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FROM THE EDITOR'S DESK

This issue of Network once again focuses on educational applications of systemic linguistics, with articles by Hammond, Rice and Unsworth. We have had many nice comments about Volume 15, and we hope the interest carries over to the Systemic Congress in Tokyo in July/August 1991, and the Systemic Congress in Sydney in 1992.

A note from the managing editor about finances. Many of you will find a purple blotch on the address label on your envelope. Under this blotch you will find a date. (3.1991). According to our records, your subscription has run out with this issue. We hope you plan to renew your subscription. As I plan to leave early for the Tokyo Congress and spend the spring in either Lithuania or China, I would appreciate it if you would a) pay me in Tokyo in yen (cash please), or b) wait until August to send the money to me at my Michigan address. The next issue of Network will appear in October, so please pay me in July or August! Thanks, Nan

The deadline for the next issue will be September 1, 1991. Please send "Network News", short articles, book notices, meetings for the calendar, and reactions to anything we have been publishing.

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NEXT DEADLINE SEPTEMBER 1 1991

Program Committee:
M.A.K. Halliday (Convenor)
Fred C.C. Peng
Akiko Ueda
Ruqaiya Hasan
Christian Matthiessen

Organizing Committee:
Fred C.C. Peng (Convenor)
Akiko Ueda
John C. Maher
Noboru Yamaguchi
Sadao Ashiura
Shunichi Segawa
Minoji Akimoto

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

Second Circular
of the
Eighteenth International Systemic Congress

Call for Papers

DECEMBER 1990

Concerning the Congress

The Eighteenth International Systemic Congress in 1991 will take place in Tokyo, Japan, at the International Christian University from July 29th to August 2nd. There has been a regrettable delay in the distribution of the 1st Circular of July, 1990, through no fault of the Organizing and Program committees. We are launching, therefore, a supplementary Call for Papers. It is hoped that those members who receive this supplement - along with the Christmas mail - will respond enthusiastically to this call and submit their abstracts at the earliest opportunity. The Program Committee have been informed of this action and with the agreement of Dr. Halliday, the new deadline for Abstracts will be March 31, 1991.

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

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

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

Contributions are invited for (1) General Session or (2) Thematic Sessions. To propose a paper for a General Session, please submit a title, plus an abstract of 200 to 300 words.

INTERNATIONAL CONGRESS NEWS

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To propose an activity of any kind for a Thematic Session, please submit on a separate sheet details of the topic, a suggested format, and an indication of the part you would be prepared to play and name(s) of the participant(s). For example,

Topic: "Systemic Accounts of the Clause in Chinese"

Format: "general discussion"

I would be prepared to lead such a discussion

Name(s) of Participant(s): John Doe and Jane Smith

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

Proceedings

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

Concerning the Fee Payment

Since the bank charges a high commission for each remittance from abroad, you are kindly requested to pay the registration fee on July 28 or July 29, 1991 or earlier (July 22 to 27, 1991) if you intend to take part in other activities at the International Christian University. However, you are also requested to indicate your participation by returning the pre-Registration form to the address below, so that we can have an idea of how many people will attend the Congress. The Registration Fee per person is: Y30,000 for professionals or Y20,000 for students. Subsidy for participants from overseas may be available by application, especially when they present papers at the Congress.

Concerning Congress Site and Facilities

(1) The Congress Site

The International Christian University campus is located in Mitaka, which is within the Greater Tokyo Area. Accommodation arrangements can be made at hotels in Mitaka and the neighboring Kichijoji near the university. Participants from overseas will arrive at the Narita New Tokyo International Airport. Directions to Mitaka and Kichijoji will be provided for those coming from overseas later. Access to the university campus is very convenient by way of a bus from Mitaka train station which goes into the campus, or another from Kichijoji train station which stops in front of the campus. Detailed

Information about the campus facilities, group fares from abroad and local transportation will be sent only to those who have returned the pre-Registration form provided here.

(2) Social Program

Sightseeing trips can be arranged for interested overseas participants and their accompanying persons. Following the conference we are able to arrange a tour in Tokyo and its vicinities, such as Nikko, Hakone, and Kamakura, or a tour to Kyoto and Nara, if enough people apply.

Hotel Information

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

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

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

(all prices not including tax)

Single room A	Y	11,706
Single room B	Y	12,242
Double room	Y	16,995
Twin room A	Y	19,261
Twin room B	Y	20,394

(all prices including tax)

Concerning ICU LSSI and LSAJ

This year's Congress will take place after the annual ICU Language Sciences Summer Institute (ICU LSSI), which is part of the University's Continuing Education Program, and the annual Conference of the Language Sciences Association of Japan (LSAJ), which will also be held at the International Christian University from July 27-28, 1991. You are welcome to attend both the Institute and the Conference, provided tuition and fees are paid. The course offerings of the ICU LSSI and the faculty to teach them are tentatively planned as follows:

- (1) Grammar (Christian Matthiessen)
- (2) Phonology (M.A.K. Halliday)
- (3) Computational Linguistics (John Bateman)
- (4) Sociolinguistics (Ruqaiya Hasan)
- (5) Discourse Analysis (Peter Fries)
- (6) Educational Linguistics (to be arranged)
- (7) Corpus Studies and Lexicology (John Sinclair)

As a preface to the Systemic Congress, the faculty members for this year's Institute and the keynote speakers for the Conference will all be systemicists. If you wish to present a paper at the Conference, please submit an abstract between 100 and 200 words as well to the Congress chairman at the address indicated below. Any topics pertaining to the language sciences are acceptable. The Proceedings of the Conference will be published by Bunka Hyoron of Hiroshima. If you are interested in both the LSSI and the LSAJ please contact Dr. Fred C.C. Peng for further information.

PRE-REGISTRATION FORM for the Eighteenth International Systemic Congress (Please print or type)

1. Name : _____
(surname) (given name)
2. Professional Title : _____
3. Affiliation: _____
4. Mailing address: _____

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

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

8. Send me further information on LSSI and/or LSAJ []
9. I would like to stay at the following hotel:
Kichijoji Tokyu Inn [] room type:
Kichijoji Dai-ichi Hotel [] room type:
I would like further information about optional accommodations. []
10. Date : _____ Signature : _____

Please return this form to the Chairman of the 18-ISC 1991, Prof. Fred C. C. Peng, at the address below.

Congress Address: Chairman of the 18-ISC 1991, Fred C.C. Peng, Division of
International Studies, International Christian University, 10-2, 3-chome Osawa, Mitaka,
Tokyo, 181, Japan; Office Tel.: 0422-33-3205; Home Tel.: 0422-33-3546;
University Fax No.: 81-422-33-9887; Cable: INCHRISTUN MITAKA.

SYSTEMIC MEETINGS

UPCOMING CONGRESSES:

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

In addition to the 19th International Systemic Congress, two other meetings which may be of interest to readers of NETWORK will be held in Tokyo. The Language Sciences Summer Institute will concentrate on Systemic linguistics this coming summer. The dates are July 22-26, 1991. Then on July 27th and July 28th the Language Sciences Association of Japan will meet in Tokyo. For further information on these two meetings, contact Fred Peng as well.

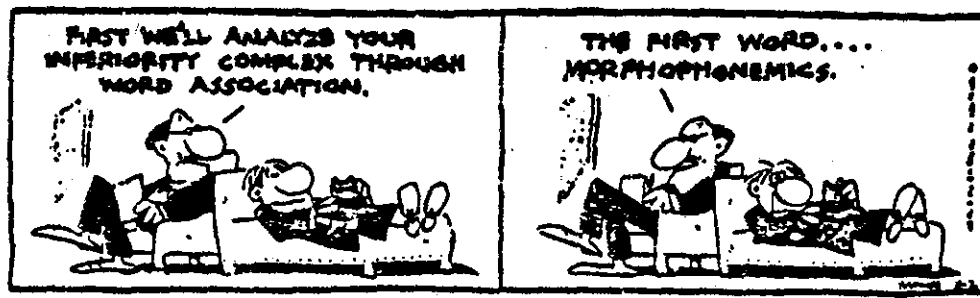
ISC:19, Sydney, Australia, 1992. The current plan is to start on July 12th or 13th and meet for one week at Macquarie University (near Sydney). For further details contact, Ruqaiya Hasan, School of English and Linguistics, Macquarie University, NSW, 2109, Australia.

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

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

Please note extension of deadline for submission of ISC:18 abstracts. Please see page 2.

Frank and Ernest



INFORMATION

Future Systemic Congresses

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

Nan Fries

Secretary, International Systemic Congress Committee

Back issues of Network

Past issues of Network are available from the Systemic Archives at Stirling (Martin Davies). For costs use the copy costs and postage costs which are provided in Archive Lists in each Network.

Network 1,	16 pp	Network 5,	34 pp	Network 9,	28 pp
Network 2,	34 pp	Network 6,	44 pp	Network 10,	29 pp
Network 3,	35 pp	Network 7,	33 pp	Network 11/12, . . .	137 pp
Network 4,	32 pp	Network 8,	28 pp	Network 13/14, . . .	90 pp
				Network 15	110 pp

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

Publishing schedule:

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

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

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

PAST MEETINGS

REPORT ON APPLICATIONS OF SYSTEMICS TO SECOND LANGUAGE LEARNING AND TEACHING:

Peter Ragan and Bernie Mohan led a workshop on Systemics and Second Language Learning and Teaching at ISC-17 in Stirling last summer. The large turn-out for this workshop was evidence for the growing interest in applications of systemics in this area. We offer here the sign-up sheet from that Congress indicating those in attendance and/or interested in networking on topics of mutual concern. You are certainly encouraged to contact any of the individuals listed here. And even if you are not giving a paper or even attending ISC-18 in Tokyo, you are also invited to contribute ideas, posterboards, etc. you wish to share on applications of systemics in this area to Peter Ragan, who plans on attending ISC-18, or to Frances Christie, convenor for the "Educational and Clinical Linguistics" Thematic Session of ISC18 in Tokyo, through Michael Halliday.

ISC-17 PARTICIPANTS INTERESTED IN SYSTEMICS AND ESL

Peter Ragan, Dept. of Humanities and Social Sciences, Embry-Riddle
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Dorothy Economou, 8 Thalou St., Plaka 10558, Athens, Greece
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Graham Lock, English Department, City Polytechnic of Hong Kong, Tat Chee
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Gerlinde Hardt-Mautner, Institute Fur Englische Sprache,
Wirtschaftsuniversitat Wien, Augasse 2-6, A- 1090 Wien, Austria
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Ruqaiya Hasan, English and Linguistics, Macquarie University, N.S.W.
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Margaret Berry, Dept. of English Studies, The University, Nottingham, NG7
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 Spain
 Jesus Romero Trillo, c/ Aguilar Del Rio 1, 4'3, 28044, Madrid, Spain
 Rachel Whittaker, c/ Cenicientos 8-4-14, Madrid, 28039 Spain
 Ignacio Vazquez, c/ Breton 18, 3'D, 50005 Zarragoza, Spain
 Jean Ure, Applied Linguistics, 14 Buccleuch Place, University of
 Edinburgh, EH8 Scotland
 Christine Pappas, University of Illinois at Chicago, College of
 Education, Box 4348 M/C 147, Chicago, IL 60680, U.S.A.
 Diana Slade, c/o University of Technology; send mail to home address: 206
 Hereford St., Glebe 2037, N.S.W. Australia
 Menil Bloor, C.E.L.T., University of Warwick, Coventry CY4 7AL England
 Thomas Bloor, Aston University, Birmingham B13 England
 Katja Pelsmaekers (address misplaced, please write!)
 Dirk Noel (address misplaced, please write!)

SPECIAL INTEREST GROUPS (with name of contact person)

1. Functional Grammar for Teacher Education (Ros Ivanic)
 (check participants' list for address as necessary)

Shunichi Segawa
 Graham Lock
 C. Gregori, Pascual Reinalt 16, Real de Garidia, Valencia, Spain
 Maria Pidoula, 14 Aglaonikis Str., Zographou 15772, Athens, Greece
 Jeanette Ireland, Box 1330 Iglnit, NWT Canada X0A0H0
 Larry Bouton
 Caroline Stanton, English Studies Dept., Nottingham University,
 Nottingham
 Jean Ure, Applied Linguistics, Edinburgh
 Chris Pappas, Univ. of Illinois at Chicago
 Sonia Critchley, Language Centre, Brighton Poly, Falmer, BN19PH England
 John Mountford, 69 Glen Eyre Rd. Southampton, S02 3NP England

2. Systemic Applications in Writing EFL/ESL (Peter Ragan)
(check participants' list for address as necessary)

Katia Pelsmaekers
James C. Stalker
Shun'ichi Segawa
Sanae Kimura
Leslie Olsen
Roz Ivanic
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U.K.
Xu Jinfeng, Dept. of English Studies, Nottingham University NG7 2RD U.K.
permanent home address: Room 302, Building 12, Southern Hill, Dalian
University of Technology, Peoples Republic of China
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Katja Pelsmaekers
Angela Downing, c/ARASCUES 65, 28023 Madrid, Spain

3. Using Language for Learning (Bernard Mohan)
(check participants' list for address as necessary)

Peter Ragan
Graham Lock
Roz Ivanic
Sanae Kimura
Shun'ichi Segawa
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Shing EFL (Carol Torsello)
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OLSEN@UM.CC.UMICH.EDU USERGBKP@UMICHUM.I
Katja Pelsmaekers
Angela Downing, c/ARASCUES 65, 28023 Madrid, Spain

5. Analysis of Spoken Discourse (Diana Slade)
(check participants' list for address as necessary)

Carmen Gregori, Pascual Reinault 16. 46727 Real de Gandia, Valencia,
Spain
Maria Pidoula, 14 Aglaonikis Str., Zographou 15772, Athens, Greece
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Larry Bouton
Chris Pappas, Univ. of Illinois at Chicago
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Shun'ichi Segawa, Shizuoka Prefectural Univ. Jr. College, Department of
English, 2-3, Nunohashi 3 - chome, Hamamatsu-shi, 432 Japan

6. Pedagogic Grammar (Graham Lock)
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Carmen Gregori, Pascual Reinault 16. 46727 Real de Gandia, Valencia.
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Menil Bloor, C.E.L.T., University of Warwick, Coventry CV4 7AL England
Dirk Noel

MEETINGS

Upcoming Meetings

March 21-24, 1991. New York, New York, USA Annual meeting of the American Association of Applied Linguistics (AAAL). Topics of the meeting include (but are not limited to) discourse analysis, sociolinguistics, pidgins and creoles, second and foreign language acquisition, testing, second and foreign language teaching, L2 evaluation, literacy, language for specific purposes, classroom-oriented research, content-based L2 instruction, textbook evaluation, rhetoric and stylistics, translation, language planning and language policy, and lexicography. Individual papers will be 20 minutes long with 10 minutes' discussion. Inquiries: 1991 Program Committee, 1325 18th St. NW, Suite 211, Washington, D.C. 20036-6501 USA.

April 2-4, 1991. Johannesburg, South Africa. Conference on Language, Thought and Culture: A Cognitive Linguistic Perspective. Theme: Language as a primary instrument of conceptualization, embedded in a matrix of social, cultural, psychological, communicative and functional parameters. CALL FOR PAPERS: Papers are invited from linguists, psychologists, anthropologists and others, on topics relevant to the above theme. Inquiries: Dr. John R. Taylor, Dept. of Linguistics, University of the Witwatersrand, P.O. Box Johannesburg 2050, South Africa.

April 3-6, 1991. University of Exeter, United Kingdom. Twenty-fifth Annual Conference of the International Association of Teachers of English as a Foreign Language (IATEFL). Inquiries: IATEFL, Mrs. Julia Norcott, 3 Kingsdown Chambers, Kingsdown Park, Tankerton, Whitstable, Kent CT5 2DJ, United Kingdom.

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

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

1991. Association for Computational Linguistics, European
(5th). East Berlin, GDR. Contact Juergen Kunze, Akad
emischenschaften DDR Zentralinst, Sprachwissenschaft, Prenzlauer
Boulevard 149-152, GDR-1100, Berlin, GDR; 37247 97 153/168; telex:
114713

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

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

April 17-20, 1991. Symposium on Language and its Cognitive
Interpretation. Rice U. Houston, TX, Contact: Cindy Meyer or Philip Davis,
Department of Linguistics and Semiotics, PO Box 1892, Rice University,
Houston TX 77251: Phone (713) 527-6010/3391; E-mail:
pwd@ricevml.bitnet.

April 22-26, 1991. Singapore Regional English Language Center (RELC)
Seminar on Language Acquisition and the Second/Foreign Language
Classroom. Plenary/Parallel papers (40 minutes plus 15 minutes
question time) and Workshops (2-hour demonstrations/discussions).
Address all communications to: The Director (attention: SEMINAR
SECRETARIAT), SEAMEO Regional Language Centre, 30 Orange Grove Road,
Singapore 1025. Tel.: (65) 737-9044; Fax: (65) 734-2753; Telex: RS
55598 RELC; Cable: RELCENTRE SINGAPORE.

May 10-12, 1991. Innsbruck, Austria. International Conference on
Contrastive Linguistics. Inquiries: Manfred Markus, Institut fur Anglistik,
Universitat Innsbruck, Innrain 52/III, A-6020 Innsbruck, Austria.

May 16-18, 1991. Grenoble, France. Eighth International Colloquium
"Acquisition des Langues: Perspectives et Recherches", organized by the
Laboratoire Linguistique et Didactique des Langues Etrangeres et
Maternelles (LIDJLEM) of the University of Grenoble III, in conjunction
with the Centre Universitaire d'Etudes Francaises (CUEF). Theme:
Acquisition and Teaching/Learning of Languages. Five Subsections: A:
Interaction of acquisition/learning: cultural aspects; B: Sociolinguistics
and language teaching; C: Interaction and acquisition/learning:
psycholinguistic and cognitive aspects; D: Metalanguages and

grammaticalization; E: Acquisition/learning of written discursive competence. Address inquiries to: Robert Bouchard, Comité d'organisation du Colloque "Acquisition et enseignement/apprentissage des langues", Université Stendahl (Grenoble III), B.P. 25X, 38040 GRENOBLE Cedex, France. Tel: (Office): 76.44.82.18 poste 3306; (Home): 76.43.35.09.

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

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

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

July 21-25, 1991. Buenos Aires, Argentina. Fifteenth World Congress of the International Political Science Association, Section on the Politics of Language -- models of language choice, the theory of official languages, and the world politics of language. Inquiries to the Convener of the Section: Jonathan Pool, Department of Political Science, D0-30, University of Washington, Seattle, Washington 98195 USA. Tel.: (206) 543-7946 or (206) 632-0692. FAX: (206) 543-9285. E-mail: POOL@U.WASHINGTON.EDU.

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

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

July 29-August 2, 1991. 18th International Systemic Congress. Tokyo, Japan. Contact: Fred Peng (address above). (see call for papers in this issue). NOTE EXTENSION OF DEADLINE TO MARCH 31, 1991

August 12-17, 1991. Pecs, Hungary. Seventeenth World Congress of the World Federation of Modern Language Associations (FIPLV). Theme: Lifelong Language Learning. Sub-themes: interrelations among sectors and institutions of language learning; teacher education and curriculum design; the contribution of applied disciplines to foreign language teaching; teaching aids and the media; language policy and the teaching of less widely taught languages. CALL FOR PAPERS: Proposals for 20-minute papers are invited. Inquiries: 17. Posta, P.O. Box 67, FIPLV Mme Racz, H-7617 Pecs, Hungary. Tel. 6-72-24048.

August 13-17, 1991. LACUS. The Linguistic Association of Canada and the U.S. 18th annual meeting. Ann Arbor Michigan, USA. . Contact: Valerie Makkai, LACUS, POB 101, Lake Bluff, IL. 60044.

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

October 4-6, 1991. East Lansing, Michigan, USA. Theory Construction and Methodology in SLA. DEADLINE for proposals: March 1, 1991. Inquiries: Alan Beretta/Susan Gass, Department of English, Michigan State University, 201 Morrill Hall, East Lansing, MI 48824 USA. E-mail: 21003smg@MSU or 21910mgr@MSU.

January 3-9, 1992. Barcelona, Spain. Twenty-sixth International Conference of the International Association of Teachers of English as a Foreign Language (IATEFL). Inquiries: IATEFL, Mrs. Julia Norcott, 3 Kingsdown Chambers, Kingsdown Park, Tankerton, Whitstable, Kent CT5 2DJ, United Kingdom.

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

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

August 9-14, 1992: Fifteenth International Congress of Linguists Quebec City, Quebec, Canada. Abstract deadline: 1 October 1991. Contact CIPL, Department of Language and Linguistics, Laval University, Quebec

City, Quebec, Canada G1K 7P4. Phone: 418-656-5323: Facsimile: 418-656-2019. e-mail: cipl92@lavalvm1.bitnet.

August 26-29, 1992. Uppsala, Sweden. Discourse and the Professions. This international conference will focus on the production and comprehension of written and spoken discourse in professional settings. Text analysis, discourse analysis, pragmatics, and studies of the writing process will be covered, together with studies of the interrelationship of speech and writing in modern society. Both theoretical and applied studies of spoken and written discourse among professionals and between experts and lay people will be discussed. Inquiries: Britt-Louise Gunnarsson, FUMS, Uppsala University, Box 1834, S-751 48 Uppsala, Sweden.

October 18-20, 1992. Boston University Conference on Language Development Boston, MA. Abstract deadline: Postmarked 1 May, 1991. Contact: Conference on Language Development, Boston University, 138 Mountfort St. Boston, MA, 02215. Phone 617-353-3085. e-mail: langconf@bu-mfl.bu.edu

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

International Systemic Congress Committee 1989 - 1993

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CALL FOR PAPERS

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

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

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

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

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

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

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

Name..... (PLEASE

Address..... WRITE

.....LEGIBLY)

Please tick as appropriate:

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

☐

I am willing to present a paper on:-

☐

The exchange in interactive spoken discourse

Related topic - please specify below

.....
.....

NEWS FROM NOTTINGHAM IN 1991

The Third Nottingham International

Systemic Workshop 7-10 July 1991

Offers of papers for the Workshop have so far been received from Australia, Germany, Nigeria and Belgium as well as Britain.

Eija Ventola of Helsinki University has agreed to be the keynote speaker. The Conference will be held on the campus in Cavendish Hall, in which comfortable and pleasant accommodation will also be provided.

Further offers of papers and requests for circulars can be sent to:

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

INFORMATION

YORK UNIVERSITY
GLENDON COLLEGE
DEPARTMENT OF ENGLISH

The Department of English at Glendon College invites applications for a tenure-track appointment at the rank of Assistant Professor. Preference will be given to applicants with a Ph.D. in linguistics with demonstrated superiority in teaching and strong scholarly interest in socio-cognitive and discursal aspects of language. Duties will include teaching at the undergraduate level with possible future participation in graduate teaching, research, and service to the University. Salary is determined in accordance with the current collective agreement and experience. The effective date of appointment is July 1, 1991. Send applications including a complete curriculum vitae to Professor William S. Greaves, Chair of the Hiring Committee, English Department, Glendon College, York University, 2275 Bayview Avenue, Toronto, Ontario, M4N 3M6, and arrange to have three referees send confidential letters to the same address. The deadline for application is February 15th, 1991. York University is implementing a policy of employment equity, including affirmative action for women faculty. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

CURRENT ISSUES IN EDUCATION: PART II

USING THE LITERATURE IN ACADEMIC WRITING : AN ANALYSIS OF THE LANGUAGE OF INTERPRETING AND EVALUATING SOURCES

Helen Drury, English Support Service, the Institute of Languages,
The University of New South Wales, New South Wales, Australia.

1. INTRODUCTION

Almost all university writing involves interpretation and evaluation of the literature. This critical assessment of past scholarship is part of academic practice in all discipline areas and when students engage in university studies they need to be able to display knowledge and understanding of this practice. However the complex linguistic demands of this activity remain largely implicit as does the academic culture in which it takes place. Hence most new students to the university culture experience great difficulty in coming to terms with not only the knowledge of their discipline areas, but also the necessity of shaping this knowledge to create meanings which are appropriate for the purposes of their written assignments.

As a first step towards making explicit the written language demands of the university culture in relation to using the literature, the language forms adopted by successful writers when interpreting and evaluating past scholarship in their written assignments need to be described and linked to their cultural purpose and context. Such descriptions can be used as models and guidelines in university courses which aim to improve the writing skills of both native speaker and non-native speaker students.

This paper describes and analyses a number of authentic texts where student writers are attempting to assess the literature in a critical way. The discussion will focus on the written text itself as it embodies the linguistic evidence of the student's struggle with making meanings which are appropriate to the context and purpose of the task at hand. Examination of text extracts from student writing will provide clues to assess to what extent the student understands the demands of the context in which s/he is writing. The relationship between the linguistic components of the text, cohesive devices and lexical and grammatical features, and the context in which they occur will be described using the framework of systemic linguistics, (as developed by Halliday and others), a theory of language which emphasizes the social functions of language. This theoretical framework enables us to identify the ways in which texts and the choices of lexical, grammatical and cohesive devices which they contain, realise the situation and culture in which they are produced.

2. THE TEXT

The text is the outcome of the students' struggle in understanding, interpreting and evaluating past authors, their arguments and methods of enquiry and shaping this knowledge to the purposes of the written task they are engaged in. In other

words it is the final realisation of the requirements of the whole context in which it is produced. This context is described in the systemic model in terms of two levels, the context of culture and the context of situation.

Certain shared attitudes and values as well as common goals can be said to identify the culture of the tertiary institution. Although detailed descriptions of this cultural context do not exist, valuable contributions have been made by student advisors and linguists working in this area (see Martin and Peters, 1985; Ballard and Clanchy, 1984; Peters, 1985; Taylor et al, 1988; Taylor, 1989). Certain general comments can be made, for example, about the expectations of the tertiary institution with regard to student use of past scholarship in their writing tasks. Students are required to survey the literature in a critical way, taking into account the conflicting views of different authors in their discussion of any issue. In addition, the words and ideas of authors must be clearly acknowledged and the student's own understanding of the source must be displayed by an interpretation which is not plagiarised. Evidence based on a student's own personal experience is generally discouraged in a culture where objectivity is emphasized.

The situational context actually locates the text within a specific discipline area and as a response to a specific task. The variables in the situational context, field, tenor and mode, influence the presentation of evidence in a student text. In general, the tenor of an academic text requires a high degree of impersonality and formality between student writer and reader. This relationship can be extended to cover that between student writer and source writers. Within the area of field, students will need to be able to recognise, understand and use technical terms from their sources as well as certain non-technical vocabulary which is also crucial to the expression of field specific meanings. The right choices in these areas of vocabulary will, to some extent, determine whether the student is plagiarising or not. Control over the mode of the discourse, the distance between the language the writer is using and the activity it is describing, as well as the distance between writer and reader, has a complex role to play in the successful presentation of source evidence. For example, the task of condensing, integrating and generalising a source seems to demand a higher level of abstraction and hence a greater distance between the language being used and the activity it is describing than is found in the source text itself. (Drury, in press).

Therefore, the language choices made by the student in developing the text are judged to be successful, if they fulfill the requirements of the tertiary culture as a whole, as well as the requirements of the specific situation in which the writing task takes place. These influences on the text are shown in the following diagram where the text is located within the situational and cultural context which is shown as an interrelated continuum rather than two distinct levels with fixed boundaries.

CULTURAL CONTEXT

SITUATIONAL CONTEXT

COHESION

GRAMMAR

The Text in the Language Continuum

(Drury and Webb, 1989: 94)

The language of the text itself can also be seen in terms of the two inner levels of the language continuum, cohesion and lexicogrammar. Cohesive elements link together the meanings developed through choices in the lexicogrammatical system at clause level. Since the text comprises both these levels, it is mapped on these inner areas of the language continuum. The horizontal lines which divide the text represent the stages it moves through to achieve its goal, its beginning, middle, end structure. These structural stages vary according to the purpose the text fulfills within the tertiary environment. In this way, certain text types with distinctive structures can be identified as academic genres, such as the laboratory report or the social science essay.

The language of using evidence, which we are interested in describing in this paper, is found in many forms in almost all academic genres although, for the purposes of this paper, most of the discussion will centre on only one such genre. This is a fairly common genre in many discipline areas and is often used to initiate students into the area of critically reviewing a certain kind of source material, the journal article. Usually students are directed to summarise and critique a journal article(s), in

other words, write a review of an article or set of articles. We will begin our discussion by moving outwards from the text to illustrate, in general terms, the influence of the context of culture and situation on the extracts in question.

3. THE CULTURAL AND SITUATIONAL CONTEXT

As suggested, the culture of the tertiary institution remains largely undefined and implicit, not least in the advice given to students on how to use evidence in their writing. Certainly, most departments publish guidelines on the mechanics of referencing and warn students against plagiarism but few actually model a successful summary or paraphrase of a source, nor provide a whole text as a model of a genre in which evidence from different sources is used. Students are largely left to work out for themselves the implicit rules of the cultural and situational context in order to produce appropriate texts. For students whose secondary and/or tertiary education experiences have taken place within a different language and cultural background, the task is doubly difficult.

We will examine the following extracts of student writing from the point of view of the cultural and situational environment in which they are produced. These first extracts are from the discipline area of Principles and Methods in Teaching English as a Foreign Language and were produced as part of a larger text in response to an assignment set within the postgraduate Diploma in Teaching English as a Foreign Language (Dip. TEFL) at the University of Sydney. This course caters largely for overseas students who are already experienced teachers of English as a Foreign Language (EFL) in their own countries. Such a course is far more sensitive to the needs of non-native speakers as can be seen from the explicit guidelines given in this assignment, which outline the text structure required, as well as describing the function of each structural stage.

NEXT DEADLINE SEPTEMBER 1 1991

Guidelines

Assignment 1.

Objectives:

Critical Reading and Written Evaluation

- i) to encourage critical reading of several journal articles on the same topic.
- ii) to encourage the use of abstracts in the selection of articles related to a set topic.
- iii) to develop skills in summary writing and written evaluation.

Procedure:

1. Select a topic area to research. Try to make this topic as specific as possible e.g. teaching seminar skills at tertiary level.
2. Read 4 journal articles on this same topic. Alternatively you could choose chapters from different books. Articles/books should be published after 1980.
3. The written assignment has the following format:
 - i) An introduction (1 page approximately), stating your topic, rationale for selecting it, relevance to your teaching situation.
 - ii) A short summary ($\frac{1}{2}$ -1 page) of each article/chapter in your own words.
 - iii) A statement of your opinion of each article/chapter.
 - iv) Comment on the relevance of what you have read to your own teaching situation outlined in the introduction.
 - v) Short conclusion.

Length:

5-7 pages (handwritten) - can be typed but this is not necessary.

Both extracts are taken from the opinion stage (3.iii) of the guidelines, where students are required to critically evaluate the articles they have chosen to review. In this case both students are commenting on the same article, namely, 'Learning to Listen - What can be done?' (Kalivoda, 1980: 2-12).

Text a) is that of a native speaker of English and text b) that of a Korean student. Both texts are shown below, divided up into numbered clauses. (clauses which do not have the potential to be joined by a conjunction [projected clauses and relative clauses] are not separated from the main clause on which they are dependent. The Theme or the beginning point of each clause, which contains the topic under discussion in that clause, is underlined)

Text a)

1. This paper gives the student of TEFL several valuable insights,
2. not least of all that listening is a creative activity.
3. It also considers aspects of listening skills which are essential in TEFL teaching, such as the idea of chunking and its significance to listening comprehension.
4. Unfortunately this is not developed further in the paper.
5. It is a pity the lesson example given did not successfully account for chunking.

Text b)

1. The author contributes many useful ideas to students and teachers.
2. The greatest value of the article is the idea of chunking.
3. The idea of chunking is a technique to comprehend the main points of the spoken English.
4. The skill of extracting specific information by the idea of chunking is needed for EFL adult students.
5. But it seems that most inexperienced listeners put a lot of effort into trying to listen for every single word in the hope of understanding the whole material.
6. By learning the idea of chunking students can improve the listening skills.

It is immediately clear that the writer of text a) is aware of what is required in the Australian academic context when an opinion of an article is asked for. Not only positive, but also negative opinions suggest to the assessor that the student has a

broad understanding of the contribution of this particular source within the field. However, the expression of negative opinions about an authority in the field is largely unacceptable within an Asian academic culture and hence none are found in text b). It is likely that the Korean student would find it difficult to adopt a critical approach to both reading and reviewing the source and this approach within the western academic tradition needs to be explicitly modelled for students from Asian backgrounds.

Text a) moves from the expression of a positive opinion about the article in general terms to the expression of a more specific negative opinion concerning the idea of chunking. These two moves comprise the structural stages in this paragraph. The writer shows an awareness of the need to include in his text both the role of the paper as a source of knowledge and his own expression of judgement on this knowledge. Hence both references to the paper itself and the writer's opinion are found in every clause, together with expressions which interpret the way the source presents knowledge and ideas, (This paper gives insights. It considers... this is not developed... the lesson example given did not account for...), as well as the ideas themselves, (several valuable insights, listening is a creative activity). In addition, the shift to a negative opinion is clearly signalled in the choice of Theme in clause 4 (unfortunately) and 5 (it is a pity).

To some extent the first two sentences in text b) parallel those of text a). Both students acknowledge the positive aspects of the knowledge and information contained in the source, although text b) moves more quickly to identify a specific idea of the source as being of most value, (the idea of chunking).

Text a) 1. This paper gives the student of TEFL several valuable insights,

Text b) 1. The author contributes many useful ideas to students and teachers.

Text a) 2. not least of all (these valuable insights) is that listening is a creative activity.

Text b) 2. The greatest value of the article is the idea of chunking.

It is also instructive to examine the main difference between the language choices in the first clause of each text, namely the receiver of the valuable information from the source. This receiver is clearly identified in text a) as the student of TEFL, a generic term which includes the writer himself and it is from this standpoint that he will evaluate the source. In contrast the writer of text b) identifies both students and teachers in the role of receivers of knowledge from the source. This reflects his confusion as to his own role and status with respect to the source writer. Is he evaluating the source in his role as

a teacher or as a student and if as a student, a student of TEFL or a student of EFL? The tension created in the tenor relationship, where a student is required to assume the role of a critic and evaluate an expert in the field is an area of particular difficulty for Asian students. In this text, the writer resolves this difficulty by choosing to develop and identify with the role of EFL student. However from this standpoint, the person with least status in this interaction and the main beneficiary of the knowledge of the source, it is even more difficult if not impossible for him to criticise the source.

After having expressed his approval in the first two clauses, the writer of text b) is unsure of where to go next and the rest of the text contains a confusion of structural stages some of which are explanatory:

3. The idea of chunking is a technique

and some of which perform a recommending function:

4. The skill of extracting specific information by the idea of chunking is needed for EFL adult students.

In these latter clauses, the source itself is not identified as a participant, separate and distinct from the knowledge it contains, whereas a similar recommending structure in text a) begins with the source,

3. It (this paper) also considers aspects of the listening skills which are essential in TEFL teaching,

A more detailed discussion of the cohesion and lexicogrammar of these texts and how choices in these areas fulfill the requirements of the culture and situation will be presented later in this paper.

The next example provides an illustration of a common problem area for students when faced with using source material: how to interpret a source rather than merely describe it. These two extracts were written by a postgraduate Ethiopian student on a pre-sessional, English for academic purposes (EAP) course, in which students were directed to review a source relevant to their own field of study. The second extract was written after the student had received advice about critically interpreting a source.

Text c)

1. In the past few decades, many African countries have been affected by drought at least once or twice

2. and this has led many of them into hunger.

3. In the most recent 3 year period, numerous countries in eastern, western and southern Africa have experienced

drought and other conditions

4. leading to severe food shortages and in some cases famine (Shapouri, Dommen and Rosen 1987).

5. Moreover, Shapouri, Dommen and Rosen (1987) have explained that agricultural productivity is generally low whether measured as per unit area...

6. In addition to drought and slow growth of production, counter productive domestic policies and ineffective administrative systems are also important (Shapouri..

Text d)

1. Although this paper has failed to point out some important constraints which could contribute to food shortages like ownership of land, poor agricultural technology and poor marketing facilities,

2. it has mentioned the major factors causing food shortfalls in Africa.

3. The paper explained that drought is the major component of food shortages and famine in Africa.

4. It also clarified that counter productive policies and ineffective administration...

Text c) is dominated by the initial organising structure and purpose of the source (the introduction of the topic within a temporal framework). It begins by following this structure closely, in fact so closely that the student could be accused of plagiarism. Perhaps in the hope of avoiding the charge of plagiarism, the student over acknowledges his statements, using reference conventions which would be unacceptable in the academic culture. However, to some extent, the student writer recognises the need to distance himself from the source and identify it as a separate entity to his own text. This can be seen in the choice of the source authors as the Theme in clause 5 and the reporting structure associated with interpreting their activities in the source (Shapouri..have explained..).

In contrast, text d) displays both a critical approach as well as an interpretative approach. The first clause expresses the writer's own opinion about the weaknesses of the article in a dependent clause of concession, (Although this paper has failed....). This prepares the way for the expression of a positive aspect in the second clause. The latter explicitly identifies the overall purpose of the source and its significance, (it has mentioned the major factors causing food shortfalls...). The third clause identifies the main point of the article that drought is the major component of food shortages. This is only implied in the first two clauses of text c). Although the student repetitively begins each clause with

the same Theme, namely the source itself, this text shows a clearer understanding of how to read and review the literature of the western academic tradition.

The final example is an extract from undergraduate student writing in an essay genre in the social sciences and humanities and it serves to illustrate the necessity for students to shape evidence to the purpose and situation of the writing task they are engaged in. In this case the evidence needs to be evaluated to support a particular thesis, namely that violence on television does or does not affect the child's development.

Text e)

1. Dickson (1984:12) maintains that television violence has a marked effect on the development of the child.

2. Brown (1985:176) says that children who watch a great deal of televised violence could be affected for many years.

3. The Television Broadcasting Tribunal (p16) recommends that we should 'limit the number of hours per week of programmes showing violence' during children's viewing times.

Text f)

1. That television violence has a considerable effect on the development of the child is not disputed.

2. Both Dickson (1984:12) and Brown (1985:176) have shown through extensive experiments that the majority of children are affected by television violence,

3. Brown having extended the base of her research to longitudinal studies which reveal that this effect is quite long-term.

4. In the face of such convincing evidence the Television Broadcasting Tribunal has been compelled to act in order to reduce the impact that increased television viewing could have on children.

5. The Tribunal has recommended (p16).....

(Webb, 1989: 25)

In text e), the voice of the student writer does not come through and so the reader is unsure of the writer's own standpoint and how this is related to the evidence in the sources. The student is letting the sources speak rather than using source evidence to develop a line of argument to support his or her own thesis. The structure of the text is a simple listing of the claims and recommendations of different authorities as can be seen in the repetitive use of the source authors themselves as Theme. No relationship is drawn between the evidence from different

sources.

In contrast, text f) presents a clear distinction between the student writer's voice and that of the authors of the sources as can be seen in the statement which forms the first Theme.

That television violence has a considerable effect on the development of the child is not disputed.

This is an expression of the writer's own standpoint, a thesis statement. Comparisons between sources are drawn, (Both Dickson and Brown), and the consequences of the evidence is presented, (In the face of such convincing evidence..) to further develop the writer's line of argument to support the thesis statement.

The text extracts above have all been productively used as models in courses which aim to help non-native speaker students to use evidence appropriately in their written assignments. Students compare the text extracts, noting similarities and differences in language forms. These are discussed in terms of the requirements of the cultural and situational context.

We will now look more closely at the inner areas of the language continuum, cohesion and lexicogrammar. As has been suggested in the above discussion, incorrect choices in these areas may be the result of misunderstanding the requirements of the cultural and situational context rather than inadequate learning of a grammatical structure or insufficient knowledge of the lexical system. This is not to suggest that these inadequacies do not exist, nor that they should be ignored but rather that they should be tackled within a whole text framework where the requirements of the cultural and situational context are also taken into account. Also, as in the previous example, it must be remembered that correct cohesion and lexicogrammar may not be enough to produce a text which is successful in its context.

It is not possible in this paper to examine in detail all of the above text extracts in terms of their cohesion and lexicogrammar and therefore the discussion will concentrate on only certain text examples, namely text a) and b).

4. COHESION AND LEXICOGRAMMAR

4.1 COHESION

The resources of cohesion which construct discourse have been identified by Halliday and Hasan (1976) as reference, ellipsis and substitution, conjunction and lexical organisation. Choices in these areas create meaning between clauses and develop the ideas of a text in a way appropriate to the context.

The first two text extracts, a) and b) are motivated by the need to give an opinion of a journal article. Given this context, the expectation is that lexical items expressing the writers' judgements would form a major cohesive element in these texts. This is certainly the case in text a) where the expression of the

writer's attitudes takes many forms, (valuable, creative, essential, significance, unfortunately, further, pity, successfully). However, expressions of attitude are not so well developed in text b) and are restricted to positive meanings only (useful, value, needed, improve).

The other main cohesive element in text a) is the source itself, the object of the writer's evaluative judgments. The source is referred to throughout the text and is developed through the resources of reference, lexical cohesion and ellipsis as follows: (Themes are underlined and ellipsed elements shown in brackets)

1. This paper.....
3. It.....
4. the paper.
5. the lesson example given (in the paper)

The writer avoids the kind of repetitive identification of the source found in text d) by shifting the source out of thematic position in clause 4. and 5.

Ellipsis and demonstrative reference also play an important role in linking together other parts of the text, particularly those associated with the parts of the source that are being evaluated. These forms of cohesion also allow for the exchange of information between the Theme of a clause and the Rheme of the preceding clause. Thus each form reinforces the cohesive role of the other as shown below:

1. several valuable insights
2. not least of all (these valuable insights is) that...
3. such as the idea of chunking and its significance to listening comprehension
4. Unfortunately this

In particular, demonstrative reference in the Theme of clause 4. allows the writer to summarise the whole of the last part of the previous clause in preparation for his comment on this, a comment which he has already signalled as negative in the Theme. (unfortunately)

The explicit use of conjunction does not seem to play an important role in developing text a), although an explicit conjunction signalling exemplification (such as) is used within clause 3 to develop the text from a more general focus on the source text to a more specific focus.

3.aspects of listening skills which are essential in TEFL teaching, such as the idea of chunking and its significance to listening comprehension.

In text b), those lexical items which contribute most to cohesion and which appear in almost every clause are the students or learners and the specific listening technique identified by the writer as of greatest value, namely, the idea of chunking.

1. The author..... to students
 2.the articlethe idea of chunking
 3. The idea of chunking.....
 - 4.....by the idea of chunking ...for EFL adult students
 5. most inexperienced listeners
 6. By learning the idea of chunking students
-

Although the article itself is identified as well as its author, these participants are not developed throughout the text and it is significant that they are only found in those parts of the text which are largely concerned with evaluating the article, that is, clause 1 and 2. The writer's focus on students and the listening techniques they should learn tends to develop the text in terms of the purpose and subject matter of the source itself rather than his own evaluation of these.

Reference is not used to create cohesion in this text and in some situations, where the use of reference would be appropriate, the writer often seems to prefer repeating lexical items, perhaps the most basic way of creating cohesive links. In particular, the idea of chunking is used repetitively, perhaps, because the writer is unsure of the status of this noun group as a technical term in the field. Certainly, it seems as if he regards the whole of the noun group as a technical term instead of just the lexical item chunking and this leads to inappropriate combinations with other lexis and grammar such as, the idea of chunking is a technique. Here the meaning conveyed is that an idea is a technique rather than the process of chunking is a technique. In fact the source uses the whole of the noun group as a heading for that part of the article where chunking is explained and since other source headings which contain a combination of technical and vernacular language have the status of technical terms, there are some grounds for the writer's confusion. Students often have to learn to recognise and distinguish between the use of everyday vocabulary in technical and non-technical ways in the discipline areas in which they are studying. This is part of learning the language of the field.

The greatest confusion for the reader in text b) seems to lie in

the choice of the conjunction but to join clause 4 and 5. where it is unclear what is being contrasted.

4. The skill of extracting specific information by the idea of chunking is needed by EFL adult learners.

5. But it seems that most inexperienced listeners put a lot of effort into trying to listen for every single word in the hope of understanding the whole material.

Probably the writer means to contrast the practice of listening to every word with that of chunking. But since the previous clause expresses the meaning of a recommendation, namely that EFL adult students need chunking, then a causal conjunction supporting this statement would probably be more appropriate.

4. The skill of extracting specific information by the idea of chunking is needed by EFL adult learners

5. because it seems that most inexperienced listeners...

It is highly likely that the writer is familiar with the use of contrastive conjunctions like but and this can be seen by examining the rest of the student writer's assignment. Therefore his misuse of this conjunction seems to be more associated with his uncertainty about the nature of the task at hand.

4.2 LEXICOGRAMMAR

It must be noted that the writers of both texts are generally using language choices which are appropriate in an academic culture. The texts are characterised by a simple clause structure but structures within the clause, especially the nominal group, are complex and display a large number of lexical items which carry most of the content meaning of the texts. Both writers are also careful to express opinions in an impersonal way. (see Halliday 1985b for a discussion of the characteristics of spoken and written language and Martin 1985 for a description of different expository genres). However the language choices in the last part of text b) contrast with those of text a) as they diverge from expressing the writer's opinion of the source to explaining the composition of a specific aspect of the source itself, further explaining why it is useful and finally recommending it for EFL students.

As mentioned earlier, the overall purpose of these texts is to give an opinion of the source and since both texts to some extent fulfill this purpose, they share certain characteristics. Evaluation can be expressed through attitudinal lexis, in particular, adjectives located in the nominal group, and examples can be found at the beginning of both texts.

Text a) 1. This paper gives the student of TEFL several valuable insights.

Text b) 1. The author contributes many useful ideas to students and teachers.

Although the lexical choices found in text b) are appropriate and certainly grammatically correct, those of text a) display the more sophisticated knowledge of a native speaker. Both of these clauses also identify the source (this paper or the author) as the actor responsible for these positive aspects and it is clear that the language choices fulfill the purpose of this part of the assignment.

Attitude is also expressed impersonally through modal auxiliaries of obligation and necessity but the structures associated with these modal auxiliaries differ in each text.

Text a) 3. It (this paper) also considers aspects of listening skills which are essential in TEFL teaching,

Text b) 4. The skill of extracting specific information by the idea of chunking is needed for EFL adult students.

The human target of the writer's recommendations is identified clearly in text b) (EFL adult students) whereas in text a) it is disguised within the practice of TEFL teaching. By leaving out the human actors, the teachers and the students, in the practice of TEFL teaching, the writer creates a greater distance between the language of the text and the actual activity it is describing and in this way makes his writing more abstract and objective. The 2 clauses can be rewritten to clearly reveal the expression of the writers' opinions and the other human participants who these opinions are aimed at.

Text a) 3. It (this paper) also considers aspects of listening skills which I think students of TEFL must know.

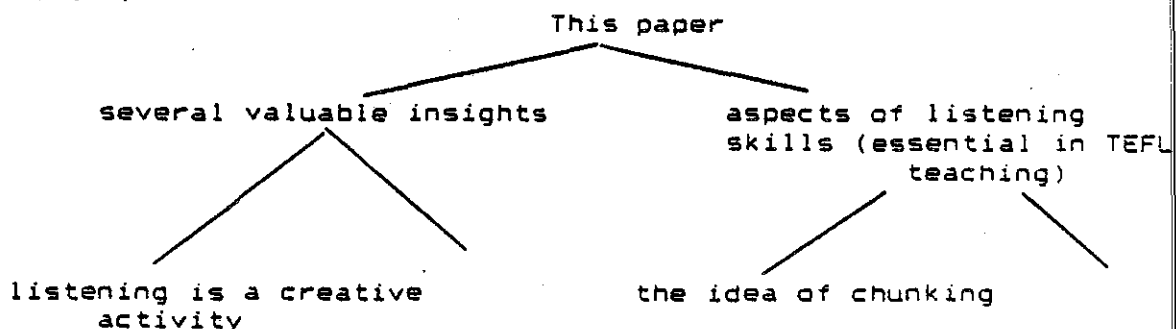
Text b) 4. I think EFL adult students need the skill of extracting specific information by the idea of chunking.

In b) the writer's recommendation for EFL adult students is given prominence as the main verb in the clause and it is a specific component of a specific listening skill which is identified as being necessary, (the skill of extracting specific information by the idea of chunking). In contrast, the structure of text a) gives prominence to the source, (it [this paper]), and the general listening skills it contains and it is the latter which are evaluated in a defining relative clause. By including the source, its parts and their evaluation in the same clause, it is easier to see the relationship between the writer's evaluation and the source. In text b), the relationship between that part of the source which is being evaluated, (the skill of extracting specific information....) and the source itself is not so clear. The specific component which is being evaluated has to be traced back to the second clause in text b) and this process is further interrupted by the contradictory purpose of clause 3.

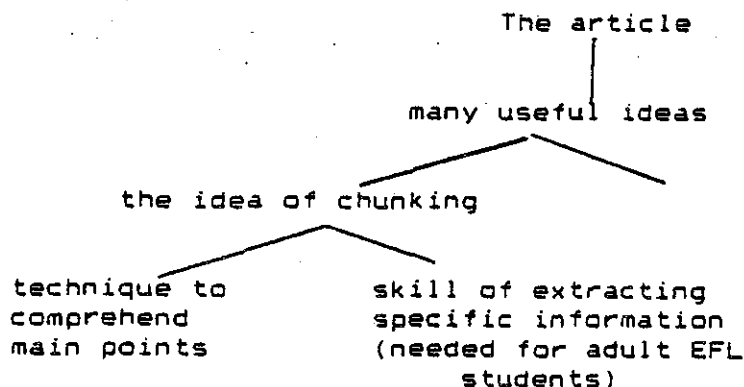
Evaluative language also occurs in the later clauses of both texts, in more frequent and more varied forms in a) than b). However, the forms used by the writers differ and some of these will be discussed in the next section.

Another aspect that is developed in both texts in different ways resulting in different text purposes is the lexis used to refer to the source and its content, the way in which lexical items are chosen to divide the source into related parts to be commented on. The following tree diagrams represent this division:

Text a)



Text b)



Both texts move from a consideration of more large scale and general divisions of the source to more specific source information, namely the listening technique of chunking. However, this is identified in text a) to be commented on, whereas in text b) the components of the technique itself are explained as can be seen in the tree diagram and most clearly in the structure of clause 3, a typical explanatory structure :

3. The idea of chunking is a technique to comprehend the main points of the spoken English.

This structure contains no attitudinal lexis and can be contrasted with a similar structure in text a).

2. ...that listening is a creative activity.

Clause 3 is a pivotal point for the development of text b). Here it seems as if the student feels that he has given his comments on the article in clause 1 and 2 and is unsure of what to say next. He slips back into the summarising mode of the previous section of the assignment and explains the composition of the technique of chunking, a technique in the source which he has just identified as most valuable. To some extent he is aware that this is the wrong direction to go in, as clause 4 can be seen as an attempt to evaluate the technique by saying that it is necessary for EFL adult students. However clause 4 also continues to identify another component of the technique, the skill of extracting specific information and it is this activity that is evaluated. The following clause, (5), appears to be an attempt to justify the previous recommendation by describing the activities of inexperienced listeners:

5.... most inexperienced listeners put a lot of effort into trying to listen.... in the hope of understanding

To some extent this focus on listeners/students is developed in the final clause, (6), where it is the students who are made responsible for improving their listening skills, although this is through the process of chunking which is itself given prominence in thematic position. This process has been identified earlier in the text as the most valuable idea in the source. However by this stage of the text the link with the source is tenuous and the evaluative language is clearly attached to students and their listening skills rather than the source.

6. By learning the idea of chunking students can improve the listening skills.

In comparison, the latter part of text a) like the former is concerned with the activities of the source rather than students and this can be seen in the choice of verbs associated with the source or parts of the source:

1. This paper gives
3. It also considers
4. this (the idea of chunking) is not developed
5.the lesson example given did not account for

Attitudinal lexis is attached to some of these processes in the form of adverbs:

4.,developed further
5. did not successfully account for

as well as modal adjuncts which comment on the whole of the clause:

4. Unfortunately this is not developed further in the paper.
5. It is a pity the lesson example given.....

This discussion has not been able to cover all aspects of the

language choices made by the student writers nor link each choice to its contextual influences. However examination of even small text extracts such as those above can illustrate the complexity of the task facing new students especially those with English as their second language. Although the writer of text b) to some extent failed to fulfill the contextual requirements of this stage of the writing task, the language choices in his text show a growing understanding of these requirements.

Students attending academic writing courses in EAP would not be expected to identify all of the cohesive devices and lexicogrammatical features described above in their comparison of these two texts. But they can gain useful insights into the form and structure of evaluative language and how this language can be used to assess evidence by examining these texts. They also provide a useful starting point for the discussion of the role of the student in criticising a source and how this is realised in language.

5. CONCLUSION

The challenge of critically evaluating and interpreting the literature is indeed daunting for new students to the academic culture. An examination of the language of authentic student texts of different academic genres can reveal the difficulties students have in understanding and interpreting sources and shaping them to their own writing purposes. This process can also help to increase student awareness of how language choices can create meanings which fulfill the purpose of critically assessing past scholarship within the university culture. In this way the language of interpreting and evaluating sources can be made more explicit.

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Using Systemic Linguistics in the Teaching of Adult E.S.L. Students.

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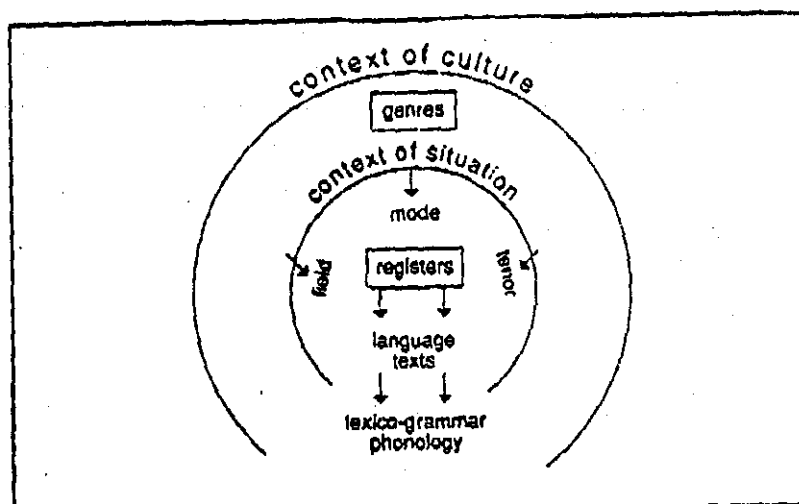
One of the projects undertaken by the National Centre for English Language Teaching and Research (N.C.E.T.R.), located at Macquarie University, during 1989 and 1990, focused on the literacy development of adult learners from non-English speaking backgrounds within the Adult Migrant Education Program (A.M.E.P.). This project aimed to build on some of the productive work in literacy development done in the schools context in Australia in recent years, which draws on systemic linguistics and the notions of register and genre.

Theoretical Background to the Project

The project drew on systemic-functional linguistics, developed by M.A.K. Halliday and others, (e.g. Halliday 1978, 1985, Halliday & Hasan 1976) and the work in literacy that derives from this theory, especially that of J.R. Martin & Joan Rothery (1980, 1981) and Frances Christie (1984, 1985). Systemic linguistics provides a theory of language that takes as its starting point a focus on how language functions and how the resources available in the lexio-grammatical systems of language can be utilized to make meaning. It is a theory of language in context, and it argues that language can only be understood in relation to the context in which it is used. It is also a theory which emphasizes a focus on language at the level of whole text. In this way it has a different approach from most other studies of language, notably that of traditional grammar, which offer a systematic study of language only up to the level of sentence and thus offer little guidance to the language learner who needs to know about structure, organization and development in connected oral discourse and written texts.

A diagrammatic summary of the systemic-functional model of language is presented in Figure 1:

Figure 1: Summary of the systemic-functional model of language (after Derewianka 1988)



In this model, the outer circle represents the context of culture, incorporating the attitudes, values and shared experiences of any group of people living in the one culture. It includes expectations of ways of behaving and of how things get done in daily life. Within each culture there have evolved ways of getting things done, or ways of going about achieving common goals or purposes in life. These are the different genres that are referred to in the diagram above. Examples of genres include service encounters, ordering meals in restaurants, recounting the day's events, telling stories, writing stories, arguing a point of view. Each involves, in one way or another, the use of language and each results in a different text type, or genre. Each genre is distinguished by a distinctive schematic structure, that is a distinctive sequence of beginning, middle and end stages that enable the overall purpose of the genre to be realized. Each culture has evolved its own ways of going about doing things, and thus there may be considerable variation of genres from one of culture to another.

Any use of language also takes place within a particular context of situation. That is it occurs within a particular time and geographic location between specific people, or groups of people. The context of situation occurs within a specific culture. The language that is used within any context of situation will be determined by a number of contextual variables namely field, tenor and mode. Field refers to the social activity taking place at the time, it can be thought of as the topic under discussion. Examples of field could include cooking, playing cricket, politics or

linguistics. Tenor refers to relationships between participants and the those relationships influence choices in language. Relationships can be described in terms of power, affect and solidarity. The kind of relationship that exists between participants, or the kind of audience for whom a text is written, have a considerable impact on the kind of language that is used. Mode refers to the channel of linguistic communication. In its simplest form this means whether language is spoken or written. Mode is also influenced by distance of speaker or writer from the events being referred to, and by distance of participants from each other.

These three contextual variables of field, tenor and mode determine language choices that are made in the construction of any text. They determine vocabulary choices (if you are talking about football you choose lexical items that are from the field of football such as scrum, kick, pass, tackle etc.) They also affect grammatical choices (if you are writing a procedural text which provides information about how to do something, you choose imperatives with present tense; if you are writing a recount of your trip to the mountains you choose past tense etc.) Thus knowledge of the context of situation enables one to predict the kind of choices that are made in different language registers. The resulting language texts reflect the context in which they are constructed and they cannot be interpreted independently of this context.

This very brief overview of the systemic-functional model of language serves to make a number of points that are relevant to the N.C.E.L.T.R. literacy project.

As context of situation varies, so the language text that is produced varies.

There is a direct relationship between language and context. This means that in any language program the teacher needs to take into account the context in which a language interaction would typically occur. This applies to both oral and written language interactions. It also means that the purpose for using language needs to be considered, and the way in which this purpose shapes the language text produced. This is important when it comes to written texts, since writing by its nature is more easily analyzed and reflected on than speaking. One important implication of the language context link is the necessity to focus on language at the level of whole texts, rather than at the level of sentence. That is, when developing literacy programs the teacher needs to introduce students to whole written

texts within an appropriate context of situation, to discuss the purpose of the text, to take account of situation, to discuss the purpose of the text, to take account of the schematic structure of the text in discussions with the students, and then, within the framework of this focus on whole texts, to focus on particular features of sentence construction, spelling and punctuation.

The model accounts for the language - context link in a systematic way.

While most language teachers intuitively recognize this link, the advantage of this model is that it explains how the link works in ways that enable us to predict the kind of language that will be used in any context. This in turn enables the analysis of distinctive features of language that occur in particular genres. Consequently the teaching of grammar becomes something that is functionally motivated; students learn features of sentence construction as they develop control of different genres. For example they learn how tense varies with different genres, they learn the composition and function of nominal groups, they learn the structure of clauses patterns in English and how meaning in the clause is changed depending on what comes first and last in the clause. They learn how these features of grammar contribute to the overall meaning of the texts that they are constructing.

For teachers this model not only offers an insight into how language functions, but also provides a means of evaluating their own and their students' use of language.

Because it provides information about language use at the level of whole text, as well as at the level of sentence and clause, it enables teachers to analyze and understand the linguistic demands being placed on students within the educational contexts in which they are operating. It also enables teachers to analyze and understand where the strengths and weaknesses lie in their students' use of language at the level of overall text organization and structure, as well as at the level of sentence. The ability to analyze language demands and language use, contributes to the development of effective teaching programs that facilitate effective spoken and written language development.

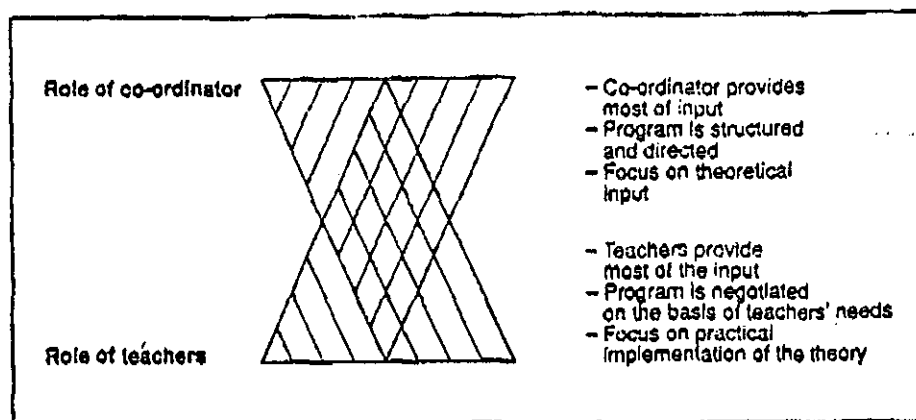
Participants in the Project

The participants in the N.C.E.L.T.R. literacy project were two groups of approximately twenty teachers from both Sydney and Brisbane. All participants in the project have been volunteers, who were interested in literacy development and who saw the project as offering them assistance in their programming and teaching. Some teachers already had some familiarity with systemic linguistics through post-graduate work or through conference attendance or their own reading. Others had had no exposure to systemic linguistics. The major criteria for participation were that teachers were enthusiastic and were prepared to have an on-going commitment to the project. Participants met for two hours every fortnight for a period of seven months. The teachers involved represented the range of programs offered within the A.M.E.P. Thus some were working with students who were preparing for entry into tertiary institutions or professional employment and who were already literate in their first and second languages, while others were working with students who were attending beginning reading and writing classes and who frequently had minimal literacy development in their first as well as their second languages.

Description of the Project

The project consisted of cycles of theoretical input, action research, data collection and finally, the writing of resource materials for A.M.E.P. and other teachers. Figure 2 indicates organization of the project.

Figure 2: The organization of the NCELTR literacy project.



As figure 2 indicates, the co-ordinator and teachers have had equally significant but different roles within the project. Initially much of the theoretical input was provided by the co-ordinator. This dealt with the following:

- the systemic model of language;
- the relationship between language and context;
- the notions of genre and register;
- analysis of schematic structure and language features of different genres that A.M.E.P. learners need to write;
- the relationship between spoken and written language;
- the role of spoken and written language in education and implications of these roles for literacy development;
- overall implications of the systemic model of language for programming and teaching;
- appropriate curriculum cycles and teaching methodology for implementing the theory in the classroom.

During this input stage, the role of the teachers gradually increased as the group explored the educational implications of the various issues under discussion. The second half of the project was very much based on negotiated needs of the teachers as they began implementing the theory in their own classrooms. The fortnightly meetings thus provided a forum for sharing experiences, discussing and analyzing successes and failures and planning future teaching cycles. They provided a supportive forum for teachers to reflect on and discuss their own practice, sort out problems, and compare their own approach with that taken by other people who were dealing with similar issues. Further theoretical input was provided when teachers identified needs. Thus the program itself became less directed and more open ended. It became increasingly open to negotiation and organized around the expressed needs of the teachers as they

discussed their own teaching programs and the effectiveness or otherwise of their attempts to implement the theory. It was through the teachers' attempts to come to terms with the practical implications of the theory that the action research phase of the project took place. Teachers reflected on and analysed their own teaching practice. They consciously experimented with different teaching activities and openly discussed and shared their experiences. Visits to classrooms by the coordinator and other teachers also provided support and opportunities for reflection and analysis of teaching practice.

During the action research phase, the teachers collected data in the form of recorded classroom discourse, photocopies of all the written texts produced by students during the recorded sessions, a copy of texts that the students read during these sessions and contextual notes detailing relevant information about what happened in each of the teaching episodes. Each teacher recorded a minimum of ten sessions. The data are being used as the basis for writing resource materials for A.M.E.P. and other teachers during 1990.

Issues to Emerge from the Project

As the project progressed, a number of issues have emerged as being particularly significant to literacy development within the A.M.E.P. context. These are outlined below.

Selection of Genres

One issue which arose in the work shop was how to select what students need to read and write. One of the advantages of using systemic-functional linguistics and the genre-based approach to literacy development that has developed from this theory is its direct implications for programming. Insights, that derive from the kind of explicit analysis of language that is possible with the use of systemic linguistics into what it is that students need to read and write, enable teachers to be very clear about where they are going in their program. That is, teachers can work out clearly their overall aims in terms of where they want to get by the end of the program. These aims are worked out on the basis of an analysis of their students' language abilities at the beginning of the program, their students' reasons for enrolling in the course, what the students want to get out of the program, and realistically, where the students can get to by the

end of the program in terms of the varieties of texts that they want and need to be able to read and write.

In some cases the decisions about appropriate genres is straightforward. In the schools context such decisions are constrained by the school curriculum. Thus students at school need to have control of a range of narrative and factual genres. If they are studying science they will need to write and read reports. If they are studying history they will need to read and write exposition. Similarly adult students who are preparing for professional employment or enrollment at university have quite explicit needs. Adults need to be able to deal with the range of genres that derive from their work place or from the subjects they will study at university. It is not suggested that the analysis of such genres on the part of the teacher, nor developing control of these genres on the part of the students, is necessarily an easy task, but simply that the identification of appropriate genres to aim for is relatively straight forward.

For teachers and students involved in general reading and writing classes for non-English speaking adults, the identification of appropriate genres is less straight forward. In such classes the focus tends to be on literacy for life and consequently the range of genres includes all written text that exist within the culture. This situation raises a number of difficulties. How does the teacher decide from such an open ended situation which genres are most appropriate, especially when students are frequently vague about what it is that they want or need to get from their literacy classes? Such decisions are frequently made more difficult by the fact that students rarely form a homogeneous group with similar starting points and needs. In any program, account needs to be taken of these differing starting points and needs, and thus the genres that are relevant need to be negotiated with the class.

Another difficulty that the open ended nature of general literacy classes presents is continuity between classes. Many teachers wisely work from thematic programs which incorporate a range of shared experiences incorporating spoken and written language development as students discuss and read about these experiences. Using a thematic basis as a departure point in programming ensures that a range of spoken and written genres can be studied as a need for them arises within the theme of work which may be something like housing, health, employment etc. Difficulties may arise if teachers are not aware of the contents of each others' programs. There is the possibility of the same theme being recycled a number of times. One of the teachers in the project reported

her students complaining "not the environment and pollution again!" This issue highlights the need for teachers not only to be clear about what they are doing in their own programs but to coordinate programs within the organization in which they work. Such coordination ensures that there is development from one course to another, both in terms of the topics that are incorporated into teaching programs and in terms of the genres covered in different programs.

Despite difficulties faced by teachers in developing programs that effectively meet the needs of all students in their classes, the analytic tools that derive from the work done in the project place the teachers in a stronger position to select and teach genres that are useful for their students. In turn this leads to more effective programming and teaching.

Use of Genre Analysis.

A second issue, which arose in the N.C.E.L.T.R. literacy project was the question of what is the point of being able to identify and analyze different genres. What kind of information is provided by such an analysis? How can it be useful in developing and teaching literacy programs?

The first useful aspect of the analysis was that it encouraged the teachers participating in the project to think about and focus on what their students were writing in a way that many had not done before. The teachers identified a range of different genres that were relevant to their teaching programs. These included Medicare forms; bank withdrawal slips; advertisements for houses for rent, cars for sale; letters to teachers; information notes from school; job application forms and letters to teachers; information notes from school; job application forms and letters; letters of complaint; work memos; work related reports; newspaper stories, and many others. In analysis of these genres, we have usually begun with a consideration of the social purpose of each genre. Social purpose addresses questions such as which people in this culture use the genre, why, and in what context? Such questions are important when deciding whether genres are relevant to the needs of particular groups of students. The next step has been to consider the schematic structure (the way in which the genre is organized in terms of its overall text structure) and specific language features. Within the theory which has formed the underpinning of the project it is argued that the social purpose will shape the schematic structure and actual grammatical language features of each

genre. Thus, texts written for different purposes will have distinctive schematic structures and grammar.

An analysis of one of the genres referred to above may demonstrate these points.

Text 1.

7/3 Watson St.
Miller, N.S.W.

2/7/89

The Manager,
Quikfilm Pty Ltd.
Mary St.
Ryde.

Dear Sir/Madam,

I am writing to complain about this set of photographs your company developed recently.

In my opinion the photos are an awful color and are not worth the \$12.45 that I paid for them.

The film was new and my camera is a fairly expensive Cannon 35mm, SLR manual. So, I don't think the quality of the prints can be blamed on either the equipment or the film. I have enclosed the photos so you can have a look for yourself.

I would like the photos reprinted giving a better quality color, or otherwise a refund of the \$12.45.

I look forward to hearing from you at your earliest convenience.

Yours faithfully,

Jane Smith

Text 2

55 Argyle St.
North Sydney

18/5/88

The Director
Dept of Education
Northern Regional Office
North Sydney

Dear Sir,

Provision of an inside toilet at Riverside Public School.
We are writing to you as concerned parents of a child who attends Riverside Public School. The Department agreed to build an inside toilet for the use of the children during class time. However, to date the toilet has not been built. This toilet is necessary for the safety of the children after the incident of sexual assault against one of the children in 1986. The toilets are isolated from the rest of the school during class time. The school is in a high risk area and the safety of the children must be of concern to the Department. We look forward to some immediate action on this matter.

Yours faithfully,

Frank and Vera Hutchinson

Texts 1 and 2 are examples of letters of complaint. The social purpose of such texts is to get some action in order to remedy a problem that is faced by the writer. While oral genres of complaint will frequently result in particular problems being resolved, it is important that people who live in a literate society such as Australia have control of written genres of complaint, as they tend to be more powerful than the oral ones. It is when the oral mode has failed to get results that people resort to writing. Written letters of complaint provide a proof that there is a problem that needs to be addressed and thus they have a legal status that oral

complaints do not. To have control of genres such as letters of complaint is to have some power over the things that happen in your own life. In this sense, learning such genres is an empowering process.

Analysis of Text 1 and Text 2 can reveal how the social purpose of the genre is realized through the schematic structure and specific language features of the texts. We will look first at the schematic structure, that is the beginning, middle and end stages of the genre. The first stage in Text 1 and 2 is the writer's address on the right side of the page, the reader's address on the left side of the page, and a formal salutation. (*Dear Sir/Madam*). The actual text of the letter begins with an identification of the complaint (*I am writing to complain about this set of photographs. . . , We are writing to you as concerned parents . . .*). This is followed by an elaboration of the complaint (*In my opinion the photos are an awful color . . . , The Department agreed to build an inside toilet . . .*) and a demand for action (*I look forward to hearing from you at your earliest convenience, We look forward to some immediate action of this matter*). The last component of the schematic structure is the writer's signature. Text 2 begins with a heading summarizing the complaint, whereas Text 1 specifies the action required prior to the final demand for action (*I would like the photos reprinted . . .*). Thus there appears to be some flexibility in the structure of the genre, but essentially it consists of identification of complaint, elaboration of complaint, and demand for action.

We will turn now to some of the major language features of this genre. The texts use the highly conventionalized openings and closings of *Dear Sir/Madam, Yours sincerely*. These are very much markers of formal letters and serve principally to indicate that the text is a business letter. The body of the letter is as succinct as possible, hence there are no elaborations that are not directly relevant to the subject of the letter. In particular, the stages of 'identification of complaint', and 'demand for action' contain as few words as possible. This succinctness emphasizes the formal tenor of the letter. At the same time the language needs to make explicit what is the complaint, why the complaint is justified and what action is required. Hence reference to items or events needs to be explicit, for example, *an inside toilet, the toilet, this toilet, this set of photographs, the photos, them*. The 'elaboration of complaint' stage, is marked by use of emotive words, such as *necessary for the safety, incident of sexual assault, isolated, high risk, awful color, quality, blamed*. In this way the writer indicates the strength of his or her attitude towards the problem. Use of tense within this genre shifts with the different stages of the genre. In the 'identification of complaint' stage the tense is present continuous, *are*

writing, am writing. This moves between past tense and present tense. The complaint is elaborated, *agreed, has not been built, is, are isolated, it was new, camera is expensive, can be blamed, have enclosed.* In the demand for action stage it changes to present simple *look forward.* Although the letters are formal in tenor, they are also marked by use of personal pronouns, *I am writing, in my opinion, I paid, I would like, We are writing, we look forward.* Personal pronouns are used particularly in the stages of 'identification of complaint' and 'demand for action'.

The function of the stages within the schematic structure and the language features become more apparent when we compare a letter of complaint written by a student who did not have control of this genre.

Text 3

31 May, 1989

Frank West & Assoc.
Real Estate & Auctioneers
Public Valuers
61 Botany Rd.
Randwick 2031
Tilp 4267819

Dear Mr. Frank West

I don't know how many times I should inform "this" to you. "This" is "something wrong" on the roof of my rent bath room and my rent flat is on 6/20 Perouse Ave, Randwick 2031, tilp 4329681.

Last night from 2 am until writing this letter (morning) again water still drift flow through that roof.

Yours sincerely

In order to analyze Text 3 more clearly, I have rewritten the body of the letter clause by clause below:

1. I don't know how many times
2. I should inform "this" to you.
3. "This" is something wrong on the roof of my rent bathroom
4. and my rent flat is on 6/20 Perouse Ave, Randwick, tilp 4329861
5. Last night from 2 am until writing this letter (morning) again water still drift flow through that roof.

The writer of text 3 has succeeded in conveying relevant information regarding the nature of the complaint and, by implication, the action he requires, as well as his attitude towards the state of affairs. However, the likely response from the real estate agent to whom the letter is addressed will be to laugh and ignore it. Because of the way it is written, this letter is less likely to achieve its social purpose than the letters of Texts 1 & 2.

Where has the writer gone wrong? How could a teacher work with the student in order to overcome the problems that exist within Text 3? If we compare the schematic structure of Text 3, shown above, with that of Texts 1 and 2, some of the problems become apparent. In Text 3 there is no clear identification of complaint at the beginning of the text. The writer begins with a kind of elaboration of complaint (clauses 1 & 2), which gives an indication of his attitude towards the problem. This is followed by identification of complaint (clauses 3 & 4), which is followed by more elaboration of complaint (clause 5). There is no explicit demand for action in the letter, although the writer clearly implies that he wants the roof fixed. In summary, problems with schematic structure include the lack of identification of the problem at the beginning of the text, split and consequently confusing elaboration of complaint, and no explicit demand for action. There are also problems with use of language. Reference throughout the text is problematic. The first reference to the writer's problem appears in clause 2 as "*this*." Clause 3 clarifies the reference as being *something wrong on the roof of my rent bathroom*.' It is not until clause 5 that there is explicit reference to the problem, through the explanation of the water *drift flow through that roof*. Thus, the reader has to read most of the text in order to work out what the letter is actually

about. Another problem is the writer's attempts to emphasize parts of the text. He clearly intended to highlight the intensity of his feelings about the leaking roof, and did so by using inverted commas and underlining certain sections of his text. The fact that the items emphasized are *this* and *something wrong* means that the text conveys the writer's emotions, but not what he is upset about. Thus instead of making the letter stronger, the effect of this inappropriate use of emphasis is to make the text somewhat humorous and thus ineffectual.

In order to improve the letter the teacher and student principally need to reorganize information in the text and work on making reference more explicit. This could be done as follows:

Text 4

Dear Mr West,

I am writing to complain again about the leaking roof in the bathroom of my rented flat at 6/20 Perouse Ave, Randwick, tel 4329861. This leak is getting worse and worse. Water has been constantly dripping and flowing through the roof from 2 am last night. It is still leaking as I am writing this letter (the following morning).

I have informed you of this problem many times and it is now very serious.

I look forward to some immediate action on this matter.

Yours sincerely,

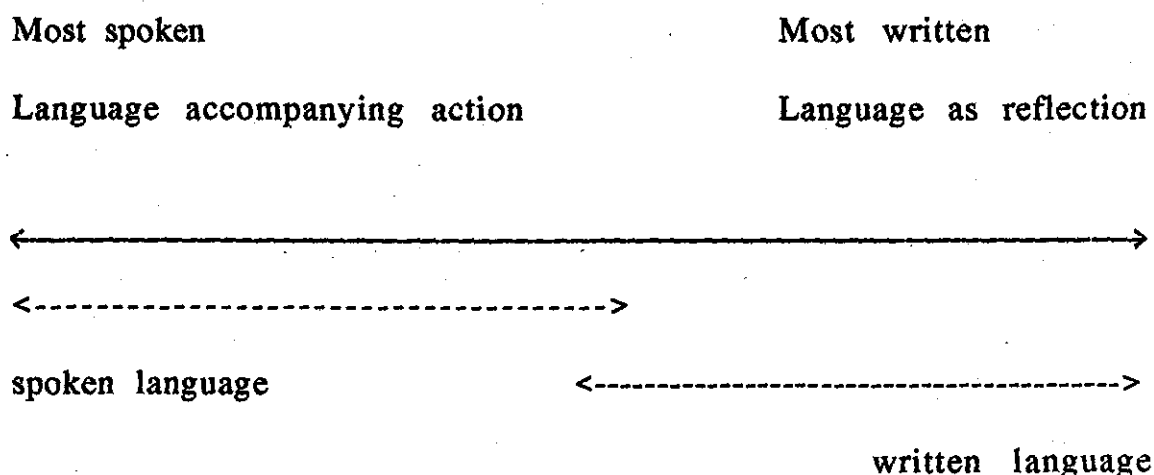
This version of the text contains the same information as the original. However it makes much more impact as it has an appropriate schematic structure of identification of complaint, elaboration of complaint and demand for action, which makes explicit what the problem is, why it is a problem and what the writer wants done about it. The advantage of the analysis of this genre outlined above, is that it makes explicit to the teacher just where the student is going wrong. It is then possible for the teacher to make explicit to the student where the problems lie and to offer constructive suggestions about how the text can be improved. The student who wrote Text 3 knew that his letter contained problems and in fact

brought it in to ask his teacher for help. She was able to offer this assistance along the lines outlined above.

Spoken and Written Language

One of the issues that kept resurfacing in the literacy project was that of the relationship between spoken and written language. In discussions that occurred between teachers, we viewed this relationship as a continuum from 'most spoken' to 'most written' as shown below.

Figure 3: The continuum of spoken and written language



Such a view highlights the relationship between spoken and written language, as it demonstrates that both draw on the same lexico-grammatical systems of language. It also makes the point that there is no sharp-dividing line between spoken and written language. Thus some varieties of spoken language have features commonly found in written language, and similarly, some varieties of written language have features more commonly associated with spoken language. However, if we examine language texts typically found at the two ends of the continuum, then it also highlights the differences between the spoken and written modes.

On the spoken end of the continuum are texts with features that are typical of spoken language. Such texts are dialogic in nature, in that they

are jointly constructed by two or more participants. Even where one participant simply nods and says 'Mm', the physical presence and the feedback from this participant, contributes to the construction of the text. Spoken texts are not pre-planned and are not edited in the way that written texts are planned and edited, although some editing through self correction frequently occurs in spoken language. Spoken texts are usually very much dependent on, and related to the context in which they are produced. Such texts are cohesive with the context itself.

On the written end of the continuum, texts have very different features. They are essentially monologic, in that they are constructed by one person writing alone, although, the writer may discuss the construction of his or her text with a reader. Typically written texts are preplanned, drafted and edited before reaching their final version. The writer cannot assume a shared context or shared knowledge with the reader, who may be separated from the writer by both time and geographical distance. Thus written texts must be decontextualized in the sense that they must be independent of the actual physical context in which they were created. The cohesive ties must be back into the text, rather than out into the context. Unlike spoken texts, a written text must be cohesive with itself.

The different natures of spoken and written language are reflected in their different roles in education. Spoken language, which is more flexible and dynamic, is used to discuss, to hypothesize, to negotiate, to question and to seek clarification. All of these enable students to clarify ideas, thoughts, causes and effects and arguments as discussions proceed. Writing, which is more fixed and synoptic, has quite a different role in education. Its role is to consolidate, to record, to pass on information, to summarize known facts and to present thought-through arguments. Writing also provides opportunities for reflecting on one's own thinking.

What are the implications of the different natures of spoken and written language for language teaching as a whole, and literacy teaching in particular?

In order to answer this question it is useful to return to the mode continuum in Figure 3, and to use an example to demonstrate how knowledge about spoken and written language might be incorporated into an effective teaching program.

Figure 4: An example of programming around the mode continuum.

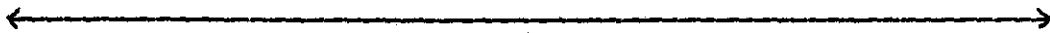
Topic of Unit of Work: Food in Australian society.

Spoken Language

Written Language

Language accompanying action

Language as reflection



visit to local food shops or food factories
oral discussion as the activity takes place
note taking on products observed

oral reflection on observations on return to class
oral recounts of observations
oral comparisons of food shopping in country of origin

written recounts of observations at shops or factories
visiting speakers from different aspects of the food industry
oral discussion of information gained from speakers

written reports on aspects of the food industry e.g.. sources of
food, means of processing or packaging food

oral discussion of what to do if food products purchased from shops
are defective in quality
oral complaints to shop owners

written letters of complaint to food processors

As students progress through this unit of work they are constantly moving backwards and forwards along the mode continuum. They begin with language accompanying action as they visit shops or factories. They reflect on and reconstruct this experience through oral and written recounts. At this stage the written genre (written recount) has many features of spoken language. However, units of work such as this one provide many

opportunities for further development of spoken and written language through exploring the field of study. This unit for example lends itself to range of factual genres as students explore issues such as sources of food, means of production, nutritional value of different types of food. Cross cultural comparisons are an obvious extension of such work. Depending on the level and interest of students such a unit could also extend into issues such as economic patterns of food distribution and the role of the multinationals in this food distribution in different countries. Such topics could form the basis of oral debates as well as the written genres of exposition and discussion.

As work on the unit proceeds, students use oral language in class and group discussions to negotiate, explore ideas, hypothesize, and argue. They use written language to consolidate their ideas and present information or points of view on particular topics. As they move towards the written end of the continuum, their language becomes more generalized and abstract. They are developing control of some of the powerful written genres that exist within society.

There are some generalizations that can be drawn from the discussions of spoken and written language.

It is important to include opportunities for both spoken and written language development in any literacy program. That is, it is important to recognize the supportive role of oral language in building up knowledge of the field of study. This is essential if students are to have a real purpose for writing.

Writing is not speech written down. Speaking and writing fulfill different functions, and spoken and written texts reflect these differences in their organization and grammar. Thus it is not sufficient when teaching students to write simply to ask them to write down what they have been discussing. Discussion is a necessary preliminary step in writing, but it is not sufficient. It follows that an important function of spoken language in the classroom is to provide opportunities for teacher and students to discuss, analyze and reflect on the construction of written texts. Such discussion can usefully include a focus on different purposes for writing and the distinctive language features of different genres.

In concluding this article it is worth considering the question of literacy in a broader light. The Australian secretariat for the International Year of

Literacy has defined literacy as follows: (International Literacy Year, Paper no.1, 1989)

Literacy involves the integration of listening, speaking, reading, writing, and critical thinking: it incorporates numeracy. It includes cultural knowledge which enables a speaker reader or writer to recognize and use language appropriate to different social situations. For an advanced technological society such as Australia, our goal must be active literacy which allows people to use language to enhance their capacity to think, create and question, which helps them to become more aware of the world and empowers them to participate more effectively in society.

The 1989 survey into adult literacy in Australia (Wickert 1989) indicates that an alarmingly high percentage of adults are nowhere near reaching the kind of control of literacy aimed at in the above definition. If we are to do more than pay lip service to such a definition then we need to be able to assist students to learn how literacy includes cultural knowledge; what is language that is appropriate for different social situations: how discourses vary; how literacy enhances one's capacity to think, create and question: and how people are empowered (or disempowered) by control of language and by access to different registers and genres. That is, we need to be able to assist students to become critical readers and writers who analyze and reflect on what it is that they are reading and writing, rather than simply accepting written texts as unproblematic. In order to assist students towards such an 'active' literacy we need to provide them with tools that enable them to analyze and reflect on texts. The N.C.E.L.T.R. literacy project has attempted to provide teachers and students with the analytic tools that would make the development of a critical literacy possible.

[This article is based on the following two articles:

Hammond J. (1989) The N.C.E.L.T.R. Literacy Project. Prospect, vol. 5, no. 1

Hammond J. (1990) Choice and Genre in Adult Literacy. Prospect, vol. 5, no. 2

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The role of Systemic Functional Linguistics in Professional Development Activity in Immigrant Education Services Queensland.

Adele Rice

To be a teacher in Immigrant Education Services Queensland, the base line qualification is a recognized teacher qualification and thus, teacher registration. In Queensland there were very limited options for TESOL (= Teaching English to Speakers of Other Languages) post-graduate qualifications until the Graduate Diploma in Second Language Teaching commenced at Mount Gravatt College of Advanced Education in 1983.

Experienced ESL (= English as a Second Language) teachers without formal TESOL qualifications did not enroll in great numbers so our percentage of staff with a specific TESOL qualification was still low by the mid 80's when we introduced two Royal Society of Arts Diplomas designed to meet the needs of teachers working with immigrant adults and children i.e. ESL Diplomas. Since these were first offered in 1986 - 1987, 65 teachers have successfully completed them, which means we have retrained a large percentage of our staff. Several have gone on to further study and many have been successful in achieving the promotional positions they have sought. Even though the Royal Society of Arts Diploma is not a pre-requisite for these positions, the Diplomas obviously create their own currency.

Why they do this is probably due to the fact that the introduction of the Royal Society of Arts Diploma gave us the opportunity as course convenors and designers to choose the theoretical linguistic underpinning for both diploma courses that embodied theory and practice. We knew we wanted our teachers/candidates to gain skills — analytical skills, monitoring and recording skills, ability to devise learner centred curriculum and assessment procedures, capacity to develop appropriate materials and use existing resources effectively — in addition, of course, to appropriate attitudes, perspectives, collaborative skills etc. Above all, we wanted our candidates to know why they were doing what they were doing.

These aims led us to adhere to our decision to follow the systemicists and to make systemic-functional linguistics (= SFL) the linguistic input for the courses not only because the systemicists' view of language in use most closely matched our own but also because this view of language in a sociocultural context made sense for our learners who are recently arrived from other socio cultural/linguistic backgrounds.

We realized that the Functional/Notional approach we had adopted in the early 80's was not adequate for dealing with whole text, nor had we found it useful in dealing with spoken language. With limited SFL knowledge ourselves we set about acquiring a principled view of language that would underpin our work, and turned our backs on the eclectic view that was/is so prevalent in the TESOL field. We also felt comfortable with social theories espoused by systemicists and saw ourselves as interventionists of the first order with newly arrived immigrants whose mother tongues were not English.

It has been a challenge and a struggle (and an expense) to educate ourselves in Systemics as there is no tertiary institution in this state which offers courses in this school of linguistics. We have learned much from Jim Martin and Gunther Kress who introduced us to the notion of genre as a social process and the role of ideology in that social process. We struggled as pupils with Clare Painter and Dorothy Economou as our teachers as we tried to find our way through the grammar. We were relieved and excited when we brought Frances Christie to Brisbane to talk on children's writing — and we understood. We participated in the "Writing to Mean" Conference at Sydney University in 1985 and were more determined than ever that this system offered answers for us in our TESOL work and more than that, it offered answers we could share with our learners as we developed together the metalanguage needed.

As we entered our second course phase of the Royal Society of Arts Diplomas, Clare Painter and Suzanne Eggins returned as our teachers; Clare recycling the basics of the grammar and Suzanne taking us into the use of Oral Language in the Classroom. The paper she prepared for us then, is still a valuable reference and the questions she posed then we are still trying to answer as we analyse our learners' tapescripts. Questions such as -

Do students have systematic transference difficulties?
Can they perceive sound differences?

Are they developing English stress and rhythm pattern?
As well as those questions relating to meaning which we have
been working on systematically since '86/'87.

Our most useful venture was to commission Clare Painter in 1988 to
write two papers for us:

"The concept of genre in language education"

and

"Register - the relation between context and text".

These have been invaluable and have formed the theoretical basis of
all our inservice activity and projects since 1988. They have most
recently been used in Queensland in the Pilot National Literacy
Project and I understand the National Coordinator of that project has
made those papers available to other states.

The results have been a greater awareness in our TESOL teachers of
the role of language, why it is different in different contexts and
most importantly, in different modes. Thinking about the English
language as a system of possibilities from which we and our learners
select our choices of vocabulary and grammatical patterns according
to our purpose is exciting and humbling. We all have so far to go.

The work of Rothery, Hammond, Derewianka and the Disadvantaged
Schools Program project in the schools context has made it evident
that Systemics IS relevant for language teaching in both its process
and product aspects as it enables us as TESOL teachers to

- respond to student needs
- shape and determine the curriculum
- raise awareness of teachers and learners of the ways in
which written genres are different from spoken genres
- contextualise and make relevant the teaching of grammar
- operationalize that teaching of grammar so that teachers and
learners are developing a metalanguage for talking about
language

Certainly there are some limitations and some dangers. Two I
perceive are:

- the lack of availability of the descriptions of the genres that particular students need (especially in adult contexts)
- the danger inherent in focussing too heavily on generic structure alone without enough focus on the way in which grammatical choices are realized.

It is the distinctive linguistic patterns which are useful and important, but it takes time for teacher and learners to develop the linguistic tools to do this.

However, problem one is already being overcome by what is almost now a national strategy -- teachers engaged in action research sharing their findings through conferences and workshops e.g. Language in Education Conferences. Problem two is being tackled by groups like us -- placing Systemics firmly in the Professional Development area and by the Systemicists themselves -- through their support of projects (DSP) and establishment of Workshops and Summer schools to make the grammar and its applications more accessible.

TESOL teaching/learning is in itself a goal oriented social process. Together we need to consider not only the genres being taught but the genres or series of genres which serve to teach them.

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Systemic-functional linguistics in undergraduate primary teacher education
courses at the university Sydney.

Len Unsworth,
School of Teaching and Curriculum Studies,
University of Sydney,
New South Wales, 2006. Australia.

The development of children's language and literacy as social process has been of central concern in undergraduate primary language in education courses which have been taught by Geoff Williams at the University of Sydney for many years. When I began to work with Geoff in 1987, we discovered that both of us were drawing on our acquaintance with systemics to explore our own understanding of language and literacy development and to support our teaching in this area. Over the past three years we have consolidated this orientation and have progressively made the systemic linguistic basis of our work more explicit to our students through our teaching of functional grammar and discourse. The following is a brief sketch of this development.

Over the latter three years of their four year degree primary teacher education students complete five semester course units in language in education. The first two are 14 week by 2 hour courses, the third and fifth are 7 week by two hour courses and the fourth is a 10 week by 2 hour course. Initially systemic linguistic understandings were developed indirectly and unsystematically and the students focussed on particular aspects of the language curriculum. In the first unit for example, which emphasized early reading development, the students encountered the work of Henrietta Dombey (1983). Her systemically based research into the texts of shared reading episodes of a mother and pre-school child introduced the students to a linguistic account of text/context relationships and to a grammatical account of register variation.

In the second unit the systemic orientation was more systematic, dealing initially with a brief survey of early language development drawing on the work of Halliday (1975) and Painter (1985); then the pedagogy of "shared reading" in infant classes made use of work by Gray (1986) and grammatical analyses to show students how the distinctive patternings of literacy development (see for example Williams, 1986). As a basis for students' introduction to writing pedagogy they read Halliday's Spoken and Written Language (1985); Painter's The role of interaction in learning to speak and learning to write (1986) and Language as social practice (Kress, 1988).

In subsequent courses students dealt with systemically based work on children's writing development (e.g. Christie et al, 1984; 1989; Martin, 1985; Kress, 1984) and language in curriculum areas (e.g. Christie, 1985; 1988; Martin, 1990; Lemke, 1989; Derewianka, 1990).

Initially, systemic linguistic understandings were only developed informally and indirectly as relevant work was dealt with during the courses. In 1987 a small group of students undertook an experimental elective course as an introduction to functional grammar over a 7 week by two hour period. The enthusiasm shown by students for the course, their facility in learning a significant amount about the grammar in a short course and their judgment of the value of the course in extending their understanding of the educational significance of the grammatical concepts introduced in their core courses, led us to reorganize the core units to make the last seven week by two hour course a core course on "language description" in which we provided direct teaching of some introductory work on functional grammar. We taught this course in 1988 and 1989 as the last course in the language in education sequence, maintaining our earlier informal introduction of aspects of the grammar as they were relevant and arose in the literature we asked the students to read. The students again responded very well to the "language description" course and indicated that they thought it should be located earlier in the sequence of units. In 1990 we are teaching it as the third unit (again 7 weeks by 2 hours).

To date we have been very much encouraged by the students' reception of both the informal and more direct teaching of aspects of functional systemic linguistics. We still need to improve, in very many respects, the way we introduce teacher education students to the grammar in the context of our teaching of units concerned with language in the primary school curriculum. With this in mind, we are keen to learn from the experience of others working in this area and would be pleased to exchange course documents to this end.

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Volume 11, 1990

The following papers will be included in the 1990 volume

Alan Beretta
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The program evaluator: the ESL researcher without portfolio.

Wayne B. Dickerson
(University of Illinois at Urbana-Champaign)
'Morphology via orthography': a visual approach to oral decisions.

Julian Edge
(University of Birmingham)
Ablocutionary value: on the application of language teaching to linguistics.

John Gibbons
(University of Sydney)
Applied linguistics in court.

Robin Goulden, Paul Nation, and John Read
(Victoria University of Wellington)
How large can a receptive vocabulary be?

Susan Kellerman
(University of York)
Lip service: the contribution of the visual modality to speech perception and its relevance to the teaching and testing of foreign language listening comprehension.

Keith Mitchell
(University of Edinburgh)
On comparisons in a notional grammar.

Richard W. Schmidt
(University of Hawaii at Manoa)
The role of consciousness in second language learning.

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SYSTEMIC ARCHIVE

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March 1991 (Spring issue)

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SYSTEMIC ARCHIVE ACCESSIONS LIST 8

Spring, 1991

- | Item
Number | Author(s) | Paper |
|----------------|-----------------|---|
| 8. 1 | E Couper-Kuhlen | "Discovering rhythm in conversational English: Perceptual and acoustic approaches to the analysis of isochrony", Arbeitspapier des Projekts "Kontextualisierung durch Rhythmus und Intonation" Nr. 13, September 1990, Fachgruppe Sprachwissenschaft, Konstanz [15]; (17.xii.90) |
| 8. 2 | J Firbas | "Thoughts on functional sentence perspective, intonation and emotiveness, Part Two", <i>Brno Studies in English</i> , Studia Minora Facultatis Philosophicae Brunensis, Vol. 17, 1987 pp. 9 - 49 [22]; 12.vii.90 |
| 8. 3 | J Firbas | "On some basic issues of the theory of functional sentence perspective II (On Wallace Chafe's views on new and old information and communicative dynamism)", <i>Brno Studies in English</i> , Studia Minora Facultatis Philosophicae Universitatis Brunensis, Vol. 17, 1987, pp. 51 - 59 [3]; 12.vii.90 |
| 8. 4 | G Francis | "Aspects of Nominal Group Cohesion" <i>INTERFACE: Tijdschrift voor Toegepaste Linguistiek/Journal of Applied Linguistics</i> , Universitair Onderwijs Brussel, Vertalers - Tolken, 4.1 (1989). [14]; 3.ix.90 |
| 8. 5 | Eva Golkova | "On FSP Functions of the First Syntactic Element in the English Sentence", <i>Brno Studies in English</i> , Studia Minora Facultatis Philosophicae Universitatis Brunensis, Vol. 17, 1987, pp. 87 - 96 [3]; 12.vii.90 |
| 8. 6 | M A K Halliday | "How is a Text like a Clause?", (n.d.), (n.p.), [10]; (n.d.) |
| 8. 7 | Zhuanglin Hu | A Survey of Systemic-Functional Grammar (Text in Chinese, bibliography in English), pp. 247 [125]; iv.90 |

- © D Jeffery "The Case for Grammar: Opening it Wider", *South African Journal of Higher Education*, Special Edition 1990 (ISSN 1101-3487) [3]; 18.xii.90
- 8.9 C D Jeffery "A Linguistic-Stylistic Approach to Teaching English Literature", *Teaching English Literature in South Africa: Twenty Essays*, (ed.) Laurence Wright, Grahamstown: Rhodes University, 1990 [4]; 18.xii.90
- 8.10 E Krawczyk Review:- E H Steiner, R Veltman: Pragmatics, Discourse and Text - Some Systemically-Inspired Approaches, *Kwartalnik Neofilologiczny*, Polska Akademia Nauk Komitet Neofilologiczny, Rocznik xxxvi, Zeszyt 3, Warszawa - Poznan 1990, pp. 263 - 271 [3]; x.90
- 8.11 J L Lemke Education and Semiotics, (Toronto Semiotic Circle: Monographs, Working Papers and Prepublications), Victoria University, Toronto, 1984, Number 2 (includes "Towards a Model of the Instructional Process", "The Formal Analysis of Instruction", "Action, Context and Meaning", "Making Trouble") [76]; 9.xi.90
- 8.12 Dirk Noel "The Study of Coherence Relations. What is wrong with it and how it can be improved upon", *INTERFACE: Tijdschrift voor Toegepaste Linguistiek/Journal of Applied Linguistics*, Universitair onderwijs Brussel, 3.2 (1989), pp. 137 - 145 (5); 3.ix.90
- 8.13 A-M Simon-Vandenberghe: "Systemic Grammar, register analysis and LSP", *INTERFACE: Tijdschrift voor Toegepaste Linguistiek/Journal of Applied Linguistics*, Universitair onderwijs Brussel, 1.2 (1987), pp. 97 - 117 [6]; 3.ix.90
- 8.14 Ales Svoboda "Functional perspective of the noun phrase", *Brno Studies in English*, Studia Minora Facultatis Philosophicae Universitatis Brunensis, 17 (1987), pp. 61 - 86 [14]; 12.vii.90

- 8.15 Carol Taylor Torsello: "Analisi di Innovazione Metodologica e di Applicazione delle Nuove Tecnologie nella Didattica delle Lingue" (text in Italian), IRRSAE del Veneto, Strumenti di Lavoro 1990; "Lingue straniere: analisi testuale e innovazione metodologica" (Atti del corso di formazione/aggiornamento per docenti di lingue di scuola secondaria superiore su; "Analisi testuale. Metodologie e applicazione software didattico", a cura di Maria Gabriella Moro e Paola Pellicoli, giugno 1990, Parte Seconda ... "Analisi Testuale per la Lingue Inglese", pp. 57 - 129 [34]; 20.xi.90
- 8.16 Carol Taylor Torsello: "An Application of Discourse Analysis to Language Teaching" (text in English), *ANALYSIS: Quaderni di Anglistica*, Rivista dell' Associazione Italiana di Anglistica, anno I, n. 1, 1983, ETS, pp. 211 - 217 [2]; 20.xi.90
- 8.17 Carol Taylor Torsello: "English Compound Versus Non-Compound (with Edda Farnetani Noun Phrases in Discourse: An Acoustic and Piero Così) and Perceptual Study" (text in English), *Language and Speech*, Vol. 31, Part 2, 1988, pp. 157 - 180 [8]; 20.xi.90
- 8.18 Carol Taylor Torsello: *English Discourse: A Course for Language Specialists* (text in English), Padova: Cleup Editore, 1984, pp. 199; 20.xi.90
- 8.19 Carol Taylor Torsello: "Il testo letterario come atto di comunicazione" (text in Italian), from *SeLM: Rivista Mensile Organo Ufficiale dell'a A.N.I.L.S* (Modena), 7/8, Anno xxiii, Luglio - Agosto, 1985, pp. 205 - 215 [3]; 20.xi.90
- 8.20 Carol Taylor Torsello: "La grammatica sistemica" (text in Italian), from *Le lingue del mondo*, Anno LIII, numero 1/2 - 1988, Valmartina Editore s.r.l. [7]; 3.xi.90

- 21 Carol Taylor Torsello: "Point of View in *To the Lighthouse*: A Linguistic Analysis of Woolf's Technique" (text in English), from *Le Rappresentazione Verbale e Iconica: Valori Estetici e Funzionali: Atti dell'XI Congresso Nazionale dell' A.I.A., Bergamo, 24 e 25 ottobre 1988*, pp. 429 - 444 [5]; 3.xi.90
- 8.22 Carol Taylor Torsello: *Shared and Unshared Information in English: grammar to texts* (text in English), Pubblicazioni del Dipartimento di Lingue e Letterature Anglo-Germaniche -Università di Padova I, pp. 64 [32]; 3.xi.90
- 8.23 Carol Taylor Torsello: "Statuto dell'Informazione e Strutture Grammaticali della Lingua Inglese" (text in Italian), from *Taccuini*: 8, pp. 37 - 68 [16]; 3.xi.90
- 8.24 Carol Taylor Torsello: "Using the Analysis of Conversation in a Language Course for English Majors", Estratto da *Atti dell' VI Congresso dell'Associazione Italiana di Anglistica, Pavia, 22-24 ottobre 1983*, Schena Editore, 1984, pp. 134 - 146 [63]; 3.xi.90
- 8.25 Jonathan J Webster "Linguistic Information Processing using the Functional Grammar Processor", Plenary Address at LACUS, 1990, Fullerton, California [8]; 9.x.90

Martin Davies
24.xii.90

(Warsaw)

BOOK REVIEW

RECENZJE

ERICH H. STEINER and ROBERT VELTMAN (eds.), *Pragmatics, Discourses and Text - Some Systematically-inspired Approaches*, Pinter Publishers Ltd., London, 1988, pp. 185.

Pragmatics, Discourses and Text - Some Systematically-inspired Approaches edited by Erich H. Steiner and Robert Veltman is one of the Open Linguistics Series published by Robin P. Fawcett, the series editor, explains that the notion 'open' is understood here in two senses: "First, it provides an open forum for works associated with any school of linguistics or with none. [...] The second sense in which the series is 'open' is that it encourages works that open out 'core' linguistics in various ways: to encompass discourse and the description of natural texts; to explore the relationship between linguistics and its neighbouring disciplines such as psychology, sociology, philosophy, artificial intelligence, and cultural and literary studies; and to apply it in fields such as education and language pathology." (p. iii).

The above volume is a collection of papers read at the XIII th International Systemic Workshop at the University of Kent at Canterbury in July 1988. The history of the workshop goes back as far as 1973 when the first small workshop was organized for those working in systemic linguistics. This meeting grew to become the annual international conference which in 1988 turned into the Fifteenth International Systemic Congress. Robin P. Fawcett explains the title of the volume by saying that it "includes some contributions that reflect current central concerns within systemic theory, and some that illustrate the way that scholars who are not committed to the full theory nonetheless find it a useful framework to which to relate their thinking" (p. viii). Further explanation of how the three notions: pragmatics, discourses and text are interwoven is provided in the Introduction written by the editors of the volume. Erich H. Steiner and Robert Veltman. They claim that so far the three notions have been treated as sorts of 'linguistic levels' or 'components of grammar'. In this volume they will be treated as "different but complementary aspects of dimensions of description with an ultimately identical focus" (p. 2) the dimensions being perspective, process and product. The first of the three notions, pragmatics, is treated as a 'perspective' rather than level or component and it is defined as "the means by which students of language come to terms with language as a process as well as language as a product, and thus links discourses to text" (p. 2).

The second of the above three notions, discourses, seems to be closest to what is known as a 'level' because it probably arises through a breakdown at the upper end of the rank scale. However, according to the earlier statement on the treatment of the three notions in this volume, Steiner and Veltman suggest that discourses as linguistic process and thus should be associated with the notion of rhetoric.

The last of the discussed notions, text, is according to the above explanation, the product of language activity and can take two forms: spoken and written. The last of the discussed notions, text, is according to the above explanation, the product of language activity and can take two forms: spoken and written. The last of the discussed notions, text, is according to the above explanation, the product of language activity and can take two forms: spoken and written.

process and product we observe, thus, that they form the leading edge of language and the papers in the reviewed volume are devoted to the integration of these notions.

In the latter part of the Introduction the editors discuss the range of interest in text and discourse studies from outside and 'core' linguistics. As far as the outside perspective is concerned, they claim that the following areas were either the source of interest in discourse and text or had impact on them: rhetoric, clinical applications of ideas and techniques of linguistics (diagnosis and therapy of schizophrenia, aphasia and disturbances in language development), language teaching and learning, computational linguistics and artificial intelligence. As far as 'core' linguistics is concerned, present-day schools of linguistics are divided into those which have a more philosophical background and are interested in 'units' not larger than sentence (e.g. Government and Binding, Lexical Functional Grammar and Generalized Phrase Structure Grammar) and those with a more rhetorical background (truth-value-oriented semantics, speech-act-based pragmatics). It is the latter schools which were of interest to the editors of the present volume because for a considerable time these schools have worked on theories of text and discourse.

The next part of the Introduction is devoted to the justification by the editors volume's of the outlining of the interaction of pragmatics, discourse and text with Systemic Linguistics and Systemic Semantics. It is hoped that the book is able to make a contribution to the process of determining the future directions of work in the field of Systemic Linguistics.

The Introduction ends with an outline of the contributions to the reviewed volume followed by the bibliography.

The book is divided into four parts entitled respectively: "Meeting the challenge of 'Pragmatics'", "Explorations in Thematic Structure and Information Structure", "Insights from Discourse Analysis" and "The Text as a Product of Interaction and Cognition".

The first part consists of two papers: *Systemic linguistics, semantics and pragmatics* by Christopher S. Butler and *English questions: a significance-generating device for building in context* by Eirian C. Davies. Butler discusses the problem of mutual influence of systemic linguistics and pragmatics on a theoretical level. He claims that there is no communication between pragmaticians and systemicists and tries to suggest ways in which systemic linguists could benefit from the study of pragmatics literature and vice versa, pragmaticians could benefit from the study of systemic literature. To this problem are devoted the three subchapters of the paper: "Leech's criticism of Halliday", "Some other areas where systemic linguists need to take note of pragmatics" and "How can pragmatics benefit from systemic grammars?". Butler believes that implicature and presupposition are the two areas of pragmatics from which systemic linguists can benefit and the latter's advances in deixis can be useful for pragmaticians. In conclusion Butler says "that systemic linguists need to re-examine [...] their proposals for functional grammars." (p. 25). He also believes that systemic models are more suitable than other models as the input to a pragmatic component. The paper ends with an extended bibliography on systemic linguistics, semantics and pragmatics.

The second paper in the first part *English questions: a significance-generating device for building in context* by Eirian C. Davies discusses different illocutionary forces which can be achieved when uttering polar ('yes/no') interrogatives in a range of texts. The author confines the discussion to positive polar interrogatives (PPIs) largely. For her analysis she adopts the multiple meaning hypothesis (MMH) and the single meaning hypothesis (SMH). The first implies that a given sentence type may convey two different pragmatic effects in exactly the same context, and the latter implies that a sentence type has a single 'meaning', so that in different contexts it yields different pragmatic effects. The author believes that the SMH is more within the general spirit of a Systemic approach to language than is the MMH because "it makes a strong claim for the meaning-

fulness of linguistic form" and "it demands that we offer a specification of exactly WHAT it is that each distinct sentence type can be said to 'mean'" (p. 32). It is for this reason that in her paper she endorses the 'single meaning hypothesis'. By asking the following two questions: (1) how does context act to modify the semantics of sentence types?, and (2) how does the utterance of a given sentence type act to change context?, she tries to find a framework for her analysis. The hypothesis underlying the analysis is that semantics and context are analysed in the same terms. Davies suggests that linguistic semantics of sentence types may be expressed in terms of propositional attitudes ascribed to the speech roles of Speaker and Addressee.

The remaining part of the paper is the presentation of the proposed framework of analysis. The author first makes a list of propositional attitudes followed by the semantic specification of four (non-modal) sentence types (expressed formally). From the list of seven propositional attitudes the author derives 49 different contextual specifications with which it may combine. The 'significance-generating device', the description of which follows, is known also as combination rules. They represent a proposal for showing how interaction between the semantics of sentence types and contextual factors takes place to yield pragmatic multivalency of linguistic form. The analysis is followed by a list of illustrations of the categories of First order significance (FOS) which are predicted for the positive polar interrogative. The paper ends with the bibliography.

The second part of the publication is entitled "Explorations in thematic structure and information structure" and contains three papers. The first of them *Marked Themes with and without pronominal reinforcement: their meaning and distribution in discourse* by Daniel Kies is an illustration of an assumption that certain types of Marked Themes are dependent on the speaker's decision rather than on sentence level alone. The basis for analysis were the unedited transcripts of two American television interview programmes. *The MacNeil/Lehrer Report* and *Donahue*. By marked themes with pronominal reinforcement (henceforth PRMT) Kies means the so-called 'left dislocated' structures of the type *John Smith I haven't seen him for ages* and by marked themes without pronominal reinforcement (henceforth UMT) he means the so-called 'topicalized' structures of the type *John Smith I haven't seen for ages*. The author of the paper believes that the two structures serve different communicative functions in discourse and they differ syntactically, semantically, pragmatically and distributionally. The first part of the paper is devoted to the review of the literature on the issues of PRMTs and UMTs. Here Kies discusses publications on stylistic reordering, pragmatics and semantics. It is rather striking that the majority of literature quoted is fairly old (e.g. Chomsky, 1965; Kutz, 1972; Green, 1980, 1982; Quirk et al., 1972; Chafe, 1978; Ross, 1967; Fribas, 1984; Halliday, 1987; Gundel, 1977; Rodman, 1974; Lyons, 1977) with the most recent publications being Halliday, 1985, Quirk et al., 1985 and Simon-Vandenbergen, 1987. On page 53, Kies even writes: "More recently, some grammarians have appealed to the distribution of 'old' and 'new' information in the clause, e.g. Fribas (1981)". It is hard to believe that the 1981 publication is a recent one.

Having rather extensively discussed the PRMT and UMT literature, Kies moves on to the presentation of the syntactic and semantic properties of sentences with UMTs and PRMTs and the pragmatic functions of structures with UMTs and PRMTs as well as the distributional differences between structures with UMTs and PRMTs. All the above mentioned issues are illustrated with the examples taken from the quoted sources.

The paper ends with the following conclusions:

- the semantic properties of structures with UMTs and PRMTs provide a definition of topicalhood through the notion of presupposition;
- the (discourse) functions of presentation, connection and contrast follow directly from the semantic properties of structures with UMTs and PRMTs;
- structures with UMTs and PRMTs are in complementary distribution; (...)

— one can hypothesize [...] that the form of the structure is at least partly determined by its function." (p. 72).

As in all the papers discussed so far the final item, following the conclusions is the bibliography.

The second paper in the series devoted to the notion of theme is *Functional sentence perspective in the context of systemic functional grammar* by M. P. Williams. The scholar comes from Herriot-Watt University in Edinburgh and not from Heviot-Watt University as the information below the scholar's name suggests. It is a pity there is no erratum attached which would capture misprints of the above type.

In his paper Williams confronts the Systemic notions of thematic structure and information structure with more recent developments in the Prague school approach, as well as with Sperber and Wilson's ideas of 'relevance' in sentences and texts. The paper consists of four sections. In the first section the author contrasts the systemic and the functional sentence perspective (henceforth FSP) approaches to theme and rheme and points to some weaknesses of the systemic approach. The second section is devoted to the discussion of how the concept of communicative dynamism (henceforth CD) introduced by Firbas (1964) is related to the notion of 'relevance' introduced by Sperber and Wilson (1986). Williams believes that the degree of CD coincides with Sperber and Wilson's 'focal scale'. The latter's notions of 'foreground implication' and 'background implication' could be in turn identified with 'rheme' and 'theme' respectively. In the third section Williams elaborates a method for the FSP analysis of a text and shows how it applies to a text. He defines various types of theme and rheme, shows how they can be distinguished and used and applies them in the analysis of a text. The types of theme and rheme he distinguishes are as follows: dummy theme, theme proper, theme proper oriented theme, diatheme oriented theme, diatheme, dummy rheme, incomplete rheme, rheme proper. The last, fourth section of the paper, shows how the FSP definitions of theme and rheme can be profitably used within a still totally systemic understanding of the textual component to yield a dynamic analysis of a text. This is done by Tables 4.1 and 4.2 and Figures 4.1 and 4.2 where Tables show the realization rules for Figures. The sentence under analysis is:

Whenever the enlightened reformers expect the crowd to choose Christ, it cheers for Barabbas.

In the conclusion Williams says that the procedure outlined in his paper maintains a more functional distinction between thematic and rhematic spheres of the text than, e.g. the one of Hasan (1963) or Lemke (1983).

The paper ends with the appendix which is a list of the realization operands followed by the bibliography.

The last in the series of papers on the problem of thematic structure *Thematization in legislative language: the observations of Bentham and Coode in relation to the FSP definition of Theme* by Frederick Bowers is a proof that linguistics is not something which should be done as 'art for art's sake' but as something which has relevance and responsibility towards the people using language. The two texts under analysis are Jeremy Bentham's 'Nomography' published posthumously in 1839 and George Coode's 'On legislative expression' from 1848. Both authors were one of the greatest reformers of British statutory drafting in the 19th c. The objects of Bowers' examination were the comments on sentence structure and thematization made by Bentham and Coode, relating these comments to the standard Halliday definition of Theme and suggesting extensions of the definition. Bentham advocates the idea that the Agent of the intended action must be thematized wherever possible if law-makers want to achieve the practical end of compliance. What Bentham presupposes about Theme is its iconic and real-time effect as a means of address and attention-getting. Similarly to Bentham, Coode opts for thematization of the 'legal subject' because the purpose of law is to secure or limit some benefit for some person or persons. He, also like Bentham, believes that

every legal provision consists of a Legal Subject as Theme and a Legal Action as Rheme. Bowers believes that Bentham's emphasis on address may be related theoretically to Halliday's interpersonal vocative element. Another relationship between Bentham's and Coode's comments upon thematization and Halliday's observations is that the earlier belief that thematization of case, condition and exception is a means of preventing the reader from having to read the whole of a provision that does not apply to his situation and this is similar to Halliday's observation that the subject will normally constitute clause Theme.

In summing up, Bowers states that Bentham and Coode confirm the general definition of Theme but they extend it considerably. He believes that there is still one problem to be considered, i.e. the question about Thematic function in non SVO languages. No definite answer is given to this question so it remains open.

The third part of the publication contains two articles on discourse analysis: *The structure of family conversation in Yoruba English* by Femi Akindele and *From illocution to syntactic and prosodic realization in making requests* by G. Tucker. The first of the above articles highlights certain aspects of the structure of family conversation in Yoruba English. It explores the relationship between socio-semantic notions like 'control' and 'dominance' and their manifestations in the structure of discourse. This is done by examining speakers' rights to initiate conversation. The methodology of research was as follows: the pattern of social dominance was taken as independent variables, and discourse patterns as dependent variables. Then the linguistic realization of socio-semantic patterns on the linguistic level of discourse was considered.

Yoruba English is a special variety of English which is the blend of Yoruba spoken in Western Nigeria and English. It is strongly influenced by the culture and community in which it is used and the structural organization of the discourse is not the same as the one in English. Of interest to Akindele was particularly initiating and controlling conversations. The major problem was for the author of the paper to try and find the working definition of exchange. For him, it is "the minimal unit of interactional discourse marked by a move which predicts a following move" (p. 104). On the basis of Sinclair and Coulthard's (1975) and Coulthard and Brazil's (1979) classifications of exchanges for the purpose of his study Akindele suggests the following categories of exchanges: Prefatory, Informatory and Bound. He then goes on to discuss each type of the exchange illustrating them with examples of the actual Yoruba-English discourse. The Prefatory exchange is characterized by its predicative power, by its non-terminality in discourse and by its linguistic markers. Akindele distinguishes three types of Prefatory exchange: Summons, Permission-seeking and Greetings. The second of the above mentioned types of exchange, the Informatory one, is defined by the author of the paper as "any exchange that is concerned with negotiating the transmission of information or non-verbal action" (p. 108). Finally, the last of the exchanges, the Bound ones, are further subdivided into: the Bound Representational Exchanges, the Bound Regulatory Exchanges and the Repeat Exchange. Having suggested the framework for the analysis of the family conversation in terms of initiations, Akindele tries to find out who initiates and controls the discourse. He does it by postulating two hypotheses. According to the first hypothesis, in the Yoruba-English family conversations, the proportion of initiations that the older adults will produce will be greater than that of younger adults. The data collected in the form of Table 6.1 clearly supports the above hypothesis. According to the second hypothesis, in the Yoruba-English family conversations, parents will produce all types of initiation except the one labelled 'permission-seeking' and children will produce all types of initiation except those labelled 'Directives', 'Regulatory Positive', 'Regulatory Negative'. Figures presented in Table 6.2 clearly support the second hypothesis.

The paper ends with the conclusion which can be summarized as follows: in Yoruba-English family conversations the parents produce more initiations than the children, they dominate and control all aspects of family life.

The paper is very well written, very well organized and very well illustrated with examples. The Bibliography which closes it contains a wide selection of publications on discourse analysis and related areas.

The second paper from the series of papers on discourse analysis. *From illocution to syntactic and prosodic realization in making requests* by G. Tucker, studies the realization of discourse structures in syntax and intonation. The author has examined over 150 encounters audio-recorded in a Central London bookshop and wished to suggest that "lexicogrammatical and prosodic realizations do not directly or indirectly determine speech function but [...] relate speech acts to their contexts by attending to some more or less relevant aspect of the performance of the act itself" (p. 121). The kind of service encounters and the acts which were performed during them in the above mentioned bookshop enabled the author of the experiment to distinguish four types of utterances which referred to specific books or categories of books. They were:

- Polar interrogatives with *have*;
- *wh*-interrogative with *where*;
- Declarative with *looking for*;
- Incomplete clause syntax (isolated nominal group).

Tucker analyzed also the prosody of the examined utterances. He observed prosodic tendencies over the range of request realizations and attempted to associate such tendencies with various types of utterances mentioned above. He believes that, among many prosodic features, tone is most associated with speech acts and he managed to prove that a falling tone can be, e.g. used with a polar interrogative. Concluding, Tucker claims that semantics, prosody and various discourse functions are closely related to each other. E.g. an interrogative may have an intonation suggesting that the answer is already known. This sentence has been probably programmed to realize a particular illocutionary force. The data presented in this paper show that the speakers are very careful about selecting the encounter genre and fully exploiting the linguistic system to produce the most acceptable and successful social behaviour.

The final part of the reviewed book is entitled "The text as a product of interaction and cognition" and is an illustration of how the opposition between 'interaction' and 'cognition' is beginning to break down in the light of the task of accounting for the structure of text and discourse in a fuller way than before. This part contains four papers: *Grammatical metaphor: an initial analysis* by L. J. Ravelli, *Cohesion in spoken Arabic texts* by Yowell Y. Aziz, *Text structure and text semantics* by J. L. Lemke and *Cognitive process in context a systematic approach to problems in oral language use* by Jonathan Fine.

Ravelli in his paper discusses some of the reasons for the importance of grammatical metaphor and suggests a method of its analysis so that it can be studied in detail. In the Introduction he presents the origin of the notion of grammatical metaphor sometimes referred to as 'nominalization'. He reminds that metaphorical forms are variations in grammatical form, systematically related in form and co-representational with congruent forms. They cannot be treated as totally synonymous forms. For the purpose of his research Ravelli suggests extending the definition of grammatical metaphor slightly and treat it as "an alternative lexicogrammatical realization of a choice in the semantics" (p. 136). Meaning, thus, according to this definition, may be realized congruently and metaphorically. This model of metaphor has been used by Ravelli in his exploration of different types of metaphor. He analyzed eight texts on nuclear disarmament produced by adults and the results of the analysis are presented in Table 8.1 on p. 139. The table is followed by a brief discussion of the distinguished categories of grammatical metaphor. In the discussion Ravelli introduces and exemplifies also the notions of paradigmatic plurality (recursion) and syntagmatic plurality. He believes that it is not always easy to detect grammatical metaphor and suggests two methods of doing so:

derivation and agnation. Having established the categories of metaphor Ravelli quantifies the amount of metaphor in the analyzed text. He does it in two levels: the macro and the micro one.

The last part of the article deals with the application of the study of grammatical metaphor. The hypothesis which Ravelli examined was that the extent of metaphor in the grammar of a text is determined by whether the text is spoken or written. He also pointed to the relationship between mode, complexity and metaphor. Following Halliday (1985), he claims that the variation of mode centres in the complexity of the text which is a composite of grammatical intricacy and lexical density. It was found by Halliday (1985) that "texts typical of the 'spoken' end of the mode scale, with low lexical density and high grammatical intricacy, had relatively little grammatical metaphor. Those at the 'written' end, with a complementary complexity, had much more" (p. 145).

In conclusions, Ravelli states that understanding textual consequences of grammatical metaphor is important in understanding the meaning of any text using this option.

The paper ends with the bibliography devoted to the above discussed problem.

The second in the series of papers on text as a product of interaction and cognition is *Cohesion in spoken Arabic* by Yowell Y. Aziz which illustrates how language-specific means of cohesion have to be seen as encoding the same functions across texts in relatively unrelated languages. The paper is a description of the analysis of narrative Arabic text which is a one-hour, tape-recorded story related by a young woman from Mosul District (northern Iraq). The method of analysis applied by Aziz follows Halliday and Hasan (1976) who distinguished five types of cohesive devices: reference, substitution, ellipsis, conjunction and lexical cohesion. The main body of the paper is devoted to the analysis of eight main types of the cohesive devices found by Aziz in the recorded text, the devices being: reference, lexical cohesion, conjunction, repetition, question-response, ellipsis, substitution and parallel cohesion. Each type of the device is illustrated with examples taken from the analyzed text. The author provides also the English translation of the Arabic examples as well as tries to compare the behaviour of a given device in Arabic with its English equivalent. It seems to be a very good technique because Arabic examples on their own might not be clear enough for a non-native speaker of Arabic.

In the conclusion Aziz points to the pedagogic importance of comparative studies of cohesion. It turned out that English and Arabic differ from each other in terms of the cohesive devices being used. Arabic learners of English will, thus, have to learn the devices typical for that language and the English learners of Arabic will have to learn the Arabic cohesive devices.

The article ends with the key to the transliteration of Arabic words and the bibliography.

The next paper in the fourth part of the reviewed book is *Text structure and text semantics* by J. L. Lemke. The author opposes structural and thematic meaning to reflect the difference between a functional and a representational orientation in semantics. The paper consists of five parts and the appendix. In the first part entitled "Text structure and activity structure" Lemke defines the notion of text structure as "the result of the structured social practices that create the text" (p. 158) and believe that text structure defined in such a way may be a special case of activity structure. He then illustrates it with an episode of classroom discourse which is the appendix for the discussed article. Finally, Lemke defines the notion of 'structure' following Halliday's (1985) notion of 'multivariate structure'. For him, then, structure is "a set of relations in a linear sequence of units such that criteria can be defined for when the structure (a higher-level unit in a constituency hierarchy) has been completed (instantiated, realized)" (p. 159).

In the second part of the article, the author contrasts the notions of 'activity struc-

ture' and 'genre'. 'Genre' is used here in the sense of 'generic structure potential' as used, e.g. by Halliday and Hasan (1985). The subchapter is devoted to the discussion of different aspects of the activity structure specification. Lemke tries to answer, among others, the following questions: In what semantic relation must we construe the realizations of two elements in order for us to be able to make them fit the pattern of the structural formula of elements? When can we count something as an element within a particular 'generic structure potential'? What it is that is structured in the activity structure and in the genre? He then redefines the notion of 'genre' as „an activity structure in which language is used in such a way as to produce a specific context-dependent set of semantic relations among the elements defined and ordered by a 'generic structure potential'” (p. 162).

In the next part of the article entitled “The semantics of structural meaning” Lemke discusses the semantic contribution of functional role in a genre and more generally in an activity structure. He claims that the assignment of a portion of text or an action to a functional role in any genre of activity contributes to the meaning we make with them. Further, he claims that one of the fundamental constituents of text semantics is the organization of structural meaning in a text.

In the fourth subchapter of his article Lemke introduces the notion of 'thematic formations'. He points to the importance of contextualization in assigning meaning to words or phrases and claims that patterns of semantic relations among the same or closely related words and phrases are regularly repeated over and over again in many texts in a given community. It is these patterns that he called 'thematic formations'.

Finally, in the last part of the article, “Text structure and thematic organization” Lemke claims that “thematic and structural organization in a text are complementary in the interests of maintaining its coherence” (p. 168). The conclusion he arrives at is that meaning in a text is a complex function of the hierarchy of structures and the interconnection of thematic formations instantiated in it. The appendix is followed by the bibliography of works on text structure and text semantics.

The reviewed article belongs to one of the most difficult (if not the most difficult) in the whole collection. Its difficulty comes from the information density of the text, i.e. the fact that it contains a lot of (I think that even too much) information carrying big weight. It seems that the author wanted to cover too many problems in his article and hence it has become very difficult to follow. Another problem is that Lemke seems to take for granted that his readers know everything about text structure and text semantics and introduces a lot of new terminology without explaining it in depth. Just referring to the sources will not make the notion clearer. I think that either a glossary of basic terminology or a good background introductory subchapter might solve the problem. It will of course make the article a bit longer but more readable.

The last article in the fourth part of the reviewed book and the last in the whole book “Cognitive process in context: a systemic approach to problems in oral language use” by Jonathan Fine looks at cognition and some of its neurophysiological correlates. In the Introduction the author briefly presents the approach of looking at cognitive and social contextual facts simultaneously. He claims that the use of language is strongly influenced by user of the language and his cognitive processes. Having examined this influence one should then consider the communicative effect of the particular selection of language options.

To show the contributions of social and cognitive factors to language use the author carried out two kinds of experiments. On the one hand, he examined the patterning of reference in schizophrenic patients and, on the other hand, he studied sentence stress and referencing in the language of two subjects: one autistic and one schizophrenic. By referencing categories Fine means, e.g. generics, bridging. The data was supposed to show the cognitive sources of some aspects of language use and to chart the social effect of other aspects. As far as the first kind of experiment is concerned, Fine proved

that self-referencing in psychiatric patients is related to general psychiatric state when the patient's language is studied longitudinally. The results of the second kind of experiment show that in order to explain the autistic subject's language it is necessary to explore the possibility of not being able by the subject to parse properly the relevant social facts (he may, e.g. not know what information is assumed to be available to the hearer) necessary for the construction of socially appropriate messages. Perhaps the distinction between cognitive processes and the social use of language is blurred here. The unusual intonation pattern used by the autistic subject may have a cognitive cause. This intonation leads to the social miscommunication between speaker and hearer and problems in social interaction. Fine believes that linguistic analysis should show carefully the interaction of social and cognitive processes with respect to specific classes of speakers and for language use in general. In the Conclusion he claims that in order to predict and explain language use better it is necessary to consider the cognitive processes of individuals and the interaction of cognitive and social processes. The article ends with the bibliography on cognitive and social processes.

The last part of the reviewed book is the Index of the names and terminology appearing in the text.

The above discussed book is a collection of papers covering both theoretical and practical aspects of linguistic analysis. The thematic range of the papers is quite big: text analysis, discourse analysis, pragmatics, neurolinguistics, sociolinguistics and psycholinguistics. It means that the book will have many potential readers from various fields of study. The readers, however, are likely to be professionals in the above mentioned areas and not beginners or amateurs the reason being very advanced level and specialist language of the papers.

One final remark. The name of the series editor appears in the book in two versions: once as Robin P. Fawcett (in the Foreword and the back inside cover of the book) and once as Robin F. Fawcett (on p. ii). Is it a misprint or are these two different persons? I would opt for the first possibility.

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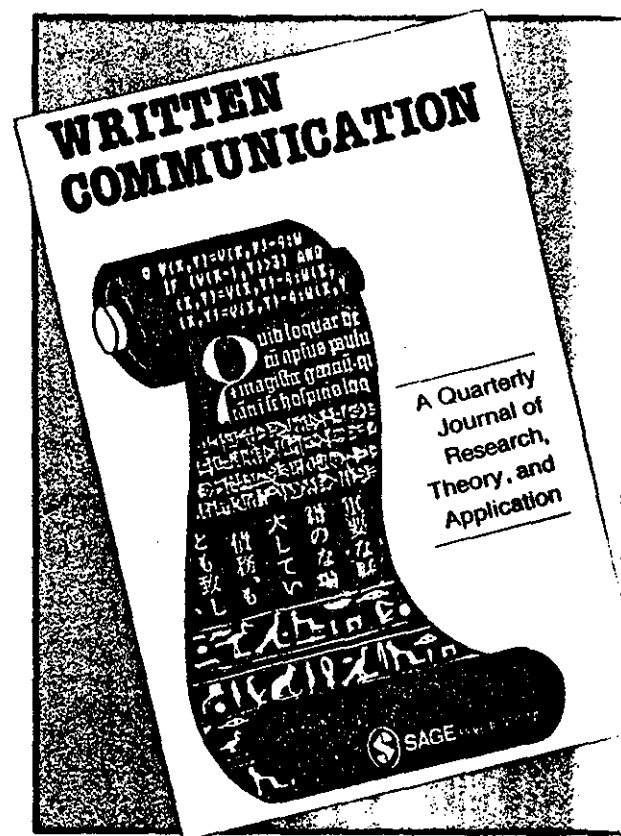
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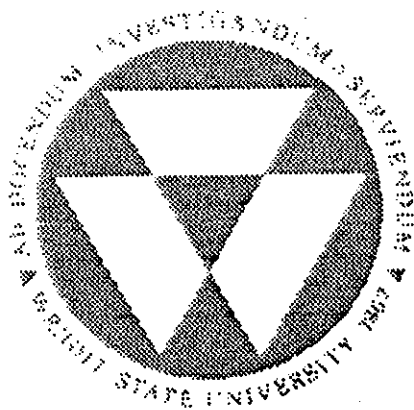
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Review Articles

Rüdiger Grotjahn. Introducing (applied) linguists to statistics: A review of two books and some general remarks. **Hatch, E. & Farhady, H.** *Research design and statistics for applied linguists* **Butler, C.** *Statistics in linguistics*

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The *Journal of Second Language Writing* is now accepting article submissions on topics related to the study and teaching of writing in a second language. The editors encourage theoretically grounded reports of research and discussions of central issues in second and foreign language writing and writing instruction at all levels of proficiency. Some areas of interest are:

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- any other topic clearly relevant to L2 writing and/or writing instruction

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TECHNICAL WRITING AND PROFESSIONAL COMMUNICATION, 2/e and TECHNICAL WRITING AND PROFESSIONAL COMMUNICATION FOR NONNATIVE SPEAKERS OF ENGLISH, 2/e

*Leslie A Olsen, The University of Michigan
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Designed to help readers become proficient as senders and receivers of technical communication, **TECHNICAL WRITING AND PROFESSIONAL COMMUNICATION, 2/e**, is right for intermediate and advanced students in science, business, and other technically oriented professions. Because English is the international language of business and science, but may not be the native language of many students and practitioners of these disciplines, **TECHNICAL WRITING AND PROFESSIONAL COMMUNICATION FOR NONNATIVE SPEAKERS OF ENGLISH, 2/e** is presented as an alternate volume for these students. It provides additional information and explanations in those areas of English that are known to be troublesome for nonnative English speakers. The two books can be used simultaneously when addressing both native and nonnative speakers in the classroom. Formerly titled **PRINCIPLES OF COMMUNICATION FOR SCIENCE AND TECHNOLOGY** and **ENGLISH FOR SCIENCE AND TECHNOLOGY: A HANDBOOK FOR NONNATIVE SPEAKERS**, these two books offer everything technical writing instructors need to teach effectively in today's college classroom.

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NETWORK NEWS

Writing from South Africa, CHRIS JEFFREY wants to share his concern with fellow systemicists: 'I believe that Firthian-Hallidayan insights into the working of language should be a fundamental part of schooling. So my chief interest at present is in finding means for reticulating them through our education-system. I am trying to fill the text-book gap; and I am also collaborating with an enlightened headmaster on proposals for an integrated English-lang.-lit. syllabus for high schools. I am not too sanguine about the outcome though. It is tricky enough spreading the gospel through the present system, where parochialism and prejudice are not unknown; but it is going to be even trickier after the Revolution. Our matriculants from privileged, white schools have been given scant skill or interest in language; but those who are now coming up from under-privileged, non-white schools have been left with more radical linguistic-cognitive deficiencies. Remediating them is proving quite a challenge. Perhaps Sydney would like to send us some missionaries?'

In addition to collaborating on high-school and university textbooks for the local market, Chris continues to work on lexical semantics and on the light which prosodic phonology sheds on the history of English. Recent publications:

'A linguistic-stylistic approach to teaching English literature', in *Teaching English Literature in South Africa: Twenty Essays*, ed. Laurence Wright (Grahamstown: Institute for the Study of English in Africa 1990).

'The case for grammar: opening it wider', *South African Journal of Higher Education* Special Edition 1990, 119-23.

ADDRESS: University of Port Elizabeth, P.O. Box 1600, Port Elizabeth, 6000 South Africa.

THEO VAN LEEUWEN will be on study leave from August 1991 to January 1992 (August: London; September: Stockholm; October - January: Amsterdam), during which time he will be continuing his research into 'field as the recontextualization of social practice', 'semiotics of computer interfaces', and 'semiotics of diagrams'. As one of its editors, Theo writes that publication of *Social Semiotics*, the

new journal of functional linguistics, semiotics and critical theory, has been delayed due to the withdrawal of the original publisher, Literacy Technologies. The journal will now be published by the editors, Anne Cranny-Francis, Christian Matthiessen, Terry Threadgold, and Theo van Leeuwen. The first issue is scheduled to appear in February 1991. It has been possible to reduce the subscription price. Those who have already subscribed will receive a refund with the first issue. See also the advertisement elsewhere in this issue.

Theo's upcoming publications include *Reading Images*, co-authored with Gunther Kress (Geelong, Deakin University Press), and 'Conjunctive structure in documentary film and television' in *Continuum* 4:1. (Continuum is an Australian journal of the media published by the Department of Media Studies, WACAE, Mt. Lawley WA 6050 Australia.)

ADDRESS: School of English and Linguistics, Macquarie University, NSW 2109 Australia.

BILL GREAVES will replace Jim Martin teaching at the Language Sciences Summer Institute. Bill will teach "Register".

NETWORK NEWS

Robert Ragan
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(904) 239-6633

Shortly after returning home from ISC-17 in Stirling, I settled back into jet lag with a 24 hour trip to Tokyo to give a paper on "Probabilities in written ESL texts: What makes a text appear foreign" at the 16th Conference of the Language Sciences Association of Japan, convened by Fred Peng at the International Christian University. The following week found me teaching a 30-hour intensive writing course on functional academic writing to graduate students and researchers. This was a fascinating first: teaching writing six hours a day. The eagerness of the students chased away my fears about maintaining student motivation. The motivation for many of my students was generated by their experience in a one-week seminar with Ruqaiya Hasan the week before the conference! There is no denying the interest in systemics in Tokyo; next summer's ISC-18 will be well-attended by the Japanese.

Now that I have completed most of the work growing out of my doctoral research while at the National University of Singapore, I have been looking into applications of systemics to language teaching in areas of interest to the aviation world (and my employer!). As a non-flyer, this has been quite an experience. I have written a preliminary proposal seeking funding for the development of an aeronautical English corpus (with the helpful support of John Sinclair at Birmingham) and have submitted a grant proposal to the U.S. Federal Aviation Agency for a study of the language of flight instruction based on cockpit dialogues between flight instructors and their students. There is also much interest in and immediate need here for the development of computer-assisted English training modules for Soviet air traffic controllers. Add to this the planned affiliation of a new Japanese university with Embry-Riddle Aeronautical University and there is little doubt but that I will be kept busy in 1991. I would like to correspond with anyone who is working on any aspect of language and aviation - or who knows of relevant references to published or unpublished work on this topic.

news

views

NETWORK

and reviews in systemic linguistics and related areas

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Founded in 1981, *NETWORK* is a newsletter published twice a year with news, views and reviews in systemic linguistics and related areas. It is intended to provide an informal forum for a number of different types of people with interests in systemic linguistics. The work reported is both theoretical and applied, and we interpret "relevant to systemic linguistics" in the broadest sense, including work on all functional approaches to linguistics, especially those in the Firthian tradition.

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NETWORK NEWS

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DEADLINE SEPTEMBER 1, 1991

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