts.

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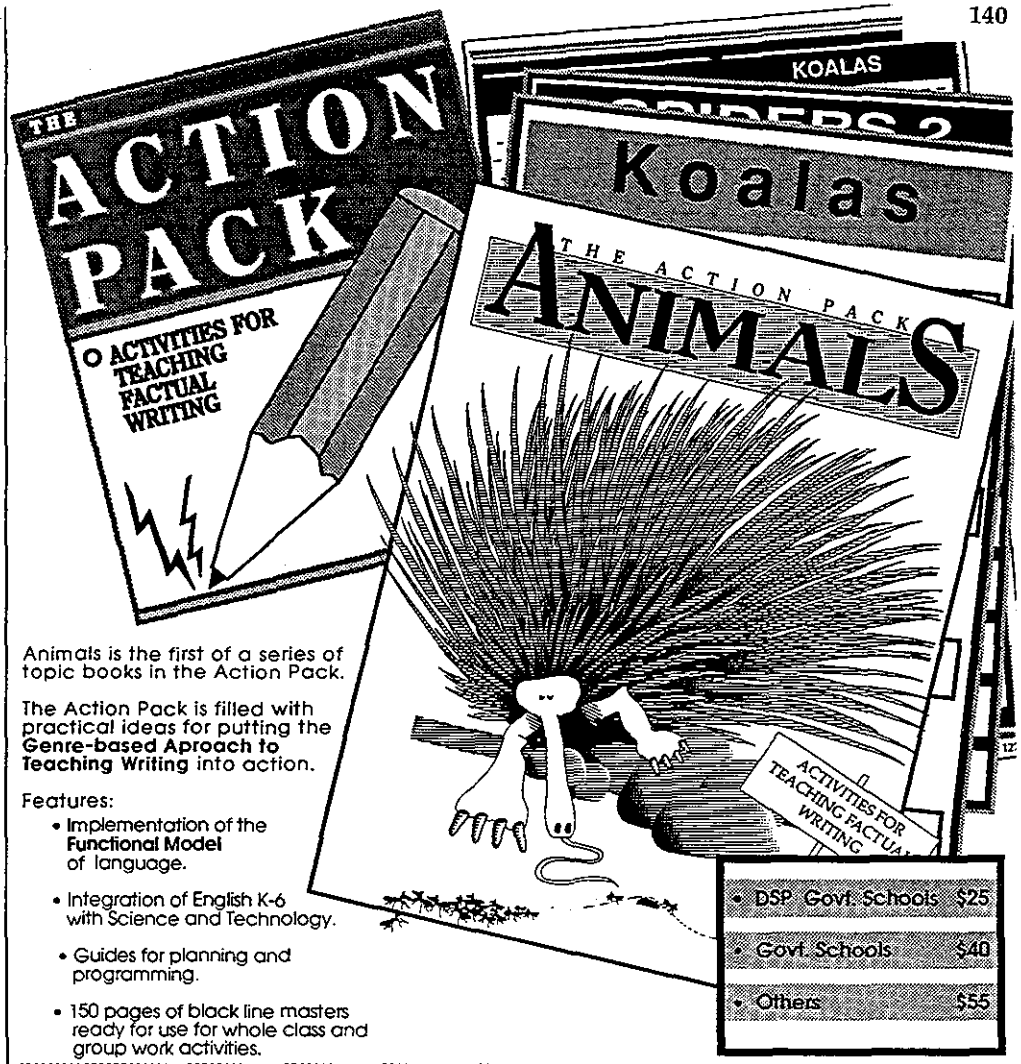

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Functions of Language is an international journal of linguistics which will explore the functional approach to the study of the language system and of texts-in-context. With reference to the functional and semiotic foundations of modern linguistics 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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- Kristin Davidse, Dept. of Linguistics, University of Leuven, Blijde-Inkomststraat 21, B-3000 LEUVEN, Belgium (Tel.: +32 16 284811; Fax: +32 16 285025; E-mail: KD%USERS%LW@CC3.KULEUVEN.AC.BE).
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- Anne-Marie Simon-Vandenbergen, Dept. of English Language, University of Ghent, Rozier 44, B-9000 GENT, Belgium (Tel.: +32 91 643787; Fax: +32 91 644195; E-mail: VDBERGEN@ENGLLANG.RUG.AC.BE).

Style sheet

1. Form of manuscript

Manuscripts should be double-spaced on one side only of A4 or US letter-size paper with a 3 cm margin all round, and should be numbered beginning with the title page. The title page should contain only (1) the title of the paper, the name(s) and affiliation(s) of the author(s), (2) a proposal for a short title not exceeding 45 characters, including spaces, to be used as a running head, (3) name and address of the author to whom correspondence and proofs should be sent, including telephone and fax numbers and, if possible, an e-mail address. Page 2 should comprise an abstract of no more than 150 words.

2. The text

The text should be divided into numbered sections and, if necessary, subsections, but no more than three levels of subheading 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 'll tell him the truth under such circumstances*
S Fin Pred Comp Comp Adjunct

(2) *ik-in-a-takot ko ang subersibo*
fear I subversive
Process Senser Phenomenon/Theme
'I was afraid of the subversives'

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.

3. References

All references should be cited at the appropriate point in the text (not in footnotes) in the following manner:

One fundamental way of understanding the grammar is to look at it ontogenetically (e.g., Halliday 1975, 1984a; Painter 1984).

Matheslus (1975: 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:

Brown, K. and J. Miller (1992 [1991]) *Syntax: A Linguistic Introduction to Sentence Structure.* 2nd ed. London: Routledge.

Conte, M.-E., A. Giacalone Ramat and P. Ramat (eds.) (1978a) *Wortstellung und Bedeutung.* Akten des 12. Linguistischen Kolloquiums, Pavia 1977, Band 1. Tübingen: Niemeyer.

Conte, M.-E., A. Giacalone Ramat and P. Ramat (eds.) (1978b) *Sprache im Kontext.* Akten des 12. Linguistischen Kolloquiums, Pavia 1977, Band 2. Tübingen: Niemeyer.

Halliday, M. A. K. (1988) On the ineffability of grammatical categories. In J. Benson, R. Cummings and W. Greaves (eds.) *Linguistics in a Systemic Perspective.* Amsterdam: Benjamins. 27-51.

Hobbs, J. R. (1985) On the coherence and structure of discourse. Report CSLI-85-37, Center for the Study of Language and Information.

Mann, W. C. and C. M. I. M. Matthiessen (1991) Functions of language in two frameworks. *Word* 42, 3: 231-249.

4. Figures and tables

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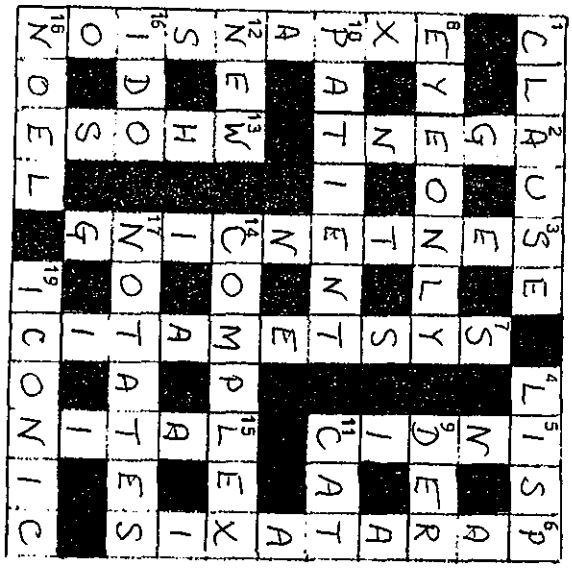

Time out

An aid to thinking grammatically (and also lexically):

CLUES ACROSS

1, 14 Excuse local MP for mixing up the structure expressing 8 down. (6,7)
4 Programming language with speech defect. (4)
8 Do you learn languages by eye and ear, or what? (Did you say "yes, but ..."?) (3,4)
9 Definitely the German male. (3)
10 Goal in hospital. (7)
11 Felines form an abbreviated class. (3)
12 Just bought, but not given. (3)
14 See 1.
16 Marriage vow in artificial language. (3)
17 Marks up the text grammatically, but only at west and north. (7)
18 English Language cancelled? It's Christmas! (4)
19 Me shell-shaped? I'm a natural symbol. (6)

CLUES DOWN

2 The actor is a real nice guy. (5)
3 Judging being a grammarian? (10)
5 In half a mood for languages of the subcontinent. (5)
6 They'll pick you up as you jump from the aircraft — on equal terms. (9)
7 Orderly inserts a junction into our functional grammar. (10)
8 Blowing up makes things complex. (9)
13 A question of ownership. (5)
15 It was the talk of ancient Rome! (5)

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