

news,  
views

# NETWORK no. 7

and reviews in systemic linguistics and related areas

Editor: Robin P. Fawcett, Department of Behavioural and Communication Studies, The Polytechnic of Wales, Treforest, Nr. Cardiff CF37 1DL, U.K. Tel (work) 0443 405133 ext. 2594, (home) 0222 842016.

Reviews Editor: Martin Davies, Department of English, University of Stirling, Stirling, FK9 4LA, U.K.

Assistant Editors: Olu Adejare and Bisi Afolayan, University of Ife, Nigeria; Jim Benson and Bill Greaves, York University, Toronto, Canada; Margaret Berry, University of Nottingham, U.K.; Peter Fries, Central Michigan University, Mount Pleasant, U.S.; Jim Martin, University of Sydney, Australia; Lewis Mukattash, University of Jordan, Amman, Jordan; Erich Steiner, University of the Saarland, Saarbrücken, Fed. Rep. of Germany; Shivendra Verma, Central Institute of English and Foreign Languages, Hyderabad, India; David Young, UWIST, Cardiff, U.K.

## EDITORIAL

March 1985

This issue of Network contains three reports of the delightful 11th International Systemic Workshop, held last year at Stirling, and some further details concerning this year's 12th International Systemic Workshop, to be held at Ann Arbor, Michigan, U.S.A. Most readers will already have received a notice about the workshop from the organiser, Dick Bailey, but if you haven't it's still not too late to offer a paper. This issue also includes the usual notices about recent and forthcoming publications (and if you think there's something we've missed, please write in to say so). A particular highlight is the article by Olu Adejare about what is unquestionably the biggest department based on systemic linguistics in the world; who else can boast a course for which 3,000 students sign on? There is an abundance of news of readers' activities, and there is also the third part of Michael Halliday's bibliography, annotated by himself, which takes us to 1977. At the back of Network you will find another of the fascinating series of articles by Bill Mann and Chris Matthiessen on Nigel, their computer implementation of a systemic grammar. This time the emphasis is on an area of the grammar that in my view has been all too often neglected: the realization rules/statements. (Indeed, I have suggested the value of accepting as a guideline the slogan 'No system networks without realization rules'.)

And may I draw the attention of North American readers in particular to the note on page 15 about the present visit of Professor V. Prakasam to the U.S.A.? Prakasam is a - perhaps the - leading systemic phonologist, and his visit provides an almost unique opportunity for North American phonologists to hear what a systemic view of phonology would be like.

But it may in the long term turn out that the most significant contents of this issue is the announcement of the Archive of papers in systemic linguistics now established at Stirling University by Martin Davies (who also now taken over as Reviews Editor for Network). This will provide a 'clearing house' for papers given at workshops, etc., so that we shall from now on have an easy and inexpensive method of getting hold of each others' papers. One of the weaknesses (in some eyes) of systemic linguistics is the relative lack of hard-nosed argumentation, in which one writes a paper pointing out some supposed weakness or gap in the argument or description provided by a fellow scholar (one's 'opponent?'), and asserts or even demonstrates (more or less persuasively) the superiority of one's own model. Sometimes such articles - at least those written in the TG tradition - introduce an unpleasant, vituperative dose of 'affective' language - with 'snarl' words predominating over 'praise' - where the whole paper amounts to a put-down of a fellow scholar. We should notice, perhaps, that this is not Michael Halliday's style. Is that way of conducting academic discourse really the only effective way to make intellectual progress? I for one hope not. It should surely be possible to see other scholars not as 'rivals' to be 'put down', but as colleagues pursuing parallel and (even if perhaps only potentially) insightful alternative approaches to one's own, out of both of which there may eventually emerge a more complete or more insightful model. I hope, then, that the establishment of this important archive will be accompanied by an effort to consolidate and develop a new style of academic discourse, in which, if we do have to point out that from our own angle something in someone else's proposals is less than satisfactory, we avoid all talk of 'correctness' (who does that remind you of?) and we appreciate the good in the work of others (even if only of intention!). In another well-used (and not entirely happy) metaphor, we make progress by standing on the shoulders of our predecessors. Or are we more like a string of explorers moving more or less in parallel into unknown territory, with sometimes one and sometime another finding themselves ahead - or apparently ahead - and calling out to each other as we go?

Editor

FORTHCOMING EVENTS
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## TWELFTH INTERNATIONAL SYSTEMIC WORKSHOP

Date: 21st - 24th August 1985 (but see below).

Place: The University of Michigan, Ann Arbor, Michigan 48109, U.S.A.

Organizer: Professor Richard W. Bailey (Department of English).

Theme: English linguistics (i.e. the linguistics of English).

Following the very enjoyable Eleventh Workshop, which is reported elsewhere in Network, we are delighted to announce the first workshop to be held in the United States - those in the past having been held in England, Wales, Canada and Scotland. Invited speakers are expected to include:

MARGARET BERRY	University of Nottingham
ROBIN FAWCETT	Polytechnic of Wales, Cardiff
MICHAEL GREGORY	York University, Toronto
RUQAIYA HASAN	Macquarie University, Sydney

A notable feature of this workshop is that it is being organised in conjunction with no less than THREE other conferences - so you can get full value for the cost of the journey. One is in PARALLEL with the Systemic Workshop; it is the summer meeting of the American Dialect Society. Over the preceding two and a half days a second pair of parallel meetings will take place:

COLLOQUIUM ON ENGLISH LEXICOGRAPHY and THE MEETING OF THE DICTIONARY SOCIETY OF NORTH AMERICA.

Date: 18th - 21st August; place and organiser as above. Invited speakers include: R.W. BURCHFIELD (Editor of the Oxford English Dictionary), FREDERICK G. CASSIDY (Editor of the Dictionary of American Regional English) and LADISLAV ZGUSTA (President of the Dictionary Society of North America). Given the universal emphasis on lexis in linguistics today, there will no doubt be many who will wish to attend sessions from both halves of this quadruple conference. So, to be sent further details, please write now to Dick Bailey. In a note earlier this year, Dick has in fact requested offers of papers by February 15th 1985. I am afraid that the date of appearance of this issue of Network will make that deadline hard to meet for readers for whom this is the first notice of the workshop! If this is the case for you, please don't give up, but simply get your offer of a paper in as soon as you possibly can. This should be in the form of a title plus up to a page of summary, and should include your name, address, and the length of the proposed presentation (20 or 40 minutes). We hope to be able to allow for the longer periods of interactive discussion of both the papers themselves and the issues that they raise, which is one of the distinguishing and most worthwhile characteristics of systemic workshops (in contrast with the more usual 'couple-of-questions-and-on-to-the-next-paper' approach).

The preliminary program(me), registration forms and information on accommodation will be sent to prospective attenders in May 1985.

If you live outside the U.S., don't be put off by the possible expense. Many of us should be able to take advantage of the current low fares (from Europe, at least; how is it from Australia and the Far East?) and combine the conference(s) with a visit to friends and relations, and some of the sights of North America. (Personally, I want to see the Grand Canyon.) Recent fare quotations for London/Gatwick to New York/Newark are: Virgin £129; People Express £122 (return double). People Express have internal connections too, including flights to Detroit (the airport for Ann Arbor). The through ticket Gatwick-Detroit, with the two connecting flights is £172 if you fly Monday-Saturday, and £157 if you go on a Saturday or Sunday. It is worth noting that, depending on the dollar-pound rate of exchange, it is often cheaper (as it is at the time of writing) to convert £ to \$ and to get someone in the U.S. to buy your ticket for you.

NEWS OF RECENT EVENTS
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## INTERNATIONAL WRITING CONVENTION

Many readers will be interested in this notice of a recent meeting, which took place 31st March - 4th April, 1985, at the School of Education, University of East Anglia, Norwich, U.K., and was organized by Professor Andrew Wilkinson.

The great surge of interest in writing amongst educationists, linguists, psychologists and others makes this Convention timely. It will be what is probably a unique gathering of scholars and teachers of international distinction. Amongst those who hope to be present are:

BRUCE BENNETT, University of Perth, Western Australia.  
 CARL BEREITER, Centre for Applied Cognitive Science, Ontario Institute for Studies in Education.  
 CHARLES R. COOPER, University of California, San Diego.  
 JOHN DIXON, Visiting Fellow, University of East Anglia, Norwich.  
 THOMAS R. NEWKIRK, Director, New Hampshire Writing Programme, University of New Hampshire.  
 JAMES GRAY, Director, U.S.A. National Writing Project, University of California, Berkeley.  
 BERNARD HARRISON, University of Sheffield.  
 GUNTHER KRESS, New South Wales Institute of Technology, Sydney.  
 LEE ODELL, Rensselaer Polytechnic Institute, Troy, New York.  
 MARLENE SCARDAMALIA, York University, Toronto.  
 LESLIE STRATTA, Visiting Fellow, University of East Anglia, Norwich.  
 SAULI TAKALA, International Writing Project Coordinator, University of Jyväskylä, Finland.  
 GORDON WELLS, Ontario Institute for Studies in Education, Toronto.  
 ANDREW WILKINSON, University of East Anglia, Norwich.

We are sorry not to have been able to announce this conference before it occurred, but we hope that one of those who have attended it may write an account of it for a future Network. Meanwhile, any inquiries should be addressed to:

Eileen Chapman, International Writing Convention Secretary,  
 School of Education,  
 UNIVERSITY OF EAST ANGLIA,  
 The Plain,  
 NORWICH, Norfolk. NR4 7TJ.

ELEVENTH INTERNATIONAL SYSTEMIC WORKSHOP  
 UNIVERSITY OF STIRLING, 6th-8th SEPTEMBER 1984  
 ORGANIZER: MARTIN DAVIES

We give here three perspectives on the workshop: one by a regular and long-standing transatlantic attendee, Michael Cummings; one by a newcomer to the workshop, John Haynes; and one by a more recent attendee, Stephen Levinsohn.

Michael is well-known as a leading figure among the still quite small number of systemic linguists interested in diachronic linguistics; John teaches English at Ahmadu Bello University at Zaria in Nigeria, and has recently completed a Ph.D. thesis under the supervision of the Workshop organiser, Martin Davies, at Stirling University; and Stephen has recently taken over the responsibility for the Summer Institute of Linguistics in Britain from John Bendor-Samuel, who has moved to SIL's headquarters at Dallas, Texas.

## PERSPECTIVE 1: MICHAEL CUMMINGS

The Eleventh International Workshop was the first to be held in Scotland. The hospitality of Martin Davies and Stirling University was such that I hope it won't be the last. Approximately forty participants came to this Workshop, not only representing England, Scotland and Wales, but also Canada and the United States, Japan, Ghana, Italy, Nigeria, Saudi Arabia and the Federal Republic of Germany. Perhaps this Workshop, of all the Workshops I have attended, was least like a "workshop" and most like an academic conference in its classical form. Stephen Levinsohn raised this issue at the end of the final session, calling for a format in which participants would preface their papers with an introduction to their respective disciplines. I myself think that the conference format that has evolved from our earlier workshop format is simply a response to necessity. The International Workshop has become very popular - too many participants to allow a leisurely conference. Furthermore, past audiences have sometimes seemed to be impatient with tentative or unfinished material. The papers at Stirling were very finished indeed, and the programme was very full.

The Stirling Workshop demonstrated the great current interest in areas like semiotics, stylistics, and discourse. No paper was heard on the subject of phonology as such, and perhaps only two papers (Gotteri and Porter on 'Ambiguity'; Levinsohn on 'Theme and Basis in Koine Greek Narrative') dealt with syntax as their central issues. The semiotics of language and music was explored by Erich Steiner ('Language and Music as Semiotic Systems - the Example of a Folk Ballad'). Stylistic papers started with Martin Davies' analysis of spoken poetry ('Information Structure in Prose and Free Verse'), which demonstrated convincingly that graphological lineation in free verse may have no phonological correlative. Elissa Asp's paper ('Meaning and Metaphor: A Revised Theory of Stylistics Exemplified') tackled the problem of metaphor within the frameworks of Stratificational linguistics and Michael Gregory's Communication linguistics. John Haynes ('Tinkering with the System: An Outline of a Systemic Poetic') exemplified a Systemic approach to stylistics with the poetry of the expatriate Briton.

In the area of discourse, Kirsten Mason ('Inherited Problems in Discourse Analysis') put Systemic theory into relationship with speech act theory. Paul Thibault ('Discourse, Social Action, Meaning and the Construction of the Human Subject') related Bakhtin's 'social heteroglossia' and the Hallidayan view of register in a general sociological theory of discourse. Somewhat more textually and syntactically oriented was the comparative analysis of phoricity by Alan Duthie ('Phoric Reference in Hebrew, Greek and Ewe (Genesis 6-9)'). The pragmatics of discourse was the subject of Ivan Leudar's computerized treatment of the Gricean maxims of conversation ('A Systematic Re-interpretation of the Gricean Framework'). Robin Fawcett ('Towards a More Adequate Model for Describing the Discourse Structure of "Free" Conversation') presented selected parts of his most recent network, which combines paradigmatic and syntagmatic relations in a unified network notation to generate discourse structures.

Very great interest was generated by the methodological papers of Bill Downes and Barry Calder. Downes ('A Survey and Philosophical Exploration of "Functional" Explanation') contextualized Systemics within contemporary functionalism, and argued for the relevance of teleological non-causal explanation. Calder ('Methodology') criticized Systemic functionalism and laid the groundwork for a theory of 'realist' methodology.

I had the pleasure of chairing Terry Patten's paper ('Towards a Computational Method for Generating Text') which proposed the use of Artificial Intelligence strategies in Systemic text-generation programs, specifically the Mann-Matthiessen 'Nigel' program. I also had the pleasure of attending one of Michael Gregory's most engaging performances ('Criministic Linguistics: An Instance of Socially Accountable Linguistics'), in which Michael gave a dramatic account of court cases hinging on his analysis of the language of alleged confessions.

Despite the crowded schedule, the social amenities in Stirling helped greatly to promote continued discussion and the exchange of ideas outside Workshop hours. Stirling is also an unusually beautiful university campus. We owe a considerable debt of thanks to Martin Davies and his assistants for making this Eleventh Workshop such a pleasure to attend.

Michael Cummings, Department of English, Glendon College, York University, Toronto.

## PERSPECTIVE 2: JOHN HAYNES

## SYSTEMIC STIRLING

Living outside England, and counting myself as a systemicist by virtue of few years and less knowledge, I was much educated by the August '84 conference and in the way which alone really counts: being brought to the sharper awareness of one's own ignorance, shortcomings, laziness and so on. At a gathering like this you do get a quicker sense of what people are moving on to next.

Of the presentations - about which I dare offer only personal reactions - the two which concerned me most closely (though by that I don't mean those about which I am most informed or most intellectually 'au fait' with) were the ones by Bill Downes and Paul Thibault. Bill, speaking bejerked as if on perpetual touselled linguistic safari, asked fundamental questions about the concept of 'function' - and I wished I could have had a script, because the issues raised are philosophically contentious and surely need the toothcomb treatment. Obviously the concept of 'function' is crucial to most versions of systemic model, and has come under fire in sociology and anthropology, disciplines which are more closely akin to linguistics than are the physical sciences to which Bill looked for comfort. I found myself groping back to my undergraduate philosophy, the time when Anscomb's 'Intention' was a central work in my first wife's M.A. dissertation. Bill often used the term 'language-game', reminding me of that comment Wittgenstein makes about basics: that is, if I can recall the wording, 'at rock-bottom there is the convention.' I wonder if the notion of function itself just marks out the conventional base of which we proceed, beyond which there is silence? In a way the use of arguments drawn from evolutionary theory are not too productive (I think), since that theory, like many theories of linguistics, is not susceptible to any sort of control. Whatever its value as a working hypothesis, I should have thought that, as an argument, the thesis that (semantic) meaning is explained by function is likely to turn out circular.

Paul's talk covered much at great speed, but what I captured struck me because of the attempt to link systemic linguistics with Marxist and Lacanian trends in continental post-structuralism. I felt that it was, is, important for systemic linguists to look into this area, since the high level linguistically related semiotic systems obviously fit into a functional systemics, and linguists can do a lot in sifting the more speculative insights of Althusser and Lacan. As I write I am reading Easthope's New Accents book on Poetry as Discourse, and cannot help feeling that Easthope's claims that the 'iambic pentameter' is a bourgeois invention would have been hardened (or broken) by closer attention to the phonology of foot and syllable - as indeed would Derrida's conception of what he calls 'writing'. I was mentally half in a little project of my own as I listened, an examination of passages of Tarzan and the Jewels of Opar. That particular 'subject' is of particular interest for a Lacanian analysis, both in his own eccentric identity (Peer and Ape) and for the massive audience identification - 'misidentification' - that Burroughs Inc. has achieved, especially since Tarzan is both socially and biologically impossible (linguistically also - he who taught himself his mother tongue without human contact from a reading primer).

To one side of the conference; in going through this novel I came upon the following gem which I have yet to pass on to MAKH. I don't know whether the very similar example in his grammar is made up or not, but as a contribution to the metaphor/incongruity thesis I offer the following from Tarzan and the Jewels of Opar (Methuen 1919, page 219):

'A plunge in the river was followed by a scant breakfast of eggs which chance discovered to him.' \*

I was most disappointed to miss Kirsten Mason's paper, and at not being able to get a copy of it. I had to give my own at the same time. I found the abstract cogent and worrying.

Elissa Asp's paper was closer to home for me, in poetic stylistics, but my own shortcomings hit me hard here as I found the terminology hard to get at. Isn't one fascinating thing about metaphor, for the linguist, the fact that it opens up the gap between the levels of potential meaning (semantic 'sense') and actual meaning (situational 'reference')? I wonder if she's saying that.

I don't presume to remark on Michael Gregory's or Robin Fawcett's papers, both of which showed linguists at work. Irreverently I couldn't help noticing the distinct discourse-tenoral styles of them both: Michael in spotless polo-necked ease with a touch of the after-dinner speech garnishing the learning - a comparison encouraged by the wine in my head as I listened. Robin, in a different mode of infectious nuts-and-bolts

\*The reference is to MAKH'S example dinner of roast beef was followed by a swim in John Lyons' New horizons in linguistics 1970: 149 (Ed.)

enthusiasm, something of the inventor or the boffin. I am still a Theseus in his labyrinths.

I have to end with my long-suffering ex-supervisor, Martin Davies. He attempted to sabotage free verse poets in a paper which showed much, but not (to my self-interested mind) that free verse is a hoax. Isn't the use of the graphological line, in the end, mainly valid as an aid to the composer, and perhaps opening a gap between the phonological point of focus, and that which may be indicated by the visual line? Well, I admit I don't know.

Martin's cool organisation formed the deep structure of the gathering and we are grateful to him for that. Like Robert Frost coming upon that exclusive 'or' node in the woods, it made all the difference.

John Haynes, Department of English, Ahmadu Bello University, Zaria, Nigeria.

### PERSPECTIVE 3: STEPHEN LEVISOHN

Linguistic Highlight: Robin Fawcett's 'Towards a More Adequate Model for Describing the Discourse Structure of "Free" Conversation'. It gives me hope that a framework relating the diverse areas of text analysis is beginning to emerge. I am particularly interested in seeing to what extent Robin's skeleton can be adapted to the analysis of reported conversation in monologue, including the quotation introducers, in a variety of languages.

Most Appreciated Emphasis: The concern to make linguistics count, in the fight for social justice. Michael Gregory's account of his application of Text Analysis to Criministics (the study of the nature and authenticity of evidence submitted to a court of law) was both inspiring and challenging.

Most Frustrating Experience: The tendency to pitch papers at the level of the most erudite and informed. This workshop was certainly broadening: a number of the papers were grounded in disciplines other than linguistics, in order to contribute to a consideration of the philosophical bases of Systemics. However, many of us were not well enough read in these disciplines to profit greatly from the quickly moving arguments, with their employment of unfamiliar terms.

A general workshop on many areas broadly related to Systemics, such as this, presents a great opportunity to update and inform those involved or interested in some aspect of the model. Unless the 'rank-and-file' has been updated sufficiently to appreciate the points at issue, however, I question whether it should be used as a debating forum between the 'leaders' in each field.

How can the 'rank-and-file' benefit maximally from the workshops?

1. By dedicating 50% of the papers, say, to a specific topic, and by devoting the afternoon of the first day of the workshop to a teach-in on that topic.
2. By issuing a reading list of introductory articles basic to an understanding of the latest developments in research on the topic, in, say, the second circular announcing the meeting.
3. By requiring those giving papers on topics other than the main one of the workshop to devote part of their time to defining the technical terms and illustrating the premises they employ, before presenting their most recent advances. Alternatively, or in addition, the foundation-laying details should be given in a self-explanatory handout.

Yours, so that more can benefit more from more papers,

Stephen H. Levinsohn, Summer Institute of Linguistics, High Wycombe, Bucks.

SECOND RICE SYMPOSIUM IN LINGUISTICS AND SEMIOTICS:  
TEXT SEMANTICS AND DISCOURSE SEMANTICS

RICE UNIVERSITY, HOUSTON, 9th-15th FEBRUARY 1984

ORGANISERS: JAMES COPELAND, SUSAN LAMB, SYDNEY LAMB

We give on page 8 the program(me) of this very successful symposium. Here a small number of practitioners of the two 'relational network' theories, stratificational and systemic linguistics, were able to get together, in a way that enabled them to compare the two theories and to increase their understanding of the other theory, through focussing on a practical problem: the explication of a given text (the 'Sue-Kay dialogue').

A couple of sympathetic scholars who were not specifically relational network linguists were invited too (Wallace Chafe and Stephen Tyler), and for the first two days, during which the participants presented papers, the sessions were open to others. We were delighted to welcome to these sessions a strong delegation of tagmemic linguists, led by Kenneth Pike.

We worked hard, but also on Sunday enjoyed a tremendous brunch at a superb downtown hotel, a visit to NASA, and a seafront dinner by the Gulf of Mexico at Galveston. For me it was one of the most fruitful symposia I have attended.

The last two days were closed sessions, and the struggle to get inside the central concerns of a different but related theory, and then to apply our common thinking to the text, continually threw us back to a reconsideration of first principles, in a way that was intellectually extremely stimulating. Sometimes we found illuminating cross-theory parallels, as in the similarities in terms of the view taken on the question of levels the models of Ilah Fleming, from the stratificational side, and Michael Gregory and Robin Fawcett, from the systemic side.

The papers are being revised for publication: the book will be unique, in requiring so many relatively closely related linguists all to concentrate their skills on a single text. One of the outstanding features of the symposium was the way in which, despite the similarity in the overall approach to language of so many of the participants, every participant had something quite new to say.

Watch out for the book!

Robin P. Fawcett  
The Polytechnic of Wales

Thursday evening, February 9th

8.00 p.m. Opening Session

Welcome: Dean Allen J. Matusow, Dean of Humanities, Rice University

Showing of the videotape of the symposium text

Friday morning, February 10th

Chair: Heather K. Hardy, North Texas State University, Denton

8.30 a.m. Robin P. Fawcett, The Polytechnic of Wales

9.30 a.m. David G. Lockwood, Michigan State University

10.30-11 a.m. Break

11.00 a.m. Stephen A. Tyler, Rice University

12-1.30 p.m. Lunch

Friday afternoon

Chair: E. Douglas Mitchell, Rice University

1.30 p.m. Ilah Fleming, Summer Institute of Linguistics

2.30 p.m. Philip W. Davis, Rice University

3.30-4 p.m. Break

4.00 p.m. James R. Martin, University of Sydney, Australia

Friday evening

Chair: James E. Copeland, Rice University

8.00 p.m. Wallace L. Chafe, University of California, Berkeley

Saturday morning, February 11th

Chair: Hector Urrutibeheity, Rice University

8.30 a.m. James E. Copeland, Rice University

9.30 a.m. Ruqaiya Hasan, MacQuarie University, Australia

10.30-11 a.m. Break

11.00 a.m. Peter A. Reich, University of Toronto

12-1.30 p.m. Lunch

Saturday afternoon

Chair: Roy G. Jones, Rice University

1.30 p.m. Peter H. Fries, Central Michigan University

2.30 p.m. Michael Gregory, York University, Toronto

3.30-4 p.m. Break

4.00 p.m. Sydney M. Lamb, Rice University

Saturday evening

Chair: Sydney M. Lamb, Rice University

8.00 p.m. M.A.K. Halliday, University of Sydney, Australia

All of the Sessions listed above will be held in the Kyle Morrow Room, Fondren Library, Rice Campus.



Sunday, February 12th

11.00 a.m. Brunch at Meridien Hotel, downtown Houston  
1-5 p.m. Excursion

Transportation will be provided

Monday and Tuesday, February 13th and 14th

Mudd Building Conference Room

In depth discussion by speakers, seated around conference table.

Session	Time	Moderator
Monday, February 13th		
1	8.45 - 10.15	Sydney M. Lamb
2	10.30 - 12.00	M.A.K. Halliday
3	1.30 - 3.00	Peter A. Reich
4	3.30 - 5.00	Michael Gregory

Tuesday, February 14th

5	8.45 - 10.15	Robin P. Fawcett
6	10.30 - 12.00	Philip W. Davis
7	1.30 - 3.00	Wallace L. Chafe
8	3.30 - 5.00	James E. Copeland

## AILA CONGRESS, FREE UNIVERSITY OF BRUSSELS, 5th-11th AUGUST 1984

Readers of Network present included Margie Berns, Robin Fawcett, Kenneth Pike, John Regan, Gordon Wells, Eija Ventola - and perhaps others who were hard to find in a conference with several thousand attenders and up to 40 parallel sessions. Systemically-oriented papers were given by Margie Berns and Robin Fawcett, and many other papers showed a Hallidayan influence. It was notable that the one plenary session paper which advocated a Chomskyan approach to language appeared to receive fairly widespread disapproval as something irrelevant to the interest of applied linguists. (See also the new 'Clearing houses' section).

### NEWS OF READERS' ACTIVITIES

#### NEWS FROM DOWN UNDER

The year of 1984 proved a busy and exciting one for many systemicists in Australia. Early in February MICHAEL HALLIDAY, RUQAIYA HASAN and JIM MARTIN flew off to Houston for the Rice Symposium on Text Semantics and Discourse Semantics organised by JIM COPELAND and SYD LAMB. This proved a wonderful opportunity to talk with stratificational and the other systemic linguists about discourse analysis (and the rest of the universe, of course). The papers presented are being put together for publication next year - certainly a volume to look forward to, including papers by ROBIN FAWCETT, MICHAEL GREGORY, PETER FRIES, ILAH FLEMING, JIM COPELAND, PETER REICH, DAVID LOCKWOOD and WALLACE CHAFE as well as the visiting Australians. Michael, Ruqaiya and Jim stopped at ISI on the way home to work with BILL MANN and CHRISTIAN MATTHIESSEN on the NIGEL project; and Jim went on to the BLS meeting in Berkeley, giving a paper on universalist and ethnographic approaches to language comparison at UCLA on the way home.

The next highlight of the year was the LANGUAGE AND IDEOLOGY conference at the University of Sydney, organised by MICHAEL HALLIDAY and TERRY THREADGOLD. Systemically oriented papers included:

GUNTHER KRESS 'Text, genre, discourse'

RUQAIYA HASAN 'The ontogenesis of ideology: an interpretation of mother-child talk'

JIM MARTIN 'Grammaticalising ecology: the politics of baby seals and kangaroos'

THEO VAN LEEUWEN 'The producer, the consumer and the state: analysis of a television news item'

TERRY THREADGOLD 'Subjectivity, ideology and the feminine in John Donne's poetry'

There was a very disappointing turnout by linguists from other schools, although ALAN RUMSEY, coming from anthropological linguistics, gave an interesting talk on 'The oratory and politics of metaphor in the New Guinea Highlands'. And many of the more literary papers said nothing about language at all. So there is still a fair bit of integration to accomplish before language and politics come together in a meaningful way. There are plans afoot to bring together papers from this conference, again sometime in 1985.

Another very successful LANGUAGE IN EDUCATION conference was organised in Brisbane in late August by DICK WALKER and BRENDAN BARTLETT; its theme was of some interest to systemicists: What has systemic functional linguistics contributed to language education? The conference was a mixture of plenary sessions and workshops. Plenaries were as follows:

MICHAEL HALLIDAY 'What has systemic functional linguistics contributed to an understanding of language development?'

JIM MARTIN 'What has SF linguistics contributed to an understanding of written text?'

FRAN CHRISTIE 'Spoken and written discourse: how do children learn to write?'

DICK WALKER 'What has SF linguistics contributed to an understanding of curriculum development?'

CHRIS BUTLER, visiting from England, was scheduled to speak on spoken language, but to everyone's excitement (not Chris's) got chicken-pox (or some mild two-day version thereof). MICHAEL O'TOOLE gallantly filled in with some stylistic analysis of Henry Reed's Naming of Parts. Chris did recover to speak at the ALAA congress in Alice Springs, first on systemic contributions to applied linguistics; and then, evening the score, on computers in linguistic research, filling in for Michael Halliday who missed the conference because of a train strike.

Chris spent several days in Sydney before the Brisbane/Alice Springs trip, speaking to SYLC on indirect speech acts, and giving several talks to the department at Sydney on modality, discourse analysis and the goals of systemic theory. It was great to have an opportunity to hear about his work in more detail, and to watch a systemicist using Chomskyan style argumentation to make his case. This was the first time many of our students had seen this style of presentation (needless to say) and we were all fascinated by the strengths and weaknesses of the approach. Chris flew off on the rest of his trip around the world, with us looking forward to another visit before long.

At the ALAA CONGRESS in Alice Springs, JIM MARTIN and JOAN ROTHERY spoke about their research into the development of writing in infants and primary school, examining the ideology of childhood, gender and class which pervades the kind of writing children do and the way it is not taught. JIM also spoke at the Macarthur Institute of Higher Education READING AND LANGUAGE SYMPOSIUM in July; GUNTHER KRESS was plenary speaker at that conference, delivering an address on 'Things children read and the development of writing.' JOAN spoke to the various syllabus committees at a WRITING ACROSS THE CURRICULUM meeting in Leura in October. Earlier in the year JIM and JOAN spoke to the Language Consultants from the Department of Education in NSW. In general, linguistically informed approaches to writing development seem to be faring better this year than in the past. JIM, JOAN, GUNTHER and BILL CROWLEY are organising a writing conference for May 1985 which will be organised along the lines of the Brisbane meetings described earlier. GUNTHER KRESS, RUQAIYA HASAN, CLARE PAINTER, CATE POYNTON and DAVID BUTT have agreed to give plenaries, and FRAN CHRISTIE, JOAN ROTHERY, JOHN CARR, BILL CROWLEY and BARABARA VASDEKIS will be leading workshops in specialist areas. Hopefully this will have a positive influence on the current development of writing curriculum documents in NSW.

Earlier in the year EIJA VENTOLA finished her thesis on service encounters, becoming the first graduate student in the department to submit a Ph.D dissertation! MICHAEL HALLIDAY has just finished correcting the proofs for the long awaited Short Introduction to Functional Grammar. FRAN CHRISTIE has organised a wonderful set of course booklets for two new M.A. courses at Deakin, with contributions from MICHAEL HALLIDAY, RUQAIYA HASAN, JAY LEMKE, CLARE PAINTER, DAVID BUTT, JIM MARTIN, CATE POYNTON and GUNTHER KRESS. This should provide an invaluable access to systemic perspectives for educationists. Many of the booklets display a

little ideological consciousness as well, which is desperately needed in educational theory and praxis at present. RUQAIYA HASAN is busy analysing the mass of data on mother-child talk amassed in her research project. The register people at Sydney are biting the bullet and sitting down in September to write a draft of their model of life, the universe and everything. And lots of other interesting things.

Plans are already underway for the AILA meeting at Sydney in 1987; the workshop will be scheduled just after it. It is time for Network readers to start planning a holiday in Australia for that year. We are hoping to see as many of you as possible then. Time presses. Here ends this dispatch.

Jim Martin, Assistant Editor for Down Under.

## NEWS OF GRADUATE RESEARCH AT PATALIA

JAGJIT SINGH KOMAL worked on 'A Stylistic Analysis of G.B. Shaw's Saint Joan' for his M.Phil (1982). Now he is working on all the historical plays of G.B. Shaw, the main theoretical framework being Systemic (functional) theory.

MRS HARINDER KAUR is working on 'A Stylistic Analysis of Wordsworth's "Daffodils" and Herrick's "To Daffodils"'. Of course the theoretical model is Systemic theory. This is for her M.Phil in Linguistics.

MRS IQUBAL KAUR is working for her Ph.D. on 'A Stylistic Analysis of Kamala Dass's "My Story"'. The theoretical model is the 'Sememic-Pragmemic' model I have developed in a couple of papers, within the general framework of Systemic-functional theory.

RAJINDERJIT SINGH SEKHON is working on 'The Use of Punjabi in Advertisements: A linguistic analysis' for his Ph.D. The model is again systemic.

All these students are working under the supervision of Dr. V. PRAKASAM

## TEACHING AND RESEARCH ACTIVITIES OF THE DEPARTMENT OF ENGLISH LANGUAGE, UNIVERSITY OF IFE, ILE IFE, NIGERIA

This piece gives a brief account of the activities of the Department of English Language at the University of Ife, and indicates the role of systemic Grammar in the activities.

The department is unique among similar units within the Nigerian university system. It is the only department solely committed to the study of English Language. English is Nigeria's official second language and it is used for instruction at all educational levels, for most of commerce and trade, state and national government administration and, significantly, for inter-ethnic communication in a country with about 400 indigenous languages spoken by about 80 million citizens. In other Nigerian universities, English Language is studied as a minor component of English Studies in departments with other major academic interests such as Linguistics, Modern European Languages and General Studies.

The Ife emphasis reflects the importance of English in Nigeria. It also reflects the essential difference between the motivation for teaching English as a mother tongue and for teaching it as a second language. In the Nigerian context, the focus of English studies should be on the language component as opposed to English Literature, which seems to be the focus of EMT English studies. English as a second language (ESL) is therefore the speciality of the department at Ife. This special interest determines the department's teaching and research activities.

We start with teaching. The Department runs three types of programmes: a general service Use of English programme, a B.A. degree programme, and postgraduate studies.

The Use of English is a compulsory course for all undergraduates of the University. It aims to improve the linguistic skills of the undergraduate to a level that would enable him to cope easily with the language

of instruction in an English medium university. The programme thus caters for one of the special needs of users of English in a second language situation. 3,000 students registered for the course in the 1982-83 session.

The B.A. degree is awarded jointly by the department and the Department of Literature in English, which is responsible for the literature component of the programme. A candidate for the degree may specialise in Literature or Language, depending on interest and ability. The courses in the Language component of the programme are as follows. Year One: Varieties of English Language Usage I & II; Year Two: The Sound Patterns of English (theory and practicals); Year Three: The Structure of Modern English I & II; Problems of English in a Bilingual and Multilingual African Situation I & II; Year Four: The Structure of Modern English III and IV; The Language of Modern British Literature I & II; The Language of African and Caribbean Literature in English I & II; Semantics of English; Historical Development of the English Language; and Applied English Linguistics I & II. A total number of 1,660 students registered for these courses in 1982-83 session and about 120 graduated with B.A. English (Language) degrees.

Three postgraduate programmes are on offer. A diploma in ESL is about to take off while the M.A. (ESL) and Ph.D. programmes are firmly established. Though the M.A. has a strong bias for ESL, the Ph.D. allows for flexibility. The M.A. and Ph.D. are by both course work and theses.

The M.A. courses are: The Sound Patterns of English; The Morphology of Modern English; The Syntax of Modern English; The Study of Meaning in English; Introduction to the Theory and Practice of Stylistics, British and American Literature and the Study of ESL; Theories Relating to the Acquisition and Use of ESL; Problems, Principles and Techniques of ESL Evaluation of ESL, and Postgraduate Seminars. 12 students are currently enrolled on this programme while many more are at different stages in the writing of dissertations.

For the Ph.D. course work, a candidate has to take the following courses: Bibliography and Scholarly Methods; The Sound Patterns of English; Grammatical Theories of Present day English; Topics in Present-day English and Lexical Structure of Present-day English. 4 students are currently registered for this programme.

The Department has an establishment of forty, led by PROFESSOR A. AFOLAYAN, who built the department up from scratch. Eight members of this team are Ph.D.'s, excluding Professor Afolayan. All the eight trained to the M.A. level at Ife before proceeding for Ph.D.s at Sheffield (3), Exeter (1), Edinburgh (1), and Florida State University (1). One of the staff is the first Ph.D. produced by the Department. There are several M.A.s also. Four members of staff in this cadre are currently on study leave for a Ph.D. at Reading, Nottingham and Edinburgh. Others are Graduate Assistants at various stages of the Ife M.A. (ESL). The team is strengthened by PROFESSOR O. TOMORI of the University of Ibadan who helps mainly on the Ph.D. teaching and supervision.

The Department encourages the use of any sound linguistic theory for teaching and research. Care is taken to expose students to Transformational and Systemic Grammars in particular. However, Systemic Grammar is the most popular model in use by most of the staff. The suitability of the model for ESL makes this so. Two of the advantages of Systemic Grammar in ESL research are: its focus on what users do with a language rather than on the knowledge of an ideal native speaker/hearer - which excludes the ESL subject - and its better adaptability for handling intra-lingual features which are present in ESL data.

Most of the theses written for the higher degrees of the Department use Systemic Grammar. A representative sample include:

- AREMO, W.B. 'The Presentation of English Grammar to Secondary One Pupils in Oyo State: The Example of Ogundipe and Tregigdo's Practical English One' (Unpublished University of Ife Ph.D) 1982.
- AKINDELE, O. 'Problems of Yoruba Speakers' Use of the English Nominal Group' (Unpublished University of Ife M.A. (ESL) thesis, 1982.
- OLWE, H.O. 'A Linguistic Study of the Language of Newspaper Reporting in Nigeria'. Unpublished University of Ife M.A. (ESL) thesis, 1983.
- OLORODE, S. 'A Linguistic Analysis of the Lexical Patterns in Some Translations of Yoruba Texts into English', University of Ife Ph.D. thesis nearing completion.

Two other M.A. (ESL) theses using Systemic Grammar in other areas are: Kehinde Ayoola's 'Indigenisation and Standardisation of English in Nigeria' and T.A. Banji's 'Some Socio-Cultural Problems of the Yoruba Learners of English'.

Still on research, Professor Afolayan is pioneering the Ife Studies Series, a series of books which will make the best of the research carried out in the Department available to other scholars. As it is to be expected, the Series has a very strong Systemic inclination. Its first number, What is ESL? is almost ready for press and will be published by Longman.

There are many examples of individual research using Systemic Grammar. DR. BAYO AJULO is working on 'The Lexical Resources of ESL', while Dr. S.O. OLADEJI is working on 'Stylistics Across Cultures'. DR. O. ADEJARE is working on Systemic Text-linguistics.

The Department is still growing. Our courses are now being revised and new ideas are being tried. We hope to benefit from the contributions of Systemic linguists anywhere in the world, and are prepared to make our little contributions available to any interested group of scholars. Staff exchange, visits and general enquiries are welcome. (All enquiries to be directed to the Head of Department).

Dr. Oluwole Adejare, Department of English Language,  
University of Ife  
ILE IFE  
OYO STATE  
NIGERIA

OLU ADEJARE writes (6.12.83):

I have just completed the MSS of a book 'Language and Style in Soyinka'. It uses systemic Textlinguistics. It is going to the publisher in the same post as this letter. I shall keep you informed of further developments on it.

Address: Department of English Language, University of Ife, Nigeria.

JEFFREY ELLIS, who recently retired from his Readership at the University of Aston, can be reached at the following address: 4 Warrender Park Terrace, Edinburgh 9.

CHRIS BUTLER writes (26.09.84):

I arrived back last Sunday after my 3-month world trip, which was exhausting but also very exciting. As you predicted, I enjoyed Australia on both personal and professional levels, though it was marred a bit by illness - I managed to get a salivary gland infection, shingles and chicken-pox all at roughly the same time! Unfortunately, this meant I couldn't deliver my Brisbane paper, though I am writing it up for the proceedings. I did however give two papers in Alice Springs, since MAKH was unable to go, due to a strike by NSW train drivers. I was very impressed by the quality of the work being done in Australia, and especially by the genuine coming together of linguists and educationists. Sydney and Perth were likewise productive - I gave a number of papers and seminars at Sydney University, Macquarie and Murdoch.

Working with Bill Mann and Christian Matthiessen was also most enjoyable. We managed to install a simplified but workable modality\* network into Nigel. The Fries duo were also there, and were very kind to me, taking me round in the car and showing me the sights.

\* Sorry, modulation in MAKH's terms!

Address: Department of Linguistics, The University, Nottingham, NG7 2RD.

ROBIN FAWCETT, after the Rice Symposium on Text semantics and discourse semantics, stayed on for an extra day. 'Particularly interesting were my talks with Peter Reich and Jim Copeland on the intertranslatability of systemic and stratificational grammars, and I also enjoyed the challenge of trying to present these ideas to Sydney Lamb's graduate class. On the next day, at the kind invitation of Kenneth Pike, I paid a flying visit (literally) to the Summer Institute of Linguistics Headquarters at Dallas, again talking briefly about systemic linguistics and how I find it helps in understanding language. Then, reluctantly, I returned from all that marvellous warmth and sun to the drizzle of February in Britain!'

And: 'Those in Britain tuned in to the BBC Radio 4 programme Science Now at 7.20 on 8th October may have heard my ten-minute interview with Peter Evans. The subject was the ideas contained in my paper 'Computing, linguistics and you: a danger alert at the man-machine interface'. This was subsequently reported in the weekly newspaper of the computing world, Computing (18.10.84), and is obtainable from the author. (See 'Papers available in mimeo form' section).'

(See also p.16.)

BILL MANN and CHRIS MATTHIESSEN write (23.10.84):

'We had a great time with Chris Butler here, a very productive visit from our point of view. Before his stay, Nigel had no modality; now Nigel includes all the grammar and semantics of modality that we predict the rest of the system will be able to handle within the next few years, all accomplished during Chris's visit. (Modality is quite a hard area for knowledge representation formalisms and Chris's account is a long way ahead of the state of the knowledge representation art.)

Nancy and Peter Fries arrived at the same time as Chris, driving here from Michigan. Peter has concentrated on nominal groups, fleshing out an account of how a writer decides to include the information that gets expressed and how it is expressed. There are very interesting results, which he is summarising for us now. We have learned a great deal more about one of our most analysed texts, the text Bill based his paper on rhetorical structure theory on.

Barbara Fox, who was on the project part time last year while finishing up her dissertation at the UCLA linguistics department, is now at the University of Colorado at Boulder. We can definitely recommend her dissertation, 'Discourse Structure and Anaphora in Written and Conversational English'. It's fascinating reading and should be of high interest to systemicists working on text/discourse and grammar.\*

\*See the 'Recently completed theses' section.

Address: Information Sciences Institute, University of Southern California,  
4676 Admiralty Way, Suite 1001, Marina del Rey, California 90292-6695, U.S.A.

OMAR, A. 1980: Nahu Melayu Mutakir (Contemporary Malay Grammar) Kuala Lumpur: Dewan Bahasa dan Pustaka.

Professor ASMAH OMAR, who is Professor of Malay Linguistics and Director of the Language Centre at the University of Malaya, Kuala Lumpur, writes:

'I hold a Ph.D. degree from London University (School of Oriental and African Studies), which explains my attachment to systemic linguistics.

With the training that I had from London and triggered by Dr. Margaret Berry's book, An Introduction to Systemic Linguistics, I wrote a book on Malay grammar which was published in 1980 using systemics concepts and written in the Malay language. I wrote it at the time when the public was decrying the fact that there was no grammar book that gave a description of the Malay language to any extent. At the moment it can claim to be the only comprehensive grammatical description on Malay - not to mention the fact that it is the first grammar of Malay which is based on systemic theory. It is published by the Dewan Bahasa dan Pustaka, which is the Government's Language Planning Agency cum Publisher.'

Address: Pusat Bahasa Language Centre, Universiti Malaya, Kuala Lumpur 22-11, Malaysia.

TERRY PATTEN is doing research for a dissertation (at the Department of Artificial Intelligence, 5 Forrest Hill, Edinburgh, EH1 2PF) on developing a computer programme to generate language, using systemic grammar - as are Bill Mann and Chris Matthiessen at ISI, in a large way (see previous Networks and page 14) and Robin Fawcett, in a small way, at the Polytechnic of Wales (see note in this section). Terry writes:

'My supervisor is Graeme Ritchie, who joined the department this year. His main interest is Functional Unification Grammar right now, but he's also interested in systemic Grammar. Both of these affect me because, although I'm using Systemic Grammar, my work is largely an extension of the work of Doug Appelt (who uses FUG). Graeme and I will both be at the Stirling Workshop.'

Systemic linguists will await with interest the results of Terry's work; we need alternative systemic models in this area as in all areas, because it is through having a range of explicit alternatives to compare that we shall make progress.

V. PRAKASAM writes (6.11.84):

'I am leaving for the University of Illinois at Urbana on the 31st January 1985 for a four-month Fulbright grant to work on 'Patterns of Signification and Literary Semantics'. I will also be visiting California (Berkeley) for a fortnight.'

Prakasam has made a number of important contributions to systemic phonological theory, and we hope to publish an annotated bibliography in a future Network. He would very much like to stay on in the States in the period between when his Fulbright grant ends in June till the 12th Workshop takes place at Ann Arbor 21st-24th August, and would welcome invitations from American scholars to cover this period. An important collection of his papers is about to be published. See the 'Forthcoming publications' section. Could I hereby ask readers of Network in the U.S. who would like to help Prakasam (and, incidentally, to help themselves and their students, by meeting one the liveliest minds in systemic linguistics!) to write to him at Urbana (Dept. of Linguistics, I suggest; they'll certainly know where he is), with your invitations. (J.C. Catford? Peter Fries? Sandra Thompson? Dick Bailey? etc. etc.?).

Here are details of some of Prakasam's activities from an earlier letter:

1. I presented a paper at a seminar on Stylistics and Language Teaching conducted by Northern Regional Language Centre at Patiala in August 1982. The title of the paper is 'Sememe, Pragmeme and the threshold'. It discusses how certain aspects of signification are applied in stylistic analysis of literary texts.
2. In October 1982, Centre for Linguistics and English of Jawaharlal - Nehru University (New Delhi) I organized a workshop on Lexicology and Lexicography. I gave two lectures - the first one 'On Systemic Lexicology' and the second one 'On Sublexical Semantics'.
3. In November 1982 I attended the Twelfth All India Conference of Dravidian Linguistic Association at Pondicherry and presented a paper on 'Systemic Morphology'.
4. We organised a three day seminar on 'Language as a Tool' (October 1982). It was an interdisciplinary seminar bringing in doctors, lawyers, linguists and teachers of literature.
5. We have recently organised the Twelfth All India Conference of Linguists (May 6th-8th 1983) here at Punjabi University, Patiala. The highlight of the conference was a symposium on Punjabi language, where all the papers presented were in Punjabi. This is quite a departure from the traditional annual meets, where English is the sole medium of communication.

GORDON WELLS has moved from Bristol University, where he has for some years been directing a large-scale project on children's language development, to take up a chair at OISE, Toronto. Address: Department of Curriculum, OISE, 252 Bloor Street, W. Toronto, Canada M56 N6.

PIETER VAN DER WESTHUIZEN writes (10.07.84), with news of what may well be the first systemic paper in Afrikaans:

'I see in Network that you have been on an extended trip last summer. It is a pity that your trip into the Southern Hemisphere could not include S.A. There is a nearly complete lack of knowledge here when it comes to the work done in Systemic Linguistics. People do know about Halliday in general .... the sort of

things one can read in his interview with Parret, etc., but nothing more. The big interest here seems to be the work of Labov and, recently, speech acts.

I get the impression that there is a strong resistance to formal grammar and generative models. Only Rudi Botha at Stellenbosch still stays loyal to 'Chompetance'. But not too long ago I attended a lecture of his where he made some very pragmatic noises. Whether it is out of conviction, or being forced by the huge cuts in his budget .... we also have trouble with money these days .... I do not know, but he seems to have a wider view of the scope of linguistic activities than the one expressed in his book Generatiewe Taalondersoek (Published in English also by Mouton .... I can't remember the title).

It might be of interest to you to hear that I have read a paper, 'Generatiewe Sistemiese Grammatika' at the annual congress of the S.A. Linguistic Society in Pretoria last week. The paper was well attended, and the discussion afterwards friendly and interesting. I expected some of the ex-Chomskyans to try and shoot me down, but they did not. I was quite surprised about the way in which some of the angry young men of the sixties can now listen to other ideas, and even show some interest.'

Pieter also writes movingly about the isolation of South Africa, the hardship of the blacks and the slowness of the small 'breeze of change' that is blowing.

Address: Cardiff Street 66, Sea View, Durban, South Africa.

ROBIN FAWCETT (working in conjunction with, firstly, one of his students, JIM McTAGGART and later, a computer programmer from the Polytechnic of Wales Computer Centre, JOHN McBRIDE) has been developing a computer model for the generation of sentences covering certain limited but problematical areas of the grammar of English. An early version was presented last year, but without a computer demonstration, in meetings at the Universities of Newcastle (New South Wales), Sydney and Singapore, and with a computer demonstration at Sheffield and Cardiff. Then a more sophisticated version was demonstrated at the 25th Anniversary Jubilee Meeting of the Linguistic Association of Great Britain at Hull University (Easter 1984). A paper derived from this, entitled 'A computer-implementable systemic semantic mini-grammar for the English auxiliaries and some related phenomena', is now in preparation. (Copies of the handout for the paper, which includes the mini-grammar, are available from the author, at Network's editorial address.)

### RECENT PUBLICATIONS

Offers to review any of the books in the following list should be sent to Martin Davies, English, The University, Stirling, FK9 4LA, U.K. Books which we would particularly like to review are marked as such.

Barnett, C.R. (1982), 'An exploratory model for systemic grammar', Working papers in language and linguistics (Tasmania College of Advanced Education) 14 December 1-42.

Hoey, Michael (1983), On the surface of discourse. Hemel Hempstead: Allan and Unwin, (pp 240). Hardback £14.95, paperback £6.95.

The purpose of ON THE SURFACE OF DISCOURSE is to provide readers with a detailed but manageable system for the analysis of all kinds of written discourse based on the work of E.O. Winter and his associates. The text is written with the undergraduate in mind and assumes no prior knowledge of any discourse or textlinguistic theory. The book should be of interest to anyone working in the field, as it does not simply synthesise previously published work but presents for the first time a full account of the implications of Winter's work in clause relations for an adequate descriptive system of English written



discourse. The book contains a short account of Winter's work, drawing attention to the signalling criteria for identification of clause relations, and then shows how larger patterns of organisation are built out of the basic relations. The range and variety of these patterns are demonstrated and their specialised signalling system noted; attention is drawn to their interactive features. Finally, a case is made for adopting a 'network' view of written discourses and for seeing discourse organisation as created out of a reader's interaction with the written page. The distinction often made between discourse (spoken, interactive) and text (written, non-interactive) is rejected. A detailed annotated bibliography is supplied, relating the work presented in the main body of the textbook to work all over the world.

ON THE SURFACE OF DISCOURSE is not a worthy account of others' work but a stimulating account of work in which the author has been a leading researcher. As such it is written with conviction and will provoke readers into thought, opposition or analysis. Care is taken to ensure that readers have sufficient information to enable them to tackle analyses of their own, a claim that cannot be made for most undergraduate textbooks on discourse or text analysis.

The author worked with Dr. E. O. Winter for nine years and continues to exchange ideas with him regularly. He is therefore in a singularly favourable position to assess his importance for discourse analysis. He has taught discourse analysis at undergraduate and postgraduate level and is the author of a monograph on signalling in discourse. He has made a significant contribution to the development of discourse analytical method. (Publisher's description).

Paper by CHRISTIAN MATTHIESSEN, 'Choosing primary tense in English', in Studies in Language, 7.3 pp 369-429 (1983).

'The basic question I will address here is "how is an appropriate primary tense chosen for a clause in English?". This is a question about the control of tense selection in the generation of a clause. It is a functional semantic question. It is functional in that grammar is seen as a resource and controlling it means stating how it functions in the context of a communicative task. Tense is seen in terms of what it does for us; in terms of what its contribution is in communication. It is also a semantic question: By saying something about the conditions under which a particular tense is chosen, we say something about its meaning. The question presupposes that the grammatical options from which tense is chosen have been specified. I will do this using Systemic Grammar, but the emphasis is on the meaningful control of the choosing from the grammatical options. I will develop a chooser that states how the selection among the options specified is controlled. A chooser is a procedure that consists of steps that ascertain conceptual distinctions and make grammatical choices according to the conceptual distinctions. The purpose of the paper is primarily to give an account of how to choose primary tense, but I also hope to show how the systemic chooser framework to be presented helps us understand how language works.'

(From the introduction)

PRAKASAM, V. (1983), Functional stylistics (80 pages). Inquiries to the author are at the Department of Anthropological Linguistics, Punjabi University, Patiala 147602, India. (Review invited).

We give next two earlier papers by Prakasam which are not widely known, but which represent one of the more substantial attempts to spell out what a systemic phonology would be like. (See also under 'Prakasam' in 'News of readers' activities' section.)

PRAKASAM, V. (1976), 'A Functional view of phonological features' in Acta Linguistica Academiae Scientiarum Hungariae, Tomus 26 (1-2) pp 77-88.

PRAKASAM, V. (1977), 'An outline of the theory of systemic phonology', in International Journal of Dravidian Linguistics, VI.1 pp 24-42.

## The Semiotics of Culture and Language

### 2 volumes

Edited by Robin P. Fawcett, Polytechnic of Wales, M. A. K. Halliday, University of Sydney, S. M. Lamb, Rice University, Houston, and A. Makkar, University of Chicago

Semiotics—the study of the general principles of signs and sign systems—is crucial to an understanding of human nature, both social and psychological. This collection of original papers presents a series of explorations of the relationship between language and culture which together provide a number of new perspectives on semiotics, as traditionally defined. Many of the contributors' disciplinary bases are in linguistics—and specifically in the relational network models of systemic and stratificational linguistics—but in this work they demonstrate their concern to break down the barriers between linguistics and neighbouring disciplines concerned with the study of culture.

#### Contents:

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## Into the Mother Tongue

### A Case Study in Early Language Development

Clare Painter, University of Sydney

This work makes an important contribution to both the theory and the data base in studies of child language development. The major part comprises a case study of one child's development of language from the age of nine months to two years. The data are interpreted using the framework introduced by M. A. K. Halliday in *Learning How to Mean* in order to further develop the systemic theory of language development. The study focuses on the 'proto-language' (infant vocal communication), the development to the mother tongue and the transition between the two. The data are presented explicitly in order to provide a clear empirical base for claims about the changing nature of the language, and will be of independent value to all researchers in this area.

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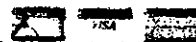
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FAWCETT, Robin P., HALLIDAY, M.A.K., LAMB, S.M., and MAKKAI, A., (eds), 1984. The semiotics of culture and language, Vol 1: Language as social semiotic (pp. xxvi + 168, £12.50) Vol 2: Language and other semiotic systems of culture, (pp. xxvi + 187, £12.50) London. Pinter (Open Linguistics Series)

We reprint here, with thanks, a short review-notice of this book from British Book News, November, 1984.

Semiotics is the study of the sign systems through which human being interact. Language is clearly central among these sign systems, and the relationship of language to the rest of culture is the essential theme of this book, one of its main focuses being to determine the degree to which various other aspects of culture can be subjected to semiotic analysis using the methods and basic assumptions of linguistic analysis.

The book has three parts. Volume 1 contains Part 1, 'Language as Social Semiotic', while Volume 2 contains Part 2, 'Some Semiotic Systems Other than Language', and Part 3, 'Relating Culture and Language'. The layout is excellent, the bibliographies and index extensive and the foreword and introduction are usefully included in both volumes. There are eleven papers in all, varying from the solidity (if on occasion somewhat stodgy) of traditional systemic theory to the impossibly all-encompassing claim arising from a young researcher's fresh, wild dreams. There are brilliant papers, and papers that display that endearing mixture of paranoia and naivety that is typical of some research projects. The claims made range from sweeping generalizations to the cautious note introduced by Fawcett, who suspects that 'the models provided by linguistics can really only be used appropriately - and then only with caution - for modelling other semiotic systems' (my emphasis). Among the systems dealt with are the dinner in American culture, social groups and various taxonomies which Lamb analyses, drawing on the techniques of structural linguistics, while Halliday shows how dialogue can be treated as one among a number of processes of exchange. Preziosi compares environmental and linguistic structure, the built world and records of speech acts, and examines the relations between them.

The wide scope of the subject matter means that the book will appeal to a large and varied audience: there is enough discussion material here to fuel many a course in semiotics, communication studies, linguistics, anthropology, literary theory and social psychology. No one concerned with any of these disciplines, or with related areas, could fail to benefit from a close acquaintance with these two volumes. One specific criticism should, however, be made: it will be extremely irritating for readers who do not understand German to see a number of untranslated quotations from that language used in one article. A series as promising as Open Linguistics would do well to purge itself of this type of intellectual snobbery.

Kirsten Mason

WINOGRAD, Terry, (1983), Language as cognitive process Volume 1: Syntax. Reading, Mass: Addison Wesley (pp xiv + 640). Hardback £16.50.

This is a text book suitable for the natural language component of the new type of M.Sc. in Artificial Intelligence that is currently being introduced. It has had warm reviews, e.g. one by Sergei Nirenberg in the American Journal of Computational Linguistics 9.1 (January-March 1983). However, the reviewer seemed a little mystified that Winograd still bases his approach to the grammar of English pretty solidly in systemic linguistics. Given Winograd's continual need for interaction, as one of the leading figures in the AI field, with top-level practitioners of other models, and given his lack of contact (so far as we know) with other systemic linguists, it is surprising indeed that systemic grammar remains the basis of his approach. Most people need the support of a group to maintain a 'minority' theory. But on second thoughts it is perhaps not quite so surprising; it may instead be a tribute to the insightfulness and resilience of the theory - and, too, to the resistance and insightfulness of Winograd himself. The book also contains short introductions to other theories that those in the AI world need to know about, and is valuable for these too. There are some strange remarks in Nirenberg's review, some of which we can't resist quoting. Here, from p.27:

'Winograd's SHRDLU was built under the influence of systemic grammar.' (TRUE), 'and thus there is a special relationship between the author and the approach.' (TRUE that there is, but DUBIOUS that it is still based on work done nearly 15 years ago; others have changed theories since then!). Systemic grammar has not found significant following among linguists (UNTRUE - and especially UNTRUE if we include applied linguists as linguists, as we should); 'as Winograd mentions its main reason (sic) lies in the sociological aspects of language' (an oft-repeated suggestion of inevitable bias which many of us would deny. Now comes the great multiple slur, and a complete non-sequitur ....) 'Maybe this is the reason why it lacks formality (Well, just a little, at times ...) 'accuracy' (with respect to what?) 'and a unifying organisational principle'. Somehow Nirenberg seems to have missed Winograd's clear exposition of the central principle of system networks as choices between meanings! Then comes the final damning of the theory by associating it with 'mere' application ...) 'the authors of the grammar had no such intentions, their main audience being, originally, secondary school teachers.' It would be a fascinating and

rewarding exercise to submit this section of the text to a full analysis, showing how a small set of devices are used to systematically downgrade the status assigned to systemic linguistics (from a position, apparently of almost total ignorance) - while at the same time managing to praise the book as a whole in the most fulsome terms!

#### FORTHCOMING PUBLICATIONS

##### TWO FORTHCOMING BOOKS BY CHRIS BUTLER

Chris reports as follows on progress on two books that he is writing:

1. Systemic linguistics: a conspectus of approaches (very provisional title)

To be published by Batsford. Manuscript due to be submitted Spring 1984.  
Probably 9 chapters, with the following contents:

1. The origins of systemic linguistics: Firth and Malinowski
2. Scale and category grammar
3. Semantic functional grammar
4. Sociological semantics
5. Systemic functional grammar: a critical appraisal
6. Systemic syntax
7. Other kinds of patterning: lexis, phonology, discourse
8. Descriptions and applications
9. Summary: some salient features of systemic models

2. Computational and statistical methods in language study

To be published by Academic Press, in David Crystal's Applied Linguistics series. Typescript almost finished, and will be submitted early 1984.  
Three major sections:

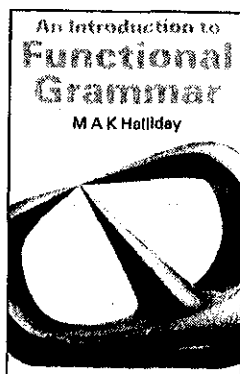
- 1: Introduction to computers.  
The scope of literary and linguistic computing; packages for text analysis
- 11: A course in SNOBOL4 (11 chapters)
- 111: A course in statistics for linguists (12 chapters)

GREAVES, W.S., and BENSON, J.D., Systemic perspectives on discourse: Volume One: Situated theoretical papers from the Ninth International Systemic Workshop and Volume Two: Selected applied papers from the Ninth International Systemic Workshop. Newark, N.J.: Ablex. The most recent news that Newark has of these volumes came in a letter from Michael Cummings last October, at which time Volume One was being proof read by the authors and Volume Two was being typeset. We await out review copies with eagerness!

Here is the latest news on the most long-awaited book in the history of systemic linguistics! Note, however, that there is a danger that some expectations may not be satisfied: the description below emphasises that 'the book is not ... an account of systemic theory; it focuses instead on the output of the systems described in the theory'. Hence the lack of the word 'systemic' in the title.

Edward Arnold Linguistics and Languages Catalogue 1985 7

## Theoretical Linguistics and Sociolinguistics



### An Introduction to Functional Grammar

**New**

**M. A. K. Halliday** Professor of Linguistics, University of Sydney

This book applies a major theory of grammar ('grammar' being understood as the description of the syntax and vocabulary of a language) to the analysis of texts. Professor Halliday's main aim has been to construct a grammar that makes it possible 'to say sensible and useful things about any text, spoken or written, in modern English'.

The theory on which the book is based is systemic grammar, a theory with which Professor Halliday has been closely associated. The book is not, however, an account of systemic theory; it focuses instead on the output of the systems described in the theory. It is called a functional grammar because it is designed to account for how the language is used - how and why an individual makes choices from the syntactic structures and vocabulary available, according to the meaning being conveyed. Its achievement is to set out in detail the basic principles of functional grammatical analysis, in a way

which will equip the reader to apply those principles to any context of language use - for example educational, developmental, ethnographic or literary.

*An Introduction to Functional Grammar* is a practical book, in that it sets out to provide a descriptive and analytical tool for examining texts of all kinds. But it is also an exciting book - exploratory, ambitious, and honest about the complexities always present when theory is applied to language. All those interested in the theory and use of language will find it stimulating and refreshing.

**Contents:** Preface. *Part I The Clause* 1 Constituency. 2 Towards a functional grammar. 3 Clause as message. 4 Clause as exchange. 5 Clause as representation *Part II Above, Below and Beyond the Clause* 6. Below the clause: groups and phrases 7 (1) Above the clause: the clause complex 7 (2) Group and phrase complexes. 8 Beside the clause: intonation and rhythm. 9 Around the clause: cohesion and discourse. 10 Beyond the clause: metaphorical modes of expression. **Appendices:** I The 'silver' text: analysis and interpretation. II A note on the grammar of little texts. III Variations on a causal theme. **References. Index.**

**Readership:** lecturers and students in departments of linguistics and language, applied linguistics and education. **Subsidiary:** English teachers, particularly those on in-service courses concerned with language development; modern language lecturers concerned with grammatical theory.

Probable publication May 1985  
432 pages diagrams and tables  
£14.95 net paper ISBN 0 7131 6365 8

Checked by phone

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corroborated. (But can we trust it? — note the date!)

CLEARING HOUSES

SYSTEMIC ARCHIVE AT STIRLING: MARTIN DAVIES writes:

At the workshop in 1984, it was agreed that it would be of use to us if we created an archive of work in systemic linguistics by depositing copies of papers in one central collection. This would in effect become a source of papers, copies of which could be made available - at cost - to those interested. Copyright, of course, would remain with their authors, and depositing a paper would in no way affect subsequent publication; but it was felt that many papers (and not only those given at workshops) represented ideas in the course of gestation, whose authors might wish to revise and re-shape them before publication. Nevertheless, others might be interested in following up ideas present in early versions of such papers, - ideas which might not be represented in the form of the papers which gets published.

I have offered to look after such a collection here at Stirling University and I will make papers available on demand. Our library will provide shelf space, but it can not provide any help with cataloguing, photocopying or dispatch, and to keep my task within manageable bounds I am not going to undertake to catalogue them either, although I will list them, and get copies made and dispatched as required. It is essential, however, if the collection is to be of real use, that we all not only deposit copies but specify the categories under which we wish them to be listed.

I suggest, then, that we use the descriptors used for Michael Halliday's bibliography, listed in Network, Nos. 4 (p.27) and 5 (p.24). Additionally, if authors so wish, they can underline the principal category to which they feel their paper belongs, as Margaret Berry has (see below). It may be helpful to reproduce the list of descriptors here:

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

It seems to me that there is no reason why we should confine ourselves to papers in the process of coming to the light of day. Part of the motivation for suggesting the idea has been the loss of past papers, some of which even their authors no longer possess. Also, if it proves useful, we can not only advertise accessions in Network but advertise gaps, so that lacunae can be filled and a file which is as complete as possible can be assembled.

The library here has agreed to house the archive, and negotiations about the costs of the service have now been worked out. Costs are dependent upon the number of pages to be copied and on postage. The latter depends on weight and distance; weight depends upon the number of sheets required. I suggest that, unless an author enjoins me not to, I reduce everything I photocopy from A4 to A5 paper. It costs no more and saves printing and postage costs, but individual diagrams which might not be intelligible if so shrunk may be left undiminished, if the author so wishes and specifies. It is important, obviously, that I get a good copy from which to photocopy. Four pages of A4 will be reproduced on each sheet. Immediately after the title of each entry on the list, the number of sheets an item requires is given in square brackets. This number will take account of authors' wishes (if I know them) about which pages are to be shrunk or not.

The postage is worked out according to whether the recipient is in the U.K., Europe, or elsewhere, the latter categorized according to the U.K. postage rates.

Costs

No. of sheets	up to 3	4	5	6	7	8	9	10	15	20	25	30
Cost to U.K.	£1.00	£1.00	£1.00	£1.00	£1.00	£1.00	£1.00	£1.00	£1.50	£2.00	£2.25	£2.75
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Cost elsewhere: A	£1.00	£1.00	£1.25	£1.25	£1.50	£1.50	£2.00	£2.00	£2.50	£3.50	£3.75	£4.75
(air mail) B	£1.00	£1.25	£1.25	£1.50	£1.50	£1.75	£2.50	£2.50	£2.75	£4.00	£4.25	£5.50
C	£1.00	£1.25	£1.50	£1.50	£1.75	£1.75	£2.50	£2.50	£3.00	£4.00	£4.50	£5.75

For greater numbers of pages, add figures from the appropriate columns together.

The following list gives the categories for areas known to contain (or to have contained) systemicists. Costs for other countries can be obtained on request.

<u>A</u>	<u>B</u>	<u>C</u>
Egypt	Canada	Australia
Iraq	China	Japan
Israel	Ghana	New Zealand
Jordan	Nigeria	Papua New Guinea
Kuwait	Pakistan	Solomon Islands
Oman	Singapore	
Sudan	Africa, South of the Sahara	
	U.S.A.	

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

## PAPERS ON ARCHIVE SO FAR

The sequence in each entry is: Author, Title, (number of sheets), (place of interim or final publication, in which case the interim method of 'publication' may have been oral), (date I received a copy), (descriptor numbers).

- Margaret Berry (Nottingham) A Note on Sinclair and Coulthard's Classes of Acts Including a Comment on Comments, (3), (N.L.C.\*, 8, 1, June 1979), (22/9/84) (6, 11, 15)
- Systemic Linguistics and Discourse Analysis: A Multi-Layered Approach to Exchange Structure, (11), (Revised version of paper to 1979 Workshop; pubd. in M. Coulthard and M. Montgomery: Studies in Discourse Analysis, Routledge and Kegan Paul, 1981), (22/9/84) (1, 6, 8, 9, 10, 15)
- Polarity, Ellipticity, Elicitation and Propositional Development. Their Relevance to the Well-Formedness of an Exchange (A Discussion of Coulthard and Brazil's Classes of Move), (11), (N.L.C., 10, 1, 1981), (22/9/84) (1, 2, 6, 15)
- Towards Levels of Exchange Structures for Directive Exchanges, (4), (Network, 2, (1981) ), (6, 8, 9, 15)
- Review Article: "M.A.K. Halliday (1978): Language as Social Semiotic: The Social Interpretation of Language and Meaning, London (Edward Arnold)", (13), (N.L.C., 11.1). (22/9/84) (10, 11, 15)
- Outline of a book to be published by Longman in the series Studies in Language and Linguistics, general editors G.N. Leech and M.H. Short, (5). Possible title: What Makes a Text Coherent?, (22/9/84) (1, 2, 4, 6, 13, 14, 15, 16)
- Book Proposal. Title: Grammar and Context, (12). (To be published by Batsford), (22/9/84) (2, 6, 8, 11, 13, 14, 15, 16)

Margaret Berry Is Teacher an Unanalysed Concept?, (12), (given to 1982 workshop): to appear in M.A.K. Halliday & R.P. Fawcett: New Developments in Systemic Linguistics (Batsford), (22/9/84), (6, 8, 11, 13, 15)

\* N.L.C. - Nottingham Linguistic Circular

I received the following before the suggestion about descriptors had been made. If authors let me have their classifications, I will incorporate them in later lists.

Elissa Asp Tactics, Taxonomies and Functions in Metaphoric Texts (3), (LACUS 1984), (31/8/84)  
(Toronto)

---- Meaning and Metaphor: A Revised Theory for Stylistics Exemplified, (10), (Given at the 1984 Workshop), (23.7.84)

Michael Gregory The Nature and Use of Metafunctions in Systemic Theory: Current Concerns (11) (The  
(Toronto) Eighth LACUS Forum, 1981) (July, 1984)

---- Clause and Sentence as Distinct Units in the Morphosyntactic Analysis of English and their Relations to Semological Propositions and Predications (3) (The Ninth LACUS Forum, 1982) (23/7/84)

---- Discourse as the Instantiation of Message Exchange (6) (To be published in 11th LACUS Forum, Columbia, S.C.: Hornbeam Press, 1985.). (30/8/84)

---- Phasal Analysis within Communication Linguistics: Two Contrastive Discourses (12) (30/8/84)

John Haynes Tinkering with the System: Towards a Systemic Poetic (6), (1984 Workshop), (30/8/84).  
(Ahmadu Bello)

Kirsten Mason Inherited problems in discourse analysis : or, If I take enough halves, can I  
(Birmingham) fail to end up with a whole?, (8), (1984 Workshop) (7/8/84)

---- Review: The Semiotics of Culture and Language (2 vols.), Robin P. Fawcett, M.A.K. Halliday, Sydney M. Lamb and Adam Makkai, (Eds.). (2), for Network, 5, (20/9/84)

Erich Steiner The Interaction of Language and Music as Semiotic Systems - The Example of a Folk  
(Saarland) Ballad (37), (April, 1984)

In due course, it will presumably be necessary to produce periodic lists of accessions. These will be published in Network, but if a cumulative list of titles to date is required in separate form, I am willing to provide one, at cost.

I would be grateful for suggestions as to how the collection can be made more useful, and look forward to receiving further contributions.

Martin Davies,  
English Studies, Stirling University,  
FK 9 4 LA, U.K.



DISCOURSE ANALYSIS ARCHIVE AT LEIPZIG: CHRISTINA SCHAFFNER writes:

'On the occasion of the last commission meeting at the 7th AILA World Congress at Brussels, the suggestion was made and generally accepted that a clearing house centre for prepublished papers and reports (1. theoretical contributions, 2. state of the art reports, 3. experimental reports) should be developed for commission members. Persons interested in participating in this distribution scheme should submit their own manuscripts of articles (preferably 25 copies) to:

"  
Sächsische Akademie der Wissenschaften  
Dr. Christina Schaffner  
DDR - 7010 Leipzig  
GoethestraBe 3-5

Those complying with this request will be sent free of charge papers dealing with the three subjects indicated above.'

\* Any member of ALAA (The Applied Linguistics Association of Australia), BAAL (The British Association for Applied Linguistics), etc. is entitled to take part in the scheme - as I am sure other readers of Network working in this field would be.

#### RECENTLY COMPLETED DISSERTATIONS

VENTOLA, Eije, 1984.

'Can I help you?' A systemic-functional exploration of service encounter interaction.

This exploratory study of the semiotic organization of service encounter interaction and its realization traces back the Malinowskian/Firthian contextual theory and follows its development into register theory. It captures the most recent developments of register theory which consider texts as organizations on three separate semiotic communication planes: genre, register and language. Specifically it focusses on how on the plane of genre the global patternings of texts, i.e. SCHEMATIC STRUCTURES, are represented and how they are realized by using service encounter data.

It is argued that post office, souvenir/gift shop and travel agency texts represent agnate genres of service encounters. The social process being realized in these service encounters is best described synoptically as well as dynamically. The synoptic perspective on service encounters involves the description of the potential SCHEMATIC STRUCTURE elements in terms of system networks. The dynamic perspective shows in the form of a flowchart how each SCHEMATIC STRUCTURE element is actually being generated in the SCHEMATIC STRUCTURES of the collected post office, shop and travel agency texts. Evidence of the dynamically generated SCHEMATIC STRUCTURES in the service encounter texts will be sought on the discourse stratum of the language plane.

The discourse stratum seems to be most appropriate for this purpose as it is the stratum where the analytical unit is that of a text (cf. a clause on the lexicogrammatical stratum and a tone group on the phonological stratum). The systems operating on the discourse stratum conglomerate into system networks of CONVERSATIONAL STRUCTURE, LEXICAL COHESION, REFERENCE and CONJUNCTION. Each system network and the structures that realize the choices from the networks will be looked at in turn and be related to the realization of the SCHEMATIC STRUCTURES in the texts on the genre plane. In the last section of the thesis the theoretical discussion and the analyses are brought together by illustrative analyses of three texts belonging to the 'postal', 'shopping' and 'travel' registers respectively. The analyses demonstrate how the discourse realizations of SCHEMATIC STRUCTURES generated in the texts representing different register choices support the classification of these texts as texts belonging to one genre, that of service encounters. (Ph.D. thesis)

Note: a revised version of this dissertation will be published in about a year in the Open Linguistics Series.

FOX, Barbara A., 1984

Discourse Structure  
and anaphora in written and conversational English

The problem of what motivates speakers and writers to choose a given linguistic form to refer to an item at a given point in a text has been of interest recently to researchers in linguistics, cognitive psychology, and artificial intelligence. While this research has provided many valuable insights into particular aspects of the problem, no work to date has tried to provide a view of anaphora that is at once comprehensive - encompassing a wide range of text-types and anaphoric environments - and sufficiently detailed to allow for specific predictions. The present study attempts to fill this gap by examining at a fine level of detail the patterning of anaphora in English in a variety of text-types.

The fundamental assertion of this thesis is that discourse anaphora cannot be understood unless we examine the hierarchical organization of the texts which are the sources of the anaphors. In this study I have therefore adopted three hierarchical models of discourse - one for each text-type explored - so that a hierarchical structure of each individual text can be correlated with the patterns of anaphora it displays. The models used are: rhetorical structure analysis (expository texts), story structure analysis (narrative texts), and conversational analysis (non-story conversational texts). These models are used as analytic tools for understanding the structure of the texts involved.

In addition, it is claimed here that structural factors are not the only principles that guide referential choice in discourse; other non-structural principles (such as disagreement and classification) also play a role in influencing anaphoric selection

Finally, it is claimed here that anaphoric patterning varies quite widely across text-types, so that a statement of distribution that is based on one text-type cannot be accurate for the language as a whole, or for any other given text-type. This finding raises difficult issues concerning the nature of linguistic descriptions; in particular it calls into question the common aim in linguistics of describing how a particular linguistic item is used in the language, as opposed to in a particular text-type. It is suggested that such general claims about the uses of linguistic items may not be appropriate in the context of a multi-genre society. (Ph.D thesis)

RASHIDI, Linda S., 1984

Language and Meaning: Complexity of Reality in Lawrence Durrell's  
'The Alexandria Quartet'

Lawrence Durrell uses the notion of truth as an unobtainable ideal as the theme of his The Alexandria Quartet. Each of the four novels in the Quartet views the same events from a different personal and time perspective, and thus each gives the reader a different impression of the reality of what happened. The goal of research was to determine what it is in the language of the text that signals the different meanings the readers extract from that text.

M.A.K. Halliday's model of language in a situational context was used as the basis of a linguistic structural analysis of selected passages from each of the four novels. Halliday divides language into three functional components: ideational, interpersonal, and textual. In the Quartet each functional component contributes linguistic items that signal complexity of reality. These linguistic entities were identified and compared; and shifts in the types of signals used and the frequency of their use were noted. These shifts occurred as trends within the novels as well as trends across the novels.

The analysis of these linguistic signals showed that the different views of the complexity of reality were reflected in the language of the text. Specific measurable linguistic entities signalled specific kinds of meaning. Insecurity of thesis was signalled by lexical items that logically convey insecurity and complexity; insecurity of assertion was signalled by hedges in speaker expression and uncertainty of prediction. Thus, differences in meaning were conveyed through all three functional components, each component contributing to the overall feeling conveyed by the text. (M.Phil. thesis)

## BIBLIOGRAPHIES

We publish below the third part of Michael Halliday's annotated bibliography, which takes us up to 1977. Michael has offered to supply a supplement (or two?) for a future Network, and we shall look forward to this. A particularly interesting aspect of the annotations is the way in which they often show us what, with the perspective of hindsight, Michael sees as the salient advance that each paper or book was for him.

ANNOTATED BIBLIOGRAPHY OF PUBLICATIONS RELATING TO SYSTEMIC THEORY:  
BOOKS AND ARTICLES BY M.A.K. HALLIDAY

Descriptors:

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

22. Explorations in the Functions of Language, London: Edward Arnold (Explorations in Language Study), 1973. 143 pp. ISBN 0 1738 9.

A collection of five papers which had appeared in other publications between 1969 and 1972.

(1) 'Relevant models of language' (Educational Review, University of Birmingham, 22.1, 1969, 26-37) suggest what are the primary functions of language in the life of a young child. (2) 'Language in a social perspective' (Educational Review, University of Birmingham, 23.3, 1971, 165-188) introduces the notion of 'meaning potential' as a basis for the study of language in its social context. (3) 'Towards a sociological semantics' (Centro Internazionale di Semiotica e Linguistica, Università di Urbino, Working Papers & Prepublications 14, 1972) shows the use of system networks for representing the meaning potential associated with a particular social context, drawing on the work of Geoffrey Turner. (4) 'The functional basis of language' (Basil Bernstein, ed.: Class, Codes and Control. II: applied studies towards a sociology of language, London: Routledge & Kegan Paul, 1973) offers an interpretation of the system of language in terms of three functional components: ideational, with subcomponents experiential and logical; interpersonal; and textual. (5) 'Linguistic function and literary style: an inquiry into the language of William Golding's The Inheritors' (Seymour Chatman, ed.: Literary Style: a symposium, New York: Oxford University Press, 1971) analyses the transitivity patterns of some passages from The Inheritors and shows how, because of the functional orientation of the transitivity system, the foregrounding of certain options in transitivity can explain the particular impact of the novel as a work of imagination.

(1, 8, 9, 15)

23. Language and Social Man, London: Longman, for the Schools Council (Papers of the Programme in Linguistics & English Teaching, Series 2, Vol.3), 1974. 72 pp. ISBN 0 582 31476 3.

Written at the end of the author's six years of collaboration with primary and secondary teachers in the Schools Council (originally Nuffield) Programme in Linguistics and English Teaching, this monograph falls into two parts. The first part is a discussion of language and language study from an educational standpoint, under the headings 'Language and the environment', 'Inter-organism and intra-organism perspectives', 'A functional approach to language and language development', 'Language and social structure', 'Language and situation' and 'Register'. In the second part the author suggests topics in language which may be explored by a teacher, and puts forward a view of the classroom as a centre of linguistic research.

(1, 10, 13)

24. 'The place of "functional sentence perspective" in the system of linguistic description'. Frantisek Danes (ed.), Papers on Functional Sentence Perspective. Prague: Akademia (Czechoslovak Academy of Sciences), 1975. 43-53

An interpretation of the concept of 'functional sentence perspective' in terms of the functional-semantic components. Suggests that FSP is equivalent to that part of the textual component that is realized structurally (the other part being the relations of cohesion; see No. 28 below).

(10, 12)

25. Learning How to Mean: explorations in the development of Language, London: Edward Arnold (Explorations in Language Study), 1975. 160 pp. ISBN 0 1872 5.

An interpretation of early language development as an interactive process, based on an intensive study of one child, Nigel, from birth to three and a half years. Three phases are recognized: Phase I, the proto-language, having a semantics and a phonology but no grammar (0, 9 - 1; 5); Phase II, the transition to the mother tongue, based on a strategy of opposition between language as reflection and language as action (1; 5 - 1; 11); Phase III, the mother tongue, a tri-stratal system with its semantics organized in functional components. The functional analysis of meaning reveals the semantic continuity from Nigel's earliest linguistic acts through to the complexities of the adult language.

(1, 10, 16)

26. 'Language as social semiotic: towards a general sociolinguistic theory', Adam Makkai & Valerie Becker Makkai (eds.), First LACUS Forum, Columbia, South Carolina: Hornbeam Press, 1975. 17-46.

Summarizes some of the principal areas of investigation that fall within sociolinguistics, and discusses the problems of interrelating these into a general 'social semiotic' theory. Some basic concepts are presented: text, situation, semantic system, register, code. An illustration from child language is used to show how it is possible to predict from the semiotic structure of a situation the sort of meanings that are likely to be exchanged.

(1, 10)

27. ' "The teacher taught the student English": an essay in applied linguistics', Peter A. Reich (ed.), The Second LACUS Forum, Columbia, South Carolina: Hornbeam Press, 1976. 344-349.

Suggests five possible systemic and structural descriptions of the clause the teacher taught the student English, and relates each of them to a particular theory and method of language teaching.

(2, 13)

28. (with Ruqaiya Hasan) Cohesion in English, London: Longman (English Language Series), 1976. xv, 374 pp. ISBN 0 582 55031 9 (cased), 0 582 55041 6 (paperback).

An account of the text-forming resources of Modern English: reference, substitution and ellipsis, conjunction and lexical cohesion. 'Cohesion' refers to that part of the textual component that is realized non-structurally, contrasting with theme systems, information systems, etc. which are

realized as grammatical structures. The various types of cohesion are interpreted as different in meaning, and so making different contributions to the 'texture'. A coding scheme is presented and some sample texts analysed.

(1, 2, 4, 6, 15)

29. System and Function in Language, ed. Gunther Kress. London: Oxford University Press, 1976. ISBN 0 19 437127 1 (cased), 0 19 437062 3 (paperback).

This collection of papers includes extracts from nos. 1, 4, 7, 10, 12, 14, 18, 19, 21 and 24 above, as well as some previously unpublished material. Taken together with the editor's introduction, they give an overview of the development of systemic theory, and show how the various strands of the author's work are interrelated.

(all headings)

30. 'Text as semantic choice in social contexts', Teun A. van Dijk & Janos Petöfi (eds.), Grammars and Descriptions, Berlin: de Gruyter, 1977.

A discussion of the textual component, of the nature of text, and of the relation between a text and its context of situation. The systematic relation of field, tenor and mode (as categories of the context) to the ideational, interpersonal and textual components of the semantic system is illustrated by reference to a short story selected by the editors for treatment by all contributors to the book. Ends with a detailed analysis of one sentence of the text in systemic terms.

(2, 8, 15)

31. 'Meaning and the construction of reality in early childhood'. Chapter 5 of Herbert L. Pick Jr. & Elliott Saltzmann (eds.), Psychological Modes of Perceiving and Processing of Information. New York: Erlbaum Press, 1977. 67-96

Takes further the interpretation of language development presented in no. 25, with particular stress on the learning of language as the means whereby a child constructs his picture of reality. Language development is seen as an intersubjective process in which a child is involved from birth, through acts of communication which, in the course of the first few months of life, develop into acts of meaning. As he builds up the language, and the reality, the child depends on a continuous exchange of meanings with those who share his experiences and unconsciously 'track' his meaning potential.

(1, 10, 16)

#### COMPETITION

Suggest (1) an appropriate context of situation and context of co-text in discourse and (2) syntactic/syntactico-semantic/syntactico-functional analyses for the following text-sentence (invented, unfortunately):

What did you bring that book to be read to out of about down under up for?

Answers on no more than two sides of A4-type paper to the Editor, by 30 June, 1985. Prize for the answer judged to be most apt: The Semiotics of Culture and Language (Volumes 1 and 2).

Please send in other ideas for competitions to the Editor.

# The Realization Operators of the Nigel Grammar

William C. Mann  
and

Christian M. I. M. Matthiessen  
USC Information Sciences Institute

The systemic framework is sometimes criticized as vague in specifying how systemic choices are realized in structures and sequences of lexical items. Certainly the detailed specification of realization mechanisms has not been a central topic in the way that it is in transformational or post-transformational structural approaches. The problem is not that realization cannot be specified, but rather than there is no very explicit statement of how realization is done.<sup>1</sup>

In developing the Nigel grammar of English, we have faced the problem of specifying realization mechanisms in a different way -- not so that we could evaluate the mechanisms but rather so that we could employ them to create texts. Computer-based text generation does not permit any reliance on doing "the obvious," since nothing is obvious to a computer. Nigel's realization mechanisms are fully explicit, expressed in their fullest detail in a collection of computer procedures. Fortunately, that does not make them opaque; they are simple procedures designed according to easily explained principles.

Nigel's realization methods thus make systemic realization methods both examinable and useful. They generally follow systemic precedents fairly closely, following Halliday much more than Hudson, elaborating on previous specifications in several ways.<sup>2</sup>

Systemic realization is not oriented to substituting for items in a string of symbols, as many frameworks are. It is more like writing on a blackboard, assembling each grammatical unit by adding and relating symbols until the whole is complete. Each step of realization corresponds to some operation on the blackboard. In Nigel, as in systemic grammars in general, realization is purely additive, never changing a realizand which has already been specified.

Each step of realization can be seen as a *realization statement*, consisting of a *realization operator* and one or more *operands*. Each realization statement is associated with a single grammatical feature, to be exercised in response to choosing that feature. Grammatical features may have any number of associated realization statements.

For expository purposes we will pretend that a complete selection expression, a complete set of chosen features for a particular rank, has been created before realization for that rank begins.<sup>3</sup> All realization for each particular grammatical unit is completed before any other realization is begun, and the realization of choices for a particular rank depends only on that rank.

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<sup>2</sup>We will not explicitly compare Nigel's realization with the work of other systemicists. Such a discussion should take into account at least suggestions by Fawcett, Hudson, McCord and Kay. To stay within space limits we have had to skip identifying most of the precedents.

<sup>3</sup>Alternatively, realization could proceed along with development of the selection expression.

The key to realization is thus the realization operators. Nigel's ten operators are all either familiar ones or closely related to familiar precedents. There are three groups of realization operators: those that build structure (in terms of grammatical functions), those that constrain order, and those that associate features with grammatical functions.

*Insert* places a new grammatical function onto the blackboard as a constituent of the unit being formed. It is unchanged from its general usage in the systemic literature, where it is sometimes represented by, e.g., +PROCESS. In Nigel notation the operator and its operands appear in a parenthesized list. The equivalent Nigel form would be (Insert PROCESS), where PROCESS is thereby made a grammatical function label.

*Conflate* constrains two grammatical functions on the blackboard to be realized by the same unit at lower rank. The combination is called a function bundle or *fundle*. So, the statement (Conflate PROCESS PREDICATOR) would make one bundle of the two functions, and the subsequent statement (Conflate PROCESS LEXVERB) would form one fundle containing the three functions.

Conflate is also unchanged from its general usage in the systemic literature, where it is often represented as, e.g., PROCESS/PREDICATOR.

*Expand* creates structure on the blackboard, relating one grammatical function to another in a relation of constituent to subconstituent, e.g., (Expand MOOD SUBJECT). Tree structure within the rank is created by repeated use of Expand.

*Preselect* associates a grammatical feature with a function, e.g., (Preselect SUBJECT Singular), abbreviated as SUBJECT: Singular. The preselection of a grammatical feature means that when the grammar is re-entered to realize the functionally specified constituent of a particular unit which the feature is associated with, e.g., the SUBJECT/ACTOR/TOPICAL of a clause, this feature and any other less delicate features it may depend on must be selected. Preselected features are associated with grammatical functions, but through multiple use of Preselect or conflation of these functions into a function bundle, preselected features can be accumulated for the entire bundle. This accumulated set of preselected features must make consistent demands for feature selections. For example, preselection of a nominal group feature and of a clause feature associated with the same functional constituent is an error.

Grammatical classes such as nominal group and prepositional phrase are treated as very early features in the Nigel network. Consequently, features corresponding to grammatical classes can also be preselected. For example, for a PHENOMENON that is a thing rather than a fact (a type of metathing), we can state (Preselect PHENOMENON NominalGroup).

The notion of preselection is, of course, integral to the systemic framework and the realization operation is also a traditional one. It should be pointed out that the name of the operator, i.e., Preselect, has a narrower meaning than the general notion of preselection, since this notion also includes e.g., stratal preselection (from semantics to grammar, etc.).

*Classify* belongs to the same group as Preselect. At first sight, the only difference between the two operators is that Classify associates a lexical feature with a function rather than a grammatical feature. For example, in the nominal group, we find the statement (Classify THING Common). However, there is one further difference, which has to do with how the features are used. At present, there is no lexical system network to be traversed by selecting features from it. Rather, the accumulated set of

lexical features associated with a functional constituent represents the complete determination of a lexical class and there is no further systemic choice in the lexicon. Additional constraints on the lexical item to be used come from considerations such as denotational appropriateness and register variables.

While *Classify* means that a lexical feature is required to be present in the feature set of a lexical item realizing a function constituent, *Outclassify* means the opposite -- that the lexical feature is required to be absent in the feature set. For example, in clauses with a positive polarity, it is convenient to specify (Outclassify FINITE Negative). Thus, instead of having to posit one or more features to characterize the cases where a particular feature is lacking with the use of *Classify*, it is now possible simply to use *Outclassify* to require the absence of this particular feature.<sup>4</sup> This limits the size of the collection of features, makes clear the complementarity of groups of lexical items, and avoids a requirement to attach features of non-exceptionality to large numbers of non-exceptional items. These effects are relatively unimportant in specifying small exemplary fragments of grammars, but are much more important in dealing with the language as a whole, with a lexicon large enough to encompass one or more fields.

In a sense, *Lexify* is an extreme case of *Classify*: Instead of specifying a realization to be a particular class of lexical items defined by a feature (as *Classify* does), it specifies a particular lexical item uniquely. This is useful for so-called function words or closed-class grammatical items. For instance, we find (Lexify DEICTIC the) in Nigel. *Lexify* is a means of making a short-cut from the grammar to a uniquely specified lexical item, bypassing a stage of specification through lexical features. The availability of *Lexify* allows the collection of lexical features to be much more compact and functionally homogeneous than would otherwise be the case. It is another way to make the notation perspicuous and convenient for representing large grammars.

The differentiation among the operators *Preselect*, *Classify*, *Outclassify*, and *Lexify* is probably new in Nigel. Negative features have been used for a long time in systemic linguistics but the operator *Outclassify* is probably new.

*Order* introduces left-to-right relations on the blackboard. It constrains the fundle of one grammatical function to be realized immediately to the left of another, e.g., (Order SUBJECT FINITE).

This has usually appeared as, e.g., SUBJECT^FINITE. However, there has often been no commitment on whether the ^ operator requires adjacency of constituents or not. In some cases, such as stating the sequence of an infinitive marker followed by its infinitive, it is useful to have an operator with adjacency; other cases, such as a string of auxiliaries in between which we may find adjuncts of various kinds, are difficult to state with just an operator which requires adjacency. For the latter, we use the operator below.

*Partition* is equivalent to *Order* in requiring left-to-right precedence, but it does not require adjacency. The relative importance of *Partition* and *Order* is an empirical issue which Nigel will illuminate as it matures.

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<sup>4</sup>Notice that Nigel does not have a similar operator for grammatical features; there is no *Outpreselect* operator. Such an operator would of course correspond to preselection statements involving a negative feature. There are good theoretical and practical reasons for not having such an operator or negative features: the notational complexity is not needed in the framework, and such provisions would be fairly complex to implement in computer programs.



*OrderAtFront* and *OrderAtEnd* are used to order functional constituents in initial and final position, respectively, of their mother. For example, the thematic constituent is always initial in the clause, stated by (*OrderAtFront* THEME). We can think of this as an alternative to (*Order # - THEME*), where # - is the left boundary of the collection of daughters of the same mother as THEME, the collection of clause-rank constituents.

If the function ordered by *OrderAtFront* and *OrderAtEnd* is an expansion of another function, as in (*Expand* THEME TOPICAL), the function ordered is initial or final among the other functions that are expansions of the same mother. Thus, (*OrderAtEnd* TOPICAL) does not mean that TOPICAL is at the end of the clause; rather it is the final subconstituent of the THEME constituent of the clause.

Because there are four ordering operators, and because ordering can be applied to constituents at more than one level of expansion within the structure of each rank, ordering is a complex matter in Nigel. The gain for this complexity is greater perspicuity, far more than is available if the grammar is stated in a rule framework which constrains order in every rule. A boon it is for English.

As we have seen, there are three groups of realization operators in Nigel. Two of these groups, *Insert*, *Conflate*, and *Expand*, and *Partition*, *Order*, *OrderAtFront*, and *OrderAtEnd*, specify the function structure of a particular unit; these operators operate on functions alone. The operators of the third group specify how a functional constituent is to be realized, grammatically (*Preselect*) or lexically (*Classify* and *Lexify*). They operate on a function and a feature or lexical item, associating one with the other.

A computational approach to realization has been very helpful in working with the realization operators in Nigel. For instance, through extensive testing, they have made it possible to discover conflicting ordering statements, conflicting preselections, and other types of conflict. It is very hard indeed to work out the consequences of interacting ordering statements manually. In addition, the computational implementation of the Nigel grammar has forced a very high degree of precision in the characterizations of what the various realization operators mean. This was very clear in the work on ordering, for example. The demand for explicitness also forced a distinction between *Preselect* (for grammatical features) and *Classify* (for lexical features). As long as we have access to human interpretation when we use the realization operators, we can allow ourselves some indeterminacy and implicitness in the definition of the operators. Any additional details can always (at least in theory) be supplied by the linguist. However, in a computational grammar like Nigel, where the grammar runs without human assistance, the realization operators have to be fully explicit. For us, then, Nigel functions both as a testbed and as a challenge to be clear about what the formalism means.

The changes in Nigel's realization operators are principally responses to two forces: the desire for precision and the need to operate at the scale of the whole language.

At present, all the realization operators in Nigel are fully explicit and have proved to function as they are intended to in tests. There is thus nothing informal or inarticulate about realization in the systemic framework. At the same time, we recognize that the current set of realization operators may not take care of everything that an account of English grammar demands. We are aware of several specific gaps, the most important being the lack of a general procedure for handling iteration (linear recursion). Work on Nigel continues to refine our understanding of the systemic framework while extending this unified representation of English.