Welcome to another issue of Network, again with sincere apologies for the delay. Our organizational changes are taking effect so that we hope the next issue will be the last to appear late. Many warm thanks to all of you who have contributed to this issue of Network! We have material for that issue (# 22, the first issue of 94); the deadline for material for the second issue of 94 is October 1. Please send us material on teaching (e.g. course outlines), research (e.g. notes on projects), recently completed systemic dissertations, tools and resources for teaching and research, squibs (see also the note below by Petie Sefton on computational tools & resources). You will see from the last couple of issues of Network that we are trying to develop these departments of the newsletter.

We are delighted to announce that Beth Murison has agreed to serve as Managing Editor of Network and Petie Sefton as Editor for the department of “Computational tools and resources for systemic teaching and research”. We welcome their contributions to Network with gratitude.

Please note 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).

The next deadline for material will be October 1, 1994.
### Monday, July 19

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**ISFC 20, 1993**

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**SENATE CHAMBERS A180**

**PLENARY: Genre in Systemic Linguistics, Bakhtin and Linguistic Anthropology**

*Cazden, Courtney*
Wednesday, July 21

CORNETT A120 Workshop
Text and Discourse
Form, Function and Text

CORNETT A125 Workshop
The Construal of Meaning in Tennyson's "The Lotus-Eaters"

CORNETT A225 Workshop
Exploring How a Large Systemic Grammar Works

CORNETT A120 Workshop
Form, Function and Text (cont.)

CORNETT A225 Workshop
Using Systemic Grammars for the Generation of Multilingual Technical Documents

BREAK

Workshops (cont.)

Thursday, July 22

SENATE CHAMBERS A180 Business Meeting

BREAK

CORNETT A120 Computational Linguistics
A Parser for Systemic Grammars

CORNETT A125 Educational and Clinical Linguistics
Introducing and Keeping Track of the Choices for Reference in "Good" and "Poor" Texts by Primary School Writers?

CORNETT A225 Text and Discourse

CORNETT B335 Text and Discourse
Codes of Ethics: A Comparative Study

CORNETT A120 Computational Linguistics
The Role of Theme and Focus in a Text Planning System: Steps Towards an Integration

CORNETT A225 Text and Discourse
Text Analysis of Japanese - Cohesion in Discourse

CORNETT A125 Educational and Clinical Linguistics
Genre Across the Curriculum in Junior Secondary School

CORNETT B335 Text and Discourse
Heterogeneous Discourse Inheritance: Suggestions for a Model-Instance Approach
2:00 CORNETT A120
Computational Linguistics
Some Fundamental Issues in Systemic Theory
Robin P. Fawcett

CORNETT A125
Educational and Clinical Linguistics
Modelling Reading
W. N. Winter

CORNETT A225
Text and Discourse
Text-Wide Grammar for a Japanese-to-English MT System
Jiri Jelinek, Anne-Marie Simon-Vandenbergen, Anne-Marie

2:50 CORNETT A120
Computational Linguistics
Interfacing of Communications: Computational Modelling of Context for Advanced Telecommunications Services
Makoto Sasaki

CORNETT A225
Text and Discourse
"Games People Play": An Examination of Interpersonal Metaphors in Political Interviews
Peter H. Fries

3:30 BREAK

4:00 CORNETT A120
Computational Linguistics
A Predictive Account of the Rhetorical Structure and Grammatical Form of Action Expressions in Instructive Text
Tatsuki Masaaki

CORNETT A125
Educational and Clinical Linguistics
"The Tale of Genji" Translations: An Analytical Framework
Mohan Bernard

4:50 CORNETT A120
Text and Discourse
Theme: Topic or Framework?
Maria A. Gomez

CORNETT A125
Educational and Clinical Linguistics
Computer-based Peer Tutoring by ESL Learners
Curtis Rice, Bernard Mohan

CORNETT A225
Text and Discourse
Japanese Difficulty with Foreign Speech Genres
Lawrie Hunter

6:30 FACULTY CLUB - NO HOST BAR

7:00 FACULTY CLUB - BUFFET DINNER

Friday, July 23

9:00 SENATE CHAMBERS A180
PLENARY: You can’t join a debating society and not speak: Thoughts on Dialogue and Debate in Systemic Linguistics
Michael Toohey

10:30 BREAK

11:00 CORNETT A120
Educational and Clinical Linguistics
News Reports and Human Interest Stories
Carolyn G. Hartnett

CORNETT A125
More Than One Category
Constructing Ideation Through Interaction: Macro-Ideational Structure and Exchange Structure
Michael O’Donnell

11:50 CORNETT A120
Educational and Clinical Linguistics
Team Teaching: Bringing Together Different Countries
Suzanne Anderson, Zhigang Wang
Impressions of a First-timer:

in spite of its rather imposing title, the 4th international systemic-functional congress was a friendly, welcoming conference. It took place on the campus of the university of Victoria, in the city which has the warmest, most reasonable weather in Canada.

I'd only ever been to trade shows and, once, had looked on at the madness from the outskirts of a computer science mega-conference. The systemic-functional conference had people who had time to talk at a normal pace, drink beer with, and catch smiles from on the way to the cafeteria.

What I was able to follow of the linguistics debates was entertaining. Robin Fawcett had lots of strong, fluently-expressed opinions; Michael Gregory and Klissa Asp also had strong opinions; and yet the grammar that Gregory and Asp presented seemed to engender as much curiosity as strong opinion. Jim Martin's plenary session was diplomatic but received strongly worded replies. During Michael Toolan's Friday morning plenary session, he was asked by Jay Lemke to take a stand vis-a-vis post-modernism. All week, remarks had been lobbed back and forth over the structuralist/post-structuralist divide. And last but not least, David Watt and Kob Stainton argued for a good long time over "beer," at two o'clock in the morning under Nancy Friis' window. Just as the "Beer?" debate was slightly over my head at that hour, so, inevitably, were many of the other issues aired at this meeting.

When it was time to present my paper, I was, of course, nervous - although it was reassuring to have observed and talked to other presenters who may have been nervous but were also very good.

I missed many good presentations. I did enjoy Karen Malcolm's comparison of cohesion in medieval long poems, Michael Cummings' presentation of his work computerizing theme in stretches of text, Jay Lemke's illustration of graphic meaning-making in multi-modal texts, David Watt's fascinating account of his experiments with young children retelling the story of Little Red Riding Hood, Margaret Berry on Hasan's re-conceptualization of functional hypotheses, Eric Stein's remarks on the connections between grammars and semantics, Louise Ravelli's and Louise Uroga's report on their strategies for improving the writing skills of Australian university students, Bernie Mohan's and Alice Siu-ping Wong's interesting findings on code-switching, and Kob Stainton's well-presented paper on minor clauses.

I made a compromise decision between Benson and Uttinger's relaxed workshop on Tennyson's "The Lotus-Eaters" and Asp and Gregory's workshop presenting their grammar, so that I managed to catch part of each one. It was Wednesday; conference participants were thin on the ground, and my brain had stopped ticking over by then anyway. Luckily my brain revived by Thursday morning, in time for Nick O'Donnell's presentation of his parser for a purely systemic grammar and Glenn Stillar's paper on a model-instance approach to discourse. Then Thursday evening came, and the banquet, and then a bottle of red wine on the beach, Kob Stainton and Maria Gomez speaking Spanish, and to bed again at two o'clock. The witching hour. This time I also managed to keep my nose out until the early hours, so that I had no anxiety about getting into the house.
Mine host: Gordon Fulton: I'm sure I'll never meet a more gracious and congenial conference host. Apart from the generosity of spirit with which he offered his house and his time to three conference participants, I saw him spend much effort and energy making sure the conference went smoothly. It was one of the great pluses of this first conference for me that I was able to go 'home'—talking over the day with Gordon Fulton. One evening I went home alone, and, completely depleted, lay on the carpet, staring at the ceiling, and listened to vintage Leonard Cohen. Another day I brought home a friend. The best memories of the conference are attached to Gordon Fulton's house.

But then everybody at the conference was approachable. I talked with people I'd been wanting to meet for a long time. I also had talks about linguistics with people I'd never met but who had plenty to say, like Diane Bathoers, Nick O'Donnell, Simon McIllicuddy, Carolyn Hartnett, David Watt, and Venceo Lo. Then there were the people I didn't talk much to, or didn't talk linguistics with, but were simply friendly and interesting, like Erich Steiner, John Bateman, Louise Lavell, Anne Canny-Andrews, Jim Benson, Michael Cummings, Elissa Asp, Alired Fan, Marla Umez, Michael Gregory, Laura Proctor, and people whose names I never found out or don't remember—which is inevitable, so I'll mention them too.

Before the conference, I had the fun of talking linguistics with Peter Riga and being nothinized by Nancy Riga, who gave me excellent advice. I got to monopolize uncontraceptually about my thesis to Courtney Cameron, to argue in class with Jim Martin, have the entertainment of listening to a lecture by Robin RICHETT, have a sandwich with David Read, enjoy Karen Malcolm's questions, meet Peter Ragan (it almost gave me all the way to Victoria from Vancouver). All of those people, and people I haven't mentioned, made my first conference experience, and my first experience of the International Systemic-Functional Conference, tremendously positive. And that's from the perspective of a rookie conference-goer.

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4700 Keele Street
Toronto, Ontario
Canada M3J 1P3
email: maricasa@dgp.utoronto.ca

First Japanese systemic circle meeting

The inaugural meeting of the Japanese Association of Systemic Functional Linguistics (JASFL) was held in November, 1992. (For details on membership, see under "Networking" below.) It was very successful and a second meeting will be held in November this year (see under "Upcoming meetings"). The first issue of the JASFL Newsletter includes the following information on the inaugural meeting:

This meeting was held at Doshisha University, in Kyotogawa, Kyoto on the 26th November, 1992. The program commenced at 4p with the inaugural business meeting, which was chaired by Professor Masaaki Tatsuki of Doshisha University... The inaugural lecture of the JASFL was delivered by Professor Noboru Yamaguchi at a meeting attended by over 35 people and chaired by Professor Hisao J<p>akehi. The subject of this lecture was "Recent Trends in Systemic Linguistics." Professor Yamaguchi gave a very lively, amusing lecture which focused on the major tenets of a systemic functional linguistics approach to language. This lecture illustrated some of the main areas where a systemic functional approach to language use yields useful observations about the ways that speakers of language make meanings. After this presentation, the members of JASFL and invited guests attended a sumptuous dinner at the Karasuma Kyoto Hotel.
Michael Cummings chair (as continuation from 1992 meeting)

AGENDA

1. Thanks and Apologies
2. Minutes of last meeting
3. A. Constitution (See Appendix

A. Constitution

B. Election of office bearers:

C. Election of office bearers:

3. Business

4. Secretary's report

5. Treasurer's report

6. New journal

7. Bulletin board

8. Network

9. Upcoming conferences

10. Other business

1. Thanks and Apologies

Bernard Mohan, program chair, thanked all presenters. Gordon Fthen, local arrangements chair, thanked all attendees and urged them to maintain contact with the organizers. Michael Cummings explained his current membership of the 1992 meeting because the hybrid was not set and too. Bernard Mohan moved to confirm Frances Christie as presiding chair, and Lynn Yung seconded. After the vote passed, she took over and announced apologies for absence from Michael Halliday, Rupi Williams, and Jean Rudra. She also announced that Carlyn Harvest had agreed to keep the minutes of the meeting.

2. Minutes of last meeting

Upon a motion by Mohan and Margaret Berry, minutes of the 1992 meeting were approved.

2. A. Constitution (See Appendix)

A draft was presented from the ad-hoc committee composed of Frances Christie, Peter Fries, Ann Pitts, and Jim Benson. Robs Pawlak, seconded by Margaret Berry, moved to remove the hyphen between Systemic and Functional in the name. The motion passed. Peter Fries, seconded by Adrien Harre, moved to add another purpose, "to promote scholarship and research in the relationships that hold between language and the various social contexts in which it is used." The motion failed. Numerous other motions were made and withdrawn or failed to receive a second, all dealing with expanding, concentrating, and otherwise refining the statements of objectives, especially P-3. Suggestions were made by Jim Martin, Tucker, Fawcett, Rosan, Jonathan F. Carol, Torlofs, and Helen Johnk. Fries' motion to remove #2 passed, but the motion to remove #1 failed. A motion made by Torlofs and seconded by Fawcett passed to allow the Committee to polish the wording, since there was a general understanding and agreement on purpose. Fries moved that the status of full membership not be tied to payment of dues, but that there be a dues mechanism. Robert Vell seconded, and the motion passed. Fries' motion that there be a membership secretary also passed. Cummings moved that, subject to these amendments, the constitution be approved. Mohan seconded, and the approval was unanimous.

3. B. Election of office bearers: Peter Fries moved that the slate of nominees for the Systemic Functional Linguistics Association Committee be declared elected, as they are not opposed. Laura Proctor seconded, and the election was completed.

Executive

Chair: Frances Christie
Deputy Chair: Bernie Mohan
Membership Secretary: Jim Benson
Recording/Corresponding Secretary: Robert Vell
Treasurer: Hilary Hilfner

Area Representatives

Louise Kernt (Australia)
Margarita Berry (Great Britain)
Gordon Fthen (Canada)
Hsi Zhuanf (China)
Erik Bruil (France)
Peter Ragan (US, A.)
Parent Akaduke (Japan)
Any Text (other area)

4. Membership Secretary's report

Jim Benson reported that there were over 800 names on the list and urged the attendees to ensure its accuracy.

5. Treasurer's report

Jim Benson also reported funds remaining in England and Australia after conferences, and it was agreed that a similar arrangement would be made to avoid constant exchange charges. Local committees should report funds remaining each year to account for them, but the funds left after a meeting should be retained to use for future meetings.

6. New journal

An Marie Simon-Vandenbergen announced a contract with Benjamins for three years for a journal, Functions of Language, consisting of two issues per year, 250 pages per volume, starting in the spring of 1994. It will include contributions from systemists and others. Some issues may be thematic; conference papers could be included or published separately. It will include book reviews. She asked for contributions for Volume 2. Institutions and libraries should be asked to subscribe. Simon-Vandenbergen and her colleagues were given thanks and congratulations. Bernie Mohan announced that there were no plans to publish papers from the current conference, but participants were urged to offer papers to the editor of the new journal, as well as to other journals.

7. Bulletin board

Michael Toddis is the E-mail contact; Jim Benson was thanked for helping with the set-up.

8. Network was not discussed because Jim Martin had left the meeting.
9. Upcoming conferences

- August 1-5, 1994: The twenty-first IFSC will meet in Gent, Belgium, after a pre-conference course in Leuven, 45 miles away. Contact Anne Marie Simon-Vandenbergen.

10. Other business

Local organizers Bernie Mohan and Gordon Fulton were thanked cordially and profusely. A motion by Robin Fawcett passed, establishing a subcommittee to act for publication. Peter Fries was nominated for the Finance Committee.

Frances Christie closed the meeting.

Prepared by Carolyn G. Hartnett, minutes secretary for the meeting.

DRAFT CONSTITUTION

NAME: The Systemic-Functional Linguistics Association

OBJECTIVES:

1. To promote scholarship and research in Systemic-Functional linguistic theory and related fields.

2. To pursue the application of Systemic-Functional linguistic theory in a variety of fields such as education, therapeutic fields, interpreting and translating, and computational linguistics among others.

3. To develop descriptions of the various languages of the world using a Systemic-Functional linguistic framework.

4. To disseminate the results of research in Systemic-Functional linguistic theory through publications including NETWORK, as well as journals, books or any other means.

5. To organize an annual international Congress around Systemic-Functional linguistic theory and related fields, where as far as possible the Congress venue rotates, ensuring that members in different regions of the world have access to the Congress.

6. To support projects aimed at creating courses, programs, summer schools and any other appropriate teaching activities which extend knowledge of Systemic-Functional linguistic theory.

7. To support local Systemic-Functional linguistic theory meetings/conferences/workshops and other initiatives as these are organized locally from country to country.

8. To establish collaborative agreements and working relations with any other professional body or group with related interests.

9. To establish and maintain archives in Systemic Functional linguistics and related linguistic traditions.

MEMBERSHIP IN THE ASSOCIATION:

There will be the following categories of members:

- regular
- institutional
- full time student
- retired or unemployed
- joint (as in a married partnership)

ANNUAL GENERAL MEETING OF THE ASSOCIATION:

There will be an AGM held at the annual international Congress each year. A quorum will be 20 paid up members of the Association. At the meeting the President, the Secretary and the Treasurer will give an annual report to the members of the Association and the reports will be published in NETWORK. A motion made at the AGM will be considered passed if a positive vote is recorded by two thirds of the members present. A mail ballot can be requested by 10% of the Association’s financial members. Mail ballots will be considered passed if a (two thirds) majority of those voting approve.

STRUCTURE OF THE ASSOCIATION:

The Association will be run by a Committee consisting of the Executive and elected committee members. The Executive and the elected Committee members are the office bearers of the Association.

The Executive will consist of the following officers:

- Chair
- Deputy Chair
- Membership Secretary
- Recording/Correspondence Secretary
- Treasurer

Ex-officio members of the Committee (non office bearers, non voting) will be the immediate past chair, the present Congress chair, the upcoming Congress Chair, and the Editors of NETWORK.

The elected Committee will consist of six paid up members of the Association elected from different regions of the world. The Committee will be empowered to co-opt up to three additional members as needed [for special projects]. In the case of a vacancy after the election, the Committee may appoint a member until the next election.

Duties of the Committee:

1. To coordinate the activities of the Association.

Duties of the Committee include setting the venue of the up-coming international Congresses, administering the assets of the Association and convening the AGM at the annual Congress.

Operating rules:

Terms of Committee members: The Executive and elected Committee members will be elected for three years.

Sub-Committees: The Committee may set up permanent and Ad Hoc sub-committees as needed. It will be open to the Executive on the advice of the Committee or the AGM to create any sub-committees needed. For special projects it will be open to sub-committees to co-opt additional members from outside the existing committee structure.

Committee meetings: The Committee will meet annually prior to the AGM. In addition, the Executive will maintain contact during the year dealing with any issues and/or emergencies that arise.

Nominations for new Committee members: Elections will be held every three years. At that time, nominations must be made in writing with the signatures of two members and the written consent of the nominee. The nominations must be delivered to the Executive before the annual AGM of the election year. If there are insufficient nominations they nominat...
In the fifth year the systemic workshop moved from its homebase in Nottingham to Madrid, reflecting the strong Spanish interest and support. And, thanks to the excellent efforts of the workshop convenor, Angela Downing, assisted by Soledad Pérez de Ayala, Isabel López- Varela, Clara Calvo, Marta Carretero, Julia Lavid and Elena Martínez Caro, it was a hot affair, both systemically and meteorologically.

The theme of the Fifth International Systemic Workshop, *Linguistic and Textual Explorations: Corpus-based Discourse Studies*, was broader than the four previous workshops and this led to a stimulating variety of papers based on different kinds and different amounts of data.

The range of papers covered functional grammar, literature, computers, Old English, Conversation Analysis, nominal groups, Theme, forensic linguistics, pragmatics, education, metadiscourse, collocation, gender, topic ... you name it, we fanned ourselves to it. The text-types discussed included academic articles, newspaper reports, novels, police statements and telephone conversations and participants presented corpuses of anything between one and hundreds of texts.

Following on from previous years there was a number on papers discussing Theme and Rheme, Exchange Structure and Genre. Michael Cummings, usefully (though unknowingly) paved the way for Margaret Berry’s paper, by contrasting the Prague School with the Hallidayan tradition of thematic analysis. He moved from this orientation to present a computational model which charted the distribution of Given and New using semantic graphs. Margaret Berry tackled a number of issues related to cross-cultural use of thematic structure. The speech function thread was continued by Hazadiah Mohamad Dahan and Ronald Gelykens on topic movement, Bill Greaves on intonation and Jesus Romero on comparing English and Spanish conversation.

Finally, different genres were considered by Carmen Foz and Ignacio Vázquez (annual company reports), Susan Cockcroft (persuasive texts), Laura Hidalgo (short stories) and others.

New to Madrid were papers on telecommunications and telephone conversations: Clara Calvo on telephone conversations in crime fiction; Marilyn Cross on technology and context; Tim Gibson on customers’ perceptions of telephone service quality and Gordon Tucker on talking to machines on the telephone. On an ideological note, Carmen Caldas Coulthard gave an interesting paper on accessed voice and gender bias in the National Press. And naturally, the change in venue meant that there were more papers on the Spanish language, including Angela Downing and Isabel López- Varela on the ‘past-in-present’ in Spanish and English and Chris Butler on collocational frameworks in Spanish.
On the Wednesday afternoon, the visit to the El Escorial monastery made for a most welcome break. El Escorial is situated on the side of a mountain and features a breathtaking library, college, palace, crypt (nice and cool), and church. Later that evening a magnificent workshop dinner had been organised which featured, among other splendid treats, the traditional dish of roast leg of lamb - a whole leg per person!

There were three workshops in the 5th ISW: one run by John Sinclair (posture, encapsulation and coherence patterns); one by Malcolm Coulthard (on forensic discourse analysis); and one by Michael Jordan (paraphrase and complex NPs). The workshops were particularly exciting - this was what it was all about - collections of people working together, hands-on with real texts.

All in all, the stimulating papers, participative workshops and the sharing of ideas (and tapas) in various bars around Madrid made the Fifth International Systemic Workshop a most enjoyable and convivial event, thanks to the hard work of Angela Downing and her team.

And so, on to the next workshop ..... in Antwerp.

See you there.

Caroline Stainton
Tim Gibson

5th INTERNATIONAL SYSTEMIC WORKSHOP
Corpus-Based Discourse Studies
Colegio Mayor Isabel de España
Universidad Complutense de Madrid
26-29 July 1993

PROGRAMME

Monday 26th

9.00-9.50  Registration
9.50-10.00  Opening up session
10.00-10.45  T. van Leeuwen (School of Media, London College of Printing): The recontextualisation of participants
Chair: Caroline Stainton
10.45-11.30  G. Tucker (U. of Wales College of Cardiff): "Like a Dalek, innit!": talking to machines on the telephone
Chair: Tim Gibson
11.30-12.00  Break
12.00-13.30  R. Gelevsek (U. of Antwerp): Topic shifts in conversational discourse
Chair: Clara Calvo
12.30-1.00  H. K. Dahan (U.TM/MUCILA): Cooperative program in Malaysia: movements in topic-framework
Chair: Caroline Stainton

1.00-2.00  keynote speaker - J. Sinclair (COBUILD Project, U. of Birmingham): Posturing in discourse
Chair: Angela Downing
Lunch

2.00-4.00  K. McEfficiccy (Semiotics Program, U. of Sydney): You wouldn't want to know: negation as a guide to discourse semantics
Chair: Marilyn Cross

4.30-5.00  A. Thwaite (U. of Sydney): Mood, speech function and exchange structure in Australian English conversation
Chair: Eugene Green

5.00-5.30  E. Tognini-Bonelli (U. of Birmingham): Interpretative nodes in discourse
Chair: Christopher Gledhill

5.30-6.00  B. Greaves (York Univ., Ontario): Using Micro-Speech Lab in the interational analysis of sister talk
Chair: Theo van Leeuwen

6.00-6.30  Break
Tuesday 27th

9.15-10.00  C. BUTLER (U. College of Sipon and York St John): Co-orientational frameworks in Spanish

10.00-10.45  M. CROSS (U. of Wollongong): Spatio-temporal mobility: an empirical study of communication practices for advanced telecommunication from the theoretical perspective of social semiotics

10.45-11.30  A. DOWNING and L. LOPEZ-VARELA (U. Complutense): Discourse-pragmatic distinctions of the past-in-present in English and Spanish

11.30-12.00  BREAK

12.00-12.30  S. COKCROFT (Mackworth College Derby): The kind of language function? Chair: Carmen Gregori

1.00-1.30  M. JAIME (U. of Zaragoza): The new role of titles in research articles Chair: Ignacio Vázquez

9.15-10.00  D. FIER (College of DuPage): On the gradient between parametric and hypotactic clause connections Chair: Rachel Whittaker

10.00-10.45  M. JORDAN (Queen's Univ., Ontario): The complex nominal group: paraphrases and clause-relational implications Chair: Angela Downing

10.45-11.30  A.I. MORENO (U. de León): A discourse as process view of causal intertextual relations in English Chair: Soledad Pérez de Ayala

12.00-12.45  Conference Dinner at El Escorial

12.45-1.15  LUNCH

Wednesday 28th


10.00-10.45  M. CUMMINGS (York Univ., Ontario): Theme and genre: the functional distinction Chair: Ronald Geluykens

10.45-11.30  R.M. BECKET (U. of Nottingham): Theme structure and the functional hypothesis Chair: Angela Downing

11.30-12.00  BREAK

12.00-12.30  J. W& R (U. of Edinburgh): Lexical density and language teaching: system, experience and assessment Chair: Jesús Roscast

12.30-1.00  C. PIZZI and L. VAQUEROS (U. of Zaragoza): The persuasive function of lexical cohesion in English: a pragmatic approach to annual business reports Chair: Mercedes Jaime

1.00-2.00  KEVOLUTION SPEAKER - M. COUTINHOES (U. of Birmingham): Spoken, written and dictated language Chair: Angela Downing

2.00  LUNCH

2.00-5.25  KEYNOTE SPEAKER - M. COUTINHOS (U. of Birmingham): Spoken, written and dictated language Chair: Angela Downing

5.00-5.25  LUNCH

9.15-10.00  D. FIER (College of DuPage): On the gradient between parametric and hypotactic clause connections Chair: Rachel Whittaker

10.00-10.45  M. JORDAN (Queen's Univ., Ontario): The complex nominal group: paraphrases and clause-relational implications Chair: Angela Downing

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12.00-12.45  Conference Dinner at El Escorial

12.45-1.15  LUNCH

1.00-1.30  M. JAIME (U. of Zaragoza): The new role of titles in research articles Chair: Ignacio Vázquez

1.30-1.55  Parallel Sessions

2.00  Two parallel sessions

5.00-5.25  LUNCH

9.15-10.00  D. FIER (College of DuPage): On the gradient between parametric and hypotactic clause connections Chair: Rachel Whittaker

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12.00-12.45  Conference Dinner at El Escorial

12.45-1.15  LUNCH

2.00  Two parallel sessions

5.00-5.25  LUNCH
Conference theme
FUNCTIONS OF LANGUAGE

Keynote speakers:

Basil Bernstein (London)
Claude Hagège (Paris)
M.A.K. Halliday (Sydney)
Ruqaiya Hasan (Macquarie)
Christian Matthiessen (Sydney)
William McGregor (Melbourne)
Petr Spal (Prague)
Anne Stewiartsk (Amsterdam)
Stanley Starosta (Hawaii)
Jef Verschueren (Antwerp)

University of Gent
Belgium

Conference theme
FUNCTIONS OF LANGUAGE

The aim of the conference is to bring 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.

Registration/Queries

If you wish to attend the conference, please fill in the REGISTRATION FORM and return it, with payment, by 15 April. Confirmation of registration and details of arrangements will be sent in the third circular to those who have registered. If you have any queries, please contact Anne-Marie Simon-Vandenbergen at the Department of English, University of Gent, Bader 44, 9000 Gent, Belgium. These are some useful numbers:
Tel: +32 9 264 37 87
Fax: +32 9 264 37 89
E-mail: annemarie.vandenbergen@rug.ac.be

Leuven: A Summer School in Recent Developments in Systemic-Functional Linguistics will be held from 25th to 29th July 1994 at the University of Leuven. The main lecturers will be John Baerman, M.A.K. Halliday, Ruqaiya Hasan, Wiebke Ramm, and Erich Steiner, with local participants. The two strands will be: The analysis of language from a discourse perspective and Systemic-Functional Linguistics and Natural Language Processing. There will be a mixture of lectures, presentations, workshops, and work on the terminal for the NLP strand. For further details contact K. Davidse, S.F. Summer School, Dept. of Linguistics, Blijde-Inkomststraat, 21, B-3000 Leuven, Belgium. Tel. +32 16 284811; Fax +32 16 285025.

York: The 6th International Conference on Functional Grammar will be held from 22nd to 26th August 1994 at the University College of Ripon and York St. John. The focus of the conference will be Pragmatics and Discourse in Functional Grammar. Conference participants will be accommodated in student rooms on the campus, within easy walking distance of York. Bed, breakfast, and lunch per day will be approx. £30; the conference fee will not exceed £50. In addition to papers in the usual format, there will be at least one poster session for those who wish to display their work for informal discussion. For further details contact Dr. C. S. Butler, University College of Ripon and York St. John, Lord Mayor's Walk, York YO3 7EX. Tel. 0904-616778; fax 0904-612512. The organizers regret that it is now too late for abstracts.
2nd
AUSTRALIAN LINGUISTIC INSTITUTE
La Trobe University, 6 - 14 July 1994
ALI-94
in association with the annual conferences of
ALS, to be held at La Trobe University, 1-3 July 1994
ALAA, The University of Melbourne, 14-17 July 1994
Registration Form for ALI and ALS only
Note: Registration details for ALAA (Applied Linguistics Association of Australia) will be mailed to all
ALAA members in due course. For further information contact the Honored Language Centre, University
of Melbourne, Parkville Australia 3052 (fax 03-344 2180; phone 03-344 5145).
Please return this form together with payment of all fees due to:
Convention Associates
13 Jeffrey Street
Mt Waverley, Vic. 3149

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Family name ____________________________ Title ______ (Prof/Dr/Ms/Mrs/Miss/Mr)
Given name ____________________________ Sex ______ (M/F)
Student number/Institution ________________ (if registering as a student)
Mailing address (please give institutional address if possible)

City __________ State __________ Postcode ______
Country ______________________________________
Telephone: __________ Fax: __________
Badge Details: Work ______ Home ______
Prefered First Name ______
Institution/Company ___________________________

REGISTRATION CATEGORY (Please tick appropriate box or boxes if you are attending both institutes and conference, and
cross appropriate registration fees into the "Paid Due" section on the reverse of this page.
Fees received by March 1 benefit from the lower rates.)

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<td>$260 (2285 after March 1)</td>
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Australian Linguistic Institute Conference

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Note: Registration Fees (less handling $25) are refundable only until 15 June 1994.

The Centre for Applied Linguistics [ICTL]
at the
University of Antwerp (UFSIA)
invites abstracts for the

Sixth International Systemics Workshop
"Spoken and Written Discourse"
with a special session on
"Business Discourse"
to be held in Antwerp, 7-10 August 1994

Abstracts for functionally oriented papers on any area of discourse, for both general and special
sessions, should be one page long, with a possible additional page for data, examples and
references. Suggestions for special workshop topics are particularly encouraged. Speakers will be
invited to send in a preliminary version of their paper by July 1st, 1994, for distribution to
participants prior to the workshop. It is envisaged that a selection of papers from the workshop will
be published in a proceedings volume. Special attention is drawn to the fact that ISW-6 is scheduled
right after ISFC-94, which will also be held in Belgium (at the University of Gent).

Deadline for abstracts: January 15th, 1994
Notification of acceptance: March 1st, 1994

Please address all abstracts, suggestions, and requests for further information (see slip below) to:

Dr Ronald Geluykens [ISW-6 Convenor]
c/o University of Antwerp (UFSIA)
ICTL - Centre for Applied Linguistics
Room B-135
Prinstraat 13
B-2000 Antwerp, Belgium
Tel: +32.3.270.04.20
Fax: +32.3.220.04.20
E-mail: "ronnie@prl.philips.nl"

PLEASE RETURN TO R. GELUYKENS AT THE ABOVE ADDRESS BEFORE DECEMBER 31ST, 1993

Name: ___________________________
Affiliation: _______________________
Mailing Address: ___________________
Telephone Nr: _____________________
Fax Nr: ___________________________
E-mail address: ____________________

0 I would like to receive further information on ISW-6
0 I would like to present a paper for the 0 general session
0 special session

 Provisional title: ___________________________
My Abstract: 0 is enclosed
0 will be submitted before 15 January 1994
CALL FOR CONFERENCE PAPERS

Abstracts should be sent to:

Linda Gerol
Queensland University of Technology
School of Language and Literacy Education
Kelvin Grove Campus
Locked Bag No 2
RED HILL Q 4059
Fax: 07 864 3986

DUE DATE: June 1, 1994

Abstracts should:
- be camera ready
- specify title of paper
- name author(s) and institution(s)
- not exceed 250 words
- have wide margins
  eg 3cms left and right, top and bottom

Presentation format:
Papers will be given in 45 minute slots
Please note: Requests for double sessions by groups are also welcome.

Additional information required:
In addition to abstracts, please send a separate sheet indicating:
- your name, title of paper and reply address
- equipment you will require
- whether or not you require early acceptance for funding purposes

Publication of papers:
Conference proceedings may be published.

Further information will be forthcoming in 1994

Spring School 26-30 September, 1994

Spring School Levels of Study

Four levels of study will be available in 1994.

Level 1
Introduction to Functional Grammar
The focus will be on X-structure grammar, principally the clause level grammatical systems of mood, transitivity and theme, and including the nominal group.

Level 2
Discourse Semantics
The focus will be on aspects of the cohesive ness of text in relation to the discourse systems of reference, conjunction, lexical relations and conversation structure.

Level 3
Genre and Register
The focus is on modelling language in context which includes discussion of field, tenor, mode, genre and ideology.

Level 4
Advanced application
The focus is on participants sharing, presenting or problem-solving research of their own in lecture or workshop format.

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

Further Information

John Carr
Australian Catholic University
Phone: 07 855 7188

Lenore Ferguson
Department of Education
Phone: 07 237 0680

EXPRESSION OF INTEREST

Name & Title:_______________________________________
Address:__________________________________________
Postal Code:_______________________________________
Telephone:________________________ (home) __________(work)
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Conference
I am interested in attending the 1994 Systemic Functional Linguistics Conference
Yes [] No []

Spring School
I am interested in attending the 1994 Australian Systemics Spring School at Level:
Level 1 [] Level 2 [] Level 3 [] Level 4 []

Accommodation
I am interested in accommodation at
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I am interested in hotel or motel accommodation
I will make my own private arrangements

Post to:
Melanie McDermott
1994 Systemics Conference & Spring School
Catholic Education Centre
CPO Box 1201
Brisbane Q.D. 4001
JAPAN ASSOCIATION OF SYSTEMIC FUNCTIONAL LINGUISTICS

CONFERENCE

DATE: Friday, November 11th 1994.
TIME: 12:20pm - 5:30pm
PLACE: Obirin University
3758 Tokiwa-cho,
Machida-shi,
Tokyo, 194-02.

GUEST SPEAKER: Ruqaiya Hasan, Macquarie University, Australia,
Linguistics, Language and Verbal Art, Cohesion in English
(with M.A.K. Halliday), Language, Context and Text (with
M.A.K. Halliday)

CALL FOR PAPERS

Abstracts of approximately 200 words in either Japanese or English for
papers of 40 minutes in length on any topic within the field of
functional linguistics should be sent to:

JASFL Conference November '94
Wendy Bowcher,
Obirin University,
3758 Tokiwa-cho,
Machida-shi, Tokyo, 194-02.
Fax: 0427-97-2344

Papers may be read in Japanese or in English.

Please include your name, institution, contact address and telephone
number with your abstract.

Closing date for abstracts: May 15th, 1994.
Teacher literacy preparation: a review of the possibilities


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

Introduction: some recent new themes in official approaches to literacy and its teaching

In one sense English literacy is not new as an educational issue. Schools exist to teach English literacy, among other things, and politicians, employers and others pay periodic lip service to the need to improve standards of literacy in the community. However, both in this country and the U.K., the signs are that a degree of official urgency has of late crept into much of the discussion about English literacy. To the periodic calls we often hear about declining standards of English literacy there have been added of late at least five other more or less related themes.

The first of these themes emerged in the British context, where official concern about the teaching of the English language generally led the Government in 1987 to appoint a Committee - chaired by Sir John Kingman - to identify a model of the English language for the purposes of teaching about it. The fact that the issue was even addressed in these terms was itself of interest. It challenged what had become a widely held view since the 1960s that teaching about the language in some way compromised the capacity of students to come to terms with using language 'in their own way'. For this reason the Kingman Report is of interest, and while I can't find evidence at this stage that its findings have had much impact in Australian curriculum documents, it is clear that many have been reading it, and that in some sense it will have a role to play here in discussions of literacy teaching in the immediate future.

The second and related recently expressed new theme in discussions of English language and literacy has been the call for its direct teaching, rather than its 'facilitation' - the preferred model of teacher behaviour advocated in many English teaching curriculum documents and textbooks since the 1960s. The terms of reference for the Kingman enquiry made clear that matters to do with explicit teaching about the language should be dealt with, so that by implication at least 'facilitation' as a model for teaching behaviour was under challenge. This model has been under challenge in Australia too of late, and while the battle for overt teaching about the English language has yet to be won, considerable progress has been made.
The third of the recent themes, again apparent in Great Britain, but also in this country, has been the call for development of what are called other standards of attainment in literacy, or levels of proficiency. Following hard on the heels of the Kingman enquiry, the British Government in 1988 appointed the National Curriculum English Working Group - chaired by Professor Brian Cox - charged with responsibility for advising on interrelated targets and programmes of study in English in the new National Curriculum as set out in the Education Reform Act of 1988. The determination of a national curriculum, incidentally, marked a remarkable departure from previous practice in British history, for until very recent times, such a move would have been quite unthinkable.

In Australia, where the notion of a national curriculum would have been until recent times also a very unlikely event, a national project intended to identify appropriate levels of attainment for English literacy was called for by Garth Boomer in his former capacity as Chairman of the Australian Schools Commission in 1987. The work of this project was conducted by the ACER, although in the best of my knowledge no great progress has been made. However, in other ways, some Australian States are currently engaged in developing models of tables of attainment or levels of proficiency. In addition, one of the initiatives currently being developed as part of the TVL activities in Australia has been a project intended to develop levels of proficiency in adult literacy programs. A National English Language/Literacy Curriculum Mapping Exercise is currently in progress, sponsored by the Australian Education Council, and as its name implies, this is intended to identify the various features of all State language and literacy curriculum statements, with a view to arriving at some kind of consensus about English language curricula. I think it is clear that one of its probable outcomes will be development of proficiency levels for English teaching across Australia.

The Australian Education Council (AEC) incidentally, is the organization of the various Ministers of Education, both Federal and State, which meets periodically, and which, under the chairmanship of Mr. Dawkins, has already taken certain steps towards the articulation of a national curriculum. One such step included the adoption of the so-called Robert Declaration in 1980, which was not in reasonably general terms a commitment to a number of common goals for competency schooling: Australia-wide. Another step has been the recent adoption of a set of nationally held principles for the teaching of mathematics.

A fourth theme in the recent developments in discussions of English language and literacy teaching has been the call for improved preparation of teachers for teaching English. The terms of reference for the Kingman enquiry required that the members of the Committee:

- to recommend a model of the English language, whether teachers are to be involved in writing English texts or not;
- to serve as the basis of how teachers are trained to understand how the English-language works;
- to inform professional discussion of all aspects of English teaching.

In addition, Committee members were asked:

- to recommend the principles which should guide teachers on how far and in what ways these models should be made explicit to people, to make them conscious of themselves and their language use as a means of communication.

Such matters have important implications for teacher education, both pre service and in service, and in fact a national in service exercise was conducted by Dr. Ron Carter of the University of Nottingham, in the aftermath of the Kingman Report. The latter exercise, to which, incidentally, Janet White (of the National Foundation for Educational Research) contributed, is now finished.

As for the Australian context, as perhaps none of you are aware, in late 1988 the Minister of Education, Mr. Dowling, called for an investigation into the preparation of teachers for teaching English literacy. I was awarded the contract to undertake the investigation, and in August of 1989 I had a team of experts from various universities to work with me. The investigation is now in progress, and that in part explains this paper. While I am not at all at this stage to report on the recommendations we will eventually make with respect to the preparation of teachers for teaching English literacy, I want to share with you some of the observations I have already made myself. What is most important, I want to invite you some discussion of these observations. I see this conference as an opportunity to tell friends. I shall be grateful for your enthusiasm and advice, and can promise to try on anything you may wish to tell me to: the other people with whom I am working. I shall also literally invite any of you who wish, to write submissions to me on any aspects of the enquiry. I shall say a little more later of the nature of the work I have been given in the National Project on the preparation of teachers for teaching literacy. First I want to continue developing recent themes in discussions of language and literacy teaching, at least for a little longer.

A fifth theme then, has been the tendency to argue a relationship between language capacity - capacity in literacy in particular - and the state of the economy. In this argument, as most of you are aware, it is said that if we are to pull ourselves out of the current recession, and become the `dearer country' in Mr. Hawke's words, then we must lift our game as teachers generally. In particular, we must lift the general level of literacy and indeed of numeracy, and prepare our students not merely for the immediate problems of economic restructuring, but also for the various changes of work patterns that will appear to be shared by most members of the Australian workforce. Graduates of Australian schools, it is estimated, will change their jobs three times or more in a lifetime (Christiansen, Learning Report of the Inquiry into Teacher Education Project, 1989). 9) and they need to display a degree of flexibility in learning new skills at various stages throughout their lives.

A great deal of the many literacy-related initiatives currently in train through DEET and the AEC, incidentally, are to be understood as part of a broader program of change set in motion by the Minister of Education when he launched his policy statement, Commonwealth Australia's Schools: A Consideration of the Focus and Content of Schooling (1988). The latter statement made very clear the commitment of the Minister in using the schools to bring about national economic development. Among other matters, a target was set for the early 1990s for a 65% retention rate of students to the end of Year 12. This alone has important implications for the teaching of English literacy across all subjects, in order to deal with the needs of the numbers of students who, in the recent past, would have left school very much earlier than Year 12, but who are now staying on.

Roscie Wickert's study (1985) investigating literacy in the adult population of Australia revealed that 10% of the adult population had literacy difficulties. Roslyn Hartley's report (1989) on the Social Costs of Inadequate Literacy drew attention not only to the loss of confidence and self esteem suffered by adult illiterates, but also to the loss both social and economic terms, caused by their incapacity to cope effectively and fully with the literacy demands of the community.

Both Wickert's and Hartley's studies were of course called for as part of the Federal Government's commitment to the International Year of Literacy, but they are not to be explained only as aspects of the IST. On the contrary, they were, along with a number of other initiatives taken by Government, quite important measures of official commitment to the development of improved standards of performance in English language. Most recently, the
Federal Government has released its Green Paper, *The Language of Australia*. Among other matters this calls for the development of a nationally co-ordinated approach to research into literacy and its teaching, possibly to be undertaken under the agency of the recently created National Languages Institute of Australia, but in the first instance to be developed through the creation of a single literacy and language advisory body, called the National Literacy and Language Council.

While the Green Paper does address concerns with Aboriginal languages and with the teaching of foreign languages, especially Asian languages, it makes clear a particular concern to improve English literacy performance, both as a first and a second language. Development of capacity in literacy is on the one hand linked to the Government’s Social Justice Strategy, with its concern to achieve:

* a fair distribution of economic resources;
* equal rights in civil, legal and industrial affairs;
* fair and equal access to essential services; and
* the opportunity for participation by all in personal development, community life and decision-making.

*(The Language of Australia 1990:2)*

On the other hand, the concern for literacy performance is also linked in the Green Paper to ‘economic security and productivity’ *(The Language of Australia 1990:6)* and a recent report *(Miltonyi, 1989)* is cited as estimating that the annual cost to the nation of poor English skills in the workplace is $3.2 billion.

Collectively, then, a degree of official urgency about the levels of literacy teaching in schools has been a feature of the last few years, both in Australia and Great Britain. In times of economic hardship of the kind which has afflicted both Australia and the U.K. for the last few years, it is of course always easy to look to the educational system as failing, and to blame schools for the alleged decline in the capacity of the workforce. A very simplistic equation is in fact often made between the performance of our schools and the performance of the workforce. The economy is in recession, industry must lift its game, and somehow the educational system must change in order to bring about the needed economic and social reforms. I do not subscribe to such a simplistic equation, and I would suggest that schools should resist being blamed for the economic ills that afflict the nation.

That said, however, it seems to me equally irresponsible to suggest that schools should not make a difference. They do have a responsibility to teach not only for the best educational standards, but in particular, for the best levels of literacy. And they must do this in the light of a proper recognition of the changed and changing world in which we all live - one in which literacy itself is a shifting phenomenon. Schools must also in my view be looking to develop appropriate measures of proficiency levels in literacy. Indeed, unless schools do take on this challenge, they will have failed to meet a very important need. They will have failed in fact, to make clear some of the important criteria by which students’ growth and development may be both fostered and recognized. For as long as schools remain (as in general they have done) silent and indeterminable about the criteria by which proficiency in literacy is even recognized, let alone assessed, then for just so long they will be failing their students. Schools will continue in fact to render invisible that which requires to be made explicit: namely, what it is to be successful both in reading and in writing. In these matters, as I shall argue more fully later, systemicists do have a major contribution to make. In fact, as I want to suggest here, unless you have a theory of language both social and functional in character, of the kind that systemic linguistic theory offers, then you have little basis to develop an appropriately rich and educationally satisfying model of assessment.

The Project of National Significance on the preparation of teachers for teaching English literacy

I want now to turn briefly to the terms of reference for the Project of National Significance (PNS) on teacher preparation for teaching literacy, and say a little more of this. We have a specific brief to consider teacher preparation for teaching English literacy as a first and second language. We are asked to consider it for the purposes of teacher education at the pre service level only, and we are asked to recommend on the preparation of teachers for:

* primary education;
* secondary subject English;
* English as a second language;
* English in the various subjects other than English;
* special education.

The Minister of Education originally called for some examination of teacher preparation for teaching literacy at the in service level as well, and while that is outside the terms of reference for this study, it is possible that a subsequent study will investigate these matters. I would certainly believe that such a study should take place, and my advice from several informants around the States has a lengthy been to the same effect.

It is an exciting and interesting prospect to consider how best we may recommend on teacher preparation for teaching English literacy, and I am optimistic and confident that those of us involved can do a good job. Not all the members of the team I have created to work with me on the project are systemicists, incidentally, and I believe our differing perspectives will bring strengths to our investigations. For the remainder of this paper, however, I shall talk from my point of view as one who does work with systemic linguistic theory.

There are at least three senses in which systemicists can make a contribution to models of literacy and of teacher preparation for teaching literacy. I want for the remainder of this paper to outline these. I draw attention to them because these are among the important matters we must handle well in developing our eventual Report. Beyond that, and more importantly in the long term, they are among the very significant matters all systemicists interested in education must address if they are to bring about significant change in language education. It is for that reason that I strongly invite your comments on what I propose to say for the rest of my time. The three are as follows:

* we do have to render literacy a genuinely visible and problematic matter, worthy of serious attention in teacher education;
* we need to establish that an effective model of the English language for the purposes of teaching literacy must itself have a strong social theory and a functional grammar;
* we need, in the light of this model to offer clear principles for the development of appropriate proficiency levels of assessment of literacy.

Let me now develop some observations about each of these.

Rendering literacy both problematic and visible
It may seem surprising that I take up this issue first, in view of the various official initiatives to do with literacy teaching that I have taken some care to outline above. Does the evidence not indicate, you may be thinking, that literacy is now a more visible aspect of teacher professional and community opinion? I suggest that despite the recent official expressions of concern to improve literacy standards, there are reasons to believe that in many ways literacy remains for many non-problematic, even indeed invisible, as it has been for so long. Nowhere has the tendency to relegate literacy to the invisible been more apparent than in the surprisingly large number of Australian teacher education enquiries that have been a feature over the last 10 to 15 years. You might, of course, wish to suggest that since many of these are somewhat dated now, many attitudes have changed. While that is true in some ways, I think it is also true that for many who work in teacher education (including those who have assisted in the various enquiries), literacy, like language more generally, does remain both unproblematic and indeed, not even very interesting.

Ably assisted by my research assistant, Morle Flies, I have been looking at a range a teacher education enquiries over the last 10 years, and can comment on only a few here. The general comment I would make on all of them, however, is that literacy is in some sense always seen as a 'given'; something useful to have because necessarily relevant to an education, but not in itself 'required'; even or more discussion; remarkable indeed, and worthy of comment, mainly where students are perceived to have some difficulties, normally in 'reading', but sometimes in 'communication'. Thus, the Anclauity Report of the National Inquiry into Teacher Education (1980), noted that secondary teachers often had no training in the teaching of reading, while many primary teachers often received less than 30 course hours devoted to teaching literacy generally (Section 6.40). Elsewhere, with reference to teachers' own levels of language and literacy, the Report noted (Section 6.42):

'All graduates of pre service programs must have achieved a minimum acceptable standard in the teaching of language skills appropriate to their teaching level.'

Such a statement hardly implied any robust commitment to the study of language. Indeed, I find it almost stunning for its lack of helpfulness, the more so, since the only other statement made about the standards of teachers' language skills read:

'The standards should be specified by the teacher education institution, following consultation with the employing authorities.'

These statements appeared, I point out, in the very years that a number of us were working in the Curriculum Development Centre's national Language Development Project, and committed to finding better models for the teaching of the English language. In the same period, furthermore, a number of people in Australia had commenced the lobbying processes which did lead to the Senate inquiry into a National Language Policy for Australia (1984). While the latter inquiry did concern itself with more than the teaching of the English language, it did at least bring a degree of urgency to the concerns with language and literacy. Many of those who testified before that inquiry could certainly have pointed out to Auchmuty and others that language is not some kind of 'given'; not a set of low key skills in talking, reading and writing, which, once mastered, you carry with you in some non-problematic way throughout life; not some kind of 'conduit' in Reddy's terms (1979) which merely serves to 'carry' or 'communicate' contents, ideas and information of value. On the contrary, many of us might well have said, language shifts and changes in the processes of making significant meanings. To learn language is to embark on a lifelong process of learning to use language in new ways in both speech and writing.

What we might not all have said in 1980, but which the decade since then has certainly made very clear, is that to learn to teach literacy is to learn to recognise both that it differs from speech in quite fundamental ways as Halkody (1985) has shown, and that it changes over time as Luke (1988) has shown. Furthermore, for the purposes of schooling, the teaching of literacy depends upon the subjects taught, as Martin, Eggsins and Wignell have shown in particular with reference to their studies of geography, history and science (see Eggsins, Wignell and Martin, 1987, and Wignell, Martin and Eggsins, 1987, Martin, 1990). To learn a school subject is certainly to learn to talk about it, but it is also quite crucially to learn to read and write about it, a condition which becomes increasingly true the longer students stay at school.

The problem at bottom, of course, when Auchmuty and others wrote of language and literacy in the manner in which they did, was that they had no model of language at all. In this, they shared the common community perception that what mattered in teaching was the attitudes developed in students, the thinking capacities established, the ideas mastered. All of the latter were understood as constituting the fundamental goals of an education. Language, conceived as no more than a set of discrete and isolated skills in reading and communication, merely served the development of these. It takes a far more profound understanding of the nature of language and of its role in the construction of experience to see that language is the primary semiotic system in which the skills, the knowledge and the capacities desired in an education are actually realised.

For anyone who wants to review recent studies into teacher education in any detail, I commend a paper by Tisher (1987) which reviewed a decade of research into teacher education in Australia. Among the 210 articles and reports consulted, none appears to have reflected upon teacher preparation for teaching literacy.

There was in fact back in the 70's one survey of teacher education for teaching English (1975-77) conducted by the National Committee on English Teaching (Goodenough, Cambourne and Davis, 1980). While the report of this survey did recommend more attention be devoted to the preparation of teachers for teaching literacy, its findings were in my view significantly weakened by the particular model of the English language that appears to have been embraced by those who wrote the report. The commitment was very much to the 'growth model' of language that had appeared among English teachers after the Dartmouth Conference in 1967, and whose general approach was said to be summarised in the following quotation from David Holbrook. English, it was said was:

'no "subject", but a means to personal order, balance and effectiveness in living. To give, learn (students) adequate verbal capacities is at one with giving them relief from inner turmoil, a degree of self-respect and self-possession and the ability to employ their potentialities - not only in "English" and other "subjects" or at work - but as lovers, parents, friends, members of the community.'

I could say a great deal about the limitations of such a statement, and have done so elsewhere (1988); suffice to note here that the 'growth model' has been remarkable for its resistance to systematic attempts either to educate teachers to understand language and how it works, or to teach students in schools about language and how it works. In consequence, this model has never offered much to the serious teacher of English literacy, either as a first or a second language. Ironically, therefore, the 'growth model' of the English language has actually served to perpetuate the wider community myth, to which the Anclauity Report subscribed, that language is neither interesting nor problematic; and that it merely 'carries' or 'gives expression to' attitudes, feelings or information.

What I continue to find most disappointing about the neutral and essentially uninteresting character language is so regularly accorded in the range of teacher education enquiries I have considered, is that, with some exceptions, language and literacy issues rate a mention only at those points where problems and shortcomings are referred to in the language and literacy
capacities of either teachers, teachers in training or students in schools. It is of course, always important to record these matters where there is a need, and to research and improve them. Indeed, with respect to all students in higher education, including those intending to become teachers, the recent Report of the Senate Standing Committee on Employment, Education and Training on Priorities for Reform in Higher Education (1990) has actually recommended that the ARC fund research into the ‘communication difficulties’ of higher education students. However, I do note that literacy and ‘communication’ needs most often rate a mention in teacher education enquiries at points where some kind of remediation is said to be needed.

The Karmel Report on the Quality of Education in Australia (1985), the Report of the Inservice Teacher Education Project (1988), and the Schools Council Issues Paper on Teacher Quality (1989) have all in varying ways reflected on the need to improve the provision of teacher education. The Karmel Report, like the earlier Achnahany Report, did note the need to ensure that all teachers had ‘acceptable levels’ of literacy and numeracy, and where these had not been reached during schooling, it recommended that they be ‘inculcated as part of general tertiary education’. (10:30)

Why, I ask myself, do we continue to tolerate a situation in which language and literacy so rarely get referred to as exciting, as intellectually challenging, as rewarding for young teachers to learn about, as intimately part of the ways in which they build the kinds of knowledge and skills they are being prepared to teach their students?

We – all of us – have to do better, not merely for the purposes of any report emerging from the PNS, but beyond that, for the purposes of bringing about real changes in the wider professional and community perceptions of language and literacy. We need to argue that language is of interest not merely in some minimalist instrumental sense, of concern mainly in the early years of schooling, when basic literacy is established, and henceforth of concern only when students have difficulty reading or writing. We need to work towards the development of a teaching profession in which language is understood in its most primary and visible sense as fundamental to the building of experience, and hence also fundamental to learning.

All this brings me to the second of the set of issues I said I wanted to outline here as relevant to a project for improving teacher literacy preparation, namely the matter of the development of an effective model of the English language for the purposes of teaching.

An effective model of the English language

An effective model of the English language, as I earlier suggested, should have at least two features: a strong social theory and a functional grammar. For the systemicist, as you are all aware, the two are intimately related. We need the social theory because it gives a principled basis for considering language in all its uses. Notions of text and context, of context of culture and context of situation, of genre and register, allow us to talk about different text types in ways that explain how and why language is as it is. The functional grammar allows us to demonstrate how the different text types are built up through sets of choices in the language, and hence how these text types realise meanings valued in the culture. Above all, possession both of the social theory and of the functional grammar, we have a theory of social action: a theory about the ways we might seek to exercise choices in order to bring about social change. In addition, however, we have, in development at least, a theory of teaching and learning.

Such a linguistically based pedagogical theory has at least the following three characteristics:

"a model of teaching and learning behaviour that is strongly interactionist, for the theory would argue that persons jointly construct their sense of the world in shared experience;
"a model of the teacher as strongly interventionist in the student’s learning, for the teacher is to be seen as authoritative in some sense, interpreting, guiding, mediating, as students come to terms with aspects of their culture;
"a model of the learner as apprentice within the culture, learning to recognise and manipulate the ways of working valued within the culture, and, as a consequence of being apprenticed, coming to act knowingly, and ultimately with independence, in ways which will often mean changing aspects of the culture.

I earlier noted that the Kingman Committee was asked to provide a model of the English language for teaching about it. I also noted that the Cox Report, intended to offer principles for establishing levels of language and literacy attainment, adopted a language model similar to that of Kingman, is not unlike that of Kingman and Cox. The model of Kingman and Cox is in my view limited in the two senses to which I have been drawing attention. Firstly, the model lacks a social theory. Secondly, it lacks a functional grammar.

While I am in sympathy with the British decision to invite Kingman to find a model of the English language for teaching purposes, I want to suggest that the model proposed by the Kingman Committee has significant limitations. Indeed, it draws upon what is in practice a time-honoured tradition in much linguistic theory and language-teaching theory, in which language as ‘form’ or ‘structure’ is dissociated from ‘meaning’. In other words, language is not seen as a resource in which meaning is built. To demonstrate what I mean, let me show you the model of language in Kingman, as that is represented in a series of boxes.

Figure 1, called 'Part 1: The forms of the English language', is set out as follows:
Part 1: The forms of the English Language

The following boxes exemplify the range of forms found in English. If forms are combined in regular patterns, following the rules and conventions of English, they yield meaningful language.

1. speech
   * vowel and consonant sounds
   * syllables and word stress
   * intonation and pause
   * tone of voice

2. writing
   * vowel and consonant
   * letters (the alphabet)
   * spelling and punctuation
   * paragraphing and lay-out

3. word forms
   * inflected words (plurals, comparatives, etc.)
   * derived words (e.g. fair, unfair)
   * compound words (e.g. melt-down, play-boy, mouth-watering)
   * idioms (e.g. put a stop to, Take care of, lose touch with)
   * productive metaphors (e.g. time is money; lose time, save time, spend time, waste time, run out of time)
   * frozen metaphors (e.g. kick the bucket, curry favour)

4. phrase structure and sentence structure
   * verbs: auxiliaries, tense, aspect, mood
   * nouns: noun classes, number, gender, definiteness, pronouns, demonstratives
   * adjectives, adverbs, adjectives, distances and conjuncts
   * simple sentence structure, co-ordination, apposition
   * complex sentence structure, subordination
   * substitution and ellipsis, negation and quantification

5. discourse structure
   * paragraph structure, reference, deixis, anaphora, cohesion
   * theme, focus, emphasis, given and new information structure
   * boundary markers (in speech and writing)
   * lexical collocation (i.e. drawn from the same vocabulary area)

You will note that there is a movement out, from the smallest units of 'form' to the word chosen by the Kingman Committee, such as 'vowels', 'consonants', 'syllables', 'spelling' and so on, through 'word forms' such as 'inflected words', 'derived words' or 'idioms', to 'phrase and sentence structure' such as 'verbs' and 'adjectives' and 'simple' and 'complex' sentences, to 'discourse structure', where that includes such things as 'paragraph structure', 'theme' or 'boundary markers'.

Figure 2, called 'Part 2 (i) Communication', does address some notion of text and context.

Part 2(i) Communication

Speakers and writers adapt their language to the context in which the language is being used. The boxes below indicate some of the main features of context which are relevant in conversations where the speaker and listener are talking face to face. In this section we shall also indicate how this model needs to be adapted to account for written language. (Note that in literature we often find representations of speech which rely on our experience of the spoken language.)

Context
   * place/time
   * topic
   * type of discourse
   * what has already been said in the discourse

Speaker
   * intention in speaking
   * attitude in speaking
   * perception of context

Listener
   * intention in listening
   * attitude to speaker
   * attitude to topic (interest)
   * background information on topic
   * understanding of what has already been said
   * perception of context

As the model is presented here it relates to talk, and it is noted that some adaptation is to be made for the purposes of written language. While the impact of context is acknowledged, you will note that there is, nonetheless, little sense of a social theory expressed here, and that the broader questions of culture and indeed of ideology, as Halliday and many others discuss these, does not find much expression here. Here, the model of genre and register as Mary Macken and others have proposed this (1990) does very much better.
Part 2(iii): Comprehension - some processes of understanding

In Figure 2 we showed the context of communication which is of course the context in which comprehension takes place. We understand language in a context of use. Some of the processes involved in understanding are indicated in this figure which, like Figure 2, is orientated to the speaker/listener relationship; in the notes on this section we shall show how these figures can be adapted to give an account of reading with understanding.

1. Interpreting speech sounds (Figure 1, Box 1) as words and phrases (Figure 1, Boxes 3 and 4), working out the relevant relations of these (Figure 4) and deriving a 'thin' meaning of the sort that a sentence might have out of context.

2. Working out what the speaker is using phrases to refer to in the world or in the previous discourse.

3. Working out from the form of the utterance what the speaker presupposes in making the utterance.

4. Inferring what the speaker means by making a particular utterance at a particular point in the discourse - the 'thick pragmatic meaning'.

(All of these processes may apply simultaneously)

This is intended to set out the 'other side' of communication, as it were, by identifying something of what goes on in listening to someone speak, or reading what someone writes. It thus involves such things as 'interpreting speech sounds... as words and phrases' and 'working out the relevant relations of these', and 'deriving a "thin" meaning of the sort that a sentence might have out of context'. Other aspects of the figure identify other aspects of comprehension.

A rather inadequate model of communication and comprehension is thus proposed in Figures 2 (i) and 2 (ii). I am reminded, in fact, of some of the older models of communication theory of a few years, which did tend to propose the communicative activity very much in terms of a 'sender' and a 'receiver'. Note the static sense of one who produces 'language' (not even a text, by the way) in Figure 2 (i) and of one who 'understands' in Figure 2 (ii). None of this satisfactorily establishes interaction at all, nor does it even approach the realisation that text production and comprehension are shared activities.
Allan Luke may well be right when he suggests that systemicists have not yet very satisfactorily built into their model of language an appropriate sense of what happens in reading comprehension. In fact, and for very good reasons, in my view, we have tended to concentrate on talk and writing for some years. That is primarily because these are the productive modes, analysis of which enables us to say so much about language. I think we do need to say rather more about listening and reading. Indeed, we must, because it will be a necessary aspect of building our theory of teaching and learning. Quite specifically, however, we will not be creating two separate boxes, one devoted to 'communication', the other to 'comprehension'. Ours will be an interactionist model, and I look to both Bill Winser and Len Unsworth among others interested in reading research, to help us get clearer this aspect of our model of language.

To return to the boxes in Kingman, Figure 4 is called 'Part 3: Acquisition and development'.

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**Part 3: Acquisition and development**

1. Children gradually acquire the forms of language identified in the boxes of Figure 1. Whereas some aspects of acquisition are fairly rapid (most children have acquired a full range of vowels and consonants by the time they are 6 or 7), other aspects develop much later (for example, control of spelling patterns and conventions of punctuation).

2. Children gradually develop their ability to produce and to understand appropriate forms of language (both spoken and written) in a wide range of contexts (Figure 2). This development does not cease in the years of schooling but continues throughout life.

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Here we are told that children 'gradually acquire the forms of language identified in the boxes of Figure 1. Here, as in other aspects of the model of language, what is remarkable is that 'form' is by implication dissociated from 'meaning'. In point 1, we are told children apparently acquire vowels and consonants quite early, aspects of spelling rather later, while in point 2, we are told they 'gradually develop their ability to produce and to understand appropriate forms of language'. Now while these sorts of claims are at least consistent with everything else said of language in the Kingman model, I suggest that to the systemicist they are quite misleadingly wrong. That is because they imply a sequence, and an order in learning language which Halliday (1975) showed some years ago is wrong. It is not the case that children learn the sounds and the syntax of language first, and then somehow graft meaning onto these after the event. Even if the Kingman Committee were to deny that they intend this, the manner of their setting out their box here does suggest it.

Language is a resource for meaning: it is the intention to mean that is primary, while the capacity to do so is both released and enhanced through steady mastery of the lexicogrammar, as well as the phonemes and the graphemes of the language. When I was first a student of Halliday some years ago, he represented the matter thus, and while I know that many have since criticised this formulation as too simple, I still like it, at least for the purposes of teacher education.

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The reason I like this, is that it very clearly turns on its head the tendency to see 'form' or 'structure' developing first in learning language, and meaning coming at some never very well determined point later.

A final box in the Kingman model of language is as set out in Figure 5, although that need not detain us here.

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**Part 4: Historical and geographical variation**

1. Language changes over time - all forms of language are subject to change, in inception, modification and to decay, sometimes rapidly and sometimes immeasurably slowly. Changes continue to take place in our own time.

2. As populations are dispersed and separated, they typically develop regional changes in their language forms. These changes may mark different dialects (or eventually different languages). If one of these dialects is used for writing, that dialect may emerge as the standard language; it will, of course, share many characteristics with the other related dialects.

My reading of the Kingman Report overall is that it does bring together a deal of contemporary linguistic research, and that its model of language is an advance upon most of the discredited school grammar which many English teachers throw out in the 1960s and 1970s. However, in another sense, what Kingman offers is less new or innovative than might at first sight appear to be the case. Above all, it sets up the primary distinction between 'form' and 'meaning' to which I referred much earlier, and which, as I have argued elsewhere (1990), in some length, has bedevilled English language education for a very long time now. Right back to the eighteenth century at least, when the first grammars of the English language were...
being written, a distinction between grammar and rhetoric (or meaning) was accepted, in itself borrowed from certain classical traditions. Once such a distinction has been admitted, then a fundamental dichotomy has been made, such that what is said, both with respect to 'structure' and 'meaning' is always subtly wrong. It is wrong because it has no principled means for accounting for the relationship of 'structure' and 'meaning' in language. What it has to offer either language education or the preparation of teachers for teaching literacy seems limited indeed.

In this State, Professor Rodney Huddleston, of the University of Queensland, and his colleagues are currently working on a model of the English language for teaching purposes. Huddleston has been reported as saying the new model will be about six years in the development, and we thus do not know what he will finally recommend. However, I have read his critique (Huddleston, 1989) of a sampling of some 41 primary and secondary school textbooks. I have also read a paper he gave in Brisbane in May 1990, in which he devoted his discussion firstly, to developing better principles for describing grammatical categories than has been the case in many traditional schools grammars, and secondly, to some brief discussion of notions of grammatical correctness. I have to say that while I found his critique (Huddleston, 1989) of a sampling of some 41 schools grammars interesting and useful, I have considerable reservations about the educational value of what he proposes to do with the evidence of his critique.

Thus, in his paper of 1990, Huddleston discusses grammatical categories, and he takes some familiar definitions of the subject:

"The subject is the person or thing spoken about, or 'The subject is the performer of the action expressed by the verb.'"

He points out how inaccurate these are in the following two sentences:

'Nobody liked him.'

'Something is wrong with the switch.'

Huddleston goes on to make the distinction between two levels of definition - the 'language-particular level and the general level.' He suggests that categories like 'subject' are 'general', since they belong to other languages apart from English. A 'language-particular definition' of a grammatical category', Huddleston writes:

"gives the distinctive grammatical properties of that category in the language under investigation, in our case English; it provides criteria for deciding which expressions in the language belong to that category. A general definition, by contrast, provides a principled basis for using the same categories in the grammars of different languages; it gives criteria for deciding whether a general term/label is applicable to a category whose membership in the language under investigation is determined by the language-particular definition.'

Huddleston does not in fact go on to offer us revised definitions of the subject at either the language-particular or the general level, although he does deal with definitions of the 'imperative clause' at both levels. Later parts of the paper discuss differences between prescriptive and descriptive grammars, and brief reference is made to the 'distinction between rules of grammar and rules of style.'

Overall, I find Huddleston's a disappointing discussion, and as with Kingman I am left feeling that the model of language being used is essentially one that leaves out meaning. Indeed, the principal question I would want to put to him is this: how does the model of the English grammar he appears to propose for schools help illuminate the thing that is text? Alternatively, how does it enhance one's appreciation of the manner in which language works to build meaning?

I have suggested that systemic linguistic theory offers much to a model of language and literacy of a kind that is useful both for school education and for the preparation of teachers to teach literacy. I want to conclude this section by suggesting some of the particular strengths of the theory. Here, by the way, I shall in passing refer to a few points I made when I gave a paper on the development of an educational linguistics at the annual Congress of ALAA in September 1990. Systemic linguistic theory then gives to language education theory and literacy teaching theory in particular the following:

* a notion of language as text, where, as Halliday puts it, text is language that is doing its job in some context. (Halliday and Hasan, 1985: 10).
* Huddleston and Hasan and more recently Martin (in press) have done important work investigating those properties of language that give it texture. Language is to be understood, not as so much educational practice has often proposed, as 'words', but as meaning:
* a principled way to explain the presence of text types within the culture, both in terms of genre and context of culture, and register and context of situation;
* a principled way, using the functional grammar, to examine differences between speech and writing, and all the rich possibilities that has opened up in recent years for examining the development of literacy capacities, as students mature and move from childhood to adolescence, including of course examination of grammatical metaphor.

While these are all important, I would note the many areas in which we still have a long way to go before we can claim to have anything like a complete theory of language and literacy or really good resources to teach it. Here I shall mention some at least of these:

* we still have no version of the systemic grammar to offer teachers. We have elements of it in many places: the Deakin series of monographs I edited; various ALAA publications, including a volume edited by Painter and Martin (1986); the excellent series of booklets on A Generative approach to teaching writing 3-6 (Macken et al, 1990); the curriculum materials John Carr and his colleagues have been developing in this State over some years. There are in addition the new materials David Butt has developed as part of the M.A. program at Macquarie, and his two booklets called Living with English. Books 1 and 2. Christian Matthiessen is also working on a volume of the grammar. We need all these things and more. In particular, however, we need an accessible workbook on the grammar for preservice education, and another for my own M.Ed. and M.A. students. This is in fact a particular hobby horse of mine, and I am hoping to get started on this with Clare Painter and Joan Rothery in the next few months;

* we do need better accounts of reading as well as of writing, as I mentioned in passing much earlier, and I look to both Len Unsworth and Bill Winter among others to throw some light on this;

* we need to know much more about the nature of literacy in the workplace in the late 20th century, and the manner in which it is changing, so that we can the more adequately prepare our teachers for teaching literacy in the future;

* we need to know much more about the manner in which children do move into control of literacy as they grow older, and here I attach particular
importance to the study being done by Bercey Chrovanska investigating her own son's emergent control of writing as he moves into adulthood.

We need to know much more about students' differential kinds of
preparation for language and literacy learning than has been true in the
past. Here, I am particularly encouraged by Ruth Price's ongoing
study, and Geoff Williams's very exciting research examining differing
patterns of using language in different social classes. It seems that
the evidence needed for so long to test Bernstein's theories about codes and class is
beginning to emerge.

Finally, on another and rather different note, we need to find better ways
to represent our model of language and literacy. This is particularly
important for teacher education. Diagrams and figures often offer very
satisfying models to represent theories of language and learning, and there is a
sense in which the work of developing these will never finish.

Development of proficiency levels

I want now to turn to the third of the three issues I noted earlier that the Cox Committee was charged with responsibility
for. Attainment targets in listening and speaking, reading and writing. The description of the
targets for writing states that this involves:

- A growing ability to construct and convey meaning in written language
- Matching style to audience and purpose

At Level 1, students should be able to:

- Use pictures, symbols or isolated letters, words or phrases to communicate

At Level 2, students should be able to:

- Produce, independently, pieces of writing using complete sentences, some of
  them decorated with capital letters and full stops or question marks.
- Structure sequences of real or imagined events coherently in chronological
  order.

iii) Write stories showing an understanding of the rudiments of story
structure by establishing an opening, characters, and one or more events.

The Cox Committee is careful to say that statements of this kind have to be taken and
developed more fully for assessment purposes. Nonetheless, I make the point that such
statements do have something of the character of a 'check list' approach to literacy. I would
suggest that an approach to assessment that is more overtly linked to students' goals in using
language and to the types of tasks students will need to write and read will provide a more
compelling account of what should be good targets for assessment. In short, I actually endorse
a proposal made by Ruth Price in 1987, that we should produce exemplary accounts of texts for
teachers and for assessing writing ability. I know of three such approaches to Australia thus far,
one in WA, one in this state and one in New South. I have abstracted information about the project
in this state, and look to Adele Rice and her colleagues to tell me about it while I am here.

Judith Riddell of the Western Australian CAE has been working for some time with some
colleagues of the Curriculum Branch of the WA Education Department, developing statements of
'developmental continua' in literacy, at least for the primary school. The draft statements of
these as Riddell and her colleagues presented these at the WA Conference in Canberra in July
1990 seemed to me useful. Actual treatments of children's spelling and writing were cited, showing
evidence of growth, and commentaries were provided on these showing attention to linguistic
traits of various kinds. I understood the materials have gone through a second trial in WA, and
that some revised version will appear in due course.

To turn to the NSW experience, I take up the materials on a Genre-Based Approach to Writing
of Mary Macken and her colleagues produced for the NSW Department of Education, and I
suggest that an approach that is more overtly linked to students' goals in using
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language and to the types of texts students will need to write and read will provide a more
compelling account of what should be good targets for assessment.
Bats are the only mammals that can fly. Bats have black fur and two wings. Some bats live in dark places like caves, attics and hollow trees. Bats sleep all day long and come out at night. They are nocturnal. Bats like to eat insects, plants, fruit and other small animals. Bats use echolocation to find food and to avoid obstacles. Bats have a life span of 30 years. There are nine hundred species.

On a corresponding page the following commentary is provided:

Year 2 texts Sample la - Applying the Criteria

Applying the Linguistic Criteria

1. In terms of the genre, the writer has organized the stages in terms of 'General Classification' followed by Description of the appearance and behaviour of bats. Note, however, the greater detail of the classification ('...the only mammals that can fly').

2. In terms of tenor, the writer focuses on generic participants in fact 'Bats' are thematic in most of the clauses. Note the greater control displayed by this writer of the reference to 'Bats': there is a consistent use of the plural pronoun to refer to groups of bats.

3. This text shows a more extensive field knowledge. The writer is making more use of technical language to refer to new insights ('nocturnal' and 'echolocation') and also showing an understanding of what these mean i.e. making use of nominalization and exemplification.

4. With regard to the written mode and to textual meanings the writer is making greater use of a range of clause types and logical connectives within the sentence. Note for instance:
   a. the embedded clause in the first sentence: "Bats are the only mammals [[that can fly]]
   b. parataxis in "Bats sleep all day long and come out at night."
   c. hypotaxis in "Bats use echolocation / to find food / and to avoid obstacles / ."

   Parallel with the development of greater facility with a range of clause types is the use of a wider range of conjunctions to express reasoning.

This text is in the top range of report writing in this class - showing control of genre, field, tenor and mode relevant to factual writing in Year 2. The teacher could extend the child further by asking him/her to write a report comparing the contrasting two different species of bat or two mammal groups e.g. 'Bats' and 'Sloths'.

This then is in my view an appropriate approach to assessment for literacy for the future. It avoids the check list approach and its shew texts written for real goals. Above all, the linguistic features are precisely described. The example can be seen as a prototype, which once students can use it properly, they are free to play with it and adapt it. This is an instance of appropriate principles of assessment that I think systemicists can give to a national literacy assessment project.
Conclusion

All this brings me to the end of my paper. I shall conclude merely by summarizing what I have said:

1. There is a degree of official interest in literacy at the moment, which at least augers well for those of us who want to make a contribution to improving practices of teaching English literacy in this country, including those working with me in the PINS on teacher literacy preparation.

2. Systemativeness in my view have a particular contribution to make to the development of new models of literacy and of teacher preparation.

3. There are in my view at least three issues in which we can make a difference in models of language and literacy and teacher preparation. The first involves offering a model of language that is both visible and in the best sense problematic - something that excites and challenges teachers to learn about it, rather than the rather minimalist models of literacy so often found in teacher education enquiries and even curriculum documents. The second involves the notion that an effective model of the English language for the purposes of teaching literacy must itself have a strong social theory and a functional grammar. The third involves the capacity to develop good principles for assessment of literacy proficiency.

As we move to the new century, I think the issues are that language and literacy are at last becoming important parts of the educational agenda. I look forward to working with all of you people in seeing that they do indeed become parts of that agenda.

References


Hutchinson, R.D. (1992) 'What ought teachers to know about English grammar?'. A paper given at the Conference on Responding to Literacy Needs: Implications for Teacher Education and
Training Consultants, organised by the Board of Teacher Registration, held Brisbane 17-19 April, 1990.


Modelling big texts: a systemic functional approach to multi-genericity

J R Martin

Department of Linguistics, University of Sydney
Sydney 2006, Australia

0. The page

My computer screen is too small - it doesn't hold a page. Maybe this shouldn't matter, but it seems to. Maybe before personal computers I just got used to having a page to work on. I don't know. But I've been word-processing for several years now. I should be used to it. But I still miss having a page. I'm jealous of my friends and colleagues with portrait-size screens, though I don't envy them lugging them around. I want my page.

As a linguist interested in genre, I'm also worried about the page. Most of the texts my colleagues and I have been developing genre theory around fit snugly into a page (e.g. Hasan 1977, 1979, 1984, 1985, Martin 1985, Ventola 1983, 1984, 1987). Sometimes they are a little longer, but by choosing a smaller font we can squeeze them into a page. But what kind of a genre theory is this? Life is full of texts that are longer than a page. I'm surrounded by them. But when I sit down to work I still want my page.

These worries may not be unrelated. Is there then something natural about the page? Is the page more than a conveniently sized piece of paper, designed by printers and publishers to suit their enterprise? Is the page a unit of meaning in our culture? Is it after all quite natural for the texts we've been working on to sit comfortably on a single page?

In this paper an attempt will be made to theorize an answer to these concerns. It will be suggested that the genres systemic linguists have been studying intensively do have integrity, and that a model of longer texts can be provided by studying the ways in which these 'elemental' genres are combined into what will be termed here macro-genres. It will also be suggested that systemic grammar provides a rich model for theorizing the ways in which more elemental genres are combined.

1. A genre on a page

By way of illustrating the problem raised above, consider text 1. Generically, this text is a historical recount (see Eggins et al. 1987/1993, Disadvantaged Schools Program 1991). Its function is to generalise across a set of experiences as they have evolved through time, in this case the history of international whaling. From an ideational perspective, this genre is organised around three stages: Orientation, Record and Re-orientation (see Plum 1988). This part-whole structure is represented as a constituency diagram in Fig. 1.
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Prosodic realisation refers to the way in which a particular kind of meaning spreads out across a structure, colouring the unit as a whole. One clear example of this form of realisation is English TONE (see Halliday 1967, 1970b, 1985a), which unfolds in a continuous movement (rising, falling, rising then falling and so on) throughout a tone group. Similar patterns are found in grammar as well - in attitudinal nominal groups for example (see Foy 1984) where positive or negative affect is realised continuously across adjectives and nouns (e.g. you patronising sexist racist bungles pig, my adorable sweet little bundle of joy). A related form of opportunistic realisation is found in the clause with respect to the system of POLARITY, most noticeably in non-standard dialects such as that spoken by the 'Marrickville mauler', bowler Jeff Fenech:

"If you don't get any publicity you don't get no people at the fight," he said. "If you don't get no bars on seas you don't get paid...Anyway I enjoy it" (Fishman 1990)

In this dialect, negative polarity dictates that wherever indefinite deixis is found in the clause it will be realised by no (note that standard English prefers any in this environment). A model of this sprawling realisation is presented in Fig. 4 (cf. If you don't get any publicity for any fights in any papers from anyone - , using standard any forms to realise the prosody of negation).

<table>
<thead>
<tr>
<th>Mood</th>
<th>Residue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Finite:neg</td>
</tr>
<tr>
<td>if you</td>
<td>don't get no publicity for no fights</td>
</tr>
</tbody>
</table>

Fig. 4: Interpersonal meaning realised as a prosody - POLARITY

2.3. Ideational Meaning — particulate realisation

Ideational meaning involves a segmental construal of reality. Experientially, the segments are construed as parts of a whole, each with a distinctive role to play. Logically, the segments are construed as an open-ended series of steps, with parts dependent on each other and in general playing a similar role (without the closure implied by the notion 'whole').

2.3.1 Experiential meaning — part/whole

Experientially, the English clause is a theory of goings-on and their parts. Integrating this segmentation is a theory of necessity, with a process and closely related participant at the centre, circumstantial relations towards the periphery, and other participant relations in between. This model of reality is outlined in Fig. 5 for part of the whaling recount introduced as text 1 above: Early in this century the Norwegians introduced explosive harpoons... (following Halliday's 1985a ergative interpretation of the English clause).
Fig. 5: Experiential meaning realised as parts and whole — TRANSITIVITY

Although we are restricting our discussion here in general to clause rank patterns, it is important to note that clause segments may themselves be construed as wholes with parts and that this pattern continues in grammar until the smallest units of meaning, the morphemes, are reached. This kind of extension is outlined in Fig. 7, where the clause's groups and phrases are broken down into their constituent parts. In systemic grammar this kind of segmentation proceeds in principle by rank, the details of which are being fudged over here.

Fig. 6: Extending part-whole segmentation to lower ranks

As can be seen from Fig. 5 and 6 this experiential segmentation is in principle closed - there are a delimited number of segments at each rank in the grammar and a finite number of ranks. In order to overcome this closure, and renew its construal of reality, experiential meaning makes use of embedding, the process whereby wholes are included as parts. This kind of extension is outlined in Fig. 7, where the clause's groups and phrases are broken down into their constituent parts. In systemic grammar this kind of segmentation proceeds in principle by rank, the details of which are being fudged over here.

Fig. 7: Embedding - renewal of experiential segmentation at lower ranks

2.3.2 Logical meaning — part/part

Unlike experiential structures, the structures realising logical meaning are not in principle closed - precisely because they do not imply a whole. Rather they engage openness, a serialised progression from one meaning to the next, step by step, through iteration. This form of realisation is illustrated in Fig. 8 for dependency relations between clauses in the clause complex. The ongoing interdependency in this case has to do with PROJECTION - with saying or thinking ensuing clauses into existence. Clause complex interdependencies of this kind lie at the frontier of grammar, interfacing directly with discourse relations. Because of this they will turn out to provide a very rich source of strategies for modelling combinations of elemental genres as macrogenres below.

Fig. 8: Logical meaning in the context of PROJECTION — dynamic movement from part to part

2.4. TEXTUAL MEANING — periodic realisation

Textual meaning, as noted above, construes semiotic reality - it organises ideational and interpersonal meaning as coherent and relevant text (for discussion see Matthiessen 1992). In English, at clause rank, the textual metafunction typically accomplishes this by establishing complementary peaks of prominence at the beginning and end of the clause. Initial prominence is grammaticalized as Theme, the speaker's point of departure for the message; final prominence is constructed through intonation, with a tone group's major pitch movement confirming part of the message as New. This unmarked complementarity of Theme and New ("where I'm coming from")
over to "where you're going to") construes the clause textually as a wave of information, as outlined in Fig. 9. As we will see below, textual waves of this kind are a feature of higher levels of organization in text and the resulting hierarchy of periodicity (see Halliday in Thibault 1987:612) plays an important part in our interpretation of macro-genres.

Early in this century the Norwegians introduced explosive harpoons...

<table>
<thead>
<tr>
<th>Theme</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given</td>
<td>New</td>
</tr>
</tbody>
</table>

Fig. 9: Clause rank textual meaning as a wave (complementary pulses of prominence)

3. Interpersonal analogy — prosodic (amplification)

Turning from clauses to macro-genres, prosodic realisation most directly manifests itself through repetition. As in the grammar, the effect of the repetition is amplification of the interpersonal meaning in question. To see the effect of this pattern of realisation, consider text 2, the song 'The Way It Is' by Bruce Hornsby and the Range 1986 (for a related form of prosodic realisation in Bruce Springsteen's 'Born in the USA' — see Cranny-Francis and Martin 1991). Musically and lyrically Hornsby's claim to fame depends on his ability to tap into the indulgent sentimental nostalgia that patriarchal men so commonly mistake for feelings. 'The Way It Is' fits snugly into a liberal humanist discourse of this kind.

Experientially, the song consists of three exemplums, a kind of narrative whose social function is to comment monolistically on 'the way it is'. Plum's 1988 incident interpretation structure thus recurs three times, with the chorus serving to interpret each incident along similar lines. The effect of the repetition is cumulative, amplifying Hornsby's 'heart-felt' resignation. Third time round, his mild admonition 'Don't you believe them' is removed; in America, that's just the way it is.

2. 'The Way It Is' BR Hornsby

Exemplum (x 3)

<table>
<thead>
<tr>
<th>INCIDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>[2]</td>
</tr>
</tbody>
</table>

Interpretation

Chorus
That's just the way it is
Some things will never change
That's just the way it is
But don't you believe them

They say hey little boy you can't go
Where the others go
'Cause you don't look like they do
said hey old man how can you stand
To think that way
Did you really think about it
Before you made the rules
He said, Son

Chorus
That's just the way it is
Some things will never change
That's just the way it is
Ah but don't you believe them

[Instrumental break]

Exemplum

[That's just the way it is x2]

Well they passed a law in '64
To give those who ain't got a little more
But it only goes so far
Because the law don't change another's mind
When all it sees at the hiring time
Is the line on the color bar, no

Chorus
That's just the way it is
Some things will never change
That's just the way it is
That's just the way it is...

[Instrumental fade]

An initial attempt to model this notion of prosodic amplification is presented in Fig. 10. Provisionally then it would appear that one way in which texts get bigger than a page is through interpersonally oriented repetition, whose function is to adjust the volume of the proposals (for work on macro-proposals and interpersonal meaning see Martin 1992a), propositions, probabilities, usanilities, obligations, inclinations, abilities, attitudes and polarities under negotiation.
unequal status
extension
locution (He says "Get a
enhancements. These variables and
discussion
strongly associated with projected locutions and expanding extensions and elaborations;
hypotaxis (unequal status) is strongly
between clauses (paratactic or hypotactic) and the kind of logico-semantic relation involved
(projection or expansion).

For Halliday 1985a the critical variables have to do with the nature of the interdependency
between clauses (paratactic or hypotactic) and the kind of logico-semantic relation involved
(projection or expansion). Sub-types of expansion and projection stand in matched and unmatched
relations with parataxis and hypotaxis (Blakett and Plum 1983). Paratactic (equal status) is strongly
associated with projected ideas and expanding enhancements. These variables and unmatched associations are exemplified in Table 2. For further discussion see texts 3 and 4 below.

<table>
<thead>
<tr>
<th>Parataxis - equal status</th>
<th>Hypotaxis - unequal status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projection</td>
<td></td>
</tr>
<tr>
<td>locution</td>
<td>&quot;That's the way it is&quot;, he believed.</td>
</tr>
<tr>
<td>extension</td>
<td>&quot;That's the way it is&quot;, he believed.</td>
</tr>
<tr>
<td>elaboration</td>
<td>&quot;That's the way it is&quot;, which he believed.</td>
</tr>
<tr>
<td>enhancement</td>
<td>&quot;That's the way it is&quot;, which he believed.</td>
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<tr>
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<td>tion</td>
<td>&quot;That's the way it is&quot;, which he believed.</td>
</tr>
</tbody>
</table>

Table 2: Examples of hypothetic and paratactic expansion and projection (boxed examples represent unmatched associations of variable status)

4.1 Logical analogy — part PARTICIPANT

4.1.1 Logical analogy — participle (clause complex)

Halliday's analysis of clause complex relations is a very important resource for reasoning about macro-genres. Micro-genres are in fact proportional to clause complex structures in much the same way that more elemental genres are proportional to the clause

macro-genre: clause complex ::
gener: clause

As far as quoting is concerned, the analogy between clause complex and macro-genre is a straight-forward one. One text is quite commonly quoted by another. I will illustrate this here by quoting from myself (Martin in press a in the spirit of Ford: I will make no apology for this self-reference here). The quotation that 3 below is in Halliday's text in turn quoted through citations a number of examples of each type of expanding relation. Letting the names of authors stand for bodies of work instead of people (see Multitexts in press b), this interdependency can be expressed as a clause complex as follows: "Martin says Halliday says English speakers say...". Note that verbal processes are not used to project the wordings in text 3; it is texts, not clauses, that are doing the quoting here.

3. Halliday's description of each relation, and examples of their realization between clauses are reviewed below:

Elaboration (1)

"In ELABORATION, one clause elaborates on the meaning of another by further specifying or describing it. The secondary clause does not introduce a new element into the picture, but rather provides a further characterization of one that is already there, restating it, clarifying it, refining it..."

That clock doesn't go; it's not working.
She wasn't a show-girl; I didn't buy her at a show-girl.
Each argument was fatal to the other; both could not be true.

Halliday 1985a:55

Elaboration (2)

"In ELABORATION, one clause extends the meaning of another by adding something new to it. What is added may just be an addition, or a replacement, or an alternative..."

I bred the poultry and my husband looks after the garden.
I said you looked like an egg; sir, and some eggs are very pretty, you know.

Halliday 1985a:207

Enhancement (1)

"In ENHANCEMENT one clause enhances the meaning of another by qualifying it in one of a number of possible ways by reference to time, place, manner, cause or condition..."

It's the Cheshire cat now I shall have somebody to talk to.
The three soldiers wandered about for a minute or two, and then quietly marched after the others.

With projection, one clause instates another as a location or ide (Halliday 1985a:96). Verbal processes, prototypically verbs of saying, project locutions (constructions of wording), mental processes, prototypically verbs of thinking, project ideas (constructions of meaning). As noted in Table 3, locutions are associated with parataxis (quoting); whereas ideas are associated with hypotaxis (reporting). Our problem here is to consider how one text can be seen to quote or report another.
TENSE and orientation, the projecting and quoted material can be said to have equal status (as with in most contexts in writing, where this
genres.
language, it is clauses rather than slabs of text that tend to be projected through quotation, since
forms of representation: clause complex relations

4.1.1.2 Idea/meaning (unequal status)

It might also appear at first that meaning cannot be reported at the level of macro-genres. If we bring figures, tables, graphs, diagrams and so on into the picture, then the possibility of bypassing wording and reporting meaning directly seems a viable one. The drawing of projected wording in Fig. 12 for example transcends the grammar of English; making use of alternative forms of representation: a drawing of a page, including a schematic linear representation of text, with a box highlighting projected wording, with the quotation projected as a balloon, cartoon-style, alongside the page, with another drawing of a page inside the balloon, enclosed in quotation marks, and including further schematic representation of text. This form of diagrammatic representation might well be approached as a semiotic system in its own right, inviting deconstruction along the lines of suggestions by Kress and van Leeuwen (1990a, 1990b) for reading images. But seen from the perspective of language, the figure can be interpreted simultaneously as coding linguistic meaning - as a projection of the 'content' developed in section 4.1.1.1, bypassing its wording.

Another example of reported projection of this kind is presented in text 4 below, quoting again from Halliday in press c. In this text, Halliday's clause complex analysis, which was projected as Table 2 above, is given an alternative projection in the form of a system network. Once again, the projection itself constitutes a designed semiotic system, contrived by systemists and deserving of analysis. At the same time, the function of system networks of this kind in systemic theory needs to be kept in mind - namely that of providing an alternative consolidating form of representation for meanings that have been discursively developed as text. It is this reporting function that is under focus here.

4. ... This is especially true with conjunctive relations, since it is in this area that Halliday 1985a:192-251 has elaborated his grammatical description to the point where very long passages of spontaneous spoken monologue are noted in. His clause complex analysis has in other words pushed grammatical description to new frontiers, and it is to the limits of these that this chapter first turns.

Halliday's 1985a:197 paradigm for clause complex relations is formulated systemically as Fig. 4.1, along with notational conventions for analysing the dependency relations involved. The network distinguishes both the type of interdependency (paratactic or hypotactic) and the kind of logico-semantic relation involved (projection or expansion).

This analysis is illustrated for text 4.11 below (taken from the research reported in Plum 1988...)

The notion of 'projected meaning' is projected as a diagram in Fig. 13 below. Once again, as far as I can tell, the opposition of parataxis to hypotaxis is not relevant at the level of macro-genres, so the question of quoting meaning does not arise.
Note again that the interpretation of projection being developed here in intended to complement, not to replace, readings of tables, figures, diagrams and so on as images (following Kress and van Leeuwen 1990a, 1990b). Treating these images as projected meanings allows us to focus on the semantic dependency between these images and the texts including them (which is of course mediated by the captions relating these projections to the texts projecting them, and any wording included in the images themselves); but the grammar of these images remains an important question in its own right. Because of their semantic dependence on projecting text, schematic images such as those considered here can be treated as dependent on their projected text - as with hypotactically related clauses in the clause complex. Less schematic forms of course mediated by the captions relating these projections to the complement. Representation, such as photographs, are more questionably dependent in this way (although it might be argued that their surrounding text is generally replete with instructions as to how images, however 'real', should be read). We should also note here that texts in which most of the semiotic work is accomplished by images rather than verbal text have not been considered here. The relation of image to wording inside diagrams like Fig. 13 for example is the reverse of that between Fig. 13 and its projecting text. The whole question of interacting semiotics of this kind is something that is in need of further attention and has barely been touched on here. Fortunately, thanks Halliday 1985a and Kress and van Leeuwen 1990, the tools for deconstructing conversations between verbal and non-verbal texts are now firmly in place.

4.1.2 Expansion

With expansion, one clause expands another by elaborating it, extending it or enhancing it. Following Halliday 1985a:169-177, elaboration involves restating in other words, specifying in greater detail, commenting or exemplifying; extension involves adding some new element, giving an exception or offering an alternative; enhancement involves embellishing with circumstantial features of time, place, cause or condition.

Macro-genres developed through expanding relations, as we shall see, often afford the possibility of an alternative or simultaneous part/whole interpretation. Text 1 for example will be used in section 4.1.2.1 immediately below to illustrate elaboration, whereas in section 1 above the same text was given a multivariate Orientation > Record > Reorientation interpretation. In this case the readings are complementary: the univariate elaboration reading brings out the respect in which the stages in the recount paraphrase each other, while the multivariate reading brings out the intertextual relationship between this and other narrative-type genres (for which see Plum 1988, Rothery 1990).

4.1.2.1 Elaboration (equal status)

As just noted, elaboration will be exemplified here using text 1. In this text the title (Whaling) is first elaborated as a clause (For one thousand years, whales have been of commercial interest for meat, oil, meal and whalebone,); this clause is then unpacked in the remainder of the text's literal paragraph as the history of whaling; this history is then re-packaged as paragraph 2 (including the critical nominalisation a mining operation moving progressively with increasing efficiency to new species and new areas). Each of these steps in the text's development involves restatement as ideational meaning is explored at more and less specific levels of generality.

For one thousand years, whales have been of commercial interest for meat, oil, meal and whalebone.

About 1000 A.D., whaling started with the Basques using sailing vessels and row boats. They concentrated on the slow-moving Right whales. As whaling spread to other countries, whaling shifted to Humpbacks, Grays, Sperms and Bowheads. By 1500, they were whaling off Greenland; by the 1700s, off Atlantic America; and by the 1800s, in the south Pacific, Antarctic and Bering Sea. Early in this century, the Norwegians introduced explosive harpoons, fired from guns on catcher boats, and whaling shifted to the larger and faster baleen whales. The introduction of factory ships by Japan and the USSR intensified whaling still further.

The global picture, then, was a mining operation moving progressively with increasing efficiency to new species and new areas. Whaling reached a peak during the present century. (W R Martin 1990:11)

When elaboration is deployed as waves of generality and specificity in this way, texts tend themselves to re-interpretation from the perspective of periodic structure and textual meaning. Following Martin in press b, c and the first clause of text 1 can be treated as a hyper-Theme (point of departure for the text as a whole) and the last two clauses as hyper-New (distillation of the news developed through the text). Note that text 1 has now been deconstructed from the perspectives of particulate (including the distinct part-whole and part/part interpretations compared above) and periodic structure; all three readings are required in order to do justice to the text's experiential, logical and textual meaning. Metafunctional dialogism of this kind is an integral feature of the structure of macro-genres (for a very helpful discussion of metafunctional dialogism in the clause, see Matthiessen forthcoming).

hyper-Theme (clause Themes underlined)

For one thousand years, whales have been of commercial interest for meat, oil, meal and whalebone.

About 1000 A.D., whaling started with the Basques using sailing vessels and row boats. They concentrated on the slow-moving Right whales. As whaling spread to other countries, whaling shifted to Humpbacks, Grays, Sperms and Bowheads. By 1500, they were whaling off Greenland; by the 1700s, off Atlantic America; and by the 1800s, in the south Pacific, Antarctic and Bering Sea. Early in this century, the Norwegians introduced explosive harpoons, fired from guns on catcher boats, and whaling shifted to the larger and faster baleen whales. The introduction of factory ships by Japan and the USSR intensified whaling still further.

The global picture, then, was a mining operation moving progressively with increasing efficiency to new species and new areas. Whaling reached a peak during the present century.

class Themes underlined

For one thousand years, whales have been of commercial interest for meat, oil, meal and whalebone.

About 1000 A.D., whaling started with the Basques using sailing vessels and row boats. They concentrated on the slow-moving Right whales. As whaling spread to other countries, whaling shifted to Humpbacks, Grays, Sperms and Bowheads. By 1500, they were whaling off Greenland; by the 1700s, off Atlantic America; and by the 1800s, in the south Pacific, Antarctic and Bering Sea. Early in this century, the Norwegians introduced explosive harpoons, fired from guns on catcher boats, and whaling shifted to the larger and faster baleen whales. The introduction of factory ships by Japan and the USSR intensified whaling still further.

hyper-New (minimal New in bold face)

A schematic outline of this textual strategy for deploying elaboration is presented in Fig. 14. Periodic structure at the level of macro-genres will be further discussed in section 4.3 below.
In order to illustrate extension (adding some new element, giving an exception or offering an alternative), we will move on to the environs of text 1, including the rest of its section, and consider the paper 'Innovative Fisheries Management: International whaling' as a whole. The paper begins with a title which is then unpacked in an introductory paragraph before being elaborated by the paper as a whole. This elaboration is itself divided into five sections: i. Whales, ii. Whaling, iii. International Management, iv. The Current Scene and v. Relevance to Canadian Fisheries Management. Sections i, ii, iii and iv are inter-related by extension - a historical report on the current scene is added onto a historical recount on international management which in tum extends a historical recount on whaling which is itself an extension of a scientific report on whales.

These four sections are relatively independent of each other, and so can be treated as having equal status in the paper. The logic of their presentational sequence is textual rather than ideational; different sequences of presentation are possible with next to no repercussions for the wording of the individual sections themselves. The introduction to the paper, and sections i and ii are presented in full, along with the section headings and subheadings from the rest of the paper, as text 5 below. Halliday's notational conventions for expansion, presented in text 4 below, have been used to show the way in which elaboration, extension and enhancement have been used to develop the macro-genre (logico-semantic relations within sections have not been noted for enhancement see section 4.1.2.3 below):

5. Innovative Fisheries Management:

International whaling

There is much to be learned from the evolution of international fisheries management that is applicable to the development of fisheries management in Canada. An interesting case is the management of whaling which I have had the opportunity to follow for a few decades. So, I have decided to focus on whaling as an example of innovative fisheries management, and summarize my perspective under the headings of whales, whaling, international management, the current scene, and some observations about its relevance to the development of Canadian fisheries management.

Whales (taxonomising report)

There are many species of whales. They are conveniently divided into toothed and baleen categories. The toothed whales are found world-wide in great numbers. The largest is the Sperm whale, which grows to about the size of a boxcar. Other species familiar to Canadians are the Beluga or white whale, the Narwhal with its unicorn-like tusk, the Killer whale or Orca, the Pilot or Porbeagle whale, which is commonly stranded on beaches, the Spotted and Spinner Dolphins that create a problem for tuna seiners, and the Porpoises which we commonly see along our shores.

There are fewer species of the larger baleen whales, that filter krill and small fish through their baleen plates. The largest is the Blue whale which is seen frequently in the Gulf of St Lawrence. It reaches a length of 100 feet and a weight of 200 tons, equivalent to about 30 African elephants. The young are 25 feet long at birth and put on about 200 lbs a day on their milk diet. Other species are: the Fin which at a length of 75 ft blow spouts of 20 ft, the fast swimming Sei, the Grays so commonly seen on migrations along our Pacific coast between Baja California and the Bering Sea, the Bowheads of Alaskan waters, the Rights, so seriously threatened, the Humpbacks enjoyed by tourists in such places as Hawaii and Alaska, the smaller Byrd's whales, and the smallest Minke whales, which continue to be abundant worldwide.

As with the growing interest in birding, increasing numbers of whale watchers can distinguish the various species of whales.

Whaling (historical recount)

For one thousand years, whales have been of commercial interest for meat, oil, oil and whalebone. About 1000 A.D., whaling started with the Basques using sailing vessels and row boats. They concentrated on the slow-moving Right whales. As whaling spread to other countries, whaling shifted to Humpbacks, Grays, Sperm and Bowheads. By 1500, they were whaling off Greenland; by the 1700s, off Atlantic America; and by the 1800s, in the south Pacific, Antarctic and Bering Sea. Early in this century, the Norwegians introduced explosive harpoons, fired from guns on catcher boats, and whaling shifted to the larger and faster baleen whales. The introduction of factory ships by Japan and the USSR intensified whaling still further.

The global picture, then, was a mining operation moving progressively with increasing efficiency to new species and new areas. Whaling reached a peak during the present century.

While this high-seas drama was unfolding, coastal, shore-based whaling developed around the world. In Canada, for example, it was native whaling for Belugas and Narwhals in the Arctic, and commercial whaling from northern Vancouver Island in the Pacific, and from Quebec, Nova Scotia and Newfoundland in the Atlantic.
Dog racing is a popular sport in parts of the United States and several other countries. Fans bet on the greyhounds through the pari-mutuel system. This system is also used in horse-racing (see HORSE RACING[Betting]). In the United States, bets on dog races total more than $1 billion yearly. George D. Johnson, Jr. *The World Book Encyclopedia* D Volume S. Chicago: World Book, Inc.

Explanations typically appear as enhancing expansions of reports in just this way. Like other enhancing texts, explanations are generally dependent on the texts they expand. Text 6 for example is perfectly coherent without its enhancing explanation, but the same cannot be said for the explanation on its own (the phoric nominal groups each race, the greyhounds, the lure, the track for example all presume information from the preceding sections of the report). Similarly, the place at which the explanation occurs is important; it cannot be easily moved around as with the extending texts considered above (see further the discussion of the explanation in text 10 below).

In summary then, macro-genres are developed with respect to all five of the projection/expansion strategies noted by Halliday for the English clause complex: projected location (*), projected idea (§), expanding elaboration (§), expanding extension (*) and expanding enhancement (*). While the distinction between parataxis and hypotaxis is not a systematic opposition at the level of macro-genres, projected locations and expanding elaborations and enhancements have relatively equal status with the text initiating them (they can stand on their own), whereas projected ideas and expanding enhancements have a more dependent status with respect to the text that dominates them (they are not free standing elements). These part/part interdependency relations are symbolised using a dependency arrow in Fig. 15 below, alongside Halliday's notational conventions for the lexicosemantic relations involved.

$$\text{part/part} \quad \downarrow \quad \{= + x \cdot *\}$$

Fig. 15: Part/part interdependency (with notation for projection and expansion variables)

4.2 Experiential analogy — part-whole

The notion of constituency has been very much over-used by linguists, even at the level of grammar where as we have seen it provides an important perspective on the experiential organization of the clause. It is probably also true to say that it has been overworked at the level of genre, where it afforded early break-throughs but has since tended to efface interpersonal, logical and textual considerations. The results of this have been even more serious for spoken than for written texts, since their dynamic nature is less amenable to the synoptic forms of analysis linguists have evolved over the millennia for language which is frozen on a page. Nevertheless, it is important to pursue the experiential analogy at the level of macro-genres since it does provide, especially in writing, an important perspective on the ways in which texts get bigger than a page.
The notion of multivariate part-whole staging has already been illustrated with respect to text 1 above - the historical recount consisting of the stages Orientation vs Record vs Reorientation. As noted in section 2.3.1 the notion of parts and whole is complicated in the grammar by the fact that parts themselves may be construed as wholes with parts of their own (the notion of rank) and by the fact that wholes may take the place of parts in order for experiential meaning to renew its meaning potential (the notion of embedding). Here we will illustrate first rank and then embedding at the level of macro-genre.

4.2.1 Rank

The notion of layers of staging has been widely used in semiotic theory. Barthes for example discusses its application to narrative sequencing in the quotation below:

"It (a sequence) is also founded a maximo: encased on its function, subsumed under a name, the sequence itself constitutes a new unit, ready to function as a simple term in another, more extensive sequence. Here, for example, is a micro-sequence: hand hold out, hand shaken, hand released. This Greeting then becomes a simple function: one the one hand, it assumes the role of an indice (flabbiness of Du Pont, Bond's distaste); on the other, it forms globally a term in a larger sequence, with the name Meeting, whose other terms (approach, halt, interruption, sitting down) can themselves be micro-sequences." Barthes 1977:102-103

His analysis involves three layers (or ranks): a meeting (or greeting) sequence which consists of five stages, the fourth of which is breaks down into three sub-parts:

- MEETING (greeting): approach, halt, interruption, hand held out, hand shaken, hand released, sitting down

Layered staging of this kind is relatively unconscious and contrasts in this respect with the designed layering of other areas of human activity - for example professional tennis, where a season's play consists of a number of tournaments, tournaments of one or more matches, matches of three to five sets, sets of six or more games, games of four or more points, points of one or more strokes (beyond which point segmentation slips below consciousness again, unless it is made visible through coaching). Fig. 16 presents a constituency representation for just three ranks in this activity structure.

![Fig. 16: Three layers of segmentation in professional tennis](image)

Another example of designed layering is presented in Fig. 17, adapted from Disadvantaged Schools Program 1988:39 (cf. their presentation of the genre as a cycle rather than a constituency tree, a more abstract notion of staging than linguist constituency models allow). As with the consciously conceived activity of professional tennis outlined above, macro-genres of this degree of complexity require specialised institutionally based training on the part of participants, especially since the macro-genre outlined below takes several days teaching to enact. The texts realizing these multi-layered macro-genres are too long to exemplify here. For a partial deconstruction of a text deriving from the curriculum genre under focus here, see Martin and Roberty forthcoming.

![Fig. 17: Layers of staging in literacy oriented curriculum genres based on a functional model of language](image)
the service offered, and an Appeal section directly soliciting money from potential benefactors. What is interesting in text 7 is that the Involvement stage is itself realised by another genre, a news story, with its own experiential structure Lead and Background. This renewal of meaning potential in the solicitation genre's first stage is outlined in Fig. 18.

Fig. 18: Embedding in text 7 (news story embedded in solicitation)

Detailed analyses of text 7 from a number of different analytical perspective are included in Mann and Thompson in press. The text is presented only in broad outline here, divided into the generic stages summarised in Fig. 18 above.

7. Involvement ([News story genre])

Lead

At 7:00 a.m. on October 25, our phones started to ring. Calls jammed our switchboard all day. Staffers stayed late into the night, answering questions and talking with reporters from newspapers, radio stations, wire services and TV stations in every part of the country.

Background

When we released the results of ZPG's 1985 Urban Stress Test, we had no idea we'd get such an overwhelming response. Media and public reaction has been nothing short of incredible!

At first, the deluge of calls came mostly from reporters eager to tell the public about Urban Stress Test results and from outraged public officials who were furious that we had 'blown the whistle' on conditions in their cities.

Now we are hearing from concerned citizens in all parts of the country who want to know what they can do to hold officials accountable for tackling population-related problems that threaten public health and well-being.

Product

7.4. I am indebted to Christian Matthiessen, who is in turn indebted to Ruqaiya Hasan, for the pert/whole structure of this solicitation genre.

ZPG's 1985 Urban Stress Test, created after months of persistent and exhaustive research, is the nation's first survey of how population-linked pressures affect US cities. It ranks 184 urban areas on 11 different criteria ranging from crowding and birth rates to air quality and toxic wastes.

The Urban Stress Test translates complex, technical data into an easy-to-use action text, for concerned citizens, elected officials and opinion leaders. But to use it well, we urgently need your help.

Our small staff is being swamped with requests for more information and our modest resources are being stretched to the limits.

Appeal

Your support now is critical. ZPG's 1985 Urban Stress Test may be our best opportunity ever to get the population message heard.

With your contribution, ZPG can arm our growing network of local activists with the materials they need to warn community leaders about emerging population-linked stresses before they reach crisis stage.

Even though our national government continues to ignore the consequences of uncontrolled population growth, we can act to take positive action at the local level.

Every day decisions are being made by local officials in our communities that could drastically affect the quality of our lives. To make sound choices in planning for people, both elected officials and the American public need the population-stress data revealed by our study.

Please make a special contribution to Zero Population Growth today. Whatever you give - $25, $50, $100 or as much as you can - will be used immediately to put the Urban Stress Test in the hands of those who need it most.

A summary of these part/whole strategies for developing macro-genres is presented in Fig. 19 below, including simple staging (a single layer of multivariate structure such as that proposed in Fig. 1 for text 1 above), layered staging such as that suggested for one curriculum genre in Fig. 17 and layered staging with an embedded genre as outlined in Fig. 18 for text 7.

Fig. 19: Part-whole configurations — simple staging, layered staging and layered staging with embedding

5. Textual analogy (periodic)
The notion of textually inspired periodic structure has already been introduced in section 4.1.2.1, since the textual metafunction makes use of elaboration to construct waves of prominence at the level of macro-genres. In borrowing this ideational resource the textual metafunction can be seen to function at this level in much the same way as it operates in the grammar. The clause What the Norwegians did was introduce explosive harpoons was analysed experientially in Fig. 7 above, by way of introducing the notion of grammatical embedding; it was mentioned in passing there that this clause was a textual variation on The Norwegians introduced explosive harpoons. The textual effect of the relational identifying process used in this variation is to divide the clause's experiential meaning clearly into two parts: Theme -What the Norwegians did- and New -introduce explosive harpoons-, with the Token elaborating the Value. This pattern of experiential meaning in the service of the textual metafunction is outlined in Table 3. Elaboration is used in exactly the same way to construct a wave of information in text 1.

<table>
<thead>
<tr>
<th>Value</th>
<th>experiential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme</td>
<td>Token</td>
</tr>
<tr>
<td>Given</td>
<td>New</td>
</tr>
</tbody>
</table>

Table 3: Textual deployment of 'elaboration' at clause rank

As noted in section 4.1.2.1 text 1 begins with a hyper-Theme (the Topic sentence of traditional composition teaching): For one thousand years, whales have been of commercial interest for meat, oil, meal and whalebone. This hyper-Theme makes precise predictions about the pattern of clause Themes which follows (it predicts the text's method of development in Fries' 1981/1983 terms): about 1000 A.D., as whaling spread to other countries; by 1500; by the 1700s; by the 1800s; early in this century; while this high-seas drama was unfolding 5. This pattern of anticipation and thematic fulfillment is outlined in Fig. 20 below.

for 100 years whaling has been of commercial interest

about 1000 AD as whaling spread to other countries by 1500 by the 1700s by the 1800s early in this century while this high-seas drama was unfolding

Fig. 20: Hyper-Theme and method of development in text 1

At the same time, text 1 can be read retrospectively, in terms of its hyper-New: The global picture, then, was a mining operation moving with increasing efficiency to new species and new areas. The text's hyper-New has the complementary function of consolidating what Fries calls a text's point - the information it constructs as news. The relevant hyper-New/New proportionality is as follows:

- with increasing efficiency: with the Basques using sailing vessels and row boats; explosive harpoons, fired from guns on catcher boats; still further:
- to new species: the slow-moving Right whales; to Humpbacks, Grays, Sperms and Bowheads; to the larger and faster baleen whales:
- and new areas: off Greenland; off Atlantic America; in the South Pacific, Antarctic and Bering Sea

The way in which text 1's hyper-New accumulates and consolidates news is outlined in Fig. 21. The consolidation makes the point of text 1 portable, enabling it to participate in higher-level waves of information in the paper as a whole.

Fig. 21: Hyper-New and point in text 1

Higher levels waves of information are a very important structuring principle, especially in written macro-genres. Martin's paper for example is introduced by Bielak, the program chairman; Martin in turn introduces the staging of his macro-genre (see text 5 above); and he introduces his whaling recount as we have seen. This hierarchy of introductions can be interpreted textually as a hierarchy of Theme:

PREDICTION (levels of theme):

In the same spirit, the Fisheries Committee Chairman, Dr. Robert Martin, has, on behalf of the CNF, invited some very distinguished speakers from across Canada to tell you something about innovative fisheries management being practised in their next of the woods. (Bielak's Introduction to the papers; 1989a:v)
So, I have decided to focus on whaling as an example of international innovative fisheries management, and summarize my perspective under the headings of whales, whaling, international management, the current scene, and some observations about its relevance to the development of Canadian fisheries management. (Martin's Introduction to his paper; 1989:1)

For one thousand years, whales have been of commercial interest for meat, oil, meal and whale-bone. (Martin's introduction to his whaling Recount; 1989:1)

At the same time the publication as a whole is structured with respect to a hierarchy of News. Martin consolidates the point of his whaling recount (a mining operation...), and then draws directly on this consolidation in his recommendations (the whaling experience of mining whale resources...); later in his program Chairman's synthesis, Bielak consolidates the point of Martin's paper as a whole:

CONSIDERATION (levels of news)

The global picture, then, was a mining operation moving progressively with increasing efficiency to new species and new areas. (Martin's summary of his whaling Recount; 1989:3)

In spite of the whaling experience of mining whale resources until innovative approaches could be applied to whaling management, we continue to mine our high seas fisheries resources. (Martin's invocation of his whaling Recount in his recommendations; 1989:3)

Dr. Martin's presentation on international whaling gave us food for thought. Despite strong science which indicated a clear need for the protection of various whale species, the environmental movement was the key catalyst in focusing public attention on the issues, and this only after fifty years. (Bielak's summary of Martin's paper in his Program Chairman's Synthesis; 1989b:27)

The point being developed here is that textual meaning construes semiotic reality with respect to a hierarchy of periodic structure. The complexity of this hierarchy is in principle dependent simply on the amount of semiotic reality being organized: the more meanings made, the more elaborate the levels of periodic structure needed to make them digestible as read and retrievable when stored. A very partial gesture is made towards this texturing principle in Fig. 22 below.

Method of Development
(genre focus)

Point
(field focus)

Macro-Theme

Hyper-Theme

predict

Theme...New

accumulate

Hyper-New

Macro-New

Fig. 22: Prediction, accumulation and waves of texture in macro-genres

Applying this framework to the whole of Bielak 1989, gives us the picture in Table 4, beginning with the outmost wave and working in. Periodic structure within the papers has not been included here.

<table>
<thead>
<tr>
<th>Layers of 'Theme'</th>
<th>Layers of 'News'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents</td>
<td>Biographies (of authors)</td>
</tr>
<tr>
<td>Introduction (Bielak)</td>
<td>Program Chairman's Synthesis (Bielak)</td>
</tr>
<tr>
<td>Martin's Introduction</td>
<td>...his concluding 'Relevance to fisheries management'</td>
</tr>
<tr>
<td>Griggs' Introduction</td>
<td>...his concluding 'Problems &amp; future directions'</td>
</tr>
<tr>
<td>Beamish's introduction</td>
<td>...his summary</td>
</tr>
<tr>
<td>Cote's Introduction</td>
<td>...his 'Conclusion'</td>
</tr>
</tbody>
</table>

Table 4: Waves of Theme and new in Bielak 1989

It is important to note in passing that the periodic structure just outlined is masked by particulate organisation of the publication as a whole as summarised in its Table of Contents. The overall particulate structure is as follows, presented here by way of contrast with Table 4:

Editor's Note (Bielak)
+ Innovative Fisheries Management: international whaling (Martin)
+ Innovations in Fisheries Management on the West Coast (Griggs)
+ Innovations in Fisheries Management in Central and Northern Canada (Beamish)
+ Innovative Fisheries Initiatives in Eastern Canada (Cote)

---

6 For discussion of the ideological implications of this kind of field shifting consolidation, see Martin 1986.
6. Contextual conditioning (dynamic open system)

Like all evolved systems, including semiotic and non-semiotic ones, genre is a dynamic open system (see Lemke 1984). As such it is metastable (cf. Mathieu 1984 on static oscillation), something that can only be achieved through continual exchange of information with the environment. It is through this ongoing exchange that systems evolve.

Seen from the perspective of metastability, the resources for generic development outlined in section 3, 4 and 5 above can be re-interpreted as generic resources for adjusting social processes to their environment. Expansion resources in particular are especially valuable in this respect. To illustrate contextual adaptation of this kind, consider text 8 below (section 1 of text 5 above). This text is a scientific report written by a marine biologist which constructs an uncommon sense classification of whales. The occasion of this report is the 1989 meeting of the Canadian Wildlife Federation; the report is part of a paper constituting part of a panel of presentations concerned with innovative fisheries management. The Canadian Wildlife federation by and large is an organisation of anglers, hunters and other 'harvesters' who are in general concerned with managing the environment as a renewable resource. The overall thrust of the panel's recommendation is that Canadian freshwater fisheries should be developed for recreational rather than commercial fishing purposes.

8. Whales Report (Canadian Wildlife Federation Meeting)

There are many species of whales. They are conveniently divided into toothed and baleen categories. The toothed whales are found world-wide in great numbers. The largest is the Sperm whale, which grows to about the size of a boxcar. Other species familiar to Canadians are the Beluga or white whale, the Narwhal with its unicorn-like tusk, the Killer whale or Orca, the Pilot or Porpoise whale, which is commonly stranded on beaches, the Spotted and Spinner Dolphins that create a problem for tuna seiners, and the Porpoises which we commonly see along our shores.

There are fewer species of the larger baleen whales, that filter krill and small fish through their baleen plates. The largest is the Blue whale which is seen frequently in the Gulf of St Lawrence. It reaches a length of 100 feet and a weight of 200 tons. Equivallent to about 30 African elephants. The young are 25 feet long at birth and put on about 200 lbs. a day on their milk diet. Other species are the Fin which at a length of 75 ft. blow spouts of 20 ft, the fast swimming Seals, the Whales so commonly seen on migrations along our Pacific coast between Baja California and the Bering Sea, the Bowheads of Alaskan waters, the Rights, so seriously threatened, the Humpbacks enjoyed by tourist in such places as Hawaii and Alaska, the smaller Bryde's whales, and the smallest Minke whales, which continue to be abundant worldwide.

As with the growing interest in birds, increasing numbers of whale watchers can distinguish the various species of whales. (Martin 1989:1)

Of special interest here is the enhancing final paragraph, which on the face of it seems out of place in this report. Synoptically speaking, embellishing the report with this comparison between bird watching and whale watching is unpredictable; certainly it adds nothing to the classification of whales constructed in the two preceding paragraphs. Ecologically speaking however, given the social context of this report, the enhancement is more than appropriate. It makes an important connection between the recreational use of whales and birds, which is of considerable relevance to the panel's recommendations for the future of freshwater fisheries. Indeed, this enhancement is strongly predicted throughout text 8, where technical nominal groups are elaborated wherever possible to make connection with the more familiar everyday experiences of this audience of non-scientists:

- the Sperm whale, which grows to about the size of a boxcar
- the Beluga or white whale
- the Narwhal with its unicorn-like tusk
- the Killer whale or Orca
- the Pilot or Porpoise whale, which is commonly stranded on beaches
- the Spotted and Spinner Dolphins that create a problem for tuna seiners
- the Porpoises which we commonly see along our shores

The text in other words exploits the openness inherent in the semiotic system of genre from which it derives. For another example of this kind of environmental response, consider text 9 from a junior secondary science textbook. Generically this text is an explanation, which is itself enhancing part of chapter-long taxonomising report on microorganisms. Before concluding the explanation is itself embellished with a comment one effect of the life cycle of the malaria parasite - tourists' need for special medication when visiting 'malaria' countries. This enhancement is ecologically motivated by ideological tensions within science education in general, one response to which has been to publicly rationalise science as useful and relevant.
9. Malaria parasite explanation (Junior Secondary science textbook)

[One such protozoan is the malaria parasite, the cause of malaria fever in man and other warm blooded vertebrates (Figure 8.4).] The parasite enters the red blood cell where it feeds and grows until it fills almost the total volume of the cell. It then divides into a number of offspring. When the cell breaks up, the young and various waste products are set free into the circulating blood of the infected person. These toxic wastes cause an attack of chills and fever. The offspring next enter new red blood cells and repeat the above story producing new batches of offspring. In this way there are soon produced millions of parasites which destroy a large percentage of the red blood cells.

If a mosquito bites and sucks blood from an infected person, the cycle in continued. In the stomach of the mosquito, a special type of sexual reproduction takes place, producing an active worm-like form of protozoa. They wriggle through the mosquito's stomach wall where worm-like lumps containing the protozoa form. They then divide in two to form thousands of slender offspring which move to the salivary glands of the mosquito and are injected into the wound when the infected mosquito bites a man. The parasites then invade the red blood cells, and the cycle is started again. Tourists visiting 'malaria' countries take tablets before, during and after their trip to prevent infection by this most serious disease. (Shoa 1988:31, from Heffernan and Larmouth 1982a)

As far as genre evolution is concerned (cf. Kress 1985/1989a:85-95; 1996b), what is at issue is the long term impact of enhancements of this kind on taxonomising reports and life-cycle explanations. Are these embellishments more than nonce adjustments - more than occasional contextually specific negotiations between genres and their environment? Does metastability lie in the direction of generic inertia and the effacement of expansion of this kind? Or is the environment of these texts such that adjustments of just these kinds will systematically recur? Whatever the answer to these questions, it is clear that metastability is driven by ideological tensions within a culture, and between cultures and their other than semiotic environments. The dynamic openness inherent in genre as system is fundamental to the resolution of these tensions, keeping in mind that resolutions will be themselves immediately involved in on-going negotiations with tensions of other kinds.

7. Macro-genres

In this section we will summarise the strategies proposed above to explain the ways in which texts get bigger than a page. In addition we will briefly review some of ways in which these strategies are distinguished graphically in written texts.

Ideational strategies involve projection and expansion. With projected wording, one text is quoted by another. The quoted material is typically formatted differently from the quoting text in quotation marks if not too long, indented and placed in a separate paragraph if long, possibly using a different typeface, with specialised layout if the text is projected as a document and so on. The source of authored material will also be given, in one step, by means of footnotes, or in two steps, usually including name and date in the projected or projecting text and elaborating this information subsequently in lists of references or bibliographies. With projected meaning, the 'content' of the projecting text is 're-grammaticalised' as an alternative form of semiosis - as a graph, figure, table, drawing etc. These projections will be elaborated by titles and numbers in order to clarify their intertextual dependence on the verbal semiosis projecting them. In books the names of these projected meanings are often accumulated in lists of figures and tables for the volume as a whole.

Turning to expansion, one text develops another through elaboration, extension or enhancement. With expansion, one text is appended as an addition or alternative to another. Enhancement tends to be directly reflected in the organisation of macro-genres into paragraphs, sections, chapters and so on. Sections and chapters will be elaborated with titles and headings, which are themselves accumulated in a Table of Contents. Enhancements, perhaps because of their more dependent status, do not appear to be strongly foregrounded by graphological conventions.

Graphically, it would appear that part/whole structures are treated in the same way as part/part extensions. If following Halliday (1985a:240-248; 306-307) or Martin (1992a, in press) we re-address part/whole multivariate configurations as synoptic forms of expansion, then our ideational strategies for developing texts as macro-genres can be summarised as in Fig. 24 below.

**Ideational strategies**

**Projection**

**Expansion**

\[
\text{part/pert} \quad \Rightarrow \quad \text{[=} \quad + \quad \text{x}] \\
\text{part/whole}
\]

\[
\text{Fig. 24: Ideational strategies for the development of macro-genres}
\]

Interpersonally, macro-genres develop through the amplification of mood, modalization, attitude and so on. 'Radical' texts sometimes make use of iconic formatting (e.g. size of font, boldface, outline, shadow etc.) to highlight the relevant repetition. Any attendant semiosis (e.g. music, paralanguage, kinesics, dance etc.) typically resonates with interpersonal crescendos or diminuendos generated by the verbal text. An iconic representation of this amplification strategy is offered again here, by way of summary, in Fig. 25.

**Interpersonal strategy**
Textually, macro-genres organise themselves with respect to pulses of informational prominence. The most relevant aspect of graphology is the use of titles and headings to name sections of text or projected meanings (e.g., tables, figures etc.). In addition, levels of periodic structure imply a culminative form of realisation, so that the beginning and end of each layer in the organisation of a text is especially significant from the perspective of textual meaning. An iconic representation of this periodic strategy is offered again here, by way of summary, in Fig. 26.

Fig. 25: Amplification as a resource for developing macro-genres

Textual strategy

periodic

Fig. 26: Prediction and consolidation as waves of texture

As a final note, it is important to recognize that projected wordings and meanings are related to projecting texts through expansion as well as projection. The projected meanings in diagrams for example typically elaborate their projecting verbiage, reformulating verbiage as image. The simultaneity of these expansion and projection principles is outlined in Fig. 27.

8. The ecology of genre (after Shea 1986)

At this point it may prove useful to illustrate the deployment of some of the strategies outlined in Fig.'s 24, 25 and 26 above in a text that is bigger than a page. The text chosen for this purpose is the chapter 'Living things too small to see' from Heffernan and Learmonth 1982a. This chapter was analysed in detail in Shea 1988, whose groundwork is being reformulated here. Only ideational strategies, projection and expansion, will be considered.

Working in from its outer layers of development, this chapter opens, like others in the textbook, with a List of Aims, which is immediately elaborated in an Abstract. The Abstract is then elaborated by the body of the chapter, which consists of reports on Protozoa, Bacteria and Viruses; these three main reports are then elaborated by Revision Questions. This outer scaffolding can be summarised as follows:

- List of Aims
  =
  =
  =
  =
  =
  =
  =
  =
  =
  =
  =
  =
  =
  =
  =
  =

The three reports constituting the body of the text each begin with what Shea calls a Cue (in each case here realised by a Heading); the Cue is then elaborated by a report on protozoa, bacteria and viruses respectively, each of which is in turn elaborated by Revision Questions. This layer of the text's development can be outlined as follows (Shea uses the term Taxonomic Segment for the descriptive body of these taxonomy oriented reports):

---

7 Textual macro-structure is subsumed under expansion in this diagram, to capture the way in which it deploys elaboration to establish periodicity.
Further exploring the first report on protozoa shows that the description of protozoa in general is itself elaborated by a report on types of protozoa. This report begins with its own Cue (the heading Types of Protozoa), which is elaborated by four reports focusing on flagellates, pseudopodia, ciliates and sporozoans:

Cue (heading - Protozoa)
- Taxonomic Segment (protozoa)
  - Revision Questions
  + Cue (heading - Bacteria)
    - Taxonomic Segment (bacteria)
      - Revision Questions
      + Cue (heading - Virus)
        - Taxonomic Segment (viruses)
          - Revision Questions

A closer look at this protozoa section reveals a dependent enhancing explanation inside the description of protozoa in general, and one or more further explanations inside each of reports focusing on subtypes of protozoa (the sporozoans report, including its explanation, will be followed up below):

Cue (heading - Protozoa)
- Taxonomic Segment (protozoa)
  - Revision Questions
    - Cue (heading - Types of protozoa)
      - Taxonomic Segment (flagellates)
      + Taxonomic Segment (pseudopodia)
      + Taxonomic Segment (ciliates)
      + Taxonomic Segment (sporozoans)

Revision Questions

Unfortunately there is no space here to pursue the description of this macro-genre in similar detail. An schematic analysis of the complete chapter at the level of macro-genre is presented below. Note that the chapter includes short biographies of three scientists famous for their work controlling harmful protozoa: Jenner, Lister and Fleming. These biographies are boxed in and quoted as a separate document by the main body of text. In addition the chapter projects eight figures.
In closing then, let's look in a little more detail at the discursive manoeuvres that are being obscured, focussing on the sporozoa report in the Heffernan and Learmonth chapter outlined above, and considering its explanation in particular (previously presented as text 9 above). This report is presented as text 10 below. Text 10 arises as an extension of the immediately preceding report on ciliates. It begins with a generic description of the class, which is then elaborated through exemplification - the malaria parasite. This parasite is no sooner introduced than the explanation begins with the part of the life cycle that takes place inside humans; this is then enhanced with respect to the part of the life cycle that takes place inside mosquitoes. This explanation is then enhanced with a comment on the relation between this life cycle and preventive medicine, before the text moves on to an elaboration through revision questions. The text scaffolded with respect to these developments, unfolds as follows:

10. ... (preceding report)
+ [extending to the 4th class of protozoans]

The fourth class of protozoans, called sporozoa, is all parasitic. To complete their life cycle, these parasitic protozoa often have to live in two different animals. They usually cannot move about by themselves. These protozoans cause disease in many types of animal, including man.
+ [elaborating by exemplifying the 4th class]

One such protozoan is the malaria parasite, the cause of malaria fever in man and other warm blooded vertebrates (Figure 8.4).
+ [enhancing by explaining the malaria parasite life cycle - humans]

The parasite enters the red blood cell where it feeds and grows until it fills almost the total volume of the cell. It then divides into a number of offspring. When the cell breaks up, the young and various waste products are set free into the circulating blood of the infected person. These toxic wastes cause an attack of chills and fever. The offspring next enter new red blood cells and repeat the above story producing new batches of offspring. In this way there are soon produced millions of parasites which destroy a large percentage of the red blood cells.
+ [enhancing by continuing the malaria parasite life cycle - mosquitoes]

If a mosquito bites and sucks blood from an infected person, the cycle in continued. In the stomach of the mosquito, a special type of sexual reproduction takes place, producing an active worm-like form of protozoa. They wriggle through the mosquito's stomach wall where wart-like lumps containing the protozoa form. They then divide in two to form thousands of slender offspring which move to the salivary glands of the mosquito and are injected into the wound when the infected mosquito bites a man. The parasites then invade the red blood cells, and the cycle is started again.
+ [enhancing with a comment on malaria prevention]

Tourists visiting 'malaria' countries take tablets before, during and after their trip to prevent infection by this most serious disease.

...
9. Applications

What about these students who have not mastered the discourse of macro-genres. How do they write? And what can be done about it? Martin 1985/1989 introduced the following example of geography writing from a Year 10 geography class in one Sydney secondary school; the text is quite typical of writing by migrant students at the point of completing their education in Australian schools. The original text was written as a single paragraph in response to the question 'Why are governments necessary? Give reasons for your answer.'

11. (ORIGINAL 'SPOKEN ENGLISH' VERSION; 'writing as you speak')

a. I think Governments are necessary  
b. because if there wasn't any  
c. there wouldn't be any law  
d. people would be killing themselves.  
e. They help keep our economic system in order for certain things.  
f. If there wasn't any Federal Government  
g. there wouldn't have been no one to fix up any problems that would have occurred in the community.  
h. Same with the State Government  
i. if the SG didn't exist  
j. there wouldn't have been no one to look after the school,  
k. vandalism fighting would have occurred everyday.  
l. The local Government would be important to look after the rubbish  
m. because everyone would have diseases.

This text is written in a non-standard dialect of Australian English. Note however that revising its 'grammar, punctuation and usage' as in 11' below does not improve its texture.

11'. (WRITTEN ENGLISH VERSION; revising 'grammar, punctuation & usage')

a. I think Governments are necessary  
b. because if there weren't any  
c. there wouldn't be any law  
d. people would be killing themselves.  
e. They help keep our economic system in order for certain things.  
f. If there weren't any Federal Government  
g. there wouldn't have been no one to fix up any problems that occur in the community.  
h. It's the same with the State Government -  
i. if the State Government didn't exist  
j. there wouldn't be anyone to look after the schools;  
k. vandalism and fighting would occur everyday.  
l. The local Government is important to look after rubbish,  
m. because otherwise everyone would have diseases.

For improvements of this kind the student in question needs further resources. The ideational, interpersonal and textual strategies for developing texts as macro-genres provide one set of tools that could be used to intervene in writing of this kind.

To begin, elaboration could be used to construct an introduction and conclusion for the text; and extension could be used to distinguish its three arguments. The text is re-scaffolded along these lines as 11", where conjunctions have been added to reinforce the expansion suggested. Note that to this point the experiential meaning of the text has not been changed; the texture of the text has simply been reworked.

11", (RE-ORGANISED VERSION; revising theme and conjunction)

a. I think Governments are necessary at different levels for a number of reasons.  
b. They make laws, without which people would be killing themselves,  
c. and help keep our economic system in order.  
d. To begin, the Federal Government fixes up problems that occur.
Beyond this there are many directions in which to go. The text's three extending segments stand in need of elaboration. One or more of these could be enhanced with an explanation focused on processes of government. As the text developed there might be occasion for projected wordings or meanings of appropriate kinds. The question of waves of texture could be explored: how effective elemental genres.

As a result of these factors, Governments at several administrative levels are necessary.

Politically, resource-oriented teaching of this kind may prove a useful counter-balance to reductive interpretations and implementations of genre-based literacy pedagogy. At their worst, these interpretations and implementations reduce the pedagogy to a prescriptive concern with experientially derived past/whole staging. Reductivity of this kind is particularly common when the pedagogy is abstracted from its foundation in a functional model of language and a language-based theory of learning (for an insider's review of more than a decade of research using a functional theory of this kind see Martin 1991b). Modelling complementary particulate, prosodic and periodic structures dynamically as a set of resources for developing text may also prove useful in generalising literacy skills across institutional contexts, something which is difficult to achieve when focussing attention on the discipline sensitive aspects of the more elemental genres.

Nor is it simply beginner's discourse that is at issue here. Over the years for example I have been extremely puzzled by some of the oral presentations given by large numbers of academics at national and international conferences. How can it be that they are going before they start. Thus the appropriacy of the notions of strategy and resource are critical notions in a way that is easy to see how they have been developed once they are there; but it is not so easy to predict where they are going before they start. Thus the appropriacy of the notions of strategy and resource, and big genres' frustration of the notions of prescription and rule. This is not to argue, I should add, that more elemental genres should be approached from the perspective of prescription and rule; strategy and resource are critical notions there as well. But it remains true that the synoptic predictability of elemental genres invites pedagogic abuse and critical misunderstanding in a way that is subverted by macro-genres.

Finally it is worth noting that the orientation to textual analysis adopted here has been an ecocological one. The elasticity of text is something that can only be explored by considering its environment in which a text occurs, including its co-texts, ii. the semiotic system from which it derives (i.e. the systemic account of texts which are immanent, and so relevant, but not materially around), iii. any attendant semiotics of a non-verbal kind and iv. any repercussions for the non-semiotic environs in which we as a species are struggling to survive (accepting of course that these environs can only be explored if semiotically construed). In Australia, progressive education has done a tremendous service to an ecological perspective of this kind by systematically effecting the contextual environment of the page - eliminating its co-text and reducing its contextual relevance to questions of personal experience and common sense. The time for modernist initiatives of this kind and the kind of distribution of literacy they entail has passed. In a post-modern era, an environmentalist, not an idealist perspective is required - precisely the kind of perspective a functional model of language affords.

References


In this paper a provisional defence has been constructed for the integrity of the page. Basically it has been suggested that the genres which systemic and educational linguists have been examining now for some years are in some sense elemental, and that longer texts are best understood as developments of these. Drawing on the grammar, a model of the ways in which macro-genres are developed out of elemental genres was proposed, making use of the various structuring devices associated with ideational, interpersonal and textual meaning.

In terms of consciousness, the more elemental genres like report, procedure, explanation, exposition, anecdote, exemplum, recount and so on probably represent units of meaning that are naturally facilitated, like grammar, they sink from consciousness once their structure is learned. With macro-genres on the other hand, some degree of consciousness or next to consciousness probably always remains. It takes planning and/or specialised institutionally based training to manage the larger texts, and it is hard work writing or talking them - to get good at them, you have to hang around. Along with this goes the more dynamic nature of the macro-genres. It is easy to see how they have been developed once they're there; but it is not so easy to predict where they are going before they start. Thus the appropriacy of the notions of strategy and resource, and big genres' frustration of the notions of prescription and rule. This is not to argue, I should add, that more elemental genres should be approached from the perspective of prescription and rule; strategy and resource are critical notions there as well. But it remains true that the synoptic predictability of elemental genres invites pedagogic abuse and critical misunderstanding in a way that is subverted by macro-genres.


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Electronic Systemic Newsgroup

Professor Michael Toolan has set up an electronic newsgroup for systemic-functional discussion. It's an extremely valuable new resource for rapid exchanges. In other fields, such electronic newsgroups have already proved very popular and helpful in facilitating the exchange of ideas.

Many systemicists have already joined. If you'd like to join, just send a message to Michael Toolan. He writes:

Those who want in simply need to email me at toolan@u.washington.edu, I add their name/address to the master list, and then every message they send to the following address sysfling@u.washington.edu gets bounced out to all other members of the list. (It's preferable if people wanting to join do NOT send their request to sysfling, so as not to add unwanted mail to the now 60+ people listed.) Anyway the idea of the discussion list is simply to be a forum for people to air, exchange, probe ideas related to systemic-functional linguistics, with minimal (currently none) editorial interference.

New systemic dissertations

Under the heading of "new systemic dissertations" we include news of recently completed dissertations and abstracts. Recently completed dissertations in Sydney include those by Susanna Shore, Carmel Cloran, Keizo Nanri, Theo van Leeuwen, Clare Painter, Chris Nesbitt, and Mick O'Donnell. Some abstracts are provided below; more will follow. (Please send news on theses and dissertations to the editors, Jim Martin or Christian Matthiessen.)

Michael O'Donnell


Abstract

The thesis describes a computational system for the analysis and generation of sentences using Systemic-Functional Linguistics (SFL). It represents the first description of a bi-directional system using Systemic grammar. Bi-directional systems are rare regardless of the formalism used, and are usually restricted to grammatical processing only, while the present system analyses to and generates from a semantic representation.

Part A discusses the Systemic resources used for linguistic representations (the 'grammar' of a language). The sentence is modeled tri-stratally; in terms of semantics (ideational, interpersonal and textual semantics), lexico-grammar, and graphology. The mapping between these strata is also described. A Systemic-Functional framework is used.

Part B describes the processes which use these resources, focusing on single-sentence analysis and generation. Theoretical issues in sentence processing are raised, with particular focus on their application to processing with a Systemic grammar.

Novel contribution has also been made in several specific areas, particularly in regards to Systemic parsing and generation on the process side, and inter-stratal mapping on the resource side. These contributions are discussed in the relevant sections.

The discussion is based on my implementation of a sentence analysis and generation system, called the WAG system — Workbench for Analysis and Generation.


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Clare Painter


Abstract

This thesis is based on a longitudinal, naturalistic case study of one child's development and use of language between the ages of two-and-a-half and five years. The study has two aims: to provide a description of language development during the less well documented later preschool years and to provide an interpretation in terms of a systemic approach to cognitive development. This means interpreting learning as a systemic process and occasions of language in use as instantiations of the learner's cognitive/linguistic resources. The theoretical framework for this interpretation — one compatible with insights from Vygotsky's (1962) learning theory — is provided by systemic-functional linguistic theory, as developed by M.A.K. Halliday (e.g. 1975, 1978a, 1985) and J.R. Martin (1992a).

This study provides a link between systemic case studies of language development up to the age of two and a half (Halliday 1975; Oldenburg 1987; Painter 1984) and research using the theory to explore the development of literacy in school (Martin & Rothery 1981; Rothery 1989; LERN 1991, 1992). In particular, it examines one child's representation of the world of things, activities and semiosis itself, together with an account of the linguistic construal of cause-effect relations, to track developments in the use of language for understanding experience during the preschool years. It finds a cluster of inter-related developments in the child's system and use of language, many of which can be related to the register variable of mode, and which can be interpreted as constituting a semiotic preparation for the demands of learning in school.

Other works by Clare Painter include:


Theo van Leeuwen


Abstract

This thesis proposes a model for the description of social practice which analyses social practices into the following elements: (1) the participants of the practice; (2) the activities which constitute the practice; (3) the performance indicators which stipulate how the activities are to be performed; (4) the dress and body grooming required for the participants; (5) the times when, and (6) the locations where the activities take place; (7) the objects, tools and materials, required for performing the activities; and (8) the eligibility conditions for the participants and their dress, the objects, and the locations, that is, the characteristics these elements must have to be eligible to participate in, or be used in, the social practice.

The thesis then proposes that field of discourse be defined as social cognition, that is, as the knowledge about a social practice or set of interrelated social practices that underlies representation in the texts which, in the context of a given discursive practice, represent this practice, or these interrelated practices. This knowledge is characterised as the outcome of a set of recontextualisation transformations which (a) substitute elements of the social practice(s) with other elements (e.g. substitute concrete elements with abstract ones, or abstract ones with concrete ones), (b) delete elements of the social practice(s); (c) rearrange elements of the social practice(s); and (d) add elements to the representation of social practices, in particular (9) the participants' reactions to elements of the social practice; (10) the goals for, (11) evaluations of, and (12) ideological legitimations of (elements of) the social practice.

The thesis then presents system networks which specify all the recontextualisation options for 3 out of the 12 elements, namely participants, activities and reactions. The options are discussed in terms of their sociological relevance as categories of representation, as well as in terms of their linguistic realisation in texts.

The same networks are then used in the analysis of a set of texts dealing with a major initiation rite in contemporary society, the first day of schooling. They include children's stories and books, brochures and booklets for parents, teacher training texts, news reports and columns in various media, advertisements for school uniforms and other school necessities, and radical critiques of compulsory schooling. Part 2 includes a study of children's stories which describes class-based differences in the representation of the first day of schooling, and, within the context of stories for middle class children, differences between discourses supportive of, and discourses subversive of compulsory schooling. Part 3 concentrates on the way recontextualisation is informed by audience: the texts discussed all support schooling, but are addressed, directly, respectively, to children, parents and teachers. These test cases serve to demonstrate the usefulness of my theory for the purposes of critical discourse analysis, as well as to describe the role of representation in the production of complicity with the system of compulsory schooling.

Throughout the thesis, the theory is related to the linguistic theory which, to a large extent, inspired it, systemic-functional linguistics in general, and the work of M.A.K. Halliday and J.R. Martin in particular. It should be stressed, however, that the thesis is not, or not only, a linguistics thesis, but an interdisciplinary work, a crossover between the sociology of knowledge, critical discourse analysis, and systemic-functional linguistics.

The thesis as a whole, then, presents the outline of a theory of language and representation, and the detail of 3 of the 12 parts of that theory, as well as two studies in the critical discourse analysis that apply the theory.
Other works by Theo van Leeuwen include:


Great news from Japan

Systemic functional linguists in Japan have formed an association — JASFL, Japan Association of Systemic Functional Linguistics. The inaugural meeting was held on the 26th of November, 1993, in Kyoto (see under "Past meetings"). The first Newsletter of the association has also appeared. Information about the association is given below:

Japan Association of Systemic Functional Linguistics

This is the only nationwide association in Japan where ideas, research and news on systemic functional linguistics are generated and exchanged. If you want to keep in touch with what's happening in SFL in Japan, join now by filling out the tear-off portion and sending it along with your payment to the address below.

All members receive a biannual newsletter and other information on meetings, research and conferences of the Japan Association of Systemic Functional Linguistics.

Annual Membership Fees

- Regular members: US$50.00  Students: US$30.00

Payment should be made in American dollars by International postal money order to Kinou Gengo Gakkai. (Sorry, no personal cheques accepted.)

For more information contact:

Wendy L. Bowcher,  Seiki Ayano
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(Japan) - 426-78-1800 (hm)

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55
Causation, modulation and projection

Another move by Jim Martin

Rick Iedema and I spent last January trying to cope with overlapping causation, modulation and projection systems in bureaucratic discourse. We'd be particularly keen to hear about helpful criteria or rules of thumb for sorting out matters in this area, and also to hear encouraging noises about why English has evolved so much overlap in this area. The relevant pages of IFG are 263-270.

As part of his analysis of verbal group complexes (expansion), Halliday introduces elaborating, extending and enhancing causatives (with enhancement gradable into high, medium and low values):

- keep; start/stop: Max kept the team bowling.
- help, enable; teach: Max helped Kerry bowl.
- make, force, require: Max required Kerry to bowl. [high]
- get, oblige, (cause11): Max got Kerry to bowl. [medium]
- let, allow, permit: Max let Kerry bowl. [low]

Halliday then takes the step of relating the passives of these to implicit objective modulation:

- was made to: Kerry was required to bowl (by Max).
- was obliged to: Kerry was obliged to bowl (by Max).
- was allowed to: Kerry was allowed to bowl (by Max).

These are agnate to implicit subjective modulation as realised through modal verbs:

- must: Kerry must bowl.
- should: Kerry should bowl.
- may: Kerry may bowl.

At what point does causation turn into modulation? Should we draw the line by saying that if an Agent is present in the implicit objective forms, then it is causation (Kerry was required to bowl by Max); but where the Agent is absent, we have modulation (Kerry was required to bowl). Does it matter where in the clause the Agent is realised (Kerry was required by Max to bowl, Kerry was required to bowl by Max)?

This raises the problem of how we sort out the verbs from the following open-ended list of implicit objective realisations:

| be allowed to, be permitted to, be entitled to, be supposed to, be expected to, be required to, be intended to, be designated to, be obliged to, be prohibited from, be banned from, be desired to... |

These might be scaled as follows, expanding on the paradigm of scaled causatives introduced above:

- make, force, require: [prohibit, ban...]
- get, oblige, (cause?): [desire, designate, intend, expect...]
- let, allow, permit: [entitle...]

11 What is the appropriate value of cause (high, medium or a blend)?
But in the frame \([x \text{ verbed } y \text{ to/from verb(ing)}], \) \(\text{entitle, designate, prohibit and ban}\) are perhaps better treated as verbal projection, while \(\text{expect, intend and desire}\) involve mental projection.

| x allowed, permitted, entitled, expected, required, intended, designated, obliged, prohibited, banned, desired y to/from go/going... |

Only for \(\text{allow, permit, require and oblige}\) does the line of agnation run through from modulation to causative expansion. And from the perspective of enhancing causation, \(\text{make, get and cause}\) don’t appear to have a line of agnation running through to modulation. Help!

Complicating the picture, Halliday comments on page 267 on the overlap between expansion and projection, exemplifying as follows:

<table>
<thead>
<tr>
<th>projection</th>
<th>expansion</th>
</tr>
</thead>
<tbody>
<tr>
<td>she wants him to do it</td>
<td>she causes him/gets him to do it</td>
</tr>
<tr>
<td>he is wanted to do it</td>
<td>he is caused/got to do it</td>
</tr>
<tr>
<td>she wants it (to be) done</td>
<td>she causes it to be done/gets it done</td>
</tr>
</tbody>
</table>

Halliday offers as a criterion: “If the relationship can be expressed by a finite \(\text{that}\) clause, as in \(\text{she wished that he would come, then in principle it is a projection...}\), but mentions grey areas — \(\text{she wanted that he should come}\) is possible but uncommon, whereas \(\text{she allowed that he should come}\) is uncommon, but possible. Perhaps dialect differences clouded the argument for us at this point.

Does the subjunctive have a role to play in distinguishing expansion from projection here? For example, \(\text{Max desires that Kerry leave, but not *Max makes that Kerry leave.}\) Does this make a verb like \(\text{require}\) a mental process (beyond the realms of modulation) in \(\text{Max requires that Kerry leave}\)? Or do we allow for a class of projecting modulations — \(\text{require, oblige, desire, designate, intend, expect, allow, permit}\) Kerry to leave/that Kerry leave. Help!

This raises the further issue of distinguishing between clause complexes and verbal group complexes. Halliday suggests that examples can be treated as verbal group complexes if the projection is a proposal, perfective in aspect and they have the same Subject in both halves. This would exclude:

- 'projected propositions'
  She claimed to be infallible.

- 'imperfectives'
  She doesn’t like John leaving so early.

- 'causatives'
  I didn’t expect/mean you to notice

- 'indirect commands'
  Who asked you to comment?

- 'also those where projecting process is itself causative'
  She tempted John to stay
  What decided them to change their plans?

Realisations involving causation, modulation and projection are critical in bureaucratic discourse. Thus our concern. Is it simply that typologists’ graveyards are topologists’ havens? Comments welcome.
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Teaching — syllabuses, materials, aids
Computational tools and resources for systemic research & teaching

Computational tools and resources are playing an increasingly significant role in systemic research and teaching — as resources for both reflection and action. One of the innovators in this area is Petie Sefton. He has devised computational tools for recording analyses, for modelling linguistic resources and processes dynamically, and for teaching areas of systemic accounts that depend centrally on processes and changes of state. We have asked him to serve as Editor for this expanding area and we are very pleased to announce that he has accepted.

Editorial note

Some time ago, Christian Matthiessen asked me if I'd like to compile some material on computers in systemics for each issue of Network. Delighted, I accepted, and promptly went around telling everyone that I've been appointed as the computational resources editor of a very important journal but it took me a few months to get around to writing this. Now the time has come, and in my new and very important capacity, I invite contributions from anyone who's using a computer to do systemic work. Most of us do now use computers at some stage in our work (although there are so me holding out: Halliday is reported to still use pens and typewriters and such). Even if you have never used a computer at all, then watch this space, as you may be inspired to dive in soon; there's a lot that you can do with one of those evil machines than just can't be done using pencils and paper. Here's an incomplete list of the kinds of things I'm talking about:

- Maintaining and analysing corpora (from a few clauses to millions of words) using (for example) databases, spreadsheets, statistics packages, or specialist coding software.
- Using graphics programs to draw networks, diagrams, reticula and so on.
- Testing theory using generators, parsers, and other related implementations.
- Doing phonological analysis.
- Attempting to build working interactive systems that can converse / or at least plan text in many languages.
Anyone who has such technology available for use should drop me a line, and I’ll start compiling a list of what is available, who from, how much it costs, and how hard it costs to use. Any contribution, from a few lines to a long paper is welcome. I know that some of you have generators and coders that can be released to the systemic public, so if you don’t contact me then expect a knock on the door. The thing I’d like to be able to do is to type my system networks into a database system, which would make it easy to check and explore them, then use them to code text, and have a computer lay out both the networks and the analysis in publishable form, automatically. At the moment this is not quite possible, but perhaps we can bring the resources together from our research community. It’s up to you to respond if you have any ideas or any software that you can make available. This week’s handy hint is that many spreadsheet packages allow you to draw lines on top of tables: this is useful for showing discourse structure of various kinds. Confused? Stay tuned for more details. I can be contacted by snail mail:

Petie Sefton
Department of Linguistics,
University of Sydney
Sydney 2006
Australia

by fax at 2-552 1683,

or electronically at

psefton@extro.ucc.su.oz.au

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**Publications & promotion**

**Pinter Publishers**

Janet Joyce is taking over from Frances Pinter as Managing Director in July. Many of us have already had the pleasure of meeting her — we welcome her in her new position and wish her all the best. In her role as Commissioning Editor she writes in the 1994 Linguistics Catalogue:

Dear Reader,

Welcome to Pinter Publishers’ 1994 Linguistics catalogue. We are very pleased to be publishing the majority of our new titles this year in simultaneous hardback and paperback editions. This reflects our growing textbook list and our commitment to providing affordable editions of innovative research for the benefit of individual scholars. We are also actively expanding the range of our linguistics programme while retaining our leadership position in the field of systemic functional linguistics. We are launching this expansion with the publication of two major works in the field of semiotics: *The Language of Displayed Art* by Michael O’Toole and Thomas Sebeok’s *An Introduction to Semiotics*.

As one of the UK’s leading independent publishers, it remains our intention to offer a personal and professional service to the linguistics community. We are here to respond to your needs and hope that you will continue to contact us with new ideas and feedback.

Sincerely yours,

Janet Joyce
FRENCH SOCIOLOGY IN BRIEF

The SocioLinguistics of Casual Conversation

Sociolinguistics is an area of linguistic study that examines the relationship between language and social context. It explores how language use is influenced by social factors such as social class, gender, and power structures. Sociolinguistics is closely related to the field of anthropology, and its methods draw from a variety of disciplines, including anthropology, sociology, and linguistics.

The SocioLinguistics of Casual Conversation presents an overview of key concepts in sociolinguistics, including topics such as language variation, language change, and the relationship between language and social identity. The book is intended for students and scholars interested in the study of language and social context.

The book is divided into three parts: Part I covers the basics of sociolinguistics, Part II explores the relationship between language and social context, and Part III focuses on the role of language in social interaction.

The book is written in an accessible style, with clear explanations of key concepts and examples drawn from real-world situations. It is a valuable resource for anyone interested in the study of language and social context.

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Sociolinguistics: An Introduction to Language and Society

This book is an introduction to the field of sociolinguistics, providing a comprehensive overview of key concepts and theories. It is written in a clear and accessible style, making it suitable for students and scholars with varying levels of background knowledge.

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The book is written in an accessible style, with clear explanations of key concepts and examples drawn from real-world situations. It is a valuable resource for anyone interested in the study of language and social context.
ADVANCES IN SYSTEMIC LINGUISTICS
Recent Theory and Practice
Edited by Marlies Yada and James M.荧北
University of Washington
Presents an overview of systemic linguistics, its future directions.
ADVANCES IN NATURAL LANGUAGE GENERATION

John Haynes was until recently Reader in English at Ahmadu Bello University, Nigeria. In Britain he has worked in teacher education, and now teaches ethnic minorities in London.

He has published poetry in the London Magazine and stood and a collection of early poems in Slobo Court (London Magazine Editions, 1974).

INTRODUCING STYLISTICS

John Haynes

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Natalie Waterson
Senior Lecturer in Phonetics, School of Oriental and African Studies, University of London

Grevatt & Grevatt
Newcastle upon Tyne

Prosodic phonology—the first outburst approach to phonology, dating back to the days of J. B. Firth, the term which automatic phonetic and musical phonologyayer in the 1930s to now a step of much change in the field of phonological theory. Although there was much identical language studies using prosodic phonology, the practicality of this approach has given a strong stimulus of the theory. This book, written by one of the masters of Firth's London school of linguists, presents a new colloquial to J. B. Firth's not only provides such an account, but also covers even fewier linguistic themes. For example, a phonological theory such as the one proposed here is a general principle of phonology that should be valid in relation to other speech-related activities.

British Linguistic Newsletter

Published by the Linguistics Association of Great Britain © LAGB

Editor: Siew-Yue Kilingley, BLN, Grevatt & Grevatt, 9 Rectory Drive, Newcastle upon Tyne NE3 1XT. Tel 091-285-8053 weekdays from 10.00 to 12.45 and 14.00 to 16.00 UK Time weekdays. (Sometimes working elsewhere.) Published monthly October to June. Copy deadline: In principle first Monday every month. See also October BLN p. 6 for paid copy.
This volume is aimed at readers interested in understanding and appreciating the role of language in children's education and development. It explores how language is used to support learning and how it influences children's thinking and learning processes. The book also discusses the importance of creating supportive classroom environments that foster the development of literacy skills.

**Language and Social Processes**

Children Reading and Writing Beyond Gendered Identities

The book focuses on the ways in which children develop their understanding of language and how this understanding is influenced by social and cultural factors. It examines the role of language in shaping children's identities and the ways in which language is used in social contexts to construct gender identities.

**New Look, Same Objectives**

The editors welcome the submission of papers for consideration for publication in OPLS. Details are given below:

**Notes for Contributors**

Preparation and Submission of Manuscripts

1. Contributions for OPLS and correspondence about contributions should be addressed to:
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MORPHOLOGICAL ANALYSIS AND DESCRIPTION
A REALIZATIONAL APPROACH

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

SERIES EDITOR
FRED C. C. PENG, Ph.D.

Morphological Analysis and Description: A Realizational Approach
by David O. Lockwood, Michigan State University

This textbook focuses on the analysis and description of morphological data taken from a worldwide range of languages. It introduces the student to the basic concepts of morphological analysis and description, and provides a large amount of data concerning morphological data from many different languages. It is organized and presented in a way that enables students to produce detailed and sophisticated analyses of morphological data. It is expected to guide the student in the analysis of any morphological data. This textbook is the best introduction to morphological analysis available.

About the Author
David G. Lockwood received his Ph.D. from the University of Michigan in 1966. Before that, he was a student of Professor G. W. F. Crossley, where he held the rank of Professor since 1939. He is the author of Introduction to Stratificational Linguistics (1972) and The Fifteenth LACUS Forum 1972 (1969). His articles and reviews have appeared in Forum Linguisticum, Language, Language Sciences, Linguistics and Word as well as in many issues of the annual LACUS Forum series. He has held office in the Linguistic Association of Canada and the United States and the Michigan Linguistic Society, and is serving on the editorial boards of Forum Linguisticum and Language Sciences. 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.
### functions of language

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**Aim & Scope**

The aim of *functions of language* is to encourage research into the language system and its role in the cognitive and social processes of humans. The journal publishes articles on all aspects of the language system and its role in human cognition and society. Articles should be of interest to a wide range of scholars from different disciplinary backgrounds.

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she does not know
that Jack does not know
that Jill thinks
that Jack does know
and Jack does not know he does not know
that Jill does not know she does not know
that Jack does not know
that Jill thinks Jack knows
what Jack thinks he does not know
Jack doesn't know he knows
and he doesn't know
Jill does not know.
Jill doesn't know she doesn't know,
and doesn't know
that Jack doesn't know Jill does not know.
They have no problems.


Penguin watch

WARNING: Treat networking Penguins with caution. An increasing number read 'Syntax and the Consumer', with tragic consequences.

Fig. 1: Penguins after digesting Halliday (1964)