news views NETWORK 18
and reviews in systemic linguistics and related areas

Co-editors

James D. Benson
Department of English
Glendon College
York University
275 Bayview Ave
Toronto, Ontario, M4N 3M6
Canada

e-mail address
EL250012@yuvenus.bitnet

Peter H. Fries
Box 310
Mount Pleasant, MI, 48804
U. S. A.

e-mail address
43i2tw@cmuvm.bitnet

Review Editor

Martin Davies
English Studies
University of Stirling
Stirling. FK9 4LA
Scotland,
Great Britain

e-mail address
npd1@uk.ac.stirling.forth

Managing Editor

Nan Fries
Box 310
Mount Pleasant, MI, 48804
U. S. A.

FROM THE EDITOR'S DESK

This number of *Network* continues the focus on theoretical issues which we began in number 17 with articles by Asp and Lemke, and a report by Martin Davies on his visit to Poland and Czechoslovakia. Also relevant to theoretical concerns are two bibliographies in this issue. One is a bibliography of works by Ruqaiya Hasan while the other bibliography lists works recently published or in progress by Eija Ventola. The article by Pappas continues the interest in education which was a focus of earlier issues of *Network*.

This is our last message to you as editors of *Network*. The next time when we sit down beside you in a pub or restaurant, it won't be to nag you for an article! Cheers!

A range of emotions comes over us at this time. We feel we achieved our primary goal, which was to do a service for you for three years to the best of our ability, and to have fun doing it. It has indeed been fun finding out what is going on in the systemic world and relaying the information to you.

Now it's someone else's turn. We have shown that the job can be done by an international group in this modern age of modems and faxes. Peter and Nancy are in Michigan, Jim is in Toronto, and Martin is in Scotland. We wish the new editors of NETWORK the best of luck and we will assist them in the transfer to get them off to a good start. We know they will enjoy working with all of you, our readers, who made this task not only possible, but pleasant. Thank you for your contributions over the years. We did little but 'cut and paste' these contributions together.

ATTENTION: If the number 3.1992 appears on your address lable unde your address, then this is the last issue of NETWORK you will receive UNLESS you RENEW. YOUR SUBSCRIPTION HAS RUN OUT, according our records. If possible, could you send money before May 1, so that N can get the records set up for the new editors before her 14 month trip THANKS!

Registration

To register, please send the completed form to the following address:

Carmel Cloran
ISFC92
School of English & Linguistics
Macquarie University NSW 2109, Australia.
Fax No: (61 intl)(02 ntl) 805 8240
E-mail: isc92@srsuna.shlrc.mq.oz.au

Name:_____

Address:_____

_____

_____

_____

_____

Payment should be made in Australian dollars. Please make your cheque payable to ISFC92, and show below what you are paying for.

Registration (includes coffee and tea):

non-scholarship students Au$ 75 ☐	$..................
others Au$120 ☐	$..................

Conference dinner
(Saturday 18th July): Au$ 40 ☐ $..................

Accommodation at Dunmore Lang College:

☐ persons for ☐ nights
Au$ 45 per night $..................

TOTAL Au $..................

Convenor:

Ruqaiya Hasan
English & Linguistics
Macquarie University
Sydney NSW 2109
Fax: (61 intl)(02 ntl)805 8240
E-mail:
isc92@srsuna.shlrc.mq.oz.au

Organising Committee:

David G. Butt
Carmel Cloran
Rhondda Fahey
Jenny Hammond
Theo van Leeuwen
James R. Martin
Christian Matthiessen
Di Slade
Ross Steele
Geoff Williams

NEXT ISC NEWS

ISFC92

19TH INTERNATIONAL SYSTEMIC FUNCTIONAL CONGRESS

INFORMATION
&
REGISTRATION

13 -18 July 1992

MACQUARIE UNIVERSITY
SYDNEY, AUSTRALIA

At the 18th ISC in Tokyo, Ruqaiya Hasan suggested that the Congress should be renamed to include 'Functional'. From 1992 it will be known as the International Systemic Functional Congress, or ISFC. The 19th ISFC92 will be held at Macquarie University, from 13 to 18 July 1992. Plenary speakers will include John Bateman (Information Sciences Institute, USC, and IPSI, Darmstadt), Margaret Berry (University of Nottingham), Chris Candlin (Macquarie University), Ron Carter (University of Nottingham), Robin Fawcett (Computational Linguistics Unit, UW, Cardiff), Allan Luke (James Cook University), Claire Painter (University of Technology, Sydney), Joan Rothery (Disadvantaged Schools Project, Sydney).

Daytime sessions will be devoted to plenary and section papers. Evening sessions are for panel discussions and for presentations on the semiotics of theatre and music. This will also include elements of performance.

Accommodation

Accommodation will be available at Dunmore Lang College, 130 Herring Road, North Ryde. The college is situated on Campus and a few minutes walk away from the venue of the Congress. A single study bedroom, with shared bathroom facilities will cost $45 per person per day. This is a package deal including all meals (no rebate for missed meals, sorry!). Parking facility on Campus grounds is available at $2 per day, both for resident and non-resident delegates.

How to get there

At present (October 1991) cab charges from Sydney Airport to Macquarie University range from $30 to $35. A more economical alternative is 300 Airport Express bus from the Airport to Wynyard Railway station, and bus 288 or 290 from Wynyard to Macquarie University. This bus stops at Herring Road, just opposite Dunmore Lang College.

Registration

Registration will be available at Dunmore Lang College on Sunday 12 July, from 4:30 p.m. and also on the following day at the Congress venue (see Opening Day below).

Reception

A welcome reception will be held at Dunmore Lang College on Sunday 12 July, from 7:30 p.m.

Opening Day of the Congress

On the first day of the Congress, Monday 13 July, we join the Applied Linguistics Association of Australia's (ALAA) Annual Conference for a day of papers devoted to the theme: Functional Perspectives on Language and Education. As the ALAA Conference is held at Sydney University, transport will be provided for delegates from Dunmore Lang College to Sydney University and back. The ALAA Conference will be held from 10-13 July 1992. For further information write to Associate Professor Ross Steele, Department of French Studies, University of Sydney, NSW 2006, Australia.

Three other linguistics events will also take place at Sydney University during June-July 1992: (i) Annual Conference of the Australian Linguistic Society, June 27 to 29; (ii) The Inaugural Australian Linguistic Institute, June 29 to July 10; and (iii) Pacific Second Language Research Forum, July 14 to July 16. For further information contact:

ALI Planning Committee, Linguistics Department, University of Sydney, NSW 2006

(e-mail: confling@extro.ucc.su.oz.au).

Abstracts

The final day for ISFC abstracts is February 1st, 1992. Please make your abstract camera ready; it should not exceed one A4 page (with/without references); margins should be at least 3 cm at left and right, and 4 cm at top and bottom; and it must include a heading specifying the title of the paper, name(s) of author(s), and the name(s) of the institution(s) of the author(s), as shown below:

Transitivity in English and Urdu

M A K Halliday, Sydney University

Ruqaiya Hasan, Macquarie University

Send your abstract to:
Rhondda Fahey
ISFC92
School of English & Linguistics
Macquarie University, NSW 2109, Australia

With your abstract please send also a separate sheet with the following information: (1) the title of your paper, your name(s), and the address(es) to which our reply should be sent; (2) the title and brief description of any workshop you would like to offer; (3) an indication of topic(s) for workshops you would like to participate in (we will use this information to determine what workshops will attract sufficient interest to be viable); (4) request for any equipment (projectors, audio or video replay etc.) you will need for your (a) paper presentation (b) workshop. (Specify the two separately).

Standard time for papers is 40 minutes. If you need less time or more, please specify this as well, on the same separate sheet.

UPCOMING MEETINGS

February 14-16, 1992. Multicultural Education for the 21st Century, Orlando, Florida, USA. Contact: Alfread Mouton, NAME Proposal Coordinator, Division of Basic Studies, McNeese State University, Lake Charles, LA, 70609.

February 28-March 2, 1992. American Association for Applied Linguistics (AAAL). Seattle, Washington. Contact: Sandra Savignon, 2090 FLB, University of Illinois, 707 S. Mathews, Urbana, IL, 61801.USA. Fax: (217) 224-2223. E-mail: s-savignon@uiuc.edu (Includes a colloquium on "Educational Applications of Systemic Linguistics" with Jay Lemke as one of the speakers and Braj Kachru as a plenary speaker. Also Agnes Yang He, Di Slade, Bernard Mohan, Jennifer Hammond are speaking .)

March 3-7, 1992. Teachers of English to Speakers of Other Languages (TESOL). Vancouver, Canada. For information: TESOL Central Office, 1600 Cameron St., Suite 300, Alexandria, VA, 22314. Tel: 703-836-0074, Fax: 703-836-7864

March 20-22, 1992. BAAL (British Association of Applied Linguistics) Seminar on Forensic Linguistics. Limited to 40 participants. Contact: Malcolm Coulthard, Department of English, University of Birmingham, PO Box 363, Edgbaston, Birmingham, B15 2TT England. Tel: (021) 414 - 5687. Fax: (021) 414 5668.

March 26-28, 1992. English for Professional Communication. Hong Kong. Contact: Conf Engl Prof Comm, C/- Department of English, City Polytechnic, Hong Kong, 83 Tat Chee Av., Kowloon, Hong Kong. Tel: 852-788-8850. Fax: 852-788-8894.

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

April 1-3, 1992. World Englishes Today: A Conference in Celebration of Professor Henry Kahane's 90'th Birthday. Contact: Chair, Conference on World Englishes, Division of Applied Linguistics (Use address, phone and fax for 6'th Annual International Conference on Pragmatics and Language Learning. (Below))

April 2-4, 1992. Socio-linguistics Symposium 9. University of Reading, England. Contact: Paul Kerswill, Department of Linguistic Science (Fax: 0734-753 365) or Eddie Williams, Centre for Applied Language Studies (Fax: 0734-756 506), University of Reading, Whiteknights, Reading, RG6 2AA, ENGLAND.

April 2-4, 1992. 6'th International Conference on Pragmatics and Language Learning. University of Illinois at Urbana-Champaign. Contact: Lawrence Bouton and Yamuna Kachru (conference co-chairs), Division of English as an International Language, University of Illinois at Urbana-Champaign, 707 South Matthews Avenue, 3070 Foreign Languages Building, Urbana, IL, 61801, USA. Tel: (217) 333-1506. Fax: (217) 244-3050.

April 2-5, 1992. Second Language Acquisition: Interdisciplinary Perspectives. Contact: India Plough, Conference Chair, English Language Center, 1 Center for International Programs, Michigan State University, East Lansing, MI, 48824, USA. Tel: (517) 353-0800. Fax: 517-336-1149. E-mail: 21003icp@MSU.BITNET.

April 3-5, 1992. 24'th Stanford Child Language Research Forum. Stanford University, Stanford CA. Contact: SCLRF-92, Department of Linguistics, Stanford University, Stanford, CA, 94305-2150. Tel: 415-723-4284. E-mail: clrf@csli.stanford.edu.

April 4-5, 1992. Women and Language Conference. University of California- Berkeley, CA. Contact: Women and Language Conference, Department of Linguistics, 2337 Dwinnelle Hall, University of California- Berkeley, Berkeley, CA 94720. Tel: 415-642-2757. E-mail: etude@garnet.berkeley.edu.

April 5-7, 1992. Sixth International Workshop on Natural Language Generation. Castel Ivasno, Trento, Italy. Contact: Robert Dale, Center for Cognitive Science, University of Edinburgh, 2 Buccleugh Place, Edinburgh EH8 9LW, Scotland. Tel: (+44) 31 650 4416. Fax: (+44) 31 662 4912. Email: R.Dale@uk.ac.ed.

April 20-23, 1992. RELC Singapore. Regional Seminar on Language Teacher Education in a Fast-Changing World. Contact: The Director (Attn: Seminar Secretariat) SEAMEO Regional Language Center, 30 Orange Grove Road, Singapore 1025, Republic of Singapore.

April 20-23, 1992. Georgetown Round Table on Languages and Linguistics. Topic: Language, communication and social meaning. Contact: Carol J. Kreidler, GURT 1992, SLL Dean's office, School of Languages and Linguistics, Georgetown University, Washington, DC, 20057. [Speakers invited include Halliday, Hasan, Berns and Fries.]

April 24-26, 1992. 37'th Annual Conference of the International Linguistic Association. At Georgetown University, Washington DC. Topic: Functional Linguistics. Contact: Ruth Brend, 3363 Burbank Dr., Ann

June 4-7, 1992. 2'nd International European Second Language Association Conference. University of Jyväskylä, Jyväskylä, Finland. Papers invited on the acquisition, use, and processing of languages in situations where more than one language is involved. Closing date for abstracts: March 2, 1992. Contact: Jyväskylä Congresses, Salme Vaaraniemi, P. O. Box 35, SF-40351, Jyväskylä, Finland. Fax: +358-41-603621. E-mail: vaaranie@tukki.jyu.fi. Tel: 358-41-603661.

June 8-12, 1992. 13'th Finnish Summer School of Linguistics. Speakers include Craig Chaudron, Sue Gass, Larry Selinker, Peter Skehan, Elaín Tarone. Contact: (see above)

June 25-27, 1992. 4'th International Conference on Theoretical and Methodological Issues in Machine Translation. Montreal, Canada. Contact: Pierre Isabelle, TMI-92 Program Chair, Canadian Workplace Automation Research Center, 1575 Chamedey Boulevard, Laval, Quebec, Canada, H7V 2X2. Tel (514) 682-3400. E-mail: tmi@ccrit.doc.ca.

June 27-29, 1992. Australian Linguistics Society Annual Meeting (ALS) Sancta Sophia College, University of Sydney. Contact: Barbara Horvath, Linguisxtics Department, University of Sydney, NSW, 2006, Australia.

June 28, 1992. Australasian Lexicography Association (AUSTRALEX) Sancta Sophia College, University of Sydney. Contact:William Ramson, Kingsley St. Cottage, Australian National University, GPO Box 4, Canberra, ACT, 2601, Australia

June 28-July 2, 1992. 30'th Annual Meeting of the Association for Computational Linguistics. University of Delaware, Newark DE. Contact: Sandra Carberry, University of Delaware, Computer and Information Science, Newark, DE, 19716, USA. (+1-302)451-1954. E-mail: carberry@dewey.udel.edu.

June 29-July 10, 1992. Inaugural Australian Linguistic Institute (ALI) Sancta Sophia College. Contact: The ALI Planning Committee, Linguistics Department, University of Sydney, NSW, 2006, Australia. Tel: 61-2-692-4348, Fax: 61-2-552-1683. E-mail: confling@extro.ucc.su.oz.au.

July 4-7, 1992. Seventh International Phonology Meeting. Krems, Austria. Contact: Phonologietagung, Institut für Sprachwissenschaft, Berggasse 11, A-1090 Wien, Austria.

July 6-9, 1992. 9'th Biennial Conference of the Australian Federation of Modern Language Teachers Associations (AFMLTA). "Towards Language Excellence in the 21'st Century." Contact: The Secretariat. Ninth National Languages Conference, Language Teachers Association of the NT, PO Box 42446, Casuarina, NT, 0811.

July 7-9, 1992. Fifth International Morphology Meeting. Krems, Austria. Contact: Phonologietagung, Institut für Sprachwissenschaft, Berggasse 11, A-1090 Wien, Austria.

July 10-13, 1992. 1st Asian-Pacific Regional Conference. Applied Linguistic Association of Australia (AILA). University of Sydney. Contact: Prof. Ross Steele, French Department, University of Sydney, Sydney, NSW, 2006, Australia.

July 13-16, 1992. Inaugural Pacific Second Language Acquisition Research Forum (PacSLRF), Sancta Sophia College, University of Sydney. Contact: Tony Erben, Language Acquisition Research Centre, University of Sydney, Sydney, 2006, Australia. Tel: 61-2-692-3861. Fax: 61-2-660-7554. E-mail: tony_erben@larc.su.oz.au.

July 13-18, 1992. 19th International Systemic Congress. Macquarie University, Sydney, Australia. Contact: Ruqaiya Hasan, School of English and Linguistics, Macquarie University, NSW, 2109, Australia. [See call for papers in this issue]. [PLEASE NOTE: There was a mistake in the area code of the fax address listed in the call for papers which was distributed in Tokyo. The area code for Australia is 61 (not 62 as listed).

July 23-28, 1992. Coling—92, Nantes, France. 14th International Conference on Computational Linguistics. (Pre-COLING tutorials will take place on July 20-22. Contact: Prof A. Zampoli, Universita di Pisa, ILC, via della Faggiola 32, I-56100 Pisa, ITALY. Tel: +39-50-560481. Fax: +39-50-589055.

July 31-August 2, 1992. International Association of Literary Semantics. University of Kent, Canterbury, UK. Contact: Trevor Eaton, Honeywood Cottage, 35 Seaton Ave, Hythe, Kent CT21 5HH, England.

July 31-August 3, 1992. Fourth Nottingham International Systemic Workshop. (Papers on Genre, Theme and Exchange encouraged.) Contact: Gerald Parsons, Department of English Studies, University of Nottingham, Nottingham, NG7 2RD, U.K.

August 4-8, 1992. Linguistic Association of Canada and the United States (LACUS). At the University of Montreal, Montreal, Canada. Contact: Valerie Makkai, Secretary-Treasurer, LACUS, PO Box 101, Lake Bluff, IL, 60044, USA.

August 9-14, 1992: Fifteenth International Congress of Linguists Quebec City, Quebec, Canada. 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. Local systemic contact: Gilles Lemire.

August 24-28, 1992: 5'th International Conference on Functional Grammar. University of Antwerp. Contact: Jan Nuyts, University of Antwerp. Linguistics (GER). Universiteitsplein 1, B-2610 Wilrijk, Belgium. Fax: ++32/3/820.22.44. E-mail: nuyts@ccu.uia.ac.be.

August 26-29, 1992. International Conference: Discourse and the Professions. Uppsala, Sweden. 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.

September 9-11, 1992. The 1992 International Poetics and Linguistics Association Conference. Gent University, Belgium. Contact: Jim O'Driscoll or Stef Slembrouck. Seminarie voor Engelse Taalkunde. R. U. Gent, Rozier 44, B-9000 Gent, Belgium. Tel: 32 91 64 37 90, or 32 91 64 37 89.

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

October 23-25, 1992. Boston University Conference on Language Development. Boston University, Boston, MA. Contact: 1992 Conf Lang Dev Cte, Boston University, 138 Mountfort St. Boston, MA, 02215

1993

May 21-26, 1993. Société Internationale de Linguistique Fonctionnelle / International Society for Functional Linguistics. Instituto de Lingua e Literatura Portuguesas, Faculdade de Letras, 3049 Coïmbre Codex, Portugal.

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

July 1993. Fifth Nottingham International Systemic Workshop. Madrid or Barcelona, Spain.

July 1993. Australian Systemic Meeting. Contact: Cate Poynton, South Australia College of Advanced Education, School of Communication, Magill Campus, Lorne Ave, Magill, SA, 5072, Australia

July 1993. Third Biennial Chinese Systemic Conference. Hangzhou, P. R. China. Contact: Prof. Shaozheng REN, Foreign Languages Department, Hangzhou University, Hangzhou Zhejiang, 310028, P. R. China.

July 5-18, 1993. Summer School on Systemic Functional Linguistics. University of British Columbia, Vancouver, BC, Canada. Contact: Bernard Mohan, Department of Language Education, Faculty of Education, University of British Columbia, Vancouver, BC, V6T 1Z5, Canada.

July 19-23, 1993. 20'th International Systemic Congress. University of Victoria, Victoria, BC, Canada. Local Contact: Gordon Fulton, English Department, University of Victoria, Victoria, BC, V8P 2V6, Canada. Program Committee: Bernard Mohan (see address above).

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

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

August 8-12, 1993. 10'th World Congress of the International Association of Applied Linguistics (AILA). Amsterdam, The Netherlands. Contact: Dr. Johan Matter, Vrije Universiteit, Faculteit der Letteren, Postbus 7161, NL-1007 MC Amsterdam, The Netherlands. E-mail: AILA@LET.VU.NL.

1994

August 1-5, 1994. (Tentative date). 21'st International Systemic Congress. Ghent, Belgium. Contact: Anne-Marie Simon-Vandenbergen, Guinardstraat 12, B-9000 Gent, Belgium.

1995

July 1995. 22'nd International Systemic Congress. Beijing, China. Contact: Prof HU Zhuanglin, Department of English, Peking University, Beijing, People's Republic of China.

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

1996

July 1996. ISC-23. Sydney, Australia. Contact: Di Slade, Faculty of Education, University of Technology, PO Box, 123, Broadway, Sydney, NSW, 2007, Australia.

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

NEW BOOK

Approaches to the Analysis of Literary Discourse

ed. by Elja Ventola (Åbo: Åbo Academy Press)

TABLE OF CONTENTS

THE 4'TH NOTTINGHAM INTERNATIONAL SYSTEMIC WORKSHOP

31ST JULY TO 3RD AUGUST 1992

CALL FOR PAPERS

Following the success of the previous workshops, we are pleased to announce that a Fourth Systemic Workshop will be held in Nottingham next summer - once again over a period of THREE days.

The main topic will be GENRE and workshop sessions will explore aspects of different GENRES.

Two days of the workshop will be devoted to papers and discussion under the main heading. However, to reflect the on-going interest in our previous topics, the third day will be devoted to sessions on THE EXCHANGE an on THEME.

For further information write to:

Dr. Gerald Parsons
Dept. of English Studies
University of Nottingham
NG7 2RD
England

CALL FOR PAPERS

The journal *Rivista di Linguistica* now at its third year of life, invites linguists from any subdomain of the discipline to contribute papers on any subject of linguistic interest. Although the title of the journal is Italian, most papers are published in English, as you may have realized if you have seen an issue of the journal. Besides English, papers in any of the major European languages are accepted in principle.

Some issues of the journal are monothematic: so far, an issue on "Anaphoric Relations in Sentence and Text", edited by M-E. Conte, has appeared; an issue on the "Morphology of Compounding", edited by S. Scalise, is due to appear within a few months. Proposals for editing monothematic issues are of course welcome, and will be subjected to editorial approval.

Sample copies of the journal (and summaries of the first issues) may be obtained from the publisher: Rosenberg & Sellier, via Andrea Doria 14, I-10123 Torino.

Pier Marco Bertinetto

LINGUISTICS CONFERENCES IN AUSTRALIA 1992
-- ANNOUNCEMENT---

From 29th June to 17th July 1992 there will be several linguistics conferences held in Sydney, Australia.

Australian Linguistics Society Annual Meeting (ALS) 27-29 June, Sancta Sophia College, University of Sydney

Australasian Lexicography Association (AUSTRALEX) 28 June, Sancta Sophia College, University of Sydney

Inaugural Australian Linguistic Institute (ALI) 29 June—10 July, Sancta Sophia College

Applied Linguistics Association of Australia (ALAA) 10-13 July, Sancta Sophia College, University of Sydney

International Systemic Functional Congress (ISFC92) 13-17 July, Macquarie University

Inaugural Pacific Second Language Acquisition Research Forum (PacSLRF) 13-16 July, Sancta Sophia College, University of Sydney

1. FOR FURTHER INFORMATION

*****ALS*****

ALS 1992 Committee
c/- Dr Barbara Horvath
Department of Linguistics
University of Sydney NSW 2006
e-mail: bmh@extro.ucc.su.oz.au

*****ALI*****

The ALI Planning Committee
Linguistics Department
University of Sydney NSW 2006
AUSTRALIA
phone 61-2-692-4348
fax   61-2-552-1683
email confling@extro.ucc.su.oz.au

*****ALAA*****

Prof. Ross Steele
French Department
University of Sydney NSW 2006
AUSTRALIA.

*****AUSTRALEX*****

William Ramson
Kingsley St Cottage
Australian National University
GPO Box 4 Canberra ACT 2601
AUSTRALIA
e-mail: ramband@fac3.anu.oz.au

*****ISFC92*****

Prof Ruqaiya Hasan
School of English and Linguistics
Macquarie University NSW 2109
AUSTRALIA
e-mail isc92@srsuna.shlrc.mq.oz.au.

*****PacSLRF*****

Tony Erben
LARC
University of Sydney NSW 2006
AUSTRALIA
tony_erben@larc.su.oz.au

2. REGISTRATION

To register for ALI, ALS, AUSTRALEX and PacSLRF, and to arrange accommodation and travel, contact:

National Australia Travel
Attn Deborah Gellert
Convention Services Dept.
Centennial Plaza, 14th Floor
300 Elizabeth St, Sydney NSW 2000
AUSTRALIA

phone 61-2-215-7063;
toll-free 008-028-329 (in Australia)
fax   61-2-215-7025

3. CALL FOR PAPERS

(a)   ALS 1992

You are invited to submit abstracts for 20 minute papers (plus 10 minutes discussion) to be presented at the Annual Meeting of the Australian Linguistics Society. Papers representing all aspects of linguistics will be considered.

Abstracts should be neatly typewritten on a single sheet of paper and no more than 200 words long (excluding examples and references). The talk's title should be given at the top of the page. Two copies of the abstract are required, one with the author's full name, affiliation, address, phone number, (fax number and e-mail address if possible), and the other without this.

Abstracts should be sent to the ALS 1992 Committee

Deadline for receipt of abstracts: 2 March 1992
****

(b)   -- AUSTRALEX 1992

You are invited to submit abstracts for 20 minute papers (plus 10 minutes discussion) to be presented at the Annual Meeting of the Australasian Lexicography Association. Papers on the development of an Australian corpus will be particularly welcome.

Abstracts should be sent to the Secretary, William Ramson

Deadline for receipt of abstracts: 28 February 1992

LANGUAGE, COMMUNICATION, AND SOCIAL MEANIN

April 20 - April 23, 1992

Chaired by
James E. Alatis, Dean
School of Languages and Linguistics

Opening Session
Monday, April 20, 1992

7:30 p.m.

Georgetown University Conference Center

M. A. K. Halliday *Sydney University*

Dell Hymes *University of Virginia*

Presentation of Dean's Medal to KENNETH L. PIKE

Admission by badge only.

PLENARY

Marianne Celce-Murcia *University of California at Los Angeles*
Ray Clifford *Defense Language Institute*
Charles Ferguson *Stanford University emeritus*
Stephen Krashen *University of Southern California*
Diane Larsen-Freeman *School for International Training*
Wilga Rivers *Harvard University emerita*
Sandra Savignon *University of Illinois at Urbana-Champaign*
Henry Widdowson *University of London*

GUESTS

Margie Berns *Purdue Universityy*
James Dean Brown *University of Hawaii at Manoa*
Marcel Danesi *Ontario Institute for Studies in Education*
Courtney Cazden *Harvard University*
Robert J. Di Pietro *University of Delaware emeritus*
Nadine O'Connor Di Vito *Georgetown University*
Joshua Fishman *Ferkauf School of Psychology*
Peter H. Fries *Central Michigan University/Hangzhou Universi*
Ruqaiya Hasan *Macquarie University*
Claire Kramsch *University of California, Berkeley*
Sai-hua Kuo *Georgetown University*
William Labov *University of Pennsylvania*
Myriam Met *Montgomery County Public Schools*
John Moran *Georgetown University*
Joan Morley *The University of Michigan*
Diane Musumeci *University of Illinois at Urbana-Champaign*
Teresa Pica *University of Pennsylvania*
Elif Tolga Rosenfeld *Georgetown University*
John Swales *The University of Michigan*
Marjorie Wesche *University of Ottawa*

Circle category of registration

Regular Registration *(until April 1, 1992)*		On-site Registration		Other Fees *(no daily rates)*	
Four days	$100.00	*(including mail postmarked after April 1, 1992)*		Students *with copy of ID*	$50.00
Monday Evening	$37.50	Four days	$116.00	Senior Citizens	$50.00
(includes reception)		Monday Evening	$42.50	Georgetown Faculty	$15.00*
Tuesday	$52.50	Tuesday	$57.50	Georgetown Students	$10.00**
Wednesday	$52.50	Wednesday	$57.50	* *If preregistered. If not, fee is $25.00.*	
Thursday	$37.50	Thursday	$42.50	** *Waived for 5 hours or more of volunteer work.*	

Full refunds may be requested until April 15, 1992. After that date 10% will be deducted for handling.

AMOUNT ENCLOSED $_____

REGISTRATION FORM
Please send this form and your check made payable to Georgetown University to:

Carol J. Kreidler, Coordinator
GURT 1992, SLL Dean's Office
School of Languages and Linguistics
Georgetown University
Washington, DC 20057-1067

Name _____

Mailing Address _____

_____

City, State, Zip _____

University/School/Professional Affiliation _____

10

Georgetown University Round Table on Languages and Linguistics 1992

LANGUAGE, COMMUNICATION, AND SOCIAL MEANING

April 20 - April 23, 1992
Georgetown University Conference Center

Chaired by
James E. Alatis, Dean
School of Languages and Linguistics

· REGISTRATION packets may be picked up from 8:30 a.m. until 3:00 p.m. on Monday, April 20, 1992 in Room 303 of the Intercultural Center (main floor), and from 4:30 p.m. at the Registration Desk of the Conference Center in the Leavey Building, West Lobby.

· PRE-SESSIONS, Monday, April 20, 1992, at 9:00 a.m., will be held in the Intercultural Center. There is no registration fee for Pre-sessions. Rooms will be posted on April 20, 1992.

· ADMISSION to all GURT '92 sessions is by badge only.

· ALL PLENARY AND REGULAR SESSIONS of the Round Table will be held in the Georgetown University Conference Center.

· INTERPRETERS for the deaf can be provided for groups of six or more for plenary and regular sessions only. Individuals wishing to obtain assistance at their own expense can contact the Office of Special Services for a list of interpreters. Groups should request assistance by April 1, 1992.

· HANDICAPPED will find meetings are accessible.

· PARKING is available on campus at conference rates.

Georgetown University Conference Center
Attn. Reservations Office
3800 Reservoir Road, N.W.
Washington, D.C. 20057-1067

RESERVATION CARD

Guests' name: 1st:_____ M:_____ Last:_____

Sharing with: 1st:_____ M:_____ Last:_____

Street:_____

City:_____ _____State:_____ Zip:_____

Home Phone:(___)_____

Remarks/Special Needs_____

Deposit enclosed: ( ) Check or Money Order. Amount $_____

( ) American Express, ( ) Mastercard, ( ) Visa. Amount $_____

Card Number:_____ Exp. Date_____

Authorized Signature_____

Hotel reservations may also be made by phoning (202) 687-3200

Georgetown University Round Table
April 20-23, 1992
Single: $99.00 (plus tax)
Double: $99.00 (plus tax)
Cut-off Date: March 15, 1992

To accept your reservation we require the first night's deposit, including taxes (10% sales tax, $1.50 occupancy tax), in the form of a check or money order payable to *Georgetown University Conference Center*, or valid credit card information with authorized signature.

Check-out time is 12:00 noon. Check-in time is after 3:30 p.m.

Cancellation within 72 hours prior to arrival date will result in forfeiture of first night's deposit.

ILA Conference

Immediately following GURT '92, from April 24-26, the International Linguistic Association (publishers of Word) will hold its annual conference at Georgetown (also in the Conference Center). Invited speakers:

Simon Dik, Talmy Givon, Andre Martinet, Kenneth L. Pike, and Thomas Sebeok.

Papers (of 20 minutes length) are solicited on any topic, though the general theme of the conference is Functional Linguistics.

For further information contact the Conference Chair, Prof. Ruth M. Brend, 3363 Burbank Dr. Ann Arbor, MI 48105, (tel. (313) 665-2787). Abstract deadline Dec. 31, 1991.

Pre-Conference Sessions

These special interest sessions will be held on April 20, 1992 at 9:00 a.m. and/or 2:00 p.m. on the second floor of the Intercultural Center. There is no fee for these Pre-Sessions.

The Advanced Level Learner: expanding and restructuring learning and teaching

African Linguistics III

Japanese-American Dialogues: modes and means

Historical Linguistics

Issues in Slavic Linguistics

Language and Aging

Problems in Portuguese Linguistics

1492-1992: a new renaissance (Colloquio Italo-Americano)

WORLD ENGLISHES TODAY

April 1-3, 1992

A Conference In Celebration Of

PROFESSOR HENRY KAHANE'S NINETIETH BIRTHDAY

In Conjunction With

The Sixth Annual Conference on Pragmatics and Language Learning

Organized By

THE DIVISION OF APPLIED LINGUISTICS

THE DIVISION OF ENGLISH AS AN INTERNATIONAL LANGUAGE

UNIVERSITY OF ILLINOIS: Urbana, IL 61801, USA

and

INTERNATIONAL COMMITTEE FOR THE STUDY OF WORLD ENGLISHES (ICWE)

The conference will begin with position papers on the diffusion of English and its linguistic, sociological, political and pedagogical implications. There will also be panels organized around central themes with extended opportunities for participation and questions from all session participants. The themes of the conference will include:

1. GLOBAL SOCIOLINGUISTIC PROFILE. World Englishes within the sociolinguistic context of the 1990s: Spread or curtailment?

2. STANDARDS AND NORMS. Issues of and approaches to Standardization and Codification: What are the theoretical and pedagogical problems and their possible solutions?

3. LITERARY CREATIVITY AND THE CANON. Creativity in literatures in World Englishes. Implications of the multicultural identities and pluricentricity of Englishes and extension of the canon on discourse strategies and styles.

4. CROSS-LINGUISTIC INTELLIGIBILITY. World Englishes and intelligibility, comprehensibility and interpretability. (Coordinators and Chairs: Larry E. Smith, East-West Center, and Cecil L. Nelson, Indiana State University)

5. TESTING ENGLISH ACROSS CULTURES. World Englishes and test construction. Is there a need to account for multinorms and cultural diversity? (Coordinator and Chair: Fred Davidson, UIUC)

6. ENGLISHIZATION ACROSS LANGUAGES AND LITERATURES. The impact of English on the World's major languages and literatures, and its social, literary and cultural implications.

7. THE POWER OF ENGLISH. The power and politics of English: Strategies and sociopolitical implications of control.

8. TEACHING WORLD ENGLISHES. World Englishes in the classroom: issues related to teaching and curriculum.

Sixth Annual International Conference on Pragmatics & Language Learning

April 2-4, 1992

Organized by

The Division of English as an International Language and Its Intensive English Institute University of Illinois at Urbana-Champaign

Keynote Speakers include:

Susan Ervin-Tripp	Braj B. Kachru
University of California	University of Illinois
at Berkeley	at Urbana-Champaign
Bruce Fraser	Tom McArthur
Boston University	Editor, *English Today*

The focus of this conference will be on the interaction of pragmatics, discourse analysis, and conversation analysis with the learning of a second or foreign language (especially English) in either formal or informal surroundings. Papers are invited on any of the following or related topics:

1. the place of pragmatic competence in the overall competence of a second/foreign language learner
2. research into specific facets of English discourse
3. contrastive pragmatics/discourse analysis
4. integrating pragmatics into the language program

Papers should be 20 minutes long with 10 minutes for discussion.

Please submit three copies of a one page abstract, together with a 3x5 card with the author's name, affiliation, address, phone number, and the title of the paper.

Lawrence F. Bouton and Yamuna Kachru (Conference Co-Chairs)   Phone: (217) 333-1506
DIVISION OF ENGLISH AS AN INTERNATIONAL LANGUAGE   Fax: (217) 244-3050
University of Illinois at Urbana-Champaign
707 South Mathews Avenue, 3070 Foreign Languages Building
Urbana, IL 61801

DEADLINE FOR RECEIPT OF ABSTRACTS: Monday, December 2, 1991

Notification of acceptance sent by FAX or by mail by December 20.

Conference Coordinating Committee: Eyamba G. Bokamba; Lawrence F. Bouton; Thomas Gould; Yamuna Kachru; Cindy Meyer-Giertz

(For information concerning registration & housing call Cindy Giertz at 217-333-1506).

Call for papers for the
5TH INTERNATIONAL CONFERENCE ON FUNCTIONAL GRAMMAR

to be held at the University of Antwerp, August 24-28, 1992.

The conference will be devoted to recent developments in the theory of Functional Grammar as developed by S.C.Dik. Papers pertaining to any area of relevance to the model are eligible-for presentation. We also encourage the submission of papers comparing (aspects of) the model of Functional Grammar to other models and theories in linguistics and related disciplines.

Time allotted for presentation will be 30 minutes, followed by 10 minutes of discussion time.

If you intend to submit a paper for presentation, please send six copies of a one-page camera-ready abstract to

Functional Grammar Organizing Committee
c/o Jan Nuyts
University of Antwerp   fax: ++32/3/820.22.44
Linguistics (GER)   e-mail: nuyts@ccu.uia.ac.be
Universiteitsplein 1
B-2610 Wilrijk
Belgium

The deadline for submission is February 1st, 1992.

If you intend to attend the conference (with or without a paper), please return the slip below to the same address at your earliest convenience, and no later than December 1st, 1991. Only those who send in the slip will receive further information concerning the conference.

Registration fees will be 1500 BFr, or 1000 BFr for students and unemployed colleagues. This includes coffee/tea, lunch, and all paperwork related to the conference.

We can also provide hotel accommodation at reduced rates (app. 2000 BFr per person per night) for those who are interested. There will be a limited number of cheaper accommodations for those who have a limited budget.

The organizing committee
C.Braecke, G.De Schutter, B.Devriendt, L.Goossens, J.Nuyts, J.Van den Hauwe, J.Van der Auwera

THE TWENTY-THIRD ANNUAL MEETING OF THE NORTH EASTERN LINGUISTIC SOCIETY (NELS 23) will take place at the University of Ottawa, October 16, 17, and 18, 1992.

Abstracts are invited for twenty minute papers on any aspect of theoretical linguistics. Abstract deadline: July 15, 1992. (Abstracts received after this date will not be considered.) Abstracts should be anonymous, one page (8 1/2" x 11"), single-spaced, with a minimum of one inch margins on all sides, in 12 point (or 12 pitch) type or larger. An additional page with references only may be included. No more than one individual and one joint paper per person will be considered. Send ten copies of the abstract together with a 3" x 5" card indicating the title of the paper, authors' addresses and affiliations, telephone numbers and e-mail addresses to the following address:

Yoko Harada and Lisa Reed
NELS 23 co-chairs
Department of Linguistics
University of Ottawa
78 Laurier Avenue, East
Ottawa, Ontario K1N 6N5
Canada

PREREGISTRATION:

Preregistration fees are $15 (Canadian) for students and $25 for others. Deadline: September 16, 1992
Please send cheque or money order in Canadian dollars (U.S. dollars will not be discounted), payable to NELS 23 at the above address. On-site registration fees will be $25 for students and $40 for others.

FOR ADDITIONAL INFORMATION:

Telephone: (613) 564-4207
FAX: (613) 564-9067
e-mail: NELS23@acadvm1.uottawa.ca

POETICS AND LINGUISTICS ASSOCIATION (PALA)

RIJKSUNIVERSITEIT
GENT

INTERNATIONAL CONFERENCE 1992

First Circular: September 1991

LITERATURE AND THE ANALYSIS OF DISCOURSE

With special attention to the Multicultural Context

Wedneday 9 September 1992 - Friday 11 September 1992

Gent University

STATEMENT OF PALA'S AIMS

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

THE 1992 CONFERENCE THEME

To highlight the currently expanding field of discourse studies, the 1992 conference will have as its core theme Literature and the Analysis of Discourse, with special attention to the Multicultural Context.

With this theme the organizers want to capture interests as wide as the processes of writing and reading literature, the analysis of dialogic text, the relationship between literary and non-literary discourse, oral literary traditions, discourse theory, literary communication as social practice, etc. Papers which deal with the writing and reading of literature in a multilingual or multicultural context are especially welcome.

CALL FOR PAPERS

In keeping with the PALA tradition, papers will not be exclusively restricted to the core theme, and anyone who is interested in giving a paper, leading a workshop, presenting a poster session or organizing some other kind of activity which PALA members will find of interest is also invited to submit a proposal. This can be done by completing the attached form and sending it before 15 January 1992 to: *PALA Conference, Seminarie voor Engelse Taalkunde, Rijksuniversiteit, Rozier 44, B-9000 Gent, Belgium* [fax: (32) 91 64 41 95; e-mail: PALA92@ENGLLANG.RUG.AC.BE].

When completing the form, do not feel that you are irrevocably committing yourself to your provisional title or that your estimate of timing needs to be very accurate. We are only asking for this and other information to help us with our first attempt at timetabling what we hope will be a conference with a wide variety of activities.

VENUE

The 1992 conference will be held at Gent University in Belgium.

Gent is a historic Flemish city, the first in Europe to declare itself independent of feudal control. It has a plethora of medieval vistas and bridges and is thus entitled to compete with Bruges and Amsterdam for the title of 'Venice of the North'. Among other treasures it boasts Van Eyck's *Mystic Lamb*, housed in St. Baaf's cathedral. It is also a busy industrial city and the commercial and administrative centre for the province of East Flanders. The present population is around 230,000. The first language here is Flemish/Dutch (depending on one's sociolinguistic viewpoint) but nearly everybody can use both English and French with at least some degree of fluency.

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

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

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

TIMING

The conference itself will start on the Wednesday morning but it is envisaged that most participants will arrive on the Tuesday evening. We expect it to wind up around teatime on the Friday.

ACCOMODATION

Rooms will be available in the student hall of residence, hardly more than a stone's throw from the conference centre. These are of more or less the standard type, with showers and kitchen in the corridor. The cost per night is likely to be lower than for equivalent accomodation in Britain. It will be possible to book rooms for several nights either before or after the conference dates. Unfortunately, no double rooms are available. For those who would prefer to stay in a hotel, further details can be obtained from the organizers.

FOOD

Meals and snacks will be available in the Overpoort, the university cafeteria/restaurant complex next door to the hall of residence. The Overpoort has seven different types of eating place, everything from a sandwich bar to full restaurant service. It is subsidised and therefore low priced. There are two good vegetarian restaurants five minutes' walk away.

There will be no single 'conference dinner' as such, but to make it easier for participants to meet each other, we are arranging dinners for both Wednesday and Thursday evenings in the university restaurants. However, if you would like to strike out on your own, there are numerous restaurants, cafes and pubs nearby.

EVENINGS

There will be a wine reception for all participants on the Wednesday evening. We hope to organise something for the Thursday evening and perhaps also the Friday if enough participants are staying the night. Many of the nearby cafes and pubs stay open well into the small hours.

REGISTRATION & QUERIES

A booking form for registration will be sent with the second circular early in the new year. Please remember the deadline for proposals because we would like to give more information about the presentations in this circular. The final date for registration will be 2nd April 1992.

If you would like any other information about any aspect of the conference, write to one us at *Seminarie voor Engelse Taalkunde, R.U.Gent, Rozier 44, B-9000 Gent, Belgium* or phone one of the numbers below. The conference e-mail address is PALA92@ENGLLANG.RUG.AC.BE.

Jim O'Driscoll (tel: 32 91 64 37 90)
Stef Slembrouck (tel: 32 91 64 37 89)

PALA 1992 Conference   PROPOSAL FORM

Name   _____

Address   _____

            _____

Affiliation _____

I would like to   give a paper   lead a workshop
                                                        (Ring as appropriate)
                     lead some other form of activity.

A provisional title for my presentation is   _____

_____

I estimate that my presentation would last, very roughly _____
(max 1 hour for papers, 2 hours for workshops)

For my presentation I would like the use of:

OHP   cassette recorder   video recorder
                                                        (Ring as appropriate)
something else (please specify below)

_____

Please give some details of your proposal on the lines below. If this is a paper, give a very brief summary; if a workshop or something else, indicate what sort of thing you have in mind and the rationale behind it.

_____

_____

_____

_____

_____

_____

_____

Date   _____

FIRST CIRCULAR

Dear Colleagues,

You are warmly invited to an international conference on Writing vs.

Speaking: Text, Language, Discourse, Communication, which will be held in

the Institute for Czech Language of the Czechoslovak Academy of Sciences on
October 14 - 16, 1992 in Prague.

The topics include:
1.   . An autonomy of speech and written language, or just two
existential modes of language? Their specific devices and meaning.

2.   Spoken vs. written in the history of culture. From rhetoric to
grammatology.

3.   Production and reception in spoken vs. written communication: the
creation and application of cognitive pre-requisites and the knowledge
system of the participants.

4.   Methodological unity and diversity of the approaches to written
and spoken communication, and preliminaries of grammatical and
lexicographic descriptions.

5.   Norms in written and spoken communication: descriptive and
prescriptive approaches.

6.   The types of spoken and written discourse; their transformations.

7.   The relationship between dichotomies "spoken - written" and
"monologue - dialogue"; oscillation of spoken and written texts between
monologue and dialogue.

Depending on the number of participants and their topics, the
conference may be organized in sections; we let you know about the
distribution as soon as possible. The following speakers were asked for
plenary papers: Prof. H. Weinreich, Prof. R. de Beaugrande, Prof. J
Derrida, Prof. N. Enkvist, Prof. W. Raible, Prof. E. Gülich, Prof. S.
Stati, and Prof. F. Daneš.

The conference languages are English and German, but French and
Russian are also acceptable. The contribution should not exceed 20
minutes.

All applications including the title of your contribution should reach
the institute by February 23, 1992, and the deadline for abstracts (one
typewritten page) is April 30, 1992.   All the papers delivered at the
conference will be published in the proceedings.

The conference fee is $45.00.   Please make the cheques payable to:
Komerční banka, Na Příkopě 33, Praha 1, Czechoslovakia, account number 6323
011/0710. We would appreciate it if you could also mark on the form below
the accommodation type you require.

We are looking forward to meeting you in Prague.

December, 1991   F Daneš
                                                            Director

All correspondence should be addressed to:

Dr. F. Štícha,
Institute for the Czech Language,
Letenská 4,
118 51 Praha 1
Czechoslovakia

I wish to book a room in

- a hotel, with the price between:

A. 180 - 220 DM (single); B. 225 - 325 DM (double) per night;
C. 95 - 150 DM (single); D. 130 - 180 DM (double) per night;
E. 60' - 110 DM (single) per night;
F. 40 - 60 DM (single) per night;

- a guest house (B&B):

G. 25 - 40 DM (single) per night:

- the guest house of the Czechoslovak Academy of Sciences:

H. 25 DM (single) per night.

The number of nights required, with dates:

==

As part of the programme for

THE 75th ANNIVERSARY OF ÅBO AKADEMI UNIVERSITY

the English Department will be hosting

THE 1993 CONFERENCE OF THE POETICS AND LINGUISTICS ASSOCIATION

on

INTERDISCIPLINARY APPROACHES

TO THE TEACHING OF LANGUAGE AND LITERATURE AT ALL LEVELS

from 2nd to 5th August, 1993

The Poetics and Linguistics Association (PALA) is an international organization which aims to cover and represent the interests of those who work in stylistics, poetics, and associated fields of language and linguistics, including scholars who are concerned with pragmatics interrelationships between instances of language use, literary or otherwise, and historical contexts of use. Specific interests of PALA members include: narratology; literariness; the analysis of literary and non-literary texts; the relationship between literature and language teaching; language, ideology and critical practice; critical linguistics; translations studies; critical theory; gender and writing; the language and semiotics of drama; applied linguistics; rhetoric; discourse stylistics; literary pragmatics; linguistics and cultural studies.

In keeping with PALA traditions, the 1993 conference will reflect the full range of these interests but at the same time have a main theme related to the work of the host institution. Among the topics presented will be the Åbo Literary Pragmatics Project and the English Department's new interdisciplinary syllabus. A selection of papers from the conference will be published in book form.

The conference will be planned for 130 participants from all over the world. Three internationally renowned scholars will be invited to give plenary lectures, and there will also be a plenary panel discussion on the main theme of the conference. For the rest of the time participants' special interests will be covered in a number of parallel sections.

Accommodation will be arranged in the Åbo student village, which is adjacent to the conference centre. There will be a range of facilities for exercise and recreation, and all meals will be included in the conference fee. One of the dinners will take place during an evening cruise in the Åbo archipelago, and there will be a number of other social events as well. A programme of activities will also be arranged for accompanying spouses.

PALA's conferences attract scholars of all ages, but since younger scholars

often have to work within a very tight budget, the organizers will be appealing to the generosity of a wide range of sponsors in an effort to keep costs as low as possible. Arrangements will also be made for group-rate fares on flights between Britain and Finland.

For participants who would like to spend a somewhat longer time in Finland, the conference organizers will try to negotiate alternative group air fares. Åbo has much to offer in the way of historic buildings, museums and other tourist attractions, and the conference organizers hope to arrange tickets for the Åbo International Music Festival. The city is also a good base from which to explore the archipelago, Helsingfors (Helsinki) or Stockholm.

Judging by the success of the 1990 PALA Conference in Amsterdam and of previous Finnish conferences in related fields, the 1993 PALA Conference is likely to attract a lot of interest. First priority will be given to members of PALA and of Åbo Akademi University. Other scholars will be welcome to apply for a place, but their names may have to be put on a waiting list. Scholars who would like to apply for membership of PALA should contact the Association's Membership Secretary: Katie Wales, Royal Holloway and Bedford New College, Egham, Surrey, TW20 0EX, U.K..

The Second Circular will be sent out in May 1992. This will invite scholars to apply for a place at the conference and to submit abstracts of papers before Christmas 1992. The Final Conference Programme will be published in February 1993. Scholars who would like to be put on the conference mailing list should contact the 1993 PALA Conference Secretary.

Roger D. Sell
1993 PALA Conference Organizer
English Department
Åbo Akademi University
Åbo 50, Finland
(FAX 358 21 654807)

Ulla Achrén
1993 PALA Conference Secretary
Åbo Akademi University
Åbo 50, Finland
(FAX 358 21 517552)

4th INTERNATIONAL PRAGMATICS CONFERENCE

Kobe, Japan
July 25-30, 1993

Local Organizing Committee:

Chairman: Paul O. TAKAHARA, Kobe City University of Foreign Studies

Members: Masayoshi SHIBATANI, Kobe University; Seisaku KAWAKAMI, Osaka University; Sachiko IDE, Japan Women's University; Yoshihiro NISHIMITSU, Kobe University; Masa-aki YAMANASHI, Kyoto University; Kensei SUGAYAMA, Kobe City University of Foreign Studies

IPrA Conference Committee:

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

CONFERENCE TOPICS

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

Cognition and Communication
in an Intercultural Context

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

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

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

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

EVENT TYPES

Plenary lectures:

Five prominent scholars will be invited to give plenary lectures on a diversity of topics of general interest. (The plenary speakers will be announced in the first circular to be distributed in March 1992, as well as in the March issue of *Pragmatics*.)

Lecture sessions:

Regular lecture sessions (20-minute presentations followed by 5 minutes for discussion and allowing 5 minutes for switching between sessions) will be reserved for papers which are directly related to the special topic of the conference or any of its subtopics. The Conference Committee reserves the right to place individually submitted abstracts, the quality of which would normally make them acceptable for presentation, in poster sessions (as opposed to the lecture sessions) on the basis of their relative distance from the special topic.

Poster sessions:

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

Panels:

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

ABSTRACTS

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

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

All abstracts should contain (in this order): Full name, full address, title of your presentation, and a one-page summary of your topic, approach, and major conclusions. If sent by telefax (either to number +32 3 8202244 or number +32 3 2305574) or by e-mail (ipra@ccu.uia.ac.be), they should be followed by a hard copy, the print quality of which is suitable for publication in the set of abstracts.

REGISTRATION

Registration information will be included in the first circular to be distributed in March 1992, as well as in the March issue of Pragmatics. Prospective participants will have to register directly with the local Conference Secretariat at the following address:

> 4th International Pragmatics Conference
> Secretariat, c/o Kensei Sugayama
> Department of English
> Kobe City University of Foreign Studies
> 9-1, Gakuen-higashi-machi
> Nishi-ku, Kobe 651-21
> Japan
>
> tel. +81 78 794 8111 ext. 8179
> fax +81 78 792 9020

The preregistration fee for IPrA members will be approximately 15,000.-- (i.e. US $ 117.-- at the current exchange rate [US $ 1 = 128.-- on Dec. 20th 1991]). Copies of the first circular may be requested either from the IPrA Secretariat or from the Conference Secretariat.

TRAVEL AND ACCOMMODATION

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

FIRST ANNOUNCEMENT OF ICHoLS VI

The Sixth International Conference on the History of the Language Sciences (ICHoLS) will take place at Georgetown University, Washington, D.C., U.S.A., from Monday, 9 August, to Saturday, 14 August 1993, under the auspices of the University's School of Languages and Linguistics and the North American Association for the History of the Language Sciences (NAAHoLS). Meetings will be held at the facilities of the Intercultural Center on the Main Campus of the University.

As the general topic of the ICHoLS VI, the following has been selected:

"FROM THE DIVERSITY OF LANGUAGES TO THE UNITY OF LANGUAGE"

Papers are invited on all aspects of the history of the language sciences. Deadline for submission of a one-page abstract for either plenary sessions (20 minutes plus 10 minutes for discussion) or poster sessions (30 minutes plus 15 minutes for discussion) is 31 October 1992. Abstracts in 5 copies should be submitted in a separate envelope without any name attached to it. Name and complete address of the author as well as title of the proposed paper should be written on a post card size (approx. 3x5 inches) card and mailed, together with the closed envelope containing the abstract copies, to the Conference Organizer. Decisions of the Selection Committee will be made public by 1 February 1993.

The participation fee has been established at US $145.00. Checks or international money orders should be made payable to ICHoLS VI, George- town University, and must be received no later than 15 April 1993. Thereafter an additional late fee of US $30 will be charged until 31 July 1993, after which no enrollment for the Conference will be possible. Students, with the appropriate endorsement of their department chair, may register at a reduction of 25%, provided their fees of US $114.00 are received before 1 June 1993.

As on previous occasions, a volume of selected papers presented at the Conference will be published by the firm John Benjamins, Amsterdam & Philadelphia. A Selection Committee will make the necessary recommendations.

For further details, contact:

> Dr. Kurt R. Jankowsky
> Organizer, ICHoLS VI
> German Department
> Georgetown University
> Washington, DC 20057-0994,
> U.S.A.
>
> Tel.:   (202) 687-5812; Fax:
>   (202) 687-5403 or -5712
> E-mail: JANKOWSKY@GUVAX (bitnet).

INTERNATIONAL PRAGMATICS ASSOCIATION (IPrA)

IPrA Secretariat, P.O. Box 33, B-2018 Antwerp 11, Belgium
Tel. + fax: +32 3 230 55 74. E-mail: ipra@ccu.uia.ac.be

IPrA Research Center (IRC), University of Antwerp, Linguistics (GER) Universiteitsplein
1, B-2610 Wilrijk, Belgium
Tel.: +32 3 820 27 73. Fax: +32 3 820 22 44. E-mail: ipra@ccu.uia.ac.be

The INTERNATIONAL PRAGMATICS ASSOCIATION (IPrA) was established in 1986 to
represent the field of pragmatics in its widest sense as a functional (i.e. cognitive, social, and
cultural) perspective on language and communication. In particular, it pursues the following goals:

1. the search for a coherent general framework for the discussion and comparison of results
   of the fundamental research, in various disciplines, carried out by those dealing with
   aspects of language use or the functionality of language;
2. the stimulation of various fields of application (such as language teaching, the study of
   problems of intercultural and international communication, the treatment of patients with
   language disorders, the development of computer communication systems, etc.);
3. the dissemination of knowledge about pragmatic aspects of language, not only among
   pragmaticians of various 'denominations' and students of language in general, but in
   principle among everyone who, personally or professionally, could benefit from more
   insight into problems of language use.

The Association's research and documentation activities are coordinated by the IPrA Research
Center (IRC).

IPrA President (1991-1994): Sandra Thompson (Linguistics, Santa Barbara); she was preceded
from 1986 through 1990 by John Gumperz (Anthropology, Berkeley)

IPrA Secretary General and IRC Director: Jef Verschueren (Linguistics, Antwerp)

Director of IRC documentation services: Jan Nuyts (Linguistics, Antwerp)

PRAGMATICS is the Association's quarterly publication (consolidating the Association's earlier
output of a diversity of irregularly issued publications, viz. the *IPrA Bulletin*, the *IPrA Working
Documents*, the *IPrA Papers in Pragmatics*, and the *IPrA Survey of Research in Progress*). In
addition to articles, research reports and discussions, it contains an extensive news section (with
current trends reports, conference reports and announcements, book notices, the annual list of
members, etc.). Issues are due in March, June, September, and December. It is available to
libraries and institutions, but it also reaches all the Association's individual members (about 1000
in over 60 countries) including a large number of 'indirect members' in countries with severe
currency restrictions who are usually the victims of a serious information gap but who have access
to *PRAGMATICS*, without much delay, through IPrA Distribution Centers established especially
for this purpose.

Editors:

Alessandro Duranti, Dept. of Anthropology, 341 Haines Hall, U.C.L.A., Los Angeles, CA
90024, USA. E-mail: duranti@anthro.sscnet.ucla.edu

Bambi B. Schieffelin, Dept. of Anthropology, 202 Rufus Smith, New York University, New
York, NY 10003, USA. E-mail: schieffelin@acfcluster.nyu.edu

Manuscripts for publication should be sent to the editors; style sheet is available on request (and
can be found on the inside back cover of each issue). All correspondence concerning membership
and subscriptions as well as items for the news section should be sent to the IPrA Secretariat. For
all research- and documentation-related maters, write to the IPrA Research Center (IRC).

The following papers have appeared in PRAGMATICS 1:1 (March 1991) and 1:2 (June 1991):

Dan I. SLOBIN: "Learning to think for speaking: native language, cognition, and rhetorical
style"

Maya HICKMANN & David WARDEN: " Children's strategies when reporting appropriate
and inappropriate speech events"

John DU BOIS: "Transcription design principles for spoken discourse research"

Angeliki ATHANASIADOU: "The discourse function of questions"

Kenneth William COOK: "The Samoan cia suffix as an indicator of agent defocusing "

J. Lachlan MACKENZIE & M. Evelien KEIZER: "On assigning pragmatic functions in
English"

Ad FOOLEN: "Metalinguistic negation and pragmatic ambiguity: some comments on a
proposal by Laurence Horn"

Eddy ROULET: " Le mod

QIAN Guanlian: "Pragmatics in China"

Among the forthcoming articles we find:

Edith L. BAVIN: "The acquisition of Warlpiri kin terms"

Charlotte LINDE: "What's next?: The social and technological management of meetings"

Renata TESTA: "Negotiating stories: Strategic repair in Italian multi-party talk"

Senko MAYNARD: "Pragmatics of discourse modality: A case of the Japanese emotionl
adverb doose"

CALL FOR PAPERS

****

The 17th Annual
Boston University Conference on Language Development
October 23, 24 & 25, 1992 *

Featured Speakers: George Miller, Princeton University
Jean Aitchison, London School of Economics
Kenneth Hale, Massachusetts Institute of Technology

****

FIRST AND SECOND LANGUAGE ACQUISITION

All topics in the field of language acquisition will be fully considered, including:

Bilingualism	Literacy
Cognition & Language	Narrative
Creolization	Neurolinguistics
Discourse	Pragmatics
Exceptional Language	Pre-linguistic Development
Input & Interaction	Signed Languages
Language Disorders	Sociolinguistics
Lexicon	Speech Perception & Production

Linguistic Theory (Syntax, Semantics, Phonology, Morphology)

REQUIREMENTS
1) Original Research that has never been presented or published
2) 450-word summary for anonymous review
3) 150-word abstract with title, topic, name(s) & affiliation(s) (to appear in conference handbook)

SUBMIT   1) Six copies of an anonymous summary, clearly titled
2) Two copies of the abstract
3) One 3 x 5 card stating:
i) Title,   ii) Topic area,   iii) Audiovisual needs

And for each author:

a) Full Name	c) Current address	f) Summer address
b) Affiliation	d) Current phone no.	g) Summer phone no.
	e) e-mail address	h) Summer e-mail address

Presentations will be 25 minutes long, plus 10 minutes for questions.

DEADLINE: All submissions must be received by May 1, 1992*. Please include self-addressed, stamped postcard for acknowledgment of receipt. Notification of acceptance or rejection will be sent by June 30. Pre-registration materials and preliminary schedule will be available in August 1992. Note: All conference papers will be selected on the basis of abstracts submitted. Unfortunately, we are unable to accommodate symposium proposals.

Boston University
Conference on Language Development   Telephone: (617) 353-3085
138 Mountfort Street   e-mail: langconf@louis-xiv.bu.edu
Boston, MA 02215 U.S.A.

NOTE: You can get seasonal information by sending a message to info@louis-xiv.bu.edu, whereupon you will receive an automated reply. The information distributed through this route is updated periodically. Currently, the information contains the call for papers. In early August, the preliminary program, preregistration form, and hotel information will be available.

(If you have a question that you would like to address to a human, please send it to langconf@louis-xiv.bu.edu.)

*Please note new dates and deadlines.

ACL-92 CALL FOR PAPERS

30th Annual Meeting of the Association for Computational Linguistics

28 June - 2 July 1992
University of Delaware
Newark, Delaware, USA

TOPICS OF INTEREST: Papers are invited on substantial, original, and unpublished research on all aspects of computational linguistics, including, but not limited to, pragmatics, discourse, semantics, syntax, and the lexicon; phonetics, phonology, and morphology; interpreting and generating spoken and written language; linguistic, mathematical, and psychological models of language; language-oriented information retrieval; corpus-based language modelling; machine translation and translation aids; natural language interfaces; message understanding systems; and theoretical and applications papers of every kind.

REQUIREMENTS: Papers should describe unique work; they should emphasize completed work rather than intended work; and they should indicate clearly the state of completion of the reported results. A paper accepted for presentation at the ACL Meeting cannot be presented at another conference.

FORMAT FOR SUBMISSION: Authors should submit six copies of preliminary versions of their papers, not to exceed 3200 words (exclusive of references). The title page should include the title, the name(s) of the author(s), complete addresses, a short (5 line) summary, and a specification of the topic area. Submissions that do not conform to this format will not be reviewed. Send to:

Henry S. Thompson
University of Edinburgh
Human Communication Research Centre
2 Buccleuch Place
Edinburgh EH8 9LW, SCOTLAND UK
(+44-31)650-4440; (+44-31)650-4587 fax
acl92@cogsci.edinburgh.ac.uk (Internet)
acl92@uk.ac.edinburgh.cogsci (Janet)

SCHEDULE: Preliminary papers are due by 6 January 1992. Authors will be notified of acceptance by 28 February 1992. Camera-ready copies of final papers prepared in a double-column format, preferably using a laser printer, must be received by 20 April 1992, along with a signed copyright release statement.

STUDENT SESSIONS: Following last year's success, there will again be a special Student Session organized by a committee of ACL graduate student members. ACL student members are invited to submit short papers describing innovative work in progress in any of the topics listed above. The papers will again be reviewed by a committee of students and faculty members for presentation in a workshop-syle session. A separate call for papers will be issued; to get one or for other information contact David Traum, University of Rochester, Computer Science, Rochester, NY 14627, USA; (+1-716)275-7230; traum@cs.rochester.edu.

OTHER ACTIVITIES: The meeting will include a program of tutorials coordinated by Bonnie Webber, University of Pennsylvania, Computer & Information Science, Philadelphia, PA 19104; (+1-215)898-7745; bonnie@central.cis.upenn.edu. Some of the ACL Special Interest Groups may arrange workshops or other activities.

CONFERENCE INFORMATION: Local arrangements are being chaired by Sandra Carberry, University of Delaware, Computer & Information Science, Newark, DE 19716, USA; (+1-302)451-1954; carberry@dewey.udel.edu. CoChairs are Daniel Chester, (+1-302)451-1955; chester@dewey.udel.edu; and Kathleen McCoy, (+1-302)451-1956; mccoy@dewey.udel.edu. Anyone wishing to arrange an exhibit or present a demonstration should send a brief description together with a specification of physical requirements (space, power, telephone connections, tables, etc.) to Chester.

ACL INFORMATION: For other information on the conference and on the ACL more generally, contact Don Walker (ACL), Bellcore, MRE 2A379, 445 South Street, Box 1910, Morristown, NJ 07960-1910, USA; (+1 201)829-4312; walker@flash.bellcore.com or bellcore!walker.

FRIENDLY JOURNALS

****

ISSUES IN APPLIED LINGUISTICS is pleased to announce that Volume 2, Number 2, appearing in December 1991, will be a special thematic issue devoted to *Socialization through Language & Interaction* guest edited by Elinor Ochs of UCLA.

The papers focus on audio- and video-recorded situated interaction in different languages and settings and are variously informed by (inter alia) conversation analysis, activity theory, ethnography, systemic linguistics, functional grammar, and language socialization.

The contents include:

* "The Constitution of Expert-Novice in Scientific Discourse"
    by S. Jacoby & P. Gonzales
* "Counselor and Student at Talk: A Case Study"
    by A.W. He & E. Keating
* "Evidentiality and Politenss in Japanese"
    by A.S. Ohta
* "Attention-Getting Strategies of Deaf Children at the Dinner Table"
    by R.L. McKee, K. Johnson, & N. Marbury
* "Scientists' Orientation to an Experimental Apparatus in Their Interaction in a
Chemistry Lab"
    by M. Egbert

The thematic issue will be sent automatically to all subscribers and will be available as a single-issue purchase to graduate students, faculty, and independent researchers interested in the analysis of spoken discourse and situated interaction, at the following rates:

Volume 2, Number 2 - single-issue prices*:

Student (with proof) :	$ 7.50
Individual	$12.50
Institution	$17.50

*Outside North America, please add overseas postage & handling:
    $2.50 (surface) or $7.00 (airmail)
All orders must be prepaid. Checks, in US currency drawn on a US bank, should be made out to ISSUES IN APPLIED LINGUISTICS.

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USA

IAL can also be contacted via electronic mail:
(BITNET) IHW1037@UCLAMVS
(INTERNET) IHW1037@mvs.oac.ucla.edu

For those interested in pragmatics, discourse analysis, sociolinguistics, and the ethnography of speaking/communication: Volume 24 of the annual journal, RESEARCH ON LANGUAGE AND SOCIAL INTERACTION, has just been published. RoLSI is edited by Robert Sanders and Stuart Sigman, of SUNY-Albany, and is published by Boreal Scholarly Press (Edmonton, Canada). Volume 24 is over 450 pages, and contains a special section critically evaluating Michael Moerman's *Talking Culture*, an attempt to combine conversation analysis and ethnography. For more information on RoLSI, a copy of the full table of contents, submission info, etc., please send your address to:
SJS97@ALBNYVMS

Stuart J. Sigman
SUNY-Albany

LANGUAGE VARIATION AND CHANGE

LANGUAGE VARIATION AND CHANGE is a new journal devoted to the description and understanding of language variability and change at the levels both of the individual speaker/hearer and of the speech community. The journal concentrates on the details of structure and process that have traditionally constituted the discipline of linguistics, as they are reflected in actual language production and processing, and as systematically analyzed using quantitative methods. The interaction between language and society falls within the focus of the journal insofar as it manifests itself in linguistic structure.

Editors: David Sankoff, Universite de Montreal (sankoff@ere.umontreal.ca)
William Labov, University of Pennsylvania (labov@central.cis.upenn.edu)
Anthony Kroch, University of Pennsylvania (kroch@linc.cis.upenn.edu)

CALL FOR PAPERS:

The journal is now in a position to insure rapid publication, with a lead time of approximately six months. We welcome submissions of original reports that

— are based on data of language production, either oral or written, from both contemporary or historical sources.

— The quantitative data should be used to investigate linguistic problems with a clear relation to extant literature, and

— findings should be reported in a way that is fully replicable from the information provided.

LANGUAGE VARIATION AND CHANGE is published largely in English, though articles in French can be accepted. All articles for submission should be sent in triplicate in LANGUAGE format to:

David Sankoff,
Language Variation and Change,
Centre de recherches mathematiques,
Universite de Montreal, C.P. 6128,
Succursale "A", Montreal, Canada, H3C3J7.

Subcriptions: LANGUAGE VARIATION AND CHANGE is published three times per year in April, August and December.

Individual subscriptions are US $27 (Canada and the US), UK L15 (elsewhere).

Or have your library order it (ISSN 0954-3945) at the rate of $50.00 (US) for Volume 2 (1990) and $52.00 (US) for Volume 3 (1991). Order by contacting Journals Marketing Department, Cambridge University Press, FREEPORT*, The Edinburgh Building, Shaftesbury Road, Cambridge, CB2 1BR,England. Tel: (0223)325806. *No stamp needed if posted in the UK. In the US & Canada order by contacting Cambridge University Press, Journals Dept., 40 West 20th Street, New York, N.Y. 10011 or through your subscription agent. SAMPLE COPY AVAILABLE UPON REQUEST.

SELECTED CONTENTS OF PAST NUMBERS:

*** Volume 1 (1989):

Jon AMASTAE. "The intersection of s-aspiration/deletion and spirantization in Honduran Spanish"
Keith DENNING. "Convergence with divergence: A sound change in Vernacular Black English"
Penelope ECKERT. "The whole woman: Sex and gender differences in variation"
Anthony KROCH. "Reflexes of grammar in patterns of language change"

*** Volume 2 (1990):

One-Soon HER. Historical development of ba and jiang in the Tang Dynasty
Claude PARADIS and Denise DESHAIES. "Rules of stress assignment in Quebec French: Evidence from perceptual data"
Rajend MESTHRIE and Timothy T. DUNNE. "Syntactic variation in language shift: The relative clause in South African Indian English"
William LABOV. "The intersection of sex and social class in the course of linguistic change"
David SANKOFF, Shana POPLACK, and Swathi VANNIARAJAN. "The case of the nonce loan in Tamil"
Gillian SANKOFF. "The grammaticalization of tense and aspect in Tok Pisin and Sranan"

*** Volume 3 (1991):

Gregory GUY. "Explanation in variable phonology: an exponential model of morphological constraints"
William LABOV. "Near-mergers and the suspension of phonemic contrast"
John RICKFORD, Arnetha BALL, Renee BLAKE, Raina JACKSON and Nomi MARTIN. "Rappin on the copula coffin: theoretical and methodological issues in the analysis of copula variation in African American vernacular English"
Marta SCHERRE and Anthony NARO. "Marking in discourse: birds of a feather"
Valerie YOUSSEF. "Variation as a feature of language acquisition in the Trinidad context"
Pierrette THIBAULT. "Semantic overlaps of French modal expressions."

*** From the forthcoming number on quantitative studies in historical syntax:

Susan PINTZUK. "Variation and change in Old English word order.
Beatrice SANTORINI. "Phrase structure change in the history of Yiddish."
Ann TAYLOR. "The change from SOV to SVO in Ancient Greek."

SYSTEMIC ARCHIVE

SYSTEMIC ARCHIVE ACCESSIONS LIST 10

March 1992: Spring issue

1. Previous lists

List 1:	Network 7,	March, 1985
List 2:	Network 10,	June, 1986
List 3:	Network 13/14	March, 1990
List 4:	Network 11/12,	October, 1989
List 5:	Network 11/12,	October, 1989
List 6:	Network 13/14,	March, 1990
List 7:	Network 15,	October 1990
List 8:	Network 16,	March, 1991
List 9:	Network 17,	October 1991

2. The descriptor categories available are as follows:

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

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

4. **Reminder.** In the past, the question of copyright of items deposited in the archive has been raised, some authors saying that their editors or publishers should be contacted if their articles are to be published elsewhere, which raises the question whether depositing an item in the archive may - in some countries, at least - constitute publication. It may do; but whether or no it does, since I cannot possibly write to all editors and publishers on the matter, I can only accept items on the understanding that authors have obtained any necessary permissions before depositing their work. The copyright in all cases remains with the owners, whether the author or anyone else. No liability is accepted by me or by my department or by Stirling University for any unwitting misappropriation of copyright.

5. The cost of duplicating is worked out according to the number of sheets a paper requires. The costs of postage are worked out according to whether the recipient is in the U.K., Europe or elsewhere, these categories deriving from the different scales of the U.K. postage rates. Duplicating costs have risen, so new rates (including both copying and postage charges) are given in the boxes below. Cheques should be made to "The University of Stirling", in sterling, please, so that the amounts are received net of conversion charges. Pre-payment is essential: no money, no copy. Please cite the List Number, as given before each item.

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6. The sequence in each entry is:
   Author(s)/Editor(s): title, [number of sheets]; (place of interim or final publication, in which case the place of interim 'publication' may have been oral); (date copy received for Archive); [descriptor number, if any].

   *n.d. = 'no date'; *n.p. = 'no place'.

Systemic Archive

I must begin with an apology: in List 9, "Language on Language: the grammar of semiosis", by Christian Matthiessen, was wrongly listed as by Jim Martin. It is now re-listed — with the correct attribution — here, with my apologies to both authors.

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The archive is not doing what it should: it is not providing a service that is wanted. This may be because it is not getting in papers that are wanted or for some other reason, but at the moment it is being used very little and so the question arises whether it is worth continuing. The only convincing evidence that it should continue will be if people send in papers and if people ask for papers; and for this to happen the papers must be here and the potential readers must know about them. So, PLEASE, take your lights out from under their bushels and send papers in. We are enormously grateful to those who have given us copies of their work, but for the archive to be of any use we must have more. I am particularly grateful to Jan Firbas and Frantisek Danes for the periodicals and papers they gave me recently.

Martin Davies
English Department,
Stirling University,
Scotland, FK9 4LA

- o - 0 - o -

SYSTEMIC ARCHIVE ACCESSIONS LIST 10
Spring, 1992

The sequence of each entry is: Author(s)/Editor(s); Title [number of sheets]; place of (interim or final) publication, in which case the date of interim 'publication' may have been oral; (date copy received for Archive); [descriptor number, if any].

10. 1   Akindele, F, M Berry, C Butler, R Carter, T Gibson, H Hillier, D & R Riley (Editorial Committee): *Occasional Papers in Systemic Linguistics*, No 1, Nottingham, 1987; [68]. (1987)

10. 2   Akindele, F, M Berry, C Butler, R Carter, T Gibson, H Hillier, D & R Riley (Editorial Committee): *Occasional Papers in Systemic Linguistics*, No. 2, Nottingham, 1987; [68]. (1987)

10. 3   Berry, Margaret, J. Bones, C. Butler, R Carter, T Gibson, S Harris, H Hillier, & G Parsons (Editorial Committee): *Occasional Papers in Systemic Linguistics*, 3, Nottingham, 1989; [85]. (December, 1991)

10. 4   Cetnarowska, Bozena: "Functional characterization of behavioural verbs in English"; [4]; *Bulletin de la Societe Polonaise de Linguistique*, fasc. XLIII-XLV, 1991

10. 5   Daneš, F: "Cognition and Emotion in Discourse Interaction: A Preliminary Survey of the Field"; [4]; from *Proceedings of the Fourteenth International Congress of Linguists, Berlin/GDR, August 1987*, Werner Bahner, Joachim Schildt, Dieter Viehweger (Eds.), Akademie-Verlag Berlin, n.d. (January, 1992).

10. 6   Daneš, F: "A Functional model of the system of sentence structures"; [5], from *Functional and Systemic Linguistics: Approaches and Uses*, Eija Ventola (Ed.), in "Trends in Linguistics: Studies and Monographs 55", Mouton de Gruyter, 1991. (January, 1992).

10. 7   Daneš, F: "Functional Sentence Perspective" and Text Connectedness"; [3]; from *Text and Discourse Connectedness*, Maria-Elisabeth Conte, Janós Petöfi & Emel Sözer (Eds), John Benjamins, 1989. (January, 1992).

10. 8   Daneš, F: "On Stylistic Relevance of the Choice of Anaphoric Expressions", from *Rivista di Linguistica* 2,1 (1990) (ricevuto nel dicembre 1988); [5]; (January, 1992).

10. 9   Daneš, F: "Sentence Intonation form a Functional Point of View"; [6]; *Word* 16, 34-54 (1960). (January, 1992).

10.10   Daneš, F: Review: Michele Prandi, *Semantique du contresens. Esai sur la forme interne du contenu des phrases.* [1] Paris: Les Editions de Minuit, 1987. Offprint, no source, no date. {Looks like *Word!*} (January, 1992).

10.11   Daneš, F: Review: Harro Stammerjohn, (ed.), *Tema- Rema in italiano / Theme-Rheme in Italian / Thema- Rhema im Italienischen*, Tübingen: Gunter Narr, 1986. [1] Offprint, no source, no date. {Looks like *Word!*} (January, 1992).

10.12   Erickson, Frederick: "They Know All the Lines. Rhythmic Organization and Contextualization in a Conversational Listing Routine"; [15]. Arbeitspapier 18, July 1991, Fachgruppe Sprachwissenschaft, Universiteit Konstanz. (November, 1991)

10.13   Francis, Gill: "Aspects of Nominal-Group Cohesion", [14]; *Interface*, 4.1 (1989), pp. 27-54. (March, 1989)

10.14   Fulton, Gordon: "Functional Grammar, Social Semiotic and Argumentation: A View from Stylistics"; [9]; paper given at Seventeenth International Systemic Congress, Stirling, 1990. (August, 1990)

10.15   Hartnett, Carolyn G: "The Information Flow in Descriptive Sentences"; [12]. Paper given at the Eighteenth International Systemic Congress, Tokyo, 1991. (September, 1991)

10.16   Matthiessen, Christian: "Language on Language: the gramar of semiosis" [17]; ms, 22.4.91.

10.17   McGregor, W.: "Clause Types in Gooniyandi" [16]; paper given at the Eighteenth International Systemic Congress, Tokyo, 1991. (November, 1991)

10.18   McGregor, W.: "The concept of rank in systemic linguistics"; [5], from *Functional and Systemic Linguistics: Approaches and Uses*, Eija Ventola (Ed.), in "Trends in Linguistics: Studies and Monographs 55", Mouton de Gruyter, 1991. (January, 1992).

10.19   McGregor, W.: "Information as Interpersonal Function"; [9]; paper given at the Eighteenth International Systemic Congress, Tokyo, 1991. (November, 1991)

10.20   Noël, Dirk, (Co-ordinating Editor): *Occasional Papers in Systemic Linguistics*, 4, Nottingham, 1990; [84]. (October, 1991)

10.21   Noël, Dirk, (Co-ordinating Editor): *Occasional Papers in Systemic Linguistics*, 5, Nottingham, 1991; [85]. (December, 1991)

10.22   Sedivy, Jan, Jiri Filcev, Jan Uhlir, Tomas Vanek, Vaclav Hanzl, Zdenek Oliva, Petr Kotek: "The One Chip Speech Recognition System" [3], "Eurospeech 91, 2nd European Conference on Speech Communication and Technology, Genova, Italy, September, 1991 (4.ii.92)

10.23   Sedivy, Jan, and Jan Uhlir: "The Speech Lab" [2], *Proceedings XIth International Congress of Phonetic Sciences*, Tallinn, Estonia, 1987

10.24   Uhlir, Jan. "Recognition of Isolated Words", [1] Czech Technical University in Prague, Workshop 92, Section 5, Communication, Prague, January 20-24, 1992 (4.ii.92).

10.25   Uhlir, Jan, and Jiri Filcev: "Phonemic Recognition of Speech Segments" [3], *Proceedings of 1989 URSI International Symposium on Signals, Systems and Electronics, ISSE '89*, Universität Erlangen-Nürnberg Erlangen, September, 1989 (4.ii.92)

Martin Davies
Stirling
31.i.92

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CONTENTS

IMAGES OF ENGLISH

A Cultural History of the Language

Richard W. Bailey
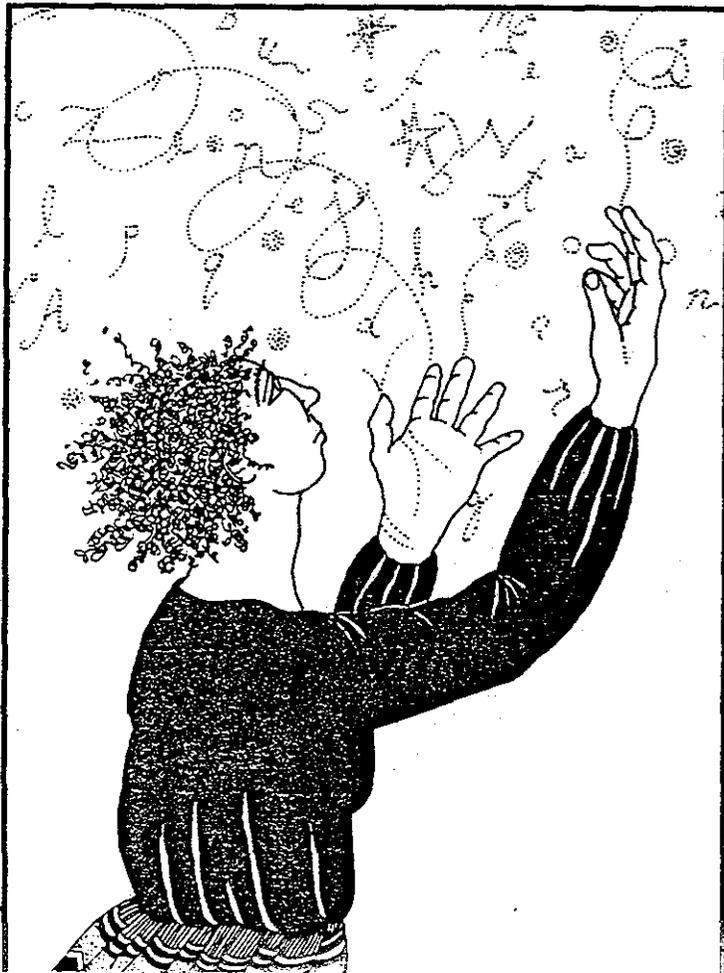
"For those interested in the social history of language, this book is exceptional, clear, and eloquent."
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"Original, important, well-written, knowledgeable, and interesting."
—*John Algeo, University of Georgia*

"This book is a truly remarkable achievement, bringing together, as it does, a vast range of material all of which shares the common theme of illustrating attitudes to the English language over the centuries."
—*Dr. Michael McCarthy, University of Nottingham*

Contents

Images of English illustrates how opinions about the English language often reflect prejudice and hope, bigotry and pride, scorn and celebration; indeed, how beliefs and feelings about the language act as a reflection of society itself. Journalists who fill their columns with anxiety about linguistic decay embellish centuries of complaint. Teachers who recommend the vigor of "Anglo-Saxon" words sustain notions about racial purity, an idea that began four hundred years ago. Women who seek a language free of patriarchy repeat a yearning first articulated long ago. These are not newly emergent notions and desires regarding the English language but rather reflect the rise and fall of ideas that English is nearly perfect or tumbling into the abyss of decline.

By examining the attitudes toward English of authors, critics, commentators, and others whose medium is our language, Richard Bailey illuminates how their comments offer insights into the social conditions of their times. *Images of English* is the first attempt to focus exclusively on opinions about the language as they have evolved throughout time, providing historical perspective on contemporary attitudes and issues.

Images of English offers a fascinating view of how native speakers of English regard their own language—exposing pretensions and prejudices along the way.

Particularly appealing to those interested in the relation of language to the ways in which language communities are formed, *Images of English* also provides literary scholars with much that clarifies the cultural background for the mainstream literatures of Britain and North America, as well as contextualizing disputes about the kind of

English appropriate for literary creativity in postcolonial societies. Those who teach and involve themselves with the English language will be compelled to examine and challenge their own beliefs as they read *Images of English.*

Richard W. Bailey is Professor of English Language and Literature, University of Michigan, and associate editor of *The Oxford Companion to the English Language.* His published works include *Dictionaries of English* and *Varieties of Present-Day English.*

CHILDES DEVELOPMENTS

CHILDES (Child Language Data Exchange System) has produced important new developments in the system. Most communications regarding CHILDES are now taking place over the info-childes electronic mail bulletin board. Because some researchers have not yet been able to obtain electronic mail accounts at their universities, efforts are being made to alert members to recent developments in the CHILDES system. If you have an electronic mail account and wish to use that account to receive information regarding the CHILDES system and other issues in the study of child language, please send mail to childes@andrew.cmu.edu or childes@andrew.bitnet so that your name may be added to their list.

TOPICS IN LANGUAGE AND LINGUISTICS

Theory and applications

CONTEXTS OF COMPETENCE

Social and Cultural Considerations in Communicative Language Teaching

by Margie Berns, *Purdue University, West Lafayette, IN*

In *Contexts of Competence*, author Margie Berns provides the reader with a theoretical and practical perspective on the unique relationship between context and communicative competence. What are the various social and cultural contexts in which language is learned and used as a means of communication or interaction? Answering this question, Berns establishes a theoretical background for an understanding of the nature of language use; examines three distinct contexts of the use of English—West Germany, India, and Japan; and reviews the origins of communicative language teaching and the terminology associated with it. Throughout the monograph, examples are taken from English language contexts and materials, providing the reader with a practical framework that is not language specific, but applicable and relevant to both the learning and use of all languages.
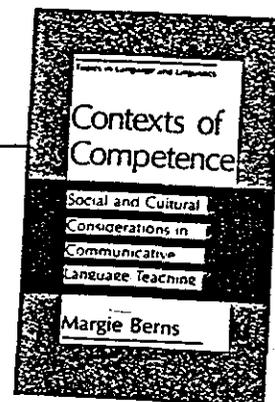
CONTENTS: Functional Approaches to Linguistics: The Prague school. The British tradition. Communicative Competence, Intelligibility, and Model: Communicative competence. Intelligibility. Model. Sociolinguistic Profiles: India, West Germany, and Japan: Significance of the profiles. Communicative Language Teaching: Threshold levels and functional-notional syllabuses. Ad hoc solutions and functional views of language. Similarities and differences. What is a communicative approach to language teaching? Functionally Based Communicative Approaches to Language Teaching: The criteria. Contexts: communicative language teaching for the West German context. English around the world: EFL for Japan. The communicational teaching project: ESL in South India. Similarities and differences. Conclusion. Index.

0-306-43469-5/198 pp./ill./1990/$34.50
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text adoption price on orders of six or more copies: $24.50

LINGUISTICS, LANGUAGE, AND SEMIOTICS

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Cambridge Applied Linguistics

New

On Definiteness

A Study with Special Reference to English and Finnish

Andrew Chesterman, *University of Helsinki*

This book proposes a new theory of definiteness in language, based on a fresh analysis of the rich system of articles in English, and of the ways in which definiteness is inferred rather than expressed in Finnish. It provides a thorough and sensitive discussion and elucidation of the difficult issues in this area, and shows that definiteness includes other more basic concepts, and that definiteness/indefiniteness should be viewed as a continuum rather than an opposition. It illustrates how linguistics increasingly needs to resort to fuzzy sets rather than to clear binary distinctions or categories.

Cambridge Studies in Linguistics 56

1991 c. 228 pp. 1 figure
39194-6 Hc $49.50 Discount: $39.60

New

Genre Analysis

English in Academic and Research Settings

John Swales, *The University of Michigan*

In recent years the concept of "register" has been increasingly replaced by emphasis on the analysis of genre, which relates work in sociolinguistics, text linguistics and discourse analysis to the study of specialist areas of language.

Teachers, course designers and materials writers concerned with teaching language for specific purposes as well as applied linguistics researchers, will find John Swales a clear, authoritative guide to this complex area. He provides a survey of approaches to varieties of language, and considers these in relation to communication and task-based language learning. He goes on to outline an approach to the analysis of genre, and then proceeds to consider examples of different genres and how they can be made accessible through genre analysis.

Cambridge Applied Linguistics

1991 271 pp. 7 line-diagrams/12 tables
32869-1 Hc $34.50 Discount: $27.60
33813-1 Pb $15.95 Discount: $12.76

PAST MEETINGS

18th International Systemic Congress
Minutes of the Annual Meeting
International Christian University
Tokyo, Japan
5:00 p.m., 31 July, 1991
Chair: Eija Ventola
Recording Secretary (Pro Tem): Peter H. Ragan

Introductions

The Chair introduced members of the International Systemic Congress Committee present at the Congress:

Chair - Eija Ventola
Membership Secretary - Nan Fries   Treasurer - Hilary Hillier
Area Representatives
Africa - Femi Akindele   Europe - Erich Steiner
Australia - Fran Christie   Great Britain - Martin Davies
Canada - Michael Cummings   U.S.A. - Peter Ragan for Barbara Couture
China - Hu Zhuanglin   · Yang Chaoguang, alternate

2. Membership report

The Secretary reported that there were now some 700 names on the mailing list. These individuals constitute our open membership and will all be informed about future meetings. She requested that anyone wishing to be so informed add their names to the mailing list.

3. Financial report

The secretary presented the following statement on behalf of the Treasurer, Hillary Hillier:

Treasurer's Report
1. Statement

	Income	Expenditure	Balance
Balance at last Treasurer's report (July 1990)			L686.86
Interest (31/12/89 - 30/65/90)	L27.05		713.91
Donation from Ruth Brend (23/7/90)	1.00		714.91
Interest (31/12/90)	35.17		750.08
Profit from ISC17 (from Martin Davies, 16/4/91)	517.49		1267.57

2. As agreed at ISC17, Stirling, two additional (alternative) signatories have been registered: Margaret Berry and Chris Butler.

Hilary Hillier (signed)
Nottingham
July 1991

The secretary reported on current accounts held in different countries for use at future Congresses held there: Great Britain, L1267.57, and the U.S.A., $750.

4. Network Report

Jim Benson solicited subscriptions and welcomed contributions, to be sent to himself or Peter Fries.

5. Future Congresses

The Chair reported on upcoming Congresses and other meetings of interest to systemicists:

Event and Location	Dates	Contact
1992		
1st Asian-Pacific Regional Conference, Applied Linguistics Association of Australia (AILA) at University of Sydney	9-13 July 1992	R. Steel
ISC19 at Macquarie University Sydney, Australia	13-18 July 1992	R. Hasan
4th Nottingham International Systemic Workshop at University of Nottingham, United Kingdom	31 July-3 Aug 1992	G. Parsons
1993		
5th Nottingham International Systemic Workshop, Madrid or Barcelona, Spain	July 1993	*
Australian Systemic Meeting at South Australia School of Education Magill, Australia	July 1993	C. Poynton
China Systemic Meeting in Hangzhou, China	July 1993	Prof. Ren
ISC20 at University of Victoria Victoria, British Columbia, Canada	19-23 July 1993	B. Mohan
1994		
ISC21 at Ghent, Belgium	1-5 August 1994 (tent.)	A. Simon-Vandenbergen
1995		
ISC22 at Peking University Beijing, China	July 1995	Prof. Hu
1996		
ISC23 at University of Technology Sydney, Australia	July 1996	D. Slade

(handwritten note: visa needed)
(handwritten note: visa needed)
(handwritten note: visa needed)
(handwritten note: visa needed)

6. Review of ISC18

The Chair suggested that this review be led by the Organizing and Program Committees at the close of the Congress.

7. Note of Appreciation

On behalf of the Committee and Congress participants, the Chair thanked the Program Committee - M.A.K. Halliday (Convenor), Fred C.C. Peng, Akiko Ueda, Ruquiya Hasan, and Christian Matthiessen - and the organizing committee - Fred C.C. Peng (Convenor), Akiko Ueda, John C. Maher, Noboru Yamaguchi, Sadao Ashiwara, Shunichi Segawa, Minoji Akimoto, Sanae Kimura, Chaoguang Yang, Virginia Peng, and Wendy Bowcher.

8. Any Other Business

Fred Peng said that papers from this Congress will be published in the Language Sciences Journal, jointly edited by M.A.K. Halliday and himself. He asked presenters to submit their papers by the end of 1991 to Professor M.A.K. Halliday, Division of International Studies, International Christian University, 10-2, 3-chome Osawa, Mitaka, Tokyo, 181, Japan. He asked that contributors make use of the style sheet that would be made available during this Congress.

The Chair pointed out that members of the current International Congress Committee will have completed their three years of service in 1992. Accordingly, nominations will be accepted at ISC19 in Sydney and a ballot will accompany the call for papers for ISC20 in 1993.

Editors are needed for Network to replace J. Benson, P. Fries, and N. Fries and carry on the work they have so ably performed. Those interested should contact the current editors.

9. Adjournment

The meeting adjourned at approximately 6:30 p.m.

Closing Remarks 18'th ISC Tokyo

Reported by Marilyn Cross

Fred Peng's remarks:

> Reminder: Michael Halliday's 2 term sojourn at International Christian University April 1992
> Participants: total 83, Japanese participants 23
> Publicity: 3,000 posters, 10,000 ISC brochures
> Thanks: MAKH for energetic support and organization, organizing committee

Michael Halliday's remarks:

> Language Sciences Summer Institute: 6 tutorials given - lexicogrammar, phonology, sociolinguistics, corpus, register and dialect, text and discourse.

> Organizational goals of ISC-18:
> (i) fewer plenaries and plenaries at end of day
> (ii) thematic sessions - flexibility and to encourage interaction
> (iii) parallel offerings - general, thematic, workshop; separation of three strands although impossible to prevent some overlap. Thematic sessions designed to carry forward areas of momentum in S-F.

Comments from floor - open session:

> Thanks to Nancy Fries for contributions which included selling *NETWORK* and *Word*.

> Thanks to Fred Peng for organizing

> Thanks to MAKH and committee for organizing

> Thematic sessions good but disliked plenaries at end of day because tired by then

> Japanese postgrad — received motivation and stimulus to carry on working in area

> Lack of time for informal gatherings, socializing, suggest club location; lack of pre-conference material; badge administration was cumbersome

> Difficulty locating people close to university - next year in Australia may be possible to be on campus

> Suggest orientation for newcomers to ISC and S-F

> (Some) Overheads small print; time overruns in sessions caused difficulty in organizing time; some papers were read rather than delivered

NETWORK NEWS

MARILYN CROSS writes: "Just a little bit of news from me. I start a job at Wolongong UNI tomorrow as research manager in telecommunications software - looking for ways to apply the computational linguistics in that context. As you may know JENNY HAMMOND goes back to Wollongong in February - the education faculty and Louise Ravelli is starting in the English Department down there - same place as ANNE CRANNY-FRANCIS. I will be in the commercial arm of the University the Illawarra technology centre and responsible to Prof. Fergus O'Brien who is a computing science/telecommunications person. We'll have quite a little enclave of people down there!"

MARTIN DAVIES (University of Stirling) reports that GUNTHER KRESS has been appointed Professor of Education with special reference to the teaching of English in Education at the Institute of Education, University of London. Gunther asks: 'Do please announce my appointment in NETWORK so that it can be official! While I was here last year I was approached/urged to apply for this job; I did; and here I am, since August - and for the time being.'

ADDRESS: Institute of Education, University of London, 20 Bedford Way, LONDON WC1H 0AL.

WILLIAM MCGREGOR sardonically reports that he has accepted 'voluntary' redundancy from Bond univerisity, and has now taken up a position in Mudgeeraba, where he is working at home. More genially, he says that in his retirement he is continuing various projects, including his grammars of Nyulnyul and other Kimberley languages, language and "race"/ethnicity, and semiological grammar. He will be happy to consider (and perhaps accept) any suitable offers of employment, funds for research, and the like.

ADDRESS: 6 Milky Way, Mudgeeraba, Queensland 4213, Australia. e-mail: wbm@orac.hss.bu.oz.au

LOUISE RAVELLI writes: "I've just started at the University of Wollongong (1 hour south of Sydney), lecturing in English language. Other linguists here include Bev Derewienka, Jenny Hammond, Bill Winser and Jan Wright in Education, and Anne Cranny-Francis in the semiotics side of English. This semester, I'm developing a course that bridges between a general introduction to linguistic theory, suitable for students in the English department who might want to go on and take further linguistic courses, and the EAP needs of the overseas students in the University, who could be from any department. Trying to give a handle on the basics of the theory, and showing how it applies to some of their writing tasks in the University. I'd be very interested to hear from others trying to do anything along the same lines'.

ADDRESS: Department of English, University of Wollongong, PO Box 1144 Wollongong NSW 2500, Australia. e-mail: l.ravelli@uow.edu.au

EIJA VENTOLA writes: 'As many of you know, I have in recent years been interested in academic discourse and have directed a research project which considered the difficulties that Finnish scholars have when writing their scientific papers in English. I am still planning to continue this interest, but shall expand the contrastive aspect. I have received an Alexander Humboldt Foundation award to study how German academics write and converse in English and how their writing contrasts with the Finnish scholars' abilities. I shall first freshen up my German and then begin this research project.'

RECENT PUBLICATIONS:

Ed., (in press). *Functional and Systemic Linguistics: approaches and uses.* Berlin: Mouton. (Note the title has changed since the Tokyo ISC-18.)

Ed., (in press). *Approaches to Analysis of Literary Discourse.* Åbo: Åbo Akademi Press. (Can be ordered from: Åbo Academy Press, Research Institute Editorial Board, Kaskisgatan 2 C 14, SF-20700 Åbo, Finland.)

(in press). 'Generic and register qualities of texts and their realisation'. In Fries, P. and Gregory, M. (eds.), *Discourse in Society: systemic functional perspectives,* vol. 3 of *Meaning and Choice in Language: studies for Michael Halliday.* Norwood, NJ: Ablex.

(in press). 'Systemic functional linguistics'. In Prakasam, V. (ed.). *An Encyclopaedic Dictionary of Linguistic Terminology, vol. 1: Issues and Theories.* New Delhi: Allied Publishers Ltd.

(in press). 'Text and Reference'. In N.E. Enkvist, K. Wikberg & A. Lindberg, *Nordtext Symposium 1990.* Åbo: Åbo Akademi Press.

(in press). (with A. Mauranen). 'Non-native writing and native revising of scientific articles'. In E. Ventola (ed.). *Functional and Systemic Linguistics: approaches and uses.* Berlin: Mouton.

(submitted) 'Research on English academic writing in a non-English context: implications to teaching', submitted to conference proceedings of The International Conference on Teacher Education in Second Language Teaching, Hong Kong, April 1991.

'Reference and theme: an interplay of textual systems', paper presented at a conference on Reference in Duisburg, Germany, March 1991 and submitted to conference proceedings.

(in press) 'Phonological meanings in literary texts and their translations', to appear in Ventola, E. (in press.) *Approaches to Analysis of Literary Discourse.* Åbo: Åbo Akademi Press.

(submitted) 'Worlds apart? - What picture do Finnish translations transmit of Australian fiction?', submitted to a journal.

ADDRESS: April 1993 c/o Prof. Konrad Ehlich, Abteilung 15, Universität Dortmund, Postfach 500500, D-4600 Dortmund 50, Germany.

my address until mid April:
Dr. Eija Ventola
c/o Goethe-Institut, Sonnenstr. 25,
D-8000 München 2, Deutschland
FAX: 49-(0)89-551903-35
ph. (0)89-551903-0; best time to call 9:45-10:10 or 11:40-11:50

Temporary address:

Zhuanglin HU
785 Camino del Sur, #217
Goleta, CA 93117

Tel. No. 805-562-3566.

[Professor HU is working at Santa Barbara with Sandy Thompson, Wallace Chafe and Charles Li, etc.]

REMEMBER: Candidates are needed for positions on the International Systemic Functional Congress Committee. The Committee meets at the Congress over one (possibly two) meals. They select the sites for the future Congresses. There is not much work involved. We need to elect a committee member and an alternate (in case the committee member is unable to attend all the congresses) for each position listed below. Positions include: Chair, Secretary, Treasurer, Africa, Australia, Great Britain. Canada, China, Europe, U.S.A., and "other countries". If you are interested in serving on the committee, or know of someone who might be interested, please contact Nan Fries, Box 310, Mt. Pleasant, MI, 48804, USA before June 1, 1992.

News Item

In January, Martin Davies (Stirling) went to the University of Silesia at Katowice, in Poland, as part of an on-going exchange scheme between the two universities. He writes:

"While I was there I was the guest of the English Institute of the University and was asked to give a seminar on intonation and two lectures - on Theme and Register respectively. There is interest in systemic linguistics there, and I was given several issues of *Linguistica Silesiana*, which contain papers discussing Theme (one of them - in French - on Theme in French). [These have not yet been added to the Archive but will be listed in the next issue.] I was also given a paper from *the Bulletin of the Polish Linguistic Association* by Bozena Cetnarowska, who is a member of the Institute: it is on behavioural verbs, is based on *IFG*, and her paper will be of interest to those who find the category difficult (or even non- existent); and it has been listed in the current accession list.

On my return journey, craftily routed via Brno and Prague, I spent two days with Jan Firbas at the former, as the guest of the Jan Masaryk University. Unsurprisingly, our main topic of conversation was Theme, centering on the difference between the FSP and the systemic understandings of the term and on the problems of definition and of distinguishing between definition and recognition. It has seemed to me increasingly necessary to recognize that two of the metaphors used in attempting to define Theme systemically have to be recognized as two different categories: although they have often been put forward one after the other in immediate succession, as though they were two variant and near-synonymous glosses, "the point where the message/clause sets out/starts from" is not necessarily "what the clause/message is about". Jan Firbas did not confirm this, although after two days of almost continuous discussion - interrupted only by a visit to Brno's splendid new opera house - he gave the strong impression that he did not disagree. And the way in which he thinks of Theme as part of a constellation of functions, rather as in simple opposition to Rheme, provoked some thought along the following lines.

I have always felt that the first of the two glosses has a strong whiff of London's Marylebone Station about it, and so it was perhaps not inappropriate that as the splendid Eurocity train pulling out of Brno finally ended further discussion in the middle of a Theme (somewhere between the interpersonal and topical themes of a clause that was never completed), I found myself left with the notion that "the point where the message/clause sets out/starts from" corresponds most closely to Firbas's category "Setting", and it is "what the clause/message is about" that corresponds most closely to his category of "Theme". At all events, since his category (of Theme) is not recognized by initial or any other position, it is further from the notion of `setting out' and nearer to the notions of (sshhhh!) `topic`; and, further, it may be that we will eventually need to recognize a somewhat different kind of relationship from that of mapping between Theme and Given, and one which will distinguish between two TYPES of Given: one, the traditional listener-oriented type, in which the speaker rightly or wrongly treats information as known to the listener; and one where the speaker treats information as known without specifying to whom - listener or anyone else - it is known yet without necessarily using it as a starting-point and making it his Theme (in the systemic sense).

In such a framework, it may be that in a particular clause the function of the Theme (in the systemic sense) may be to act as a Setting (in the FSP sense), especially (but not necessarily) if it is marked. In this case, whatever the means of recognizing it, its definition must be by reference to the preceding (and occasionally the succeeding) text; that is, if text (though a semantic notion) is conceived as encoded in a series of lexicogrammatical clause forms laid out one beneath another on a page, then instead of looking sideways across at the Rheme to define the end of the Theme we must look vertically upwards above a clause to see what element in the previous discourse is in some way used as a stepping-off point and linked to a structural element in the clause under attention, thus forming a link which therefore advances the discourse. It is then the "vertical" notion, the stepping, which is the basis both for recognizing a particular Theme and for defining the notion of Theme itself, rather than the "horizontal"/"lateral"/"sideways" relationship with the Rheme. We will then still recognize the Theme by means of its first position, if we want to, but the basis for its `Theme-ness' will be the nature of its relationship to what has gone before. If so, then the task ahead of us is to define the nature of those relationships with what has gone before which can function to create the relationships which go to the making of new Themes.

All of this was good clean fun, of course, but there was more to come. Dr. Ludmila Uhlířová, a pupil of Firbas now working at the Institute for the Czech Language in Prague which is keeping František Daneš (somewhat gleefully, I suspect) out of retirement, had previously been in touch with me about the increasing interest in systemic linguistics in the Institute. She very kindly met me in Prague, made all the arrangements and put me up as the guest of the Charles University. I was taken to lunch with Daneš, and next day she and her husband gave me a splendid tour of Prague, and lunch; and then on the Monday morning I was invited for an impromptu informal seminar at the Institute. We had a most animated discussion, heavily biased towards computers, about which I could only tell them what little I know about what is going on; but I was most interested to learn that some of them want to do a grammar of Czech computationally, and in a systemic-functional way.

This is the first instance I've heard of, where this is being done with a Slavic language, and I think we must welcome it most warmly. More: we must help, as they are desperately short of books and materials, and would be extremely grateful for anything - systemic or computational - we can send them. They may or may not get help from the new "Tempus" scheme for Eastern Europe being mounted from Brussels by the European Community, but in any case the rate of exchange - while extremely favourable to those of us fortunate to live in hard currency areas - is accordingly very unfavourable to them, so that whatever money they get will not go far when they spend it in the West. I have sent them some books, including some of my own on extended loan, but I have little on the computational side, and anything anyone can send - books, papers, computational or other - will be warmly appreciated.

Anything that can be sent by e-mail can be sent to Dr. Uhlířová's husband, Dr. Jan Uhlíř, who is Head of the Department of Circuits Theory in the Czech Technical University, and is interested in Digital Speech Processing, Speech Recognition and Synthesis, and Text-to-Speech recognition: his e- mail address is uhlír@csern (no final period, of course). He is sending a copy of his latest paper (which is in English) for the archive, but it would not transmit by e-mail and the snail-mail version has not arrived in time for the current accession list. Anyone interested can of course write for it nevertheless, and a copy will be sent as soon as it comes in.

Dr. Uhlířová has a British Academy fellowship to come to Britain for two or three weeks this summer, and while she wants to spend a lot of time in libraries, she hopes to visit all the systemicists she can. Anyone who would like to invite her can reach her at "The Institute for the Czech Language, Letensk 4, 118 51 Prague, Czechoslovakia", or of course by e- mail to her husband.

Finally, Professor Daneš very kindly gave me details of the conference on Speech and Writing which is going to take place at the Institute next autumn. Details are given elsewhere in NETWORK, and all systemicists will be most welcome. Further, I found both Brno and Prague delightful cities, and Czech hospitality and organization is superb. So I would like to suggest that when the right time comes a systemic congress be held in Czechoslovakia, if they will have us, in either Brno or Prague - preferably in both!'"

NEW BOOK

LINGUISTICS
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New Book
Information

265/91

December 2/1991

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Steiner, Erich

A Functional Perspective on Language, Action, and Interpretation
An Initial Approach with a View to Computational Modeling

1991. 23 x 15,5 cm. X, 289 pages. With 35 illustrations. Cloth DM 138,-
ISBN 3-11-012379-7

(Natural Language Processing 1)

Mouton de Gruyter · Berlin · New York

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

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

In the second part, predictions concerning semantic complexity derived from the theory suggested in the first part are developed and tested. The linguistic model is the

Notes from Australia

Prepared by Frances Christie.

The second Australian Systemic Functional Linguistics Conference was held in January 1991 at the University of Queensland, Brisbane. It was organised by Adele Rice, Clare Houston, John Carr, Lenore Ferguson and Christine Ludwig, among others, and it proved a very successful conference. There were nearly 100 people at the Conference, and it was immediately followed by the second Systemic Workshop.

Plenary papers were given by several people. The opening plenary paper was given by Michael O'Toole of Murdoch University, on 'Systemic linguistics as a general semiotic model: the visual arts'. Here, Michael outlined ways he applies systemic linguistic perspectives for undertaking a semiotic analysis of architecture. It was a most interesting paper. I gave the second plenary paper, called 'Teacher literacy preparation: a review of the possibilities'. Here, I outlined plans for the development of a Project of National Significance on the preservice preparation of teachers to teach English literacy. I had been awarded the contract by the Commonwealth Department of Employment, Education and Training to investiogate and recommend on ways to improve teacher education in trainign teachers to teach English literacy. This paper reviwed teacher education inquiries and literacy trends from a systemic linguistic perspective, and it attempted to compare these with the developments and recommendations of the Kingman and Cox reports in the U.K.

Cate Poynton gave a plenary paper on 'The interpersonal as/and the political', in which she developed themes she had explored in her recently completed Ph.D. thesis. The interpersonal is regulaly downplayed, she argued, in many discussions of language. The final plenary paper was given by Joan Rothery on 'Developing critical literacy through systemic functional linguistics: an analysis of the 'hidden' curriculum for writing in junior secondary English in NSW'. This was an interesting discussion of the kinds of recommendations and problems in them, offered by examiners in discussing a significant English writing test administered to students in NSW schools at the end of Year 10. The discussion showed the general lack of information about language among the examiners' remarks, and the difficulties experienced by teachers in preparing students for the test.

Numbers of excellent papers were given in the various parallel sessions, including: one by Jim Martin and Christian Matthiessen on 'Proliferating typologies - the case of conjunctive relations (what is going wrong?)'; a paper by Susanne Eggins on 'Keeping the conversation going: interpersonal and logical relations in casual sustained talk'; a paper by Geoff Williams on 'Framing literacy'; and one by Len Unsworth called 'Explaining as a material process: grammaticalising discovery learning in science books for the young'.

There were many other papers of course, and overall it seemed to me that the papers compared in every way, in quality and range of topics, with those offered at the International Systemics Conference held in Tokyo later in the year.

As I was unable to stay on in Brisbane to attend the Summer School, I have not much information about this. I can say, however, that a number of people came back who had attended the previous year, so that there were classess for beginners and advanced students. Their various tutors, led by Clare Painter, worked very hard indeed, for what was apparently a very receptive and keen group of students.

Plans are already in hand for a third Summer School to be organised in Sydney by Robert Veel, 13th-17th January 1992, at the University of Sydney. Anyone interested in this should contact Robert at the following address:

Disadvantaged Schools Program
Metroplitian East Region, Sydney
Cnr. Bridge & Swanson Streets
Erskineville NSW 2043.
Fax: (02) 5502874.

News from Australia on another front involves the series of genre-based books for use in schools now published by Harcourt Brace Jovanovich, Sydney, under the general title Language a Resource for Meaning. (Known affectionately to publishers and authors alike as LARM) The group of writers who wrote these include Jim Martin, Joan Rothery, Brian and Pam Gray and myself. The sales are doing well in Australia, and HBJ has plans to market them overseas. The first sets of books focus on teaching how to read and write reports and procedures. Four student books are published for each genre, intended for the middle to upper primary school years. Each strand of student books is accompanied by a teachers' manual. Books introducing explanation genres are now in press, while the books on expositions are in preparation. Next year, we take up narratives,

recounts, myths and science fiction. Anyone interested to purchase these books should write directly to:

Mr. Nick Kent
Marketing Manager
Harcourt Brace Jovanovich
Locked Bag 16
Marrickville
NSW 2204

Quite another publishing matter: Gunther Kress and Theo van Leeuwen have produced another monograph in the Deakin series, called Reading Images. This very cleverly uses systemic functional principles of analysis to examine images in books, both images 'in their own right' as it were, and as they relate to written texts. The plan to include this in the monograph series taken over by Oxford University Press has sadly been abandoned, on the grounds of expense. Hence, anyone wanting to purchase the book should write direcly to:

Deakin University Press
Deakin University
Geelong
Victoria
Australia 3217.

Publications by Ruqaiya Hasan

Main Publications

Books:
1. Cohesion in English (with M A K Halliday) Longmans, 1976

2. Language, Context and Text (with M A K Halliday) Deakin Univ Press 1985.

3. Linguistics Language and Verbal Art, Deakin Univ Press 1985. (nos 2 and 3 published now by Oxford University Press, 1989)

4. Discourse on Discourse (ed). Applied Linguistics Association of Australia, Special publication no. 7, 1985.

5. A Semantic Network for the Analysis of Messages in Everyday Talk between Mothers and Children. (Mimeo)

6. Language Development: Learning Language Learning Culture (ed with J R Martin) Norwood, New Jersey: Ablex 1989

Articles:

1967 Linguistics and the study of literary texts. In Etudes de Linguistique Applique, 5. Paris, Didier.

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1979 On the notion of text. In J S Petofi (ed) Text vs Sentence: Basic Questions of Textlinguistics, Vol 2. Amsterdam, ——
Buske

1980 What's going on?: a dynamic view of context in language. In J E Copeland & P W Davis (eds) The Seventh LACUS Forum. Columbia, Hornbeam Press.

1984 The nursery tale as a genre. In Nottingham Linguistic Circular, 13. Nottingham University Press.

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Coherence and cohesive harmony. In J Flood (ed) Understanding Reading Comprehension. Delaware, International Reading Association.

What kind of resource is language? ARAL 1984

Ways of saying: ways of meaning. In R P Fawcett, M A K Halliday, S M Lamb, A Makkai eds) Semiotics of Language and Culture, Vol 1. London, Frances Pinter.

1985 Lending and borrowing: from grammar to lexis. In J E Clark (ed) The Cultivated Australian. Amsterdam, Helmut Buske.

Meaning, text and context – fifty years after Malinowski. In J D Benson & W S Greaves (eds) Systemic Perspectives on Discourse, Vol 1. New Jersey, Ablex.

1986 The ontogenesis of ideology: an interpretation of mother child talk. In T Threadgold, E Grosz, G Kress & M A K Halliday (eds) Semiotics, Ideology and Language. Sydney University, Sydney Studies in Society and Culture.

The implication of semantic distance for language in education. In A Abbi (ed) Studies in Bilingualism. New Delhi, Bahri Publications.

1987 Reading picture reading. In The Proceedings of the 13th Annual Conference of the Australian Reading Association. July 1987, Sydney.

The grammarian's dream: lexis as most delicate grammar. In M A K Halliday and R P Fawcett (eds) Recent Development in Systemic Linguistics. London, Frances Pinter.

The analysis of one poem. In D Birch and M O'Toole (eds) Functions of Style. London, Frances Pinter, 1987.

Directions from structuralism. In D Attridge, A Durant, N Fabb and C McCabe (eds). The Linguistics of Writing. Manchester University Press 1987.

1988 Language in the processes of socialisation: home and school. In L Gerot, J Oldenburg, & T Van Leeuwen (eds) Language and Socialisation: Home and School – Proceedings from the Working Conference on Language in Education. Macquarie

1989 Semantic variation and sociolinguistics. Australian Journal of Linguistics 9/2 (pp 221-275).

1990 A sociolinguistic interpretation of mother child talk'. In M A K Halliday, J Gibbons and H Nicholas (eds.) Learning, Keeping and Using Language: Selected Papers from the 8th World Congress of Applied Linguistics. Amsterdam: John Benjamins (with C Cloran).

1991 'Questions as a mode of learning in everyday talk'. In Thao Lê and Mike McCausland (eds.) Language Education: Interaction and Development: Proceedings of the International Conference, Vietnam 30 March – 1 April 1991. Launceston: University of Tasmania.

Books and articles: in press or advanced preparation

1: Offers in the Making: A Functional Approach. A formal description of the meaning and grammar of offers in English. To be published in Pragmatics and Beyond Series. Amsterdam: John Benjamins. (Final draft stage)

2: The Consequences of Talk: Mind, Society and Language (tentative title.) Describing the results of the research in the role of everyday talk between mothers and children in establishing ways of learning. Have not approached any publishers yet. (First draft stage)

3: 'Meaning in sociolinguistic theory'. In H Kwok and K Bolton (eds.) Sociolinguistics Today: International Perspectives. London: Routledge and Kegan Paul (in press).

4: 'Situation and the definition of genre'. In A D Grimshaw (ed) What's Going On Here: Complementary Studies of Professional Talk . Norwood, N J: Ablex (in press).

5: 'The conception of context in text'. In P Fries & M Gregory (eds.) Discourse and Meaning in Society. Norwood, N. J.: Ablex. (in press).

6: 'Rationality in everyday talk: from process to system'. In J Svartvik (ed.) Proceedings of the Nobel Symposium on Corpus Linguistics, Stockholm 4 – 8 August 1991 (tentative title). (in press)

7: 'The representation of meaning in a functional model'. (Penultimate draft).

8: 'The reflection of social hierarchy in semantic choices'. (Final draft).

9: 'Literacy, communicative competence, and social structure' (Final draft).

JOBS

JOB IN SCOTLAND

It is likely that a lectureship in the Department of English Studies at Stirling will be approved and advertised before the next issue of NETWORK is published. Anyone interested should write NOT to the university but to Martin Davies, English Department, Stirling, FK9 4LA, UK, <u>after the beginning of May</u>. The job description is likely to be something like the following:

The need is for a specialist who will be expected to help develop the courses in English Language within the Department at undergraduate level, to play a major part in the establishment of a one-year postgraduate course in Modern English Language. The appointee will have research publications in linguistics and literature, and it is hoped that these will be specifically within the framework of systemic theory and description. An interest in literary and general stylistics will be particularly welcome, and experience of the teaching of English as a foreign language will be an advantage. The appointment will be within the Department of English Studies and the successful candidate will be required to contribute to the teaching of the Core Courses in English Literature in the Department.

Date: Tue, 14 Jan 1992 14:34 EST
From: LINVAN@UBVMS.bitnet
Subject: Post-doc announcement

SUNY at Buffalo, Cognitive Sciences Program has several pre- and post-doctoral fellowship opportunities available through an N.I.H. training grant on the "Development of spoken language capacities". The training grant provides support for individuals who have interests in the development of speech perception and production. The training program is interdisciplinary and involves the participation of faculty from the departments of Psychology, Linguistics, Communicative Disorders & Sciences, and Pediatrics & Neurology. Trainees are expected to participate in interdisciplinary seminars and to conduct original experimental research related to these topics in the laboratories of participating faculty members. Inquiries and materials (3 letters of recommendation, vita, and relevant publications) should be directed to Dr. Peter W. Jusczyk, Department of Psychology, Park Hall - Box C, State University of New York at Buffalo, Buffalo, NY 14260 (e-mail address: PSYPWJ@UBVMS.BITNET). No person, in whatever relationship with the State University of New York at Buffalo, shall be subject to discrimination on the basis of age, creed, color, handicap, national origin, race, religion, sex, marital, or veteran status. SUNY is an Equal Opportunity/Affirmative Action Employer.

The Department of Speech of the University of Newcastle upon Tyne, Great Britain, is launching a new Master of Arts (MA) degree in Sociolinguists and Bilingualism, starting October, 1992. The course is nine months in length (October to end of June) and is composed of modules covering areas such as structures a nd varieties of present-day English, sociolinguistics, bilingualism and cross-cultural communication, and field linguistics methodology. The course is assessed by a dissertation of between 5,000 to 10,000 words. Applicants should have a good first degree in a relevant subject.

Enquiries: Professor Lesley Milroy (course tutor)
      Department of Speech
      University of Newcastle upon Tyne
      NE1 7RU
      Great Britain
      Telephone: +44 91 222 7388
      Fax: +44 91 261 1182

Volume 23, No. 1 of *California Linguistic Notes* (formerly *California Linguistic Newsletter*) is now available.

* Articles include: "Usage of Comparative '-er' in American and British English", Pam Ballinger; "Putting the 'socio' back into the sociolinguistic enterprise", Joshua A. Fishman; "Almost A Creole: Singapore Colloquial English", Anthea Fraser Gupta; "Bahasa Indonesia: The Easiest Language on Earth?", Donald Glenn Carroll; "The Chakobsa Language", Alan S. Kaye and John Quijada; "Delimiting "re-" Verbs", Lori J. Altmann; "A consonant-final pronominal stem in Tubatulabal", Alexis Manaster Ramer; "The Lubbar Fend", Carleton T. Hodge; "The Phonaestheme as a Linguistic Entity", Pam Ballinger; "Whither [hw|?", Stephen P. Cutts; "Tubatulabal takaah 'quail'", Alexis Manaster Ramer; "Why Transcripts of the Dead Sea Scrolls Had to Be Released", Hershel Shanks; "Qumran Chaos", M. O'Connor.

* Reprints include: "An Interview with Joseph Greenberg" by Paul Newman; and articles by George Jochnowitz on "the you-guysing of America" and "they" vs. "he or she".

California Linguistic Notes publishes essays, squibs, letters, and reviews on any linguistic topic; also past/future events sections, abstracts, recent publications, jobs, and more.

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Free sample: Alan Kaye, Editor
      Department of Linguistics
      California State University, Fullerton
      Fullerton, CA 92634-9480 USA

E-mail: akaye@fullerton.edu

Brian Kariger, Assoc. Ed.
bkariger@aunix.fullerton.edu

## Seeing English in a New Light: As World Language

Linguist Braj Kachru
Ponders Implications

by Diane Allen

Today the sun never sets on the English language. They used to say this about the British Empire, linguist and author Braj Kachru of the University of Illinois observes. But despite predictions, the end of colonialism has only accelerated the use of English worldwide in this century.

"At present, for every native speaker of English there are two nonnative speakers," Kachru says. "To this degree, this has never happened to any other human language." Estimates of the number of English speakers today, he adds, range from 800 million to 2 billion.

This upsurge in the use of English on all continents in recent decades hasn't resulted from missionary zeal on the part of native
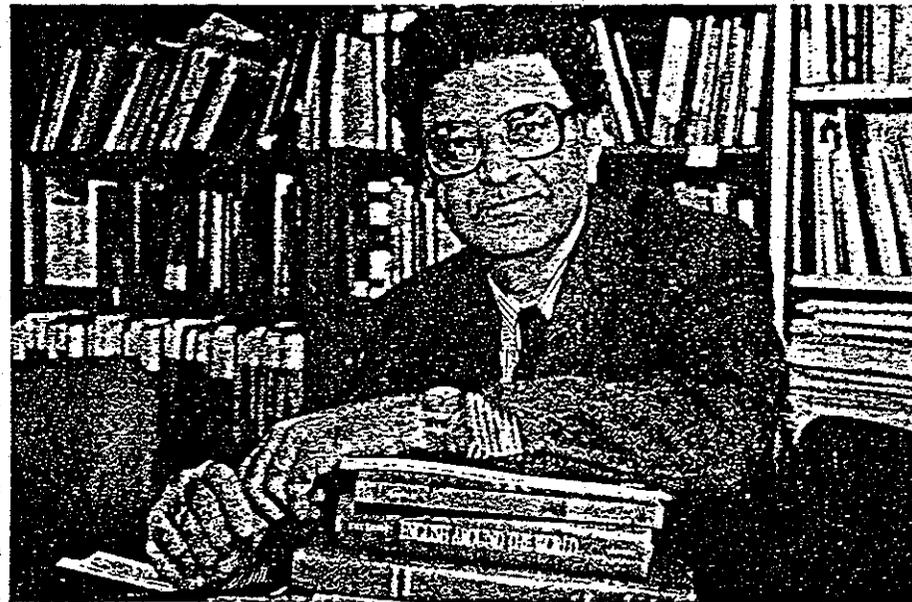
Linguist Braj Kachru in His Study

James M. Corley Photo

speakers from the United States, the United Kingdom, Canada, Australia, and New Zealand. It is a home-grown phenomenon everywhere from Kachru's native India, where English has been spoken for 200 years, to Nigeria; the Philippines, and almost anywhere else you might name.

The functional power of English in this century, Kachru says, has outstripped its former colonial power, so that today, residents of onetime colonies are less concerned about English as a symbol of cultural domination. And today in Eastern European nations freed

Seeing English

Continued from Page 1

from Soviet domination, students and teachers are laying aside once-compulsory Russian textbooks and clamoring for English—the American version, please!

The Widening Scope of English

Kachru's research on English in its new roles has led him to portray the world's English speakers in three concentric circles. He calls the native-speaking nations (Britain, the United States, Canada, Australia, and New Zealand) "the Inner Circle." His "Outer or Extended Circle" consists of Asian, Southeast Asian, and African nations which acquired English in colonial times and have since appropriated it as a link language, useful in their multilingual cultures. Beyond them, Kachru points to a third, "Expanding Circle," where the use of English has spread recently. It includes China, the USSR, Japan, Saudi Arabia, Indonesia, and other nations.

Thinking about English in New Ways

What does all of this mean for the teacher of English in the United States and other Inner-Circle countries?

It means, Kachru suggests, that it's time to rethink attitudes and conceptions about English, its use, how it is taught, and how "English literature" is defined. Outside his office door on the Urbana-Champaign campus, a sign reads, "Division of English as an International Language." As incoming director in 1985, he insisted on changing the name from "English as a Second Language."

"Second language" is "a monolingual's perception," he says, adding that most of the world's people now grow up multilingual and consider it normal to "switch codes" and combine their various languages in everyday speech, reading, and writing.

While most Americans assume that English is used on other continents chiefly for international communication, Kachru's research shows that on other continents, English is taught and learned chiefly for use within the local society. When he surveyed urban graduate students in India (where En-

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> *At present, for every native speaker of English there are two nonnative speakers.*
>
> —Braj Kachru

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glish is an associate official language), he found that only 11 percent had contact with native speakers of English.

English Now Belongs to Everyone

His students, Kachru says, are fascinated by these developments. "Here is their own language, used in a large international context, acquiring new cultural identities." English, he adds, has become "valuable for developing cross-cultural understanding."

When English is "reincarnated" in cultures outside the Judeo-Christian orbit, Kachru notes, two processes occur: "nativization" of English and "Englishization" of local languages. He uses the term "world Englishes" to convey the idea of new cultural and linguistic identities of English throughout the world.

Some linguists, among them Sir Randolph Quirk of the University of London, have voiced fears that standard English will go to pieces in the hands of teachers out of touch with native speakers, leaving many nonnative speakers unable to make themselves understood internationally.

While conceding that India's English-language press can be hard for outsiders to read because it borrows words from Hindi and other tongues, Kachru believes that major print and broadcast media, plus worldwide publishing, will sustain standard English for international purposes. Practically speaking, he says, it's impossible to provide enough native speakers to teach all the world's learners of English.

He notes that Inner-Circle attitudes toward language have grown more tolerant of "educated varieties of regional speech." The next step, as he sees it, is to shift from judging Englishes worldwide on a native-speaker-based scale of "good" to "bad" English. Instead, Kachru says, "this vital distinction must be made: English for international and English for intranational purposes"; then, within each culture, a range from standard to pidgin.

Implications for Literature Study

Teachers of literature, Kachru says, now need a new term in their vocabularies. To "English literature" (the literature of England) they should add "literatures in English."

The works of writers in English from other cultures "show the flexibility of English and its potential for innovation," this scholar of comparative literature contends. "Literature in English is now recognized in many countries as part of the local literary tradition." India and Singapore, for example, have academies that give prizes for their best English-language novels.

Readers of African or Asian novels in English should not expect the language in them to sound like their own English, Kachru points out. Instead, different rhythms, cadences, vocabularies, and metaphors take you inside the minds of people in non-Western cultures. To convey the challenge this poses for the writer, Kachru quotes from a preface by Indian novelist Raja Rao: "One has to convey in a language that is not one's own the spirit that is one's own...."

As an illustration, Kachru reads a passage from Nigeria's Chinua Achebe, in which a chief priest of the traditional religion con-

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Seeing English in a New Light

WHAT CAN NCTE DO?

As English expands to become a world language, what role should native-speaker-based associations such as NCTE assume? Kachru advises the Council to look outward because "NCTE has a responsibility to lead, to create an awakening." He also offers the following suggestions:

- Use professional meetings to introduce teachers at all levels to the broad outlines of this fascinating 20th-century "diaspora" of English and its implications for them.
- Develop materials that teachers can use to present this new chapter in the story of English to students at all levels.
- Prepare annotated bibliographies of creative writing in English from diverse world cultures, so teachers can find appropriate works for American students to sample.

Works could be chosen, he says, for the way they portray a culture—family life, personal relationships, the rhythms of life and thought in various world cultures that use English. Such literature could set students thinking about what writing in English means to nonwestern writers.

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templates the arrival of a Christian missionary church:

"...The world is like a mask, dancing. If you want to see it well, you do not stand in one place. My spirit tells me that those who do not befriend the white man today will be saying 'had we known' tomorrow."

Achebe has said he could have written: "One has to move with the times or else one is left behind. I have a hunch that those who fail to come to terms with the white man may well regret their lack of foresight." But then we would not have heard the chief priest himself speaking.

American teachers and students should explore these fascinating new dimensions of their language, Kachru says. Do it, first, because it's interesting, he urges. Expanding your view of English helps you become a less ethnocentric participant in the global scene. "Be open, be curious about what's happening around the world..."

Examining the "Narrative as Primary" Ideology:
Implications for Instruction*

Christine C. Pappas, University of Illinois at Chicago

There is an unacknowledged ideology centered around the idea that narrative or story is somehow "primary" in early literacy development. That is, there is a common assumption that young children's abilities to understand and compose stories precede their capabilities to understand and use non-story, informational, written language. Support for this assumption can be found in older widely accepted developmental schemes developed by Britton, et al. (1975) and Moffett (1968). More recent claims made by curriculum theorists such as Egan (1988) and those who work in the area of literacy more specifically (e.g., Adams, 1990; Wells, 1986)--who either explicitly or implicitly argue that young children cannot make sense of written language (or anything else, according to Egan) unless it is in the form of story-- also uphold the story primacy notion.

In the United States more and more elementary teachers are attempting to move away from basal series to the use of good children's literature as the basis of their reading programs. However, too frequently these literature-based programs consist entirely of fiction, thereby also playing out the "narrative as primary" ideology in their curriculum and pedagogy. Thus, although the inclusion of good children's literature represents an important new step for many teachers and demonstrates their gaining power in developing their own reading instruction (Shannon, 1989), this advance unfortunately still carries with it "romantic" beliefs about written language learning, that somehow only stories are meaningful for young children. However, as Newkirk (1989) has asked: "On what grounds do we say that an informational book on dinosaur is less meaningful than Where the Wild Things Are?" (p.5).

An exclusive emphasis on story means that during the elementary grades children have little experience in read nonfictional materials--except for content textbooks in the later elementary grades, which are usually not well written and not very interesting. They also have few opportunities to write non-story compositions. Exclusive story writing experiences in the elementary grades has led to what Daniels (1990) terms the "expository gap" or what Newkirk (1989) calls the "Great Divide" approach to writing pedagogy so that children are ill-prepared for the non-story, expository writing demanded of them in the secondary grades. As Martin

and his colleagues (Christie, 1989; Martin, 1985; Rothery, 1989) indicate, similar circumstances can be found in Austrialia.

One result of the "narrative as primary" ideology, with its romantic views about early literacy learning, is that we have very little research on young children's understanding of written non-story genres. These unexamined beliefs have hindered inquiry into children's acquisition of non-narrative written language. There is some research (Bissex, 1980; Harste, Woodward, & Burke, 1984) that indicates that children, at an early age, acquire a rudimentary awareness that writing is used for different purposes, and more recent work by Newkirk (1989) on young children's early non-story writing development that suggests that more than a mere embryonic sense of various written genres may be involved. However, most research has investigated older elementary children's capabilities in using non-fictional, expository texts. And, those studies that have compared children's competence in narrative and expository discourse forms or genres (e.g., Hidi & Hildyard, 1983; Langer, 1985) have reported that these older elementary students have less control of the informational, non-fictional expository ones than the narratives, thereby further reinforcing the narrative primacy view.

The aim of the rest of this paper is two-fold. First, In Part I, I want to summarize briefly my recent study of young children's strategies in learning the book language or registers of the story and information book genres. This study consisted of children, who were not reading from print as yet, "reading" or "pretend reading" six books (one story and one information book at three different sessions) during their kindergarten year. The general finding of the study was that these young children were just as successful in re-enacting the informational books as they were the stories. Subsequently, in Part II, I want to examine what these results imply for the unacknowledged assumptions about young children's literacy capabilities inherent in the narrative as primary ideology, and especially what they mean regarding classroom pedagogy.

PART I: EXPLORING YOUNG CHILDREN'S SENSE OF THE STORY AND INFORMATION BOOK GENRES

Theoretical Background of the Study

A major factor in young children's literacy development is their understanding that typical written language is different from typical oral or spoken language (Holdaway, 1979; Pappas, 1987a; Pappas & Brown, 1987a, 1987b; Purcell-Gates, 1988; Smith, 1982; Sulzby, 1985; Wells, 1985, 1986). In everyday conversations, the role of the spoken text is "ancillary" in that various "situated features" in the material social context provide important cues for the

Hasan, 1984). In contrast, the role of a written text is more "constitutive" (Halliday, 1977; Hasan, 1984); that is, the text itself is a greater carrier of meaning (Wells, 1985, 1986). As Tannen (1985) terms it, written language is more "message-focused" communication.

Thus, what is involved in early literacy development is young children becoming aware of the symbolic potential of written language, their realization of the need to give full attention to the linguistic message in order to build a structure of meaning. Of course, the features of certain contexts of situation provide young children with opportunities during the preschool years to use oral language that is less ancillary and more like the characteristic of written language (Dickinson, 1991). However, many have argued that a more direct influence on young children's learning about the nature of written language--its register (Halliday & Hasan, 1976, 1985), its sustained organization and disembedded quality (Wells, 1985)--is their hearing written language read aloud (Cambourne, 1981; Holdaway, 1979; Smith, 1982; Teale, 1984; Wells, 1985, 1986). Moreover, it has been noted that when they are read books, they tend to "re-enact" (Holdaway, 1979) or "pretend read" them on their own, and much has been learned about how children acquire understandings about "book language" by examining these re-enactments or pretend readings (Doake, 1985; Eller, Pappas, & Brown, 1988; Holdaway, 1979; Pappas, 1987a; Pappas & Brown, 1987a, 1987b; Sulzby, 1985).

However, much of this emergent literacy research has emphasized children's sense of the story genre. To understand stories, children clearly draw on what they know about both the 'people world' and the 'object world,' to use terminology and distinctions made by Karmiloff-Smith (1979). The acquisition of the sense of the written story genre also includes children's constructive interaction with their 'language world,' or more specifically, the language world of the written story genre (Pappas, 1987a, 1990c; Pappas & Brown, 1987a, 1987b, 1988). As Karmiloff-Smith states:

> Whilst very general, common cognitive mechanisms may underlie the child's interaction with all three 'worlds', linguistic developments are not simply the outcomes of non-linguistic cognition. Emphasis must also be placed on language-specific developments. (p. 19)

To understand a non-story genre like the information book genre, young children's knowledge of the 'people world' and the 'object world' will also be involved, but in different ways. Moreover, the 'language world' of that genre will be a significant factor, too. That is, language means for different purposes (Halliday & Hasan, 1976, 1985)--a storybook means for different reasons from those of an information book. These meanings (of storybooks and information books) are therefore expressed by different written registers, by different textual properties or patterns, by different "book language."

The storybooks and information books here are a type of children's literature that includes pictures on each page. These pictures enrich the interpretations of the text of a book, but are not necessary for that text's understanding (Huck, 1976). Thus, each text "stands on its own"; that is, the pragmatic environment for the text in each picture story and information book makes the text constitutive (Hasan, 1984). In other words, although a book provides pictorial content, the characteristic generic structure of each text itself has a major role in supplying the clues to access meanings to that text. This does not mean that young children do not use the pictorial content as a semiotic resource to construct the linguistic message, but what is more relevant here is how they might use that pictorial information as they rely more and more on the structure of the linguistic message as well. Consequently, picture story and information books, as good examples of typical written language, are suitable vehicles to examine children's developing strategies to deal with the two distinctive generic registers.

The major aim of the study, then, was to explore kindergarteners' strategies in dealing with the distinctive textual properties of both stories and information books. By examining their pretend readings of books from the two genres, it was hoped that important insights would be gained regarding young children's early literacy development. Three major questions were addressed in the study: 1) How do children handle the co-referentiality in stories and the co-classification properties in information books? 2) How do children deal with the different vocabulary or lexical items in the two genres? 3) How do children use illustrations to support their approximations in the two genres?

Brief Description of Methodology

Twenty young children (10 boys and ten girls), who represented a range of socioeconomic background, produced "pretend readings" at three data collection sessions during their kindergarten year (in October, January, and April). Each session consisted of three consecutive days and used a story and an information book: October--The Owl and the Woodpecker (Wildsmith, 1971) and Squirrels (Wildsmith (1974); January--Poppy the Panda (Gackenbach, 1984) and Tunnels (Gibbons, 1984); and, April--Bear Shadow (Asch, 1985) and Big City Port (Maestro & DelVecchio, 1983). On each day of a session, children were read each book, and after it was read, they were invited to take their own turn to "pretend read" the book. On the second and third days of a session, children chose the order of the books read and were asked which of the two books they preferred. Nothing

specific about books (which were all initially unfamiliar to the children) was pointed out, but the adult reader did respond to any questions or comments children had about the books. Children were individually taken out of their classrooms for these sessions, and all sessions were audio-taped. (See Pappas, 1992, for a more detailed account of the methodology of the study.)

Results of the Study

The results are summarized here along the three questions posed in the study, namely, how children sustained co-referentiality versus co-classification, how they acquired lexical items in each genre, and how they used the semiotic resource of the pictures in their approximations.

Sustaining Co-referentiality and Co-classification

The analyses of how children sustained the co-referentiality and co-classification properties of the stories and information books, respectively, involved constructing chains in children's reading texts. In the stories, the analyses concentrated on how characters were identified and referred to, and in the information books they considered how the class or topic in each book was expressed and related to throughout children's texts. These analyses, therefore, identified places where children were relatively successful in sustaining chains of identity or co-classification, and places where they had difficulty. Of special interest, was the nature of their successes and difficulties, and how children dealt with initial difficulties in subsequent readings.

In general, the findings of these analyses indicated that children were very successful in re-enacting both types of books/genres. That is, these kindergarteners were very sensitive to the co-referentiality property of the story genre and the co-classification feature of the information book genre. If difficulties arose, they usually occurred in the first readings, and children got better and better in sustaining these distinctive generic properties across the three readings. Moreover, children employed interesting strategies in their dealing with the co-referentiality/co-classification aspects of the two genres. See Pappas (1990a, 1990b) for a detailed account of the strategies used in The Owl and the Woodpecker and Squirrels, books which provide perhaps the "hardest test" of their understanding the respective textual feature. (Both books include the same form (a plus noun--e.g., "a woodpecker" and "a squirrel") to represent a different function--a specific character in the story and a class of animals in the information book.)

Acquiring Lexical Items in the Two Genres

Different types of lexical items are realized in stories and information books. Stories include lexical items related to the intentions and attempts of characters to resolve conflicts or problems. As a result, prevalent in stories, but not in information books, are mental wordings, such as refused and thoughtfully that are found in Poppy the Panda. Stories also include "common sense" vocabulary (Martin, 1990), such as shoes, saucepan, bathroom tissue, that are everyday objects found in the home (lexical items again included in Poppy the Panda). More technical items are found in information books. For example, the Tunnels book includes technical terms for the types (rock, soft ground, underwater, cut-and-cover), shapes (circular, vertical sidewall, horse shoe, basket handle), and parts (shaft, crown, sidewalls, invert, face) of tunnels. Such lexical items (e.g., rock, underwater, circular, horse shoe, crown, face) might also be used in a story, but they would have different meanings, more common sense meanings. That is, what technical language does is to change the nature of everyday words (Martin, 1990).

In addition, related to the co-referentiality/co-classification distinction described above, classes of animals might be mentioned in information books (e.g., the ants, worms, moles, etc., who dig tunnels in the Tunnels book), whereas in stories animals in stories--such as in Poppy the Panda (and The Owl and the Woodpecker and Bear Shadow--are usually characters.

The analyses of the lexical items in the children's readings consisted of identifying target words in each book in a session that were characteristic for the respective genre (as was just briefly illustrated for Poppy the Panda and Tunnels books used in the second session of the study). The general findings of these analyses indicated again that children were successful in approximating the lexical terms that were realized in each of the two genres. Once again, children used interesting strategies--e.g., substituting synonyms or placeholders for lexical items--in the process of acquiring new vocabulary from the distinctive generic written discourse. See Pappas (1990b, 1991b) for a more detailed account of this process of lexical development in the Poppy the Panda and Tunnels books.

Using the Semiotic Resource of Pictures

The picture book represents a special type of semiotic object in that it is both a verbal (linguistic) and a visual (image) object. Meaning, then, is generated simultaneously from the verbal and visual cues--each sign or semiotic resource complements the other to contribute to a "unity of the message" (Barthes, 1977). This does not mean that there is always a one-to-one correspondence between information conveyed in the verbal or linguistic sign and information in

the visual or image sign (Golden, 1990). That is, what is in the text is not always depicted in the picture or image and conversely, what is in the picture is not always express in the text. However, the text, to some extent, serves to anchor the pictorial image--it reduces the range of significations (Barthes, 1977).

The goal of the analyses here was to document how the young children used the semiotic resource of the pictures in learning about the book language of the two genres across their three readings. The analyses involved identifying children's extrapolations that appeared to be influenced by the illustrations in non-redundant ways (that is, when they seemed to rely on those aspects of the pictures that extended or enhanced or added to the story or informational texts involved).

The results indicated that the role of illustrations changed across the readings. The same extrapolations rarely occurred in every reading. This means that it s likely that children used the illustrations initially to help them sustain their re-enactments in certain areas of a particular book/genre. Subsequently, as they seemed to appreciated how the linguistic properties of each book/genre "anchored" the pictorial image, they reduced the range of the significations of the pictorial image in terms of the language of the respective text/genre. Although, in general, extrapolations stemming from the illustrations tended to drop in subsequent readings as children constructed texts closed to the wording patterns in each book/genre, interesting generic strategies were observed. Thus, children were equally successful in learning the book language of the two genres, but illustrations appeared to help them in a different way in each book/genre. See Pappas (1991a, 1991c) for a more detailed account of their strategies in using the pictures in learning the book language of the two genres.

PART II: RE-EXAMINATION OF THE "NARRATIVE AS PRIMARY" IDEOLOGY

The general conclusion of the study was that young children were equally successful in re-enacting the story and information book genres. They were sensitive to the co-referentiality versus co-classification properties of the two genres; they were able to acquire lexical terms realized in the two genres; they were capable of using the semiotic resource of the pictures in the books to learn the book language of the two genres. These findings question the "narrative as primary" assumption discussed in the beginning of the paper. As a result, I believe that we must re-examine the unacknowledged ideology about the primacy of story in literacy development. We should read, and have children read, good stories in the classroom, and we should encourage them to write stories on them own. But when we promote only story, children will not learn about the

functional potential of language regarding written language. The initial competence seen in the children's re-enactments of the information books will fade (as research on older elementary children has indicated) if only a diet of stories is provided. If good information books are not available for children to read, their writing of nonficiton will not develop--the Great Divide or expository gap will persist.

If we start to include information books in our curriculum, we do not have to worry that children will not like these books. As I have talked to elementary teachers asking them to predict what books they think children preferred in my study, most have told me that they thought that children probably liked the stories more than the information books, and that if children did like information books better, they would have been the boys. These predictions about children's preferences are part of the story ideology--a belief that "non-fictional materials are boorish intruders" (Venezky, 1982, p. 113). These responses also reveal a gender bias that may be inherent in beliefs about the primacy of story. However these preference expectations of the teachers were not confirmed by the kindergarteners' actual choices. In each session, children (with equal numbers of boys and girls) preferred the information books over the stories. Thus, it is not the case that children do not like or would not want to read nonfiction materials. [This finding about children's preference for informational materials, as well as their capabilities to read and write them successfully, has also been confirmed (Pappas, forthcoming b) in a set of classroom studies on children's learning of various written genres conducted in various elementary classrooms in schools in and around Chicago.]

Exclusive use of stories, thus, may end up being a barrier to full access to literacy. Children need to read the typical books I used in my study, as well as ones that are more "fuzzy" or atypical--genres do not have absolute boundaries (Pappas, 1987b; Pappas, forthcoming a; Pappas, Kiefer, & Levstik, 1990). Children need opportunities to use books and other reading materials from a range of genres so they can acquire the book language that written language in our culture affords.

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ISSUES IN SYSTEMIC THEORY CONTINUED

On Some Natural and Unnatural Grammatical Relations:
A critique of a current trend in systemic-functional linguistics.

Elissa Asp
Department of Languages, Literatures, and Linguistics
York University, Toronto

In the last issue of NETWORK, Butler suggested the following set of 'adequacy criteria' in terms of which the relative merits of functional grammars might be evaluated (Butler 1991:4) [1]

1. Psychological adequacy: the theory must contain a model of the processing constraints on language use and the relationships between these constraints and the forms of languages.

2. Acquisitional adequacy: it must also model the process of language acquisition, explaining why acquisition proceeds as it does.

3. Socio-cultural adequacy: the theory must model the social and cultural circumstances of language use, and the relationships between these and the forms of languages.

4. Discoursal adequacy: the theory must contain a model of the essentially multi-propositional nature of linguistic communication and the relationship between this property of communication and the forms of languages.

5. Typological adequacy: the theory must be applicable to human languages of all types.

In the context of these criteria, Butler further suggested (op. cit.: 10) that one of the areas in need of critical examination in systemic-functional linguistics is the tri-functional hypothesis. He did so on the grounds that research in other 'moderate functional grammars' seems to be producing evidence which would contradict some of the universalistic claims being made about the tri-functional hypothesis. That is, Butler was

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[1] 'Functional grammars' are defined here as sharing the property 'that language is seen first and foremost as a means of communication, and that the primary aim of the grammar is to explain the properties of languages in terms of their primary communicative role' (Butler 1991: 1). Note, however, that although Butler makes the conventional distinction between formal and functional grammars, three of the 'adequacy criteria' (i.e. 1, 2, and 5) that he proposes are equally applicable to formal and functional grammars. This suggests that the distinction is a matter of orientation rather than of kind.

suggesting that the tri-functional hypothesis might not meet the criteria of typological adequacy requiring that 'the theory must be applicable to human languages of all types' (Butler 1990: 4).

While I wholeheartedly approve of Butler's proposed set of adequacy criteria, I would contend that critical examination of the tri-functional hypothesis can begin at home, as it were, with the arguments currently being offered in its favour for English. This paper addresses one aspect of these arguments, those offered in Matthiessen (1991c) for a prosodic representation of structures realizing interpersonal values. In particular, I want to establish that:

(1) there is nothing inherently prosodic about structures realizing interpersonal values in contrast with other functional values

(2) there is nothing inherently interpersonal about prosodies

(3) there is nothing particularly natural or unnatural about prosodic, constituency, or other modes of representation

(4) the correlation first made in Halliday (1979) between the three meta-functions and Pike's perspectives of field, particle, and wave involves a misinterpretation of Pike and so ought not to be used as a means of justifying the current systemic-functional position.

I offer these particular arguments because I am concerned that recent articles addressing issues of tri-functionality (e.g. Martin 1990, Matthiessen 1991a, b, c) seem to have more to do with legitimizing a theoretical position than they do with examining it critically for strengths and weaknesses. And while legitimization is a normal process in 'in group' behaviours, I fear that we may be successful in persuading ourselves about the 'naturalness' of our models. I fear this because the claims, as currently argued for, do not appear to be supported by evidence from linguistic data.

The tri-functional hypothesis involves two types of claim: one that language is functionally organized to correlate with its contexts of use and, the other, that these functions are intrinsically justified not only by the interdependence apparent in functionally ordered sub-networks, but also, in Halliday's formulation, by the different structural contributions these sub-networks make to the syntax or lexico-grammar. Taken together, these claims constitute a third claim which is that grammatical structures are the consequence of simultaneous choices made from the meta-functional components of the grammar. Here, I will only address a part of one aspect of the arguments for the intrinsic justification of the tri-functional hypothesis, that the different functions make different structural contributions to

the clause. (I am working on the other aspects of the hypothesis in my, as yet unfinished, doctoral dissertation.)

The basic claim is that the experiential component contributes to the constituent structure of the clause, the interpersonal is realized prosodically, and the textual component is realized by wave-like structures. In Halliday's grammar (1985), the contributions from each meta-function are seen to result in different segmentations (i.e. different kinds of structure) for the clause which are represented as discrete contributions to the lexico-grammar as in figure (1).

Did	Rocky	bite	Hal
Process	_Actor_	Process	Goal
Finite	Subject	Predicator	Complement
Mood		Residue	
Interpersonal Theme	Topical Theme	Rheme	

Figure 1

In support of this general claim, Matthiessen (1991c) argues that the lexico-grammar can profitably be compared with phonology. Just as there are some phonological phenomena which are best represented prosodically, so there are grammatical phenomena which benefit from similar treatment. The virtues of the prosodic mode of representation in phonology are said to be (Matthiessen 1991c: 12)

> that features such as nasality, rounding, and glottalicness do not have to be placed segmentally. Since they are not placed segmentally, there is no need for mutation rules to spread or alter features within a certain domain; for instance, a prosody of nasality can characterize a whole syllable....

The virtue that is being illustrated here seems to be one of parsimony. Prosodic analyses eliminate the need for certain kinds of rules. On this basis, Matthiessen (loc. cit.) goes on to argue that those aspects of the lexico-grammar which realize selections from the interpersonal meta-function can, by analogue, be treated in the same way resulting in a more parsimonious description.

A similar grammatical example might be agreement

between the Subject and the Finite verb of a clause; the segmental mode of representation would locate the number/person feature, say 'singular', within the Subject, and this segmental representation would then have to be enhanced with a rule for spreading (copying) this feature to the Finite. In contrast, the prosodic representation would simply postulate a number/person prosody across Subject + Finite, thus making it unnecessary to add a rule for spreading (copying) it.

In another example, he cites the differences between constituency vs. prosodic representations of the bi-valent 'hopefully' as in (1) and (2) where the first example is understood as an expression of speaker's attitude with the sense of 'I hope' and the second as a realization of a circumstance of manner with the sense 'in a hopeful manner' (op. cit.: 13-14).

(1) Hopefully, he looked at her
(2) He looked at her hopefully.

A constituency analysis would represent 'hopefully' in (1) as a sentence adverbial, and in (2) it would appear as an adverb within the verb phrase. By contrast, a prosodic analysis of 'hopefully' in (1) would represent it as 'a prosody of the clause as a whole' and in (2) as 'a constituent within the (transitivity) constituency of the clause' (op. cit.: 13).[2] The virtue of the latter approach is supposed to be that it

> is consonant with the potential positions of 'hopefully' strung out prosodically throughout the clause suggesting that it is not placed anywhere in particular relative to the constituency configuration of 'he + look + her' (op. cit.: 14).

Matthiessen concludes this section of the paper with the observation that the choice between these representations 'may be fairly arbitrary, but when they are correlated with the different metafunctions we can begin to see the deeper functional

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[2] Note that Matthiessen only considers one sort of constituency analysis. In grammars such as communication linguistics where there is sentence rank which is distinct from clause rank (1) would be treated as an attitudinal occurring at sentence rank, thus its domain by definition would be the whole clause realizing the propositional element. The point here is not that communication linguistics is a superior grammar by virtue of positing an explicit sentence rank, but that even if one does believe that there is a problem with constituency ordering of the phenomena as presented by Matthiessen (and I do not), it does not follow that there is a problem with constituency representations per se.

the domains (or constituent units) in which prosodic features may be realized. [3]

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┌─────────────────────────────────────────────────────────┐
│  [Information unit]                                      │
│                                                          │
│  Tone group (consists of at least one foot)             │
│                                                          │
│  Foot (consists of one stressed syllable + optional      │
│        unstressed syllables)                            │
│                                                          │
│  Syllable (consists of at least one phoneme)             │
│                                                          │
│  Phoneme/Phonematic unit                                │
└─────────────────────────────────────────────────────────┘
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Figure 2

significance in the choice between them' (loc. cit.). The paper as a whole is an attempt to justify the claim that the different meta-functions generate different kinds of syntagmatic structure and that these different kinds of structure are 'natural' (c.f. op. cit.: 37-39). There are a number of problems with these arguments. I shall address them following Matthiessen's order of presentation.

The first problem seems to be the understanding of phonological prosodies in relation to constituency. When Firth (e.g. 1948) argued for prosodic representations of features whose syntagmatic distribution was potentially 'larger' than the single phoneme, he was countering the attempt within American structuralist linguistics to describe such features only in relation to a linearly sequenced segmental approach. That there are linguistic phenomena that are more economically represented prosodically is not at issue. The works of Allen (1957), Robins (1957) and others in the Firthian tradition as well as more recent American work in auto-segmental phonology and nonconcatenative morphology evidence the utility of such an approach. However, prosodic analyses are not non-segmental or non-linear per se. Rather, as Spencer (1991: 133) suggests what is involved in prosodic analyses is a layering of segments and features together with the specification of the relationships between them, such that the representation is 'multilinear'. Any given prosodic feature must be assigned a realizatory locus in a segmental string. (Note, too, that while such approaches do eliminate the need for one kind of rule, they simultaneously create the need for another kind of rule. One cannot simply say, as Matthiessen seems to suggest, that feature x will be treated as a prosody without specifying where it can and cannot occur. To use his example, nasalization does not occur as a prosody of (English) syllables consisting only of a nucleus.)

Moreover, within systemic-functional linguistics the use made of the prosodic approach within phonology has been limited to establishing a rank scale of constituents proper to the phonological stratum in terms of which prosodic features such as stress, tone (as in rising/falling pitch) and so on could be seen to have specific realizatory loci. So, in a rank scale such as that presented in figure 2 the 'smallest' phonological unit is the phoneme/phonematic unit (identified in terms of contrastive features) and the 'largest' is a tone group (or possibly information unit). The relationship between the units is that each one consists of at least one unit from the rank below. That is, it is a constituent hierarchy like any other and specifies
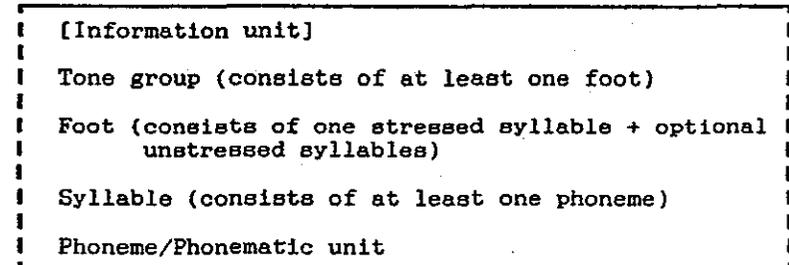
What is important here is that prosodic features are bound by specific realizatory loci and so are like the features of any other unit in relationship to constituency. Only in a context where the sole phonological segments recognized are phonemes could prosodic features be regarded as non-segmental. This is not to say that these features are constituents in same way as, say, subject is a constituent of the clause, but rather that they are bound by constituency. To turn the argument around, transitivity could be represented as a feature (aka 'prosody') of the clause (or nominal group) by Matthiessen's argument. That is, values such as agent/patient and so on are only assigned to specific constituent entities because of their colligation in specific syntagms. We only know that 'John' is agent in 'John bit the dog' by virtue of its occurrence as subject in this particular syntagm which happens, among other things, to have an verb which realizes an action process and not to have a passive verbal group. Insofar as transitivity features are assigned in relation to both specific constituent elements (nominal groups/verbal groups and

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[3] Tone cannot be seen as 'a prosody of the sentence' (cf. Matthiessen 1991c) in a stratified grammar, not only because sentence and tone are constructs located in different strata but also because there is no isomorphic relation between either sentence (or clause) and tone group, or between tone and mood. (For discussion of the latter point see Watt (e.g. 1989).) Note too that although figure 2 suggests the terms 'phoneme/phonematic unit' as alternates, 'phonematic unit' could be used to refer to any of the elements in this hierarchy.

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so on) and to the larger syntagmatic units in which they occur, they do not seem to be different from prosodies such as tone.[4]

Thus, the first point that I want to establish can be stated in two different ways. One is that prosodic features do not appear to be features which are different in kind from other sorts of features. The other way to say this is that if one regards experiential 'constituents' in relation to the domains in which they are assigned specific values, they look like prosodies. Firth's arguments for a skeletal string of constituents (phonematic units) to which prosodic features are assigned might be just as usefully employed in representations of (clearly) experiential phonomena such as role in relation to a syntax (cf. Firth 1948). The functionally based difference seems to have disappeared. I have laboured over this because much of the rest of Matthiessen's argument depends on the distinction he makes between prosodic and constituent modes of representation. And while the distinction itself is legitimate, its correlation with specific meta-functions is not.

The only reason that I can discover for supposing that there is a correlation between prosodic modes of organization and the interpersonal function, is that one phonological prosody, tone, is seen to realize interpersonal meaning in English insofar as there is a correlation between speech function or mood and falling/rising pitch.[5] Even if one grants this correlation for English, and admits that at least some other Indo-European languages make use of the same resource for similar purposes, it is a very slight basis on which to claim an inherent 'natural' organizational principle for language. Most of the phonological features Matthiessen cites as candidates for prosodic representation cannot be interpreted in relation to an interpersonal function. Features such as nasality, glottalicness, and so on have nothing to do with interpersonal meaning in English. (In fact I am not sure that these two can be related to any function at all. The features themselves have to do with contrastive articulation and so might be thought of as experiential. But their distribution over syllables does not correlate obviously with any function.) So, even if we do call these features prosodic, there does not seem to be anything inherently interpersonal about them with which to sustain the

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[4] Matthiessen seems to be aware of this when, for instance, he points out that ''relational' is a feature of the clause, not of the process alone' (1991c: 18).

[5] One might also want to make a case for phonological key insofar as it is glossable by meanings such as certainty, disbelief and so on but cf. Watt (1989) on the whole issue of correlating pitch movement and other phonological features with specific meanings.

generalization. Moreover, much of the work that has been done using prosodic approaches has addressed features (such as lexical tone) which correlate most obviously with the experiential function. Of course, Matthiessen admits that the extension from the phonology to the lexico-grammar is metaphorical. What he does not seem to recognize is that the metaphor is not well grounded.

This lack of grounding becomes apparent in the context of the arguments he presents for the extension of the metaphor to include a prosodic representation of person and number concord between Subject and Finite. He takes it as a matter of fact that Subject and Finite are interpersonal (as indeed in Halliday's grammar they are) and that therefore person and number concord between them is a matter of the interpersonal function best represented as a prosody. It is possible to regard person and number concord as signalling interpersonal information insofar as these relationships indicate what is, and what is not, the subject of the clause and this in turn signals something about clause mood. For example, the differences between (3) and (4) are that 'John' occurs as a vocative element in (3) and the clause is imperative, whereas in (4) 'John' occurs as the subject element and the clause is indicative declarative.

(3) John, go home
(4) John goes home

We know these things because of the absence of concord in (3) and its presence in (4). But Important here is the fact that the concordial relations of person and number do not signal clause mood directly. Their grammatical value is to indicate what is, and what is not, to be understood as grammatical subject. That is, they signal which elements are to be regarded as constituents of the clause. In this context, the only reason for interpreting the relationship indicated by person/number concord as interpersonal per se is the a priori assumption that anything to do with the subject/finite relationship must be interpersonal. The argument is not merely circular, it is wrong. Examples (5) through (8) illustrate this insofar as in (5) and (6) number concord extends beyond subject and finite to the complement element and in (7) and (8) it appears as a relationship between a noun head and its modifiers. And although one might want to represent such concordial relations prosodically, there seems to be no reason at all to suggest that they are motivated by the interpersonal metafunction.

(5) Flash is a grey hound
(6) Rocky and Bridget are Jack Russell Terriers.
(7) a dog (*a dogs)
(8) several dogs (*several dog)

The last specific example to be considered from Matthiessen's paper (at least in this context) is his discussion

of the different possible analyses of 'hopefully'. Matthiessen's
first claim, that 'hopefully' in the sense of 'I hope' is better
represented as a prosody of the whole clause which it modifies
rather than as a sentence adverbial in a constituency grammar, is
puzzling. The information conveyed by the two analyses is the
same: that is, that the domain of 'hopefully' is the whole clause
that it modifies with the exceptions that (1) in the
constituency analysis offered this relation is indicated by the
fact that the sentence adverbial is a sister to both the subject
noun phrase and the verb phrase, and (2) the constituency
analysis includes information about word class.

The second claim is that 'hopefully', in the sense of 'in a
hopeful manner', is better represented by minimal rather than
maximal bracketing of constituent elements. The reason given for
this is that minimal bracketing 'is consonant with the potential
positions of 'hopefully' strung out prosodically throughout the
clause suggesting that it is not placed anywhere in particular
relative to the constituency configuration he + look + at her'.
As an argument for minimal versus maximal bracketing this is not
very good. For although it is true that adjuncts of this type can
occur anywhere in the clause, it is not true that all the
positions are unmarked. A medial adjunct occurring in clause
initial position (before the subject) will be realized by a
initial position (before the subject) will be realized by a
separate tone group, and one occurring between the subject and
the predicator has a high probability of occurring as the locus
of phonological prominence (tonic element) for the tone group,
whereas those occurring in positions after the verb have the
potential to be realized within the same tone group with unmarked
phonological prominence (i.e. tonic coinciding with the last
lexical item, whatever it happens to be). A syntax with maximal
bracketing is at least suggestive of this relationship. Moreover,
the minimally bracketed representation is mute as regards the
fact that medial adjuncts of this sort are associated with the
process itself. If we want to include this information in a
minimally bracketed syntax, class labels are needed for the head
of the adverb phrase and function labels (e.g. medial adjunct)
are placed on the node dominating the head element. So, economy
is not an issue. To arrive at comparable descriptions one either
multiplies the number (and type) of labels or maximizes
bracketing.[8]

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[8] This is probably an appropriate spot to note that there are
alternatives to rank ordered (constituency based) syntaxes.
Dependency grammars such as that discussed by Hudson (1984) rely
(almost) entirely on dependency relations to handle the syntax of
the clause. I cannot discuss these grammars here. But note that a
dependency grammar would present medial adjuncts as modifiers of
the verb.

The other difficulty with this claim is the assumption that
'hopefully' has an interpersonal value when it occurs as a medial
adjunct (as in 'with hope/in a hopeful manner'). No matter what
grammar one uses, this is a realization of a circumstance of
manner and has no bearing at all on the expression of speaker
attitude. It is not different as regards either role assignment
or syntactic behaviour from other circumstances of manner such as
'quickly' (as in 'he looked at her quickly'). I do not believe
anyone would want to argue that 'quickly' should be treated as a
prosody of the clause. Of course, the real problem here seems to
be a confusion between the two 'hopefullys'. Because one has a
clear interpersonal value insofar as it expresses speaker
attitude, the assumption is made that the other belongs in the
same function. The arguments which follow from this assumption
are not worth much because the assumption is simply wrong. But
before abandoning them altogether, there are two further points
worth making (if only to prevent attempts to salvage those parts
of the argument not yet addressed).

The first point is that there is no reason to interpret a
set of (relatively) optional positions for an element
prosodically because there is no correlation between optional
locations for an element and prosody (or for that matter the
interpersonal function). Leaving aside the adjunctival
'hopefully', the ability of the attitudinal 'hopefully' (and all
other mobile attitudinals) to occur anywhere in relationship to a
clause is parallelled by the mobility of sentence ranking
conjunctions such as 'however' 'consequently' 'nevertheless' and
so on. What the mobility of these elements from different
functions reflects is that they are not constituents of the
clause when this is conceived of in systemic terms, as the unit
which is the locus for systems of transitivity, mood, and theme.
Rather, they are constituents of the sentence. Moreover, mobility
itself only reflects the interpersonal function in relation to
mood (movement of WH elements and finite verbs). Otherwise, such
mobility has to do with focus and phonologically realized
prominence and so is a matter of the textual function which
(according to the set of metaphors being discussed here) is
realized by wave-like structures.

The second point is that in Halliday's grammar (1985) on
which much of Matthiessen's work is based, all those elements
which Pike and Pike (1982) describe as being outside the clause
nucleus but within the simple sentence are analyzed as various
kinds of themes if they are realized in positions before the main
clause. (I have not been able to discover what happens to them if
they occur elsewhere, but they certainly could not be treated as
different kinds of theme.) So, there are interpersonal themes
(e.g. vocatives, attitudinals), textual themes (conjunctions),
and of course ideational (topical) themes which conflate with
some element of clause structure. The question one might want to
ask of this disposition of elements is how is it that

interpersonal selections for which 'natural' mode of organization is prosodic have come to be part of a thematic structure for which the 'natural' mode of organization is 'wave-like'? I do not have an answer for this but it seems like a useful question.

I have suggested these counter-arguments to the claim that the different meta-functions generate different kinds of syntagmatic structure because the various metaphors on which the claim is based have been accepted fairly widely within systemic-functional linguistics without, it seems to me, an explicit exploration of their value. Matthiessen's papers are an exception to this rule in that they at least attempt to explain, and argue for, the metaphors. The explanations fail in ways that are more significant than mere bad argumentation. The most fundamental problems are that (1) there is nothing inherently interpersonal about the relationships characterized as prosodic, nor, for that matter, anything inherently experiential about constituency; and (2) the argument seems to depend on a basic misunderstanding of constituent relations so that grammatical relations such as domain, and features bound within a domain are not seen as relationships which can be specified by a constituent structure. I believe that this misunderstanding arises as a consequence of the fact that in Halliday's Functional Grammar, the accepted mode of analysis for experiential relations is called constituency, but it is neither maximally bracketed, nor consistently rank ordered. Apparently, one can get by (in a constituency based grammar) without one or the other of these, but not both. This is because constituent hierarchies which are either maximally bracketed or rank ordered specify both part-whole (composition) and dependency (modifier/head) type relations.

Thus, it seems that at least part of the claim for the intrinsic justification of the trifunctional hypothesis is simply wrong. There is no observable correlation between the interpersonal function and its syntagmatic organization. Rather, it appears that syntagmatic structure can be interpreted from a number of relational perspectives. This, of course, was the point Pike (1959) made when he argued that grammatical structure (or 'substance') could be interpreted in relation to the three perspectives of particle (constituency), field (dependency), and wave (nucleus/margin). In 'Modes of meaning and modes of expression' Halliday (1979) postulated a correspondence amongst Pike's three perspectives and the three meta-functions. The particle perspective was said to correspond with the experiential function resulting in constituency structures; field was said to correspond with the interpersonal function generating (cumulative) prosodic structures; and wave with the textual function resulting in culminative structures.

There is, even in this seminal paper of Halliday's, a mis-match in the analogue. Pike's field perspective was set up to handle dependency relations such as concord between subject and

finite. That he did not interpret these relations as interpersonal 'prosodies' is evidenced by the fact that he also refers to field as a relational perspective characterizable through matrices, and by the fact that in a four-celled tagmemic analysis the field perspective is represented by a cohesion cell. To this cell are assigned not only intra-sentential dependency relations such as concord, but also inter-sentential dependency relations such as those realized by (sentence ranking) conjunctions (however, moreover and so on) (cf. Pike and Pike 1982). Relations of the latter type would be treated as textual (or perhaps logical) in Halliday's grammar. This is indicative of the extent of the mis-match. (It also suggests that the attempt to incorporate a functional perspective into the grammar obscures some rather high order generalizations about grammatical structure which are otherwise moderately transparent.)

In any case, the analogue between Pike's three perspectives on a unitary substance and Halliday's three meta-functions generating different kinds of syntagmatic structure is not a good one. And its history, since Halliday's (1979) article, has been one of steady reification so that the meta-functional hypothesis as articulated by Halliday is now argued for as 'natural' and a linguistic universal (cf. e.g Martin 1990, Matthiessen 1991c). The hypothesis has become a fact for some systemic-functional linguists.

One may be pre-disposed to accept the factual status of the whole of the tri-functional hypothesis because of the incontrovertible nature of the arguments for its extrinsic justification. That is, all natural languages will have resources enabling speakers to express ideational, interpersonal, and textual meanings such that what they say is coherent with the contexts in which they say it. A direct correlation between these types of meaning and the structural properties of natural languages is an extremely appealing idea. Symmetry is appealing. However, I think it is unrealistic to expect symmetry in systems so complex as those which allow us to speak and make sense in a context, just as I believe that it is unrealistic to expect that any single mode of representation will be adequate to account for such a complex of systems. Nature is seldom so tractable. So, until we have produced evidence which is more convincing (one way or another) as regards the intrinsic justification of the tri-functional hypothesis, a little Firthian caution about the ontological (and even ontic) status of these constructs seems in order. We lose a great deal if we succeed in convincing (only) ourselves of the naturalness of our descriptive and theoretical constructs.

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13

NEW CHALLENGES FOR SYSTEMIC-FUNCTIONAL LINGUISTICS:

DIALECT DIVERSITY AND LANGUAGE CHANGE

J. L. Lemke
City University of New York
Brooklyn College School of Education
Brooklyn NY 11210 USA

Why a Theory of Language Change?

Most models and theories of language emphasize synchronic description. They rely on the systematic integration of various phonological, lexicogrammatical, and semantic features of a linguistic variety to emphasize the internal unity of that variety, the complex formal relations of their elements to one another. This is as true of functional and systemic models as it is of generative ones. But while formal systems are elegant, they overidealize actual language use. They neglect the irregularities of language and overemphasize its systematicity, and in doing this they divorce the study of language from its social context, where diversity, conflict, and continual change are essential features.

Synchronic approaches not only idealize, oversimplify, and exaggerate the formal regularity of language, but mistake transitional features for systematic ones, and distort our models to make the transient seem more systematic than it is. These approaches may also miss <u>dynamical</u> relationships among linguistic features that have more explanatory usefulness than the synchronic systematicities we impose on them.

While theories that model language as an essentially autonomous set of universal phenomena (e.g. Generative linguistics) may at least be internally consistent in ignoring dynamical processes, social and functional theories of language cannot do so. If language is a resource for making social meaning, if it is what it is because of the social functions it is called on to serve in a variety of social contexts in particular communities and cultures, then every aspect of a social-functional theory of language must take into account social diversity and social change.

What would be the <u>use</u> of a dynamical model of language-in-flux? It would not be, I think, to enable us to predict the long-term, distant futures of languages. We have no need for such predictions and no way of verifying them. In fact, I will argue that such predictions are not in principle possible, except in very general terms that have little practical value. But one of the uses of a theory of language change <u>is</u> to tell us what kinds of predictions are and are not possible, which <u>is</u> worth knowing as we develop our research programs and as we consider policies of deliberate intervention in social language processes.

It might also be useful to know something about the historical antecedents of a particular linguistic variety, and a theory of language change should be useful to language historians and to social historians, all of whom MUST be concerned with language no matter what aspect of history they study. And there is certainly political value in an understanding of the historical evolution of a linguistic variety, at least when challenging social and linguistic ideologies about contemporary varieties and their speakers.

But the real use of such a theory lies in understanding the on-going dynamical process that lead to language change. These are processes at work now (and always) in our communities. They give rise to short-term changes in registers and genres and in discourse formations generally. They contribute to the divergence of dialects, to processes of creolization, to language-contact and language-conflict phenomena, to the genesis of language diversity, and even to language development among individuals and groups. They produce irregularities in the systematicity of language which need to be properly identified and dealt with in models of formal relations. Most importantly, however, they form an integral part of the system of processes of social and cultural change at work in society. They contribute to phenomena of cultural innovation, social conflict, and sociocultural development and evolution (Lemke forthcoming). We need theories of language change not just to understand language better, but to understand social and cultural dynamics at all.

Language Change and Social Change

Language change is an integral part of social and cultural change because they share the same underlying dynamics. Language changes as language use changes, as new texts, new registers, new genres, new discourse formations come into being as part of the changing social activities of a community. Language as a reality is always language in use in social context. It is always language being used to do something, and as the social and cultural uses of language change, the features of the language varieties in use change also. It is human actions, human social semiotic practices, which form the basis for both social and linguistic dynamics. That shared dynamics represents a complex interderpendency among social practices, including the material processes of the ecosocial system (Lemke, forthcoming) we call a 'speech community'.

But a 'speech community' is not just a collection of speakers, or even of speakers in social interaction. Ultimately the ecosocial system of relevance to social and linguistic dynamics is the system of social practices and material processes that constitutes the community itself as a semiotic and as a material ecological system. The grounds of this argument lie in the general theory both of social semiotic systems (e.g. Lemke 1984, 1990: Ch.8) and of complex dynamic open material, ecological systems (Lemke 1984; forthcoming). Social semiotic theory tells us that social systems are systems of meaningful semiotic practices, i.e. actions that have social meaning relations to one another

in a particular community. When these practices are enacted, the semiotic relations among them lead indirectly to couplings among material processes of the exchange of matter, energy, and information/entropy which constitute a material ecosystem.

The general study of complex material systems is now well advanced in physics and chemistry (e.g. Prigogine 1980, Prigogine & Stengers 1984, Jackson 1989, Harrison 1982) and is beginning to make progress in developmental and evolutionary biology, ecology, and geophysiology (see Weber, Depew, & Smith 1988; Odum 1983; Salthe 1985, 1989; Holling 1986; Lovelock 1989). What makes a system truly complex dynamically is not simply the number of variables (or 'degrees of freedom'), but how these variables depend on one another, the pattern of their 'couplings'. The more interdependent they are, both in numbers of interconnections and the strength of the interconnections, the less predictable the future of the system. When the couplings 'loop back' on themselves (e.g. changes in A produce changes in B, which produce changes in C, which in turn produce changes in A again), the system may grow in complexity, generating new global patterns and new information. ·

In a social system, semiotic relations among practices (metaredundancy relations, Lemke 1984) lead to actions that engage new couplings among the material processes through which they are enacted, thus adding a new dimension of coupling, feedback, and complexity to the system. It becomes impossible to study either the purely material, ecological dynamics of the system, or its social-cultural semiotic dynamics in isolation. There is a single dynamics, a single unitary 'ecosocial' system. A theory of ecosocial dynamics offers a specific framework for constructing models of language change in social context.

It should come as no surprise to social-functional linguists that processes of language change are not autonomous. Whether we are speaking of phonological (e.g. Weinreich, Labov, & Waletsky 1968) or of grammatical and semantic change (e.g. Halliday in Ghaddesy 1988), social linguists have long assumed that social relations (e.g. political and economic dominance) and social formations (cultural contexts of language use) play a determining role. Macrosocial processes clearly have major implications for the historical course of language change in particular communities. Military conquest and occupation, (e.g. the Norman conquest in the history of English or the briefer American occupation of Japan after the Second World War), colonization, or simply economic and cultural hegemony, as in the British and American linguistic influences felt from Africa and India to the other languages of Europe, amply illustrate this point.

Social processes of language change do not affect the linguistic practices of a community solely by altering the phonology, lexicogrammar, or semantics of a particular language variety, but also, and perhaps more significantly, by introducing new varieties (foreign and second languages, linguae francae, pidgins, creoles, new dialects, nativized foreign languages), and new patterns of use (e.g. code-switching, code-mixing) among them, and by determining the relative prestige and dominance of particular varieties in a community.

Macrosocial processes have significantly influenced language evolution worldwide through the 19th and 20th century ideology of Standard National Languages. A particular set of social interests (including those of a new bourgeoisie, mass production and mass markets, burocratic uniformitarianism in military training and mass education of the labor force) created rationalizations for suppressing natural linguistic diversity in favor of a monopoly for the linguistic variety of the economically and politically dominant group. The pseudofunctionalist myths of language standardization are still with us, crippling mass education in many countries with the impossible and unnecessary task of imposing an artificial linguistic (and therefore semantic and social-cultural) uniformity on large segments of the population who are unwilling and in practice unable to conform to this essentially discriminatory policy (cf. Lemke 1990b, 1990c).

A general theory of language change in the context of ecosocial dynamics points to an essential role for linguistic diversity: among languages, among dialects (including sociolects and creoles), among genres and discourse formations (cf. heteroglossia, Bakhtin 1935, 1953; Lemke 1988a). It is time now to sketch some more specific elements of such a theory.

Dynamical Systems: Development, Succession, Evolution

A general theory of ecosocial dynamics (Lemke, forthcoming) begins by generalizing from models of change in complex physical, biological, and ecological systems to identify the nature of systems that undergo the kinds of change usually called developmental (in the case of organisms), successional (for ecosystems), and evolutionary (for species or ecosystem types). Underlying the analysis is the very sophisticated recent work on the dynamics of complex systems generally, which identifies their key characteristics (strong couplings of variables and processes, with autocatalytic feedback loops and highly non-linear behavior) and then for progressively more specified kinds of such systems (self-organizing, developmental, epigenetic, and organismic or ecological; Lemke, forthcoming) details the abstract features of dynamics which they share.

The most general features of complex system dynamics include: (1) symmetry-breaking, which lets processes occur preferentially in some contexts rather than others (often through historical 'accidents' at critical moments, leading to bifurcation, or branching of system development along one of two possible new paths); (2) hierarchical structuration, in which subsystems become dynamically integrated into supersystems through new couplings between them, which in turn alter their internal dynamics (often by more strictly constraining their possible states); and (3) true development (or succession), in which internal dynamical complexity (number of couplings of processes and patterned interconnections) first rises ('ascendant phase') as the system grows (in mass and in energy flow per unit time) while gradually reducing its rate of output of disorder to the environment to a

minimum ('mature phase'). In some kinds of system there is also a final 'senescent phase' in which system resilience to perturbations declines until environmental assaults lead to a break-up of coupling complexity and eventual return toward thermodynamic equilibrium (death).

No system of this sort can be understood synchronically. No analysis of its state at any one time, or even over a time span short compared to overall lifetimes (or the characteristic times of development or succession), can adequately characterize it (cf. the larva-pupa-butterfly). It must be studied over its entire developmental-successional trajectory; it is an essentially dynamic-trajectory entity, not a static one. If you stop its changing, it dies. It is alive only in and through its processes of change, development, succession. Its dynamics at any one moment creates the possibilities for its next phase of development or succession.

Ecological succession, the shifting patterns of interaction among different species at different stages in the life-history of a partic-ular ecosystem, is a kind of developmental change. It differs from the paradigm of embryological development in organisms, however, in a number of ways which make it more useful as a model for ecosocial systems (which are essentially ecosystems with the addition of semi-otically mediated couplings of their material processes). Ecosystems do not breed, and they do not die of old age. They are more like colo-nial organisms (like a coral reef), in which individual cells may die and be replaced, while the supersystem organism (the ecosystem) continues to live. Advanced organisms like humans also replace cells in this way, but the whole reproduces and then eventually enters terminal senescence. It is one evolutionary path. But there is another.

Instead of heading on into terminal senescence, an ecosystem may enter a stage of post-maturity in which it is not as resilient as previously and is more vulnerable to external disturbances, but at the same time it will have grown 'patchy' with a mosaic structure on many scales of small regions in which the dynamics are distictively different. When a great oak or redwood finally dies, when a small fire burns out a part of the forest, when a storm damages part of a coral reef, when pollu-tion degrades the environment in part of a lake, a mini-succession will begin again in that patch, progressing faster or slower depending on proximity to other mature patches, which species' propagules get there first, and what the local soil, light and water conditions are. The natural topographical variations in soils, and for marine ecosystems the natural patchiness of nutrient flows and plankton popu-lations, also insures that ecosystems are everywhere 'patchy', mosaic aggregates. Stresses on patches may even cause a retrogression in the successional developmental sequence.

The result is that ecosystems are mixed-age aggregates. They consist of parts at different ages or stages of successional development. And they consist more generally of little mini-ecosystems with slightly different mixes of species, or even different species in the same

functional niches. Ecosystems do not, like organisms, reproduce new individuals with a distribution of variation in characteristics; they contain this diversity within themselves in simultaneous mosaic patches. Not only age, or successional stage, but every other charac-teristic of an ecosystem is present within it with a distribution of various values at various scales. Ecosystems are mixed-age, mixed-character mosaic aggregates. And so are ecosocial systems (such as cities).

And beyond developmental-successional change, there is evolutionary change. It is necessary to avoid the frequent confusion of these two notions of change in order to incorporate into our theory their very important relationships to each other. Individuals (tokens) develop; types evolve. The predictable part of the development (or succession) of an individual system is the part that follows the trajectory of its type. The unpredictable, historically specific part, we may call its individuation. When the individuated trajectory of one system is asso-ciated with changes in its environment such that some of its previously unique history can now be recapitulated in the development of other individual systems, a new trajectory-type has come into being (cladogenesis) and evolution of the type is now possible. Note that it is the whole type-specific trajectory, the 'trajectory-type' that evolves, and not just the 'mature' phase alone. It is, for instance, human development, the pathway from embryo to child to adult to dotard, that evolves in this theory, and not the form of adult humans as such.

Evolution is a complex process in itself. It begins with cladogenesis, the creation of new types (e.g. species-developmental-trajectories, and ecosystem-successional-trajectories). Cladogenesis is itself constrained. Some individuations are more likely than others, given the ecosystem and environmental contexts. Of those, the ones that are recapitulable in these contexts are further limited. Once diverse types co-exist, tokens of those types can interact (e.g. compete, co-operate), and over time the relative numbers of tokens of each type may change. One aspect of evolution is thus quantitative and statistical: what are the relative frequencies of the different types at various times? If a frequency declines to zero, the type may be extinct (though with ecosystems, or ecosocial systems, including their various linguistic and other semiotic practices, a type may be reconstituted even after apparent extinction). The lineage of types-in-common-descent may then appear to run through a sequence of (statistically) dominant types, especially if earlier types do become extinct. This lineage evolution, however, is not itself a separate dynamical process; it does not correspond to the dynamic trajectory of any actual material system.

It should be clear that it is individuation in development that is the basis of cladogenesis, and thus of evolution, and that type-specific development of individual systems will tend to recapitulate the evolu-tionary history of the developmental trajectory-type of the 'kind'. For organisms, this recapitulation is usually quite strict because of the internal 'environmental' control of DNA-mediated chemical

processes. For ecosystems, and ecosocial systems, however, each new patch within an ecosystem may develop somewhat differently under the weaker regulatory control of the surrounding ecosystem environment.

Diversity is the foundation of evolutionary change, both insofar as it provides for cladogenesis (new types, new combinations) and insofar as it supplies the basis for statistical shifts from one dominant type to another under changing environmental conditions. For organismic systems, diversity exists in the variability of characteristics of different individuals of the same species (assured by their varying gene combinations), and in the variety of species types extant. For ecosystems, apart from different ecosystem types, there is the mosaic diversity of the mixed-age, mixed-character patches within each individual ecosystem. This diversity appears to be 'fractal' in character; i.e., it exists on all physical scales.

Dialects, Diversity, and Change

What are the 'patches' in ecosocial systems? In a relatively large system, we may identify the most important patches with individual 'communities': people interacting with one another and with a material, ecological, and technological environment, enacting socially meaningful cultural-semiotic practices. Since mosaic diversity is fractal, we recognize that a given patch may itself be patchy internally. Moreover, we expect patches to generally be of different 'ages' and we can define this in terms of the age of the 'community' since its founding (if we consider it a relatively autonomous patch), or in terms of, say, the mixed-age diversity of human communities with respect to the age of individuals. Equally or more important are the other forms of diversity among the patches: these communities will have different subcultures, including different language-using practices. But they will co-exist in the same larger ecosocial system, interacting in various ways with each other.

In traditional theories of language, it is the notion of dialect diversity or dialectal variation that seems to correspond most closely to the patchiness we expect in the language-using practices of an ecosocial system, though it is only one part of this diversity. Dialect diversity as it is usually defined has the appropriate fractal character: from the diversity of languages in a regional language family, to the diversity of dialects of a particular language, to the idiolectal variety within a dialect (and every level of lect in between, e.g. macro- and micro-sociolects). The notion of a dialect as the language of a particular 'speech community' is very close to the appropriate notion in an ecosocial theory, provided that we define 'community' semiotically and ecologically, i.e. not just as a collection of individual speakers, but as a functioning assemblage of interdependent language-using social and cultural practices that engage and couple the processes of the associated material-technological ecosystem.

How do the dialects of ecosocial patches differ? If we take them to be defined in terms of the system of interdependent social language-using practices of the community, then they differ not simply phonologically, or even lexicogrammatically, but also semantically (both as regards semantic systems and semantic orientations (cf. Hasan's work on sociolectal semantic variation, 1990), and in a social semiotic theory, in terms of the semiotic formations, here discourse formations (genres, thematic patterns, cultural narratives, etc.), associated with different cultural activity-types. A social dialect cannot be defined by its lexicogrammar and phonology alone. It must be defined in a way which includes the full system of language-using practices of the ecosocial community (i.e. in terms of semiotic formations as well as semiotic resource systems).

Dialects also participate in the dynamics of the developmental-successional trajectories of their ecosocial patches (subcommunities). This is particularly evident during an ascendant phase, such as occurs in creolization (following a successional retrogression, i.e. pidginization), or in the introduction of revived languages (e.g. Gaelic, Hebrew) to a new generational cohort (immature, ascendant patch). As the patch grows and matures, using language for new purposes, the dialect (i.e. the patch-specific linguistic variety) will grow in complexity with it. A dialect is not a synchronic entity in this theory; it is a dynamical one, extending over time, creating over time the conditions of its own future development.

But across all scales of an ecosocial system we cannot generally expect to find a correspondence of one patch, one dialect. In general, a patch, i.e. an ecosocial system or subsystem, will have a lectal mix of simultaneous, co-existing linguistic varieties. These may be different enough to be called different languages, even from different historical language lineages (language families), or simply different dialects of varying degrees of mutual intelligibility. All ecosocial systems are inherently polylectal, differing only in degree of internal linguistic diversity. This fundamental fact is already recognized in social linguistics by the assumption of a universal heteroglossia. In every community there is a diversity of social voices (patch-specific language-using practices) associated with the social diversity of the community, with respect to age, gender, social class, occupation, subcultural affiliation, etc. We know empirically that these diverse speaking-practices in a community are generally in conflict with one another because of the inevitable conflicts of interests, values, and points-of-view (including differing trajectory histories) of their patches of origin and use.

Ecosocial succession thus includes, on the shorter time scales (years, decades) changes in the mix of language varieties and who uses which for what purposes. The relative frequency and other measures of dominance of a particular heteroglossic-dialectal form or formation will change depending on the outcomes of conflicts among groups (and other more indirect factors). Some forms and formations, including whole dialects, may become extinct in a community (or the community may become extinct). If the ecosocial system of the community persists, there will be a succession of lectal mixes, of systems of conflicting speaking practices in that community.

Dialects, Registers, Semo- and Clado-genesis in Language

What is the role of a notion of linguistic register in this picture? We need first to consider the relation of register to dialect in the model. Ordinarily, we are accustomed to thinking of register and dialect as relatively independent dimensions of language variation. Registers vary with situational context, i.e. with the activity forma- tion in which language is being used (including field, tenor, and mode), while dialect variation is a function of speaker or speech community. A dialect in principle has, or can have, a register for each activity formation (contextual configuration); there is register variation within dialectal variation. But in practice, for the defini- tion of dialect which we are now using, not only do many dialects lack specific, specialized registers (never having historically developed them), but there is a fundamental problem of how to match apparently corresponding registers across dialects.

This is a basic theoretical issue. If a register is defined by the situational contextual configurations in which it is used, and if these are essentially culture- or subculture-specific (indeed sub/culture-defining), then we do not expect that one can in principle vary register independently of dialect. Dialects belong to different communities, and it is only in some circumstances that distinct communities will have the same cultural activity types. We should always expect that at some degree of delicacy they will differ in their field, tenor, and mode configurations. Changing dialect is not simply a matter of changing pronunciation, lexis, or even grammatical realizations of semantic choices: it is fundamentally a matter of changing culture, of changing the way in which we construe the world. Dialects will have differing semantic orientations (cf. sociolectal differences in Hasan & Cloran 1990), and differing discourse forma- tions. They will have different language-using practices in similar situational configurations. The notion of register variation applies only within a dialect, not between dialects. Two dialects will in general have two incommensurable systems of registers, which may be compared only approximately and under specific ad hoc criteria of equivalence.

We must be wary of ideological predilections in our own culture that favor minimizing social and cultural differences, especially those that may play a role in actual or potential social conflict. The common belief that it is easy for speakers of other dialects to shift to Upper-Middle Class English (UMCE, uncritically called Standard English) or to its written registers (collectively, Standardized Written English, SWE) is a product of this ideology and of the interest of the upper-middle class in maximizing the economic and political advantages of their inherited linguistic capital (cf. Bour- dieu 1979 on 'cultural capital'). To shift dialect is to shift world- view, something not easily accomplished without the corresponding shift in lifestyle and life opportunities. Ecosocial theory also points out the impossibility and the undesirability of any homogeniza- tion of linguistic diversity, whether to a hegemomic norm or not (Lemke 1990b, 1990c).

But the notion of registers within dialects is still an important one for understanding the processes of language change. Dialects differ significantly, not simply because of divergence due to random drift under conditions of relative mutual isolation, but because they func- tion to constitute social differences, including social conflicts, between their patches (communities). Major differences between sociolects and dialects of the same language persist and even increase under conditions of intensive interaction in the same ecosocial system. Language differences are a social-isolating mechanism, and more generally, are the means by which social differences are maintained despite interaction. Dialects which have developed or evolved under such conditions do not have random differences: they are systematically socially opposed language varieties, and their linguistic features will reflect this (especially their genres, thematic formations, cultural narratives, etc.).

Social dialects, whatever their historical origins, are semiotically and sociologically articulated with one another. They are not indepen- dent or unrelated. They do not differ from each other at random; their differences are systematic. A great deal more research on this is needed to identify the nature of social dialect relations (see below on polylectal grammars).

Registers within opposing dialects will have corresponding 'opposi- tional' relations, somewhat of the sort proposed for heteroglossic relations among formations belonging to different social voices (Lemke, 1988a). In this way, one can establish some correspondences between registers across dialects, but now in terms of the social relations of these registers, i.e. in terms of how they are used in ways that distinguish the dialect groups, rather than on the basis of a priori assumptions about common activity formations or situational contextual configurations. Indeed we have to be skeptical that members of diverse subcommunities in fact 'see' (or more precisely construct) the same situational contexts, or even the same sets of possible situational contexts (cf. the notion of distinct umwelts).

Within a dialect, within a patch, there is still heteroglossia, there is still diversity on smaller scales. People speak differently about things, use language differently to do things. There is a competition among various genres, thematic formations, etc. for use by different individuals and subgroups in different situation-types. There will be mixtures and combinations even in a single text. The frequencies of use, and their distributions over speaker and situational character- istics, will be continually changing (in principle). These actual, changing frequencies establish the a priori probabilities which form the weightings of systemic choices that define a register. The sum of all the registers of a dialect defines the lexicogrammar of that dialect. If we are concerned with the slow (scale of centuries) processes of change in the deep grammar of a dialect, we must look to the registers in which these changes originated historically (cf.

Halliday's historical analysis of the register of scientific writing, 1988), and try to trace their spread to other registers (and perhaps to other dialects).

Are major processes of grammatical change first confined to one or a few registers and then spread to others according to some topology of nearness of registers? Or do they rapidly spread from their register of origin throughout a dialect, following only the patterns of inter-action of speakers who use these features? I suspect that we will find that situational context, and hence register, can 'trap' changes, but we need to know much more about these patterns of spread, especially of deep grammar changes. Phonological changes seem least likely to be situation-specific (except in their origins), grammatical next more likely, and semantic most likely of all. Discourse formations, of course, are usually specific to activity formations, though some types of formations (rhetorical formations, or 'mini-genres' like syllogistic reasoning, or counterfactual argumentation, etc.) are not.

So far this model describes changes in social activities or social relations _leading_ corresponding linguistic changes. In general the model does assume that the dynamics of semiotic resource systems (like lexicogrammar or register potential) depends on that of semiotic formations (typical language-using activities, cf. genres, discourses), and ultimately on ecosocial processes and events. But we should also allow for the _inertia_ of semiotic systems by virtue of their internal relations (systemic, 'valeur' relations). In order for a semiotic resource system to continue to function, it must maintain critical contrasts at every level (phonological, lexicogrammatical, semantic) and complex arrangements of articulation of these contrasts. It is not easy to make some (arbitrary) changes in such a system, for the need to maintain the rest of the system will react back and tend to erase the changes or strongly disfavor their spread. Other possible changes, in a given momentary state of the system, will be more likely to be accomodated. In such ways language-in-use creates the conditions of its own future changes.

It is characteristic of the dynamics of complex (self-organizing) systems such as ecosocial systems that they create the conditions for their own further development or succession. Early successional stages on an ecosystem's trajectory modify soils and microclimate (e.g. sunlight penetration), create and concentrate nutrients in the system, and in many ways produce the conditions in which successor stages can arise and thrive. This is the main mode of trajectory evolution in a lineage: more and more possible further stages are added to the end of the trajectory. But there is also the process of cladogenesis, by which divergent trajectories lead to new lineages. These divergences are the more profound (but also less likely to be viable) insofar as they occur earlier along the type-specific trajectory (cf. 'neoteny' in biological evolution).

Language is an instrument by which we construe the world. It provides the terms (semantics, discourses, genres, etc.) in which we formulate our values, our discontents, our imaginings, our goals, our plans of

action. It is the instrumentality of much co-operative co-ordination of effort in creating and enacting those plans. It is thus a strong influence on the doings of people in a culture and so on the future kinds of doings that may arise in a community. In this way it influences the very functions it will be called on to serve in the future, and so its own future evolution. Language as such is not an ecosocial system, it does not have an autonomous dynamics, but it participates in ecosocial systems in ways which produce dynamical consequences. Language creates the conditions for its own change, but only in and through social language use in a material ecosocial system.

We can ask if the result is any sort of 'progress' in the evolution of a language or dialect, i.e. in the succession of language-using prac-tives of an ecosocial system and the lexicogrammatical and semantic resource systems we may abstract from them? There is a sense in which grammars as meaning _potentials_ grow richer, more complex as new systems of feature choices are accumulated and integrated in them. We see this in the language development of the child and in the develop-ment of a new creole. This represents (i.e. is abstracted from) new meanings that are actually _made_ in the ecosocial system with the developmental-succession of new actional formations and new constella-tions (couplings) of activities and processes (cf. changes in metaredundancy relations). But at the same time the lexicogrammar and its semantics open _possibilities_ for further meanings to be made that may not (yet) have been (this is the 'semogenetic' potential of the language, cf. Halliday in press-a,-b).

This semogenetic potential is only realized to the extent that some very high redundancy (near 100% probability of co-occurence of two selections in the grammar, say, or of a selection with a context) _drops_, as social strictures are loosened and contextualizations become less tightly constrained. Now new combinations may occur, even if with very low frequency. This may happen first in some particular social contexts rather than in others (an example of the basic symmetry-breaking phenomenon of complexity-increase in self-organizing systems), i.e. in some registers, leading to first a _de-coupling_ of the previously co-occuring features, and thus to the possibility for a richer system of new couplings of these now potentially independent features with many others, in different ways in many contexts. Now we may have not just semogenetic potential, but actually new meanings _made_.

This pattern of _semogenesis_ is quite characteristic of developmental or successional change, but there may also be an _evolutionary_ increase in the total informational complexity of the language-using practices of an ecosocial system. This happens because the relation between developmental succession and evolutionary change is more subtle and complex for ecological, including ecosocial, systems than for lineages of organismic species. The time-scales for successional and for evolu-tionary change may overlap across the range of scales of patches of different 'sizes' (levels in the hierarchical structure of the ecoso-cial system; cf. Salthe 1985). The evolutionary process of

cladogenesis may occur quite rapidly on some constituent scales as compared with others, so that in a large ecosocial system we expect to get new dialects formed, which may now interact (ecosocially) with each other across a larger-scale system, producing still further changes on their own scale-level (hybridization of lects, creoles, etc.), and ultimately contribute to new structure (couplings) at the next higher level of the ecosocial system.

Evolution at lower levels can thus play a role in developmental succession at higher levels, just as the higher level integration constrains evolution at lower levels. This is particularly true for ecosocial systems where cladogenesis and evolution at lower levels can happen much more rapidly in comparison to the lifetime of the higher level system than is usually the case for the relatively slower rates of evolution of organismic species.

Dialect and Language Change in Systemic-Functional Linguistics

I want to conclude this rough sketch with some comments on the kinds of research programs in systemic-functional linguistics which could make important contributions to an understanding of how linguistic dynamics plays a critical role in overall ecosocial dynamics.

First, there is need for a systemic-functional understanding of the relations between social dialects that co-exist, and indeed compete or conflict, in a community. Generative linguists, in their Universal Grammar research program, are trying to show that the formal grammars of widely different languages correspond to different 'parameter-setting' options in an overall UG. While this program has no basis in any assumed social contact between the language varieties being related, and no interest in the semantic differences to which any formal syntactic differences might correspond, it does show the possibility of creating a 'polylectal grammar'. It also frames a model for language development in children (and second-language learners), by assuming that language development involves setting the right parameters for the ambient language environment within an innate UG. Systemic-functional models should be better able to analyze the 'parameters' of difference at least between language varieties within the same community, and that includes age-specific (developmental) and experience-trajectory (ESL) varieties. We can look at co-existing languages and dialects in a community in a more social way, attempting to define, both in developmental and in more general social-interactional terms, the interdependence of their linguistic and sociological relations.

I do not know of detailed studies of dialect differences within English (apart from the implications of Hasan & Cloran 1990 for sociolectal differences) in the systemic-functional framework. Much more needs to be done, especially for the grammar, which should be truly polylectal, and this can reasonably begin in the context of studies of specific registers and their heteroglossic relations.

There is also substantial opportunity for more historical studies in the systemic-functional framework, looking at changes in the grammar and semantics (and discourse formations, genres, etc.) of particular dialects and how these did or did not spread across registers (cf. Halliday 1988).

Studies of semogenesis and cladogenesis are also needed. Nesbitt and Plum's (1988) pioneering study and its interpretation and extension in Halliday (in press-b) show us that the grammar, and no doubt every other aspect of language-in-use, is in flux. There are features and combinations of features, shifts in redundancy patterns, etc. that are in the process of changing right now, and these need to be studied in various registers and placed in their historical contexts.

Finally, social-functional approaches in linguistics ought to find fertile ground for studies of language change in its social context in the field of creole studies. Here particularly there are opportunities to see accelerated processes and the interdependency of linguistic and social changes within an ecosocial developmental-successional model.

I hope that I have managed to suggest in this very general sketch something of the excitement of dynamical approaches to language, and of their promise for the future, not just for our understanding of language and linguistic change but for the contribution a genuinely social linguistics can make to the study of social change.

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