## FROM THE EDITORS DESK

Welcome to the first edition of *Network* from down under. N/P Fries have set to work apprenticing the new editors, drawing their inspiration from the 'guidance through interaction in the context of shared experience pedagogy' informing our literacy interventions here. Christian and Jim are hoping to quickly master the dominant discourses without having their own subjectivities destroyed in the process, and to evolve the system - so you will see a few changes to the organization of Network in this issue, and more to come as Aussie-genesis takes hold.

New in this issue is a section on Teaching - syllabus, materials, aids with an outline of Halliday & Matthiessen's SFL course at the inaugural Australian Systemics Institute, held in July. We hope to encourage readers to send in course outlines, sample materials, useful graphics and so on so that we can develop a community of interest in strategies for teaching SFL.

Also new is a Time out section, where readers can turn their hand at recreational activities such as crossword puzzles, limerick making, cartooning etc. with a view to cheering ourselves up in what for many are proving demoralising academic climes. Thanks to Michael Halliday for his contributions to this inaugural section.

We would also like at this stage to invite contributions to a new Exchange section, in which people can enter into squibbing dialogues - about intractable examples, nagging queries, theoretical concerns, brief reactions to published claims... .

> **The number that appears after your name is the expiration date of your subscription. Please renew at that time (cheques in Australian dollars!).**

**The next deadline for material will be April Fool's Day, 1993.**

> **Editors:** Jim Martin/Christian Matthiessen, Department of Linguistics, University of Sydney, Sydney, NSW 2006, AUSTRALIA; Fax: (02) 552 1683. E-Mail: PETERF@EXTRO.UCC.SU.OZ.AU
>
> **Reviews Editor:** Martin Davies, English Studies, University of Sterling, Stirling, FK9 4LA, Scotland, GREAT BRITAIN. E-Mail: HMPD@FORTH.STIRLING.AC.UK

| | | |
|---|---|---|
| 08:30–09:00 | Registration | Woolley Building |
| 09:00–10:30 | Ronald A Carter: The LINC project: Politics and knowledge about language<br>Chair: Christopher N Candlin | Wallace Theatre |
| 10:30–11:00 | Tea and Coffee | |
| 11:00–12:30 | Parallel Workshop Sessions: | Woolley Building |

1:  *Current developments in language assessment in Australia* — N395
Convenor: Geoff Brindley

2:  *Exploring and explaining workplace communication* — S208
Convenor: Christopher N Candlin

3:  *Applying linguistic theory in mother tongue English curriculum in Australia* — N408
Convenor: John Carr

4:  *Curriculum materials development for schools using a systemic functional perspective* — N497
Convenor: Frances Christie

5:  *The role of the NLLIA in language planning and policy setting in Australia: Research and policy links* — N401
Convenor: Joseph Lo Bianco

6:  *Linguistics and law* — S361
Convenor: Yon Maley

| | | |
|---|---|---|
| 12:30–02:00 | Lunch break | |
| 02:00–03:30 | Allan Luke: *Critical literacy in education: Sociological and curricula issues*<br>Chair: Terry Threadgold | Wallace Theatre |
| 03:30–04:00 | Tea and coffee | |
| 04:00–05:30 | Parallel Workshop Sessions | Woolley Building |

1:  *Language policy development in teacher education* — N401
Convenor: Frances Christie

2:  *Describing language and literacy development in child school ESL* — S361
Convenor: Penny McKay

3:  *Gender, genre, and discourse* — N497
Convenor: Cate Poynton

4:  *Plain English in the workplace: A systemic functional approach* — N408
Convenor: Nicky Solomon

5:  Language learning in the secondary school: The write it right project — S208
Convenor: Robert Veel

| | | |
|---|---|---|
| 05:30–08:00 | Dinner break | |
| 08:00–09:30 | Critical literacy: *Panel Discussion*,<br>Chair: James Martin (University of Sydney) | N395 |
| Panel: | Christopher N Candlin (NCELTR, Macquarie)<br>Ronald A Carter (LINC, Nottingham, UK)<br>Frances Christie (UNT, Australia)<br>Jay Lemke (CUNY, USA)<br>Bernard Mohan (UBC, Canada) | |

## TUESDAY, JULY 14

| | | |
|---|---|---|
| 08:30–09:00 | Registration | WSC 220 |
| 09:00–10:30 | Joan Rothery: *Making changes: Developing an educational linguistics*<br>Chair: James R Martin | Price Theatre |
| 10:30–11:00 | The Vice–Chancellor, Macquarie University: *Welcome to delegates* | Price Theatre |
| 11:00–11:30 | Coffee and tea | Macquarie Theatre Foyer |
| Strand A: | Chair: Michael O'Donnell | |
| 11:40–12:30 | Gordon Tucker and Robin Fawcett: *So grammarians haven't the faintest idea: Recording grammar and lexis in a systemic functional model of language* | CSC 238 |
| Strand B: | Chair: Di Slade | |
| 11:40–12:30 | Bernard Mohan and Alice Wong: *Language socialisation in theory and practice: A business case* | CSC 242 |
| Strand C: | | |
| 11:40–12:30 | THEMATIC SESSION 1: *Poststructuralism and linguistic theory*<br>COORDINATOR: Anne Cranny–Francis | CSC 244 |
| Strand D: | | |
| 11:40–12:30 | THEMATIC SESSIONS 2: *Systemic functional analysis of pathological discourse*<br>COORDINATOR: Elizabeth Armstrong | CSC 246 |
| 12:30–02:00 | Lunch break | |
| Strand A: | Chair: Susanna Shore | |
| 02:00–02:40 | Alice Cafferel: *Clitics, mood structure, and the process of exchange in French dialogic texts* | CSC 238 |
| 02:50–03:30 | William McGregor: *The English "tag question": A new analysis, is(n't) it?* | CSC 238 |
| Strand B: | Chair: Beverly Derewianka | |
| 02:00–02:40 | Sue Hood, Bill Winser, and Jane Torr: *Using and extending systemic functional theory in the production of a framework of developmental sequences for the validation of language curricula* | CSC 242 |
| 02:50–03:30 | Des Carroll: *Making grammar visible to primary school children* | CSC 242 |
| Strand C & D: | | |
| 02:00–03:30 | THEMATIC SESSIONS 1 AND 2: *as above* | CSC 244 and 246 |

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Strand A:      Chair:  Janet Jones

04:00–04:40    Suzanne Eggins and Laurie MacKinnon: *Therapeutic questions: A systemic functional description of the circular questioning technique in Milan–School family therapy interview*
                                                                                        CSC 238

04:50–05:30    Amy Tsui: *A sociosemantic network of requests*                         CSC 238

Strand B:      Chair:  Jenny Hammond

04:00–04:40    Joseph Foley: *Context of situation, context of culture, and genre: Their use in biblical exegesis by the Formgeschichte School in the early part of this century*          CSC 242

04:50–05:30    Helen Tebble: *The genre element*                                       CSC 242

04:00–05:30    THEMATIC SESSIONS 1 AND 2: *as above*
                                                                                        CSC 244
                                                                                        and 246

### Late Evening Activities

08:00–09:00    David McInnes: *Performance (Theatre)*                  Lighthouse Theatre

09:00–         Cash Bar                                             Lighthouse Theatre Foyer

## WEDNESDAY, JULY 15

Look around Sydney?  OR Work at a workshop?

### WORKSHOPS

*(exact time and duration to be announced)*

09:30–12:30:
02:00–05:00:

Kristin Davidse: *The relation between projection and modality/conjunction*      CSC 236

Bill Greaves: *The relevance of Michael Halliday's A Course in Spoken English: A practical introduction to intonation*                                                            CSC 238

Jay Lemke and Paul Thibault: *Social dynamics and interpersonal meaning*         CSC 240

Edward McDonald and Fang Yan: *Transitivity and Theme in Asian languages*        CSC 242

Bernard Mohan: *Towards the evaluation of language and content: Writing in the context of secondary science and social studies*                                                   CSC 244

Gordon Tucker and Robin Fawcett: *Exploring a very large systemic functional grammar*
                                                                                        CSC 246

tea and coffee available 9:00 – 5:00 in CSC 209

F

09:00–10:30    John A Bateman:  *Beyond disciplines ...*
               Chair:  Robin Fawcett

10:30–11:00    Coffee and tea

Strand A:      Chair:  Clare Painter

11:00–11:40    James R Martin: *Evaluating disruption: Symbolising theme in junior secondary ...*

11:50–12:30    Anne Cranny–Francis: *Technology and/or weapon: The discipline of reading in the secondary English classroom*

Strand B:      Chair:  Theo van Leeuwen

11:00–11:40    Paul J Thibault: *Clause as exchange and the interpersonal cryptogrammar of subjectivity and agency in English*
                                                                                        CSC 242

11:50–12:30    Michael O'Toole: *Monofunctional tendencies in language and art*        CSC 242

Strand C:

11:00–12:30    THEMATIC SESSION 3: *Computational linguistics*                          CSC 244
               COORDINATORS:  Christian Matthiessen and John A Bateman

Strand D:

11:00–12:30    THEMATIC SESSION 4: *Discourse: Exploring written text*                  CSC 246
               COORDINATOR:  Carolyn Webb

12:30–2:00     Lunch break

02:00–03:00    Robin P Fawcett: *The need for cognitive systemic functional linguistics: (or how to generate "s/he", etc)*
               Chair:  Michael Halliday                                                 CSC T1

Strand A:      Chair:  Suzanne Eggins

03:05–03:45    Carol Torsello: *What shall we do with the logical metafunction?*        CSC 238

Strand B:      Chair:  Susanna Shore

03:05–03:45    Motoko Hori: *Text construction of Japanese subjectlessness and honorifics*   CSC 242

Strand C:

03:00–03:45    THEMATIC SESSION 3: *as above*
                                                                                        CSC 244
03:45–04:15    Coffee and tea
                                                                          Macquarie Theatre Foyer

Strand A:      Chair:  Carmel Cloran

04:15–04:55    Peter H Fries: *Themes, Methods of development and text*                 CSC 238

05:00–05:40    Fang Yan and Cheng Mu–Sheng: *Features of the Theme–Rheme and Information structures in Chinese*
                                                                                        CSC 238

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**Strand B:**  Chair:  Rhondda Fahey

04:15–04:55  Maurice Boxwell:  *'Nothing' makes sense in Weri:  A case of extensive ellipsis*  CSC 242

05:00–05:40  Archara Pengpanich:  *Functions of lexical cohesive ties in English*  CSC 242

**Strand C & D:**

04:15–05:40  THEMATIC SESSION 3 AND 4:  *as above*

CSC 244 and 246

### Late Evening Activities

08:00–09:00  *Interview with Michael Halliday:*  John Bateman and Christian Matthiessen  CSC T1

09:00–10:00  Cash Bar  CSC 209

09:00–10:30  Christopher N Candlin:  *Discourse, Systemics and Social Change*  Price Theatre
Chair:  Ruqaiya Hasan

10:30–11:00  Coffee and tea
Macquarie Theatre Foyer

**Strand A:**  Chair:  William Winser

11:00–11:40  Jane Torr and Verna Reischild:  *Language and the construction of knowledge at home, in preschool, and school:  Children from English–speaking and non–English–speaking background*
CSC 238

11:50–12:30  Beverly Derewianka:  *The transition from childhood to adolescence*  CSC 242

**Strand B:**  Chair:  Geoff Williams

11:00–11:40  Michael O'Donnell and Peter Sefton:  *Linking generic units to exchange in a dynamic model*
CSC 242

11:50–12:30  Imogen Hunt:  *Negotiations in joint construction:  Applying exchange structure analysis to class room discourse*  CSC 242

**Strand C:**

11:00–12:30  THEMATIC SESSION 5:  *Grammatics:  Description*  CSC 244
COORDINATOR:  Peter H Fries

**Strand D:**

11:00–12:30  THEMATIC SESSIONS 6:  *Discourse and reality*  CSC 246
COORDINATOR:  Jennifer Hammond

12:30–02:00  Lunch break

02:00–03:00  Margaret Berry:  *On bringing systems back into discussions of theme*  CSC T1
Chair:  David G Butt

**Strand A:**  Chair:  Jane Torr

03:05–03:45  Beverly Cox:  *Preschoolers' cohesive structures across two monologue registers*  CSC 238

**Strand B:**  Chair:  Louise Ravelli

03:05–03:45  Linda Rashidi:  *An ergative view of the transitivity system in Dari*  CSC 242

**Strand C & D:**

03:00–03:45  THEMATIC SESSIONS 5 AND 6:  *as above*
CSC 244 and 246

03:45–04:15  Coffee and tea  Macquarie Theatre Foyer

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**Strand A:** Chair: Len Unsworth

04:15–04:55  Laurie Makin and Verna Reischild: *Preschool disputes: What are children learning?*  CSC 238

05:00–05:40  Paz B Naylor and Mary I Bresnahan: *Rhetorical functions of zero anaphora in Tagalog Literary texts*  CSC 238

**Strand B:** Chair: Colin Yallop

04:15–04:55  Michael Cummings: *A systemic functional approach to the structure of the Old English clause*  CSC 242

05:00–05:40  Anas Hasan Abu-Mansour: *A systemic analysis of the clause in Arabic*  CSC 242

**Strand C & D:**  CSC 240

04:15–05:40  THEMATIC SESSIONS 5 AND 6: *as above*

CSC 244 and 246

### Late Evening Activities

07:30–08:30  A.G.M.  Lighthouse Theatre

08:30–09:30  Theo van Leeuwen: PERFORMANCE: MUSIC  Lighthouse Theatre

09:30–12:00  Cash Bar  Lighthouse Theatre Foyer

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09:00–10:30  Clare Painter: *The development of language as a resource for thinking: a linguistic view of learning*  Price Theatre
Chair: Frances Christie

10:30–11:00  Coffee and tea  Macquarie Theatre Foyer

**Strand A:** Chair: Peter Wignell

11:00–11:40  Marilyn Cross: *A systemic approach to computer modelling of variant texts*  CSC 238

11:50–12:30  Robert Veel: *A model for language development in the secondary school: The case of junior secondary science*  CSC 238

**Strand B:** Chair: Rosemary Huisman

11:00–11:40  Wendy Bowcher: *Constructing meaning in an academic context: An analysis of EFL students' oral presentations in geography*  CSC 242

11:50–12:30  Seiki Ayano: *Orality in a medieval text: Use of oral and quasi-oral story-telling devices in Havelock the Dane*  CSC 242

**Strand C:**

11:00–12:30  THEMATIC SESSIONS 7: *Grammatics: Theory*  CSC 244
COORDINATOR: David Butt

**Strand D:**

11:00–12:30  THEMATIC SESSION 8: *Educational linguistics*  CSC 246
COORDINATOR: Len Unsworth

12:30–2:00  Lunch break

**Strand A:** Chair: Gillian Perrett

02:00–02:40  Robert Spence: *Teaching NIGEL how to teach*  CSC 238

02:50–03:30  Guenter Plum: *Judging a text's functionality or communicative success: an exercise in comparative text evaluation*  CSC 238

**Strand B:** Chair: Carolyn Webb

02:00–02:40  Gillian Fuller: *Popularising specialist fields of knowledge: How common is the sense produced?*  CSC 242

02:50–03:30  Arlene Harvey: *Critical language patterns and discourse syndrome*  CSC 242

**Strand C & D:**

02:00–03:30  THEMATIC SESSIONS 7 AND 8: *as above*  CSC 244 and 246

03:30–04:00  Coffee and tea  Macquarie Theatre Foyer

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**Strand C:**    Chair: Michael O'Toole

04:00–04:40    Jay Lemke: *Semantics, semiotics, and grammatics: An ecosocial view*    CSC T1

**Strand D:**    Chair: Joan Rothery

04:00–04:40    Frances Christie: *Negotiating school learning*    CSC T2

04:50–05:30    VIEWS, REVIEWS, AND PREVIEWS    CSC T1
           Chair: Ruqaiya Hasan

07:30–10:00    CONFERENCE DINNER at
                       the Ramada Inn,
                       Herring Road,
                       North Ryde 2113

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****CALL FOR PAPERS ON COMPUTER-MEDIATED COMMUNICATION****

International Pragmatics Association Conference

July 25-30, 1993
Kobe, Japan

I am interested in organizing a panel on computer-mediated communication, with the preliminary title, "Linguistic and Cultural Aspects of Computer-Mediated Communication." Papers may deal with private electronic mail, discussion lists (moderated or unmoderated), or interactive modes like IRC (Internet Relay Chat) and MuDs (Multi-User Domains). Ideally, the panel will discuss not only linguistic aspects of these forms of communication but their implications for identity, culture and community, or for orality, literacy, and the history of writing. If it not possible to put together 3-4 papers on CMC alone, the panel might also discuss communication in other new technologies, such as fax or answering machines.

Although it is rather late to organize such a panel (the dead-line is Nov. 1), I have the encouragement of one of the program committee members, Bruce Fraser, to do so. The very technologies which we will talk about will make this possible!

Please send abstracts and preliminary suggestions ASAP to *both*

Prof. Brenda Danet      BITNET: kcubd@hujivm1
Dept. of Communication      INTERNET: kcubd@vm1.huji.ac.il
Hebrew University of Jerusalem FAX: 972-2-827069
Mt. Scopus
Jerusalem, Israel 91905

*and*

Prof. Bruce Fraser      BITNET: sed91in at buacca
School of Education      FAX: 617-353-3924

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**International Systemic Congress
Annual General Meeting**

Minutes
July 17 and 18, 1992
Macquarie University
Sydney, Australia

Michael Cummings chair (in Eija Ventola's absence)

AGENDA
     Thanks
     Upcoming Systemic Congresses
           North America: Canada 93
           Europe: Ghent 94
           Other Countries: China 95
           Australia: Sydney 96
     Secretary - Treasurer Report
     Ballot - Nominations
     New Network Editors
     Announcements (meetings of interest)
     Old Business
     Other Business

I. Thanks

Sincere appreciation and thanks were extended to R. Hasan and her devoted staff and colleagues for the time and effort they devoted to putting on this year's Congress.

II. Upcoming Systemic Functional Congresses and other meetings:

| | |
|---|---|
| 1992 | July 31 - August 3: Fourteenth Nottingham International Systemic Workshop. Contact: Parsons |
| 1993 | Jan 10-14: Australian Systemic Functional Lx Summer School, Adelaide. Contact : Poynton. Visa required for international participants. |
| | Jan 15-17: Australian Systemic Functional Lx Conference, Adelaide. Contact: Poynton. Visa required for international participants. |
| June 17-20: | TENTATIVE DATES. Third Biennial Chinese Systemic Conference, Hangzhou, China. Visa required for international participants. Contact: Ren |
| July 5-16: | Pre conference Course for ISFC:20, Vancouver, BC Canada Contact Mohan. Visa may be required for international participants. |
| July 19-23: | Twentieth ISFC , Victoria, BC Canada Contact Mohan (program) and Fulton.(local arrangements) Visa may be required for some international participants. |
| July late?: | Fifth Nottingham International Systemic Workshop, Madrid. Contact: Downing |
| 1994 | Aug 1-5: Twenty-first ISFC, Ghent, Belgium Contact: Anne Marie Simon Vandenbergen |
| 1995 | July ? Twenty-second ISFC, Beijing, China and Chinese (Biennial) Systemic Conference. Visa required for international participants.Contact: Hu |
| 1996 | July 15-19: Twenty-third ISFC, Sydney Contact: Slade. Visa required for international participants. |

Bernard Mohan, from Vancouver, British Columbia, Canada, called for papers and registration for the 1993 ISFC. He suggested that future communications could best be done by E-mail or Fax as more cost efficient than mailings. Please see that he gets your

E-mail address and/or Fax number. His numbers are: HOME FAX 604-224-5494 (good for short, urgent jobs) and WORK FAX 604-822-3154 (good for anything long or not urgent) and E-mail: BERNARD_MOHAN@MTSG.UBC.CA.

Kristin Davidse reported on ISFC in Ghent in 1994. They have begun organizing and plan to have a summer school prior to the congress as funds would be available from the government in Belgium, and the congress would emphasize functionalism.

Fang Yan, from Beijing, reported on the ISFC in China in 1995. Although it was too early to report on specific plans, photos of the conference site were displayed and all were welcomed to come to Beijing. Fang Yan reported that the local committee would do their best to make the congress a success and our stay a pleasant one.

### III. Secretary Treasurer's Report

Hillary Hillier reported that the ISCC has 1,348 pounds in Great Britain and $700 in the U.S. (which has been forwarded to Mohan for use in the 1993 Congress). Nan Fries reported that there are 700 names on the mailing list at present.

### IV. Ballot / Nominations

Nominations would be held open until the end of the meeting, volunteers were also permissible. Officers serve for a three year cycle. Runners -up must be prepared to serve as alternates and attend meetings at congresses, especially if the elected officer cannot attend.

Nan Fries reported the following nominations for positions on the ISFC

| | |
|---|---|
| Chair: | Frances Christie |
| Membership Secretary: | James Benson |
| Treasurer | Hillary Hillier |
| Africa: | Akindele |
| Australia: | David Butt, Louise Ravelli |
| United Kingdom: | Martin Davies, Erian Davies, Margaret Berry |
| Canada: | Gordon Fulton, Bernard Mohan |
| China:· | Hu Zhuanglin, Fang Yan |
| Europe: | Erich Steiner, Eija Ventola |
| USA: | Peter Ragan, Carolyn Hartnett |
| Other areas of the world: | Johnathan Fine, Amy Tsui |

There was some question of the need to purge the mailing list due to the high cost of mailings by Ruqaiya Hasan. No motion.

A motion was made by Christie (seconded by Fawcett) to thank the retiring chairman, Eija Ventola, who would, of course, stay on the committee as past chair and the two retiring committee members, Michael Cummings and Nan Fries.

### V. New Network Editors

With the good news of a new set of editors (Christian Matthiessen and James Martin, Linguistics Department, University of Sydney, 2006, NSW, Australia ) was the not so good news that the cost of postage from Australia would necessitate an increase in price to $ 20 Australian for surface mail.

Members were encouraged to keep up their subscriptions, their expiration date can be found on their mailing label.

MAK Halliday moved to thank the old editors and especially Managing Editor, Nancy Fries.

### VI. Announcements

Kristin Davidse (for herself, Dirk Noel and Anne Marie Simon-Vandenbergen) reported on the possibility of financial backing by Benjamin's of an International Journal of Systemics or possibly a yearbook.

The following issues were discussed:

1) a journal would be more prestigious and dynamic and circulate more quickly and with greater impact.

2) what theoretical profile should the journal have: more functional, commercial or clearly systemic. Should it appeal to other functional schools of linguistics.

3) what's in a name? the journal by any other ... Suggestions included *Network: A Journal of Functional Linguistics*

4) It was suggested that the editor be located in Belgium, close to the publisher, but the importance of an editorial board and a large advisory board was stressed.

5) If Benjamin's follows through, the first issue would be timed with the Belgium conference.

6) a call for articles would go out in Network, the theme to be broadly systemic.

MAK Halliday and F. Peng reported on the progress of the publication of the papers from the Tokyo ISC. These would make an excellent set of ready to publish papers for the new journal. The problem is the long lead time, i.e. not till '94. Alternately a book brought out sooner would be good publicity for the journal. Other backup plans are available and they will be contacting the authors of the Tokyo proceedings.

R. Fawcett plans to discuss strategies on publishing in the Oct/Nov *Network*. Although publishers like Benjamin's are not so interested in publishing conference papers, both publishers and libraries are interested in books with unified themes. However, would publishing only theme oriented volumes be unfair to those whose presented papers are only published in what would then be the less prestigious conference proceedings. He proposes to form a small committee to further discuss this and other ideas as something separate from the journal.

R. Hasan spoke to the issue of this congress producing several thematic volumes such as educational linguistics, social semiotics, discourse analysis, and companion volumes on grammatical description and theory. She asked authors to use the style sheet for *Occasional Papers in Systemic Linguistics*. Authors who wish to submit papers for consideration in these volumes should get a copy of their papers to her by August 30. Hasan pointed out that she and her editorial committee reserved the right to review all papers which were submitted for publication.

J. Lemke, as associate editor of *Linguistics and Education*, also solicited papers for that journal.

Lemke also announced the book from the 1990 congress *Advances in Systemic Linguistics, Recent Theory and Practices.*

### VII. OLD BUSINESS

Hasan reported that 205 people had registered at ISFC:19. (29 Student registrations, 30 daily registrants, and 146 registered for the full time)

### VIII. NEW BUSINESS

MAK Halliday offered to start a fund and suggested that some part of conference fees could be earmarked to provide funds for those otherwise unable to attend. Should such funds be banked as capital for some years so that the interest only would be usable. Who would be responsible for receiving such funds and their dispersal? Perhaps organized by the committee of each congress? This idea was moved and seconded.

Other issues.
Should we declare ourselves an association with membership fees?
Should this money be used to buy advertisements in other journals?
Who should be asked to vote on the above suggestion, all the names on the
mailing list? or just those who register for the next conference.
Should this be an optional item on the registration form, e.g. $1.00 or $5.00 to go
toward grants for others to attend.

**************meeting was adjourned until 4:50 tomorrow ***********

Minutes of continuation of AGM 7/18/1992

Halliday motion withdrawn.

Hasan (seconded by Lemke ) moved that the newly elected International Systemic
Congress Committee appoint an ad-hoc committee to explore the desirability and the ways
and means of constituting ourselves into an association. Should the ad hoc committee find
that such an association is desirable, it should present such a recommendation together with
its recommendations for a constitution to the AGM of the next ISFC.

Discussion followed in which various areas of concern were voiced. These areas of concern
included
a. the relation of the association to the journal which is being proposed,
b. the relation of the association to Network
c. Where would the association be located? and what would its international status be?
d. How could people who live in countries with currency problems pay for
membership and become members?
e. Can computer networks such as BITNET and INTERNET etc. be used to make it
easier to communicate internationally?
Motion carried unanimously

*Carol Taylor Torsello*

new book

# English in Discourse

## A Course for Language Specialists

## I, II

*Cleup Editore*

**Past meetings**

ISFC 92

### A First-Timer's Response to the ISFC '92 Conference

To put it succinctly, my response to the ISFC Conference in Australia was "I can't believe what
I've been missing." What a wonderful, open, interested, and interesting group of scholars and
colleagues. As a largely self-taught linguist, I approached the conference with some trepidation.
Would I find the conference overly theoretical? Would I be welcomed as a colleague or perceived as
an outsider? Would there be much interest in linguistics applied to educational issues and settings?

After the first day all these concerns were laid to rest. Relative to social/ professional concerns, I
certainly felt myself welcomed as a colleague. This was largely the result of the context in which
the conference occurred. Times and settings were planned throughout the conference that readily
facilitated both social and professional interactions. A welcome reception is conventional at most
conferences. However, the ISFC welcome went far beyond this base with teas, communal meals, and
its very unique evening sessions. Furthermore, people were genuinely interested in each others' work
and open to new contacts. If cliques existed at the conference, they were quite discrete. Also, there
was a refreshing authenticity in exchanges. For example, contacts, invitations, and requests
proferred to a new acquaintance or friend at the conference consistently resulted in follow-through.

The conference presentations were a high point. It was a very pleasant surprise to find a great
number of them were honed to the cutting edge in application, especially application to
educational issues. They provided new insights and stimulated important questions. In addition,
the time allotted for papers was a welcome reprieve from the rapid-fire, twelve minute segments
that typify many conferences in educational research. At ISFC there was time for reflection and the
scholarly exchange that should be a major purpose of any academic conference. Upon returning to
the U.S., I have spent a considerable amount of time telling others about ISFC and encouraging
them to get involved.

Last, but certainly not least, Australia was a wonderful site for this conference. It provided a
spectacular terrain, sophisticated cities, and enchanting flora and fauna. Neither the land, the
people, nor the conference are readily forgotten.

Prof. Beverly Cox, Department of Curriculum and Instruction,
Purdue University

### 3rd International Cognitive Linguistics Conference
REMINDER: DEADLINE FOR ABSTRACTS

If you intend to contribute a paper to the 3rd International Cognitive Linguistics Conference
(which will be held in Leuven, Belgium, from July 19 to 23, 1993), please send four copies of a one-
page abstract to the following address. The deadline for submission is November 1.

Dirk Geeraerts / ICLA93
Departement Linguistiek
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16

FOURTH NOTTINGHAM INTERNATIONAL
SYSTEMIC WORKSHOP

31st July to 3rd August 1992

# PROGRAMME

## FRIDAY 31 JULY

| | |
|---|---|
| 1.00 - 1.50 | Sandwich lunch |
| 1.50 - 2.00 | Welcome |
| 2.00 - 3.00 | Katja Pelsmaekers (University of Antwerp)<br>*Aspects of genre from the perspective of translation*<br>Chair: Jesus Romero Trillo |
| 3.00 - 4.00 | Bill Greaves (University of York, Toronto)<br>*The spoken dimension of genre: an introduction to the meaning of intonation*<br>Chair: Azaveli Lwaitama |
| 4.00 - 4.30 | Tea |
| 4.30 - 5.30 | Glenn Stillar (University of York, Toronto)<br>*A model-instance perspective on genre*<br>Chair: David Hilborn |
| 5.30 - 6.30 | Marta Carretero (Universidad Complutense de Madrid)<br>*The influence of genre on modality*<br>Chair: Susan Cockcroft |
| 7.00 | Dinner |
| 8.30 - 9.30 | Florence Davies (University of Liverpool)<br>*Genre, text-type and topic-type revisited*<br>Chair: Eija Ventola |

## SATURDAY 1 AUGUST

| | |
|---|---|
| 8.00 - 9.00 | Breakfast |
| 9.00 - 10.30 | KEYNOTE: John Swales (University of Michigan)<br>*Genre*<br>Chair: Margaret Berry |
| 10.30 - 11.00 | Coffee |
| 11.00 - 12.00 | Ann-Charlotte Lindeberg (Swedish School of Economics)<br>*Research articles in economic sciences: conventions in common?*<br>Chair: Dirk Noël |
| 12.00 - 1.00 | Francesca Bargiela (Nottingham Polytechnic)<br>*Business meetings as genre: a cross-cultural perspective*<br>Chair: Jaifeng Zhang |
| 1.00 - 2.30 | Lunch |
| 2.30 - 3.30 | Azaveli Lwaitama (University of Dar Es Salaam)<br>*Academic lectures and political harangues in Kiswahili: genre or style?*<br>Chair: Carmen Foz |
| 3.30 - 4.30 | Tim Gibson (University of Nottingham)<br>*Theme as one means of differentiating between sub-genres of abstract*<br>Chair: Bill Greaves |
| 4.30 - 5.15 | Tea |
| 5.15 - 6.15 | Ignacio Vazquez (Universidad de Zaragoza)<br>*Genre theory and translation*<br>Chair: Vicente Lopez Folgado |
| 7.00 | Dinner |
| 8.30 - 9.30 | Maria Gomez Gonzalez (Universidad de S. de Compostela)<br>*Theme and initial position relevance. A corpus-based study*<br>Chair: Abdulla Isa |

## SUNDAY 2 AUGUST

| | |
|---|---|
| 8.00 - 9.00 | Breakfast |
| 9.00 - 10.30 | Margaret Berry (University of Nottingham)<br>*What is theme?*<br>Chair: Florence Davies |
| 10.30 - 11.00 | Coffee |
| 11.00 - 12.00 | Mujib Rahman (University of Edinburgh)<br>*An evaluation of the "CARS" model for RA introductions*<br>Chair: Alfred Ndahiro |
| 12.00 - 1.00 | Caroline Stainton (University of Nottingham)<br>*Looking through genre: a genre-based approach to the understanding of the rhetorical dimension of discourse*<br>Chair: Tim Gibson |
| 1.00 - 2.30 | Lunch |
| 2.30 - 3.30 | David Hilborn (University of Nottingham)<br>*Problems of genre-definition in liturgical discourse*<br>Chair: Robert Cockcroft |
| 3.30 - 4.30 | General discussion: *Genre - where have we got to?*<br>Chair: Michael Hoey |
| 4.30 - 5.00 | Tea |
| 5.00 - 5.45 | Jesus Romero Trillo (Universidad Autonoma)<br>*Continuative themes in oral discourse*<br>Chair: Soledad Perez de Ayala |
| 5.45 - 6.30 | Susan Cockcroft (Derby Tertiary College)<br>*Persuading people*<br>Chair: Ingegerd Bäcklund |
| 7.00 | Dinner (special conference dinner) |

## MONDAY 3 AUGUST

| | |
|---|---|
| 8.00 - 9.00 | Breakfast |
| 9.00 - 9.45 | Christopher Taylor (Universita di Trieste)<br>*SL and translation*<br>Chair: Katja Pelsmaekers |
| 9.45 - 10.30 | Hazadiah Mohd Dahan (I.T.M.)<br>*The exchange as an element of topic-framework*<br>Chair: Gerald Parsons |
| 10.30 - 11.00 | Coffee |
| 11.00 - 12.00 | Francisca Gonzalez (Universidad de Cordoba)<br>*Interlanguage and the development of communicative competence*<br>Chair: Carmen Gregori Signes |
| 12.00 - 1.00 | Geert Craps (Catholic University of Leuven)<br>*QTSA and RST - Thematic progression analysis reconsidered*<br>Chair: Ann-Charlotte Lindeberg |
| 1.00 - 2.15 | Lunch |
| 2.15 - 3.00 | Dionysis Goutsos (University of Birmingham)<br>*Aspects of Halliday's notion of theme and its application to Greek*<br>Chair: Gerald Parsons |
| 3.00 - 3.45 | Adrian Hare (International Islamic University)<br>*Time and modality in law texts*<br>Chair: Marta Carretero |
| 3.45 - 4.30 | Sara Mills (University of Loughborough)<br>*Gender and Language*<br>Chair: Clara Calvo |
| 4.30 | Closing remarks |
| 4.35 | Tea |

# IN SEARCH FOR SYSTEMS AND APPLICATIONS:
## FROM SYDNEY TO NOTTINGHAM

A Conference report

Eija Ventola
Universities of Helsinki and Dortmund

In this June/July of 1992, Sydney, Australia, was indeed linguistically an interesting place to be in. Altogether six conferences were taking place there, partially overlapping one another. Five of them - Australian Linguistics Society, Australasian Lexicography Association, Australian Linguistic Institute, Pacific Second Language Research Forum and Applied Linguistics Association of Australia - met in the grounds of The University of Sydney. The sixth conferencce, The 19th International Systemic Functional Congress took place at Macquarie University. I was able to attend only the latter two, the Applied Linguistics and the Systemic Conference, but 'the give and take' from these two conferences was so great that I still feel like a boa snake after having had an elephant for dinner.

The **AUSTRALIAN APPLIED LINGUISTICS CONFERENCE** began with Michael Halliday's (emeritus prof. of linguistics at the University of Sydney) **keynote lecture** *Language in a changing world,* which I however missed due to poor flight connections, but which no doubt will soon be available also in print. The second key note address which was given by Robin Fawcett (University of Cardiff) who discussed the latest developments in computer generation of language, explaining how the computer is made to make choices in a similar way as a human user of language. The third key note address was by Margaret Berry (University of Nottingham) whose topic was *Theme and variation.* In her research she has tried to correlate readers' judgements about what they consider to be a good text to the linguistic facts found by analysing texts. Variation in constructing thematic patternings can be related to the genres, to the audiences of texts and to the purposes of texts. For example, a travel brochure may display frequent choices of themes referring to the visitors who might want to explore the city, town, etc. in question. eg. *For our teenage visitors we have the Earlsfield disco every Saturday.* This is metafunctional variation and it creates a promotional reading for the text. Tourist guides, in contrast, display either referential variation, diplaying in its theme patterns fairly constantly the places, objects, etc. (*Grantham-it-there)* and giving the text an informational reading or they display structural thematic variation, ie. the themes are varied in the ways they are linguistically structured (eg.*The beautiful Vale Belvoir, subject of the recent dispute to start a coalmine there...*). Elaborately constructed themes give tourists guides a certain entertainment value, ie. they are fun to read.

What was perhaps most interesting about the conference was that many of its **papers** displayed particularly strong interest to various groups of language users who are in someway disadvantaged in the Australian speech communities. Michaela Wilkes' and Robert Barbs' (Deakin University) concerns were centred around students who were residents of Australia, but had non-English backgrounds, overseas students and scholarship students. They found themselves facing the task of teaching this clientele how to enter the ivory tower of academia. This was done through genre-based explorations to uses of English in various academic contexts as well as various tasks involving active use of English. My own paper was also about needs of a special group - the problems of Finnish writers when they are writing academic English. Joanne Tapper (University of Melbourne) claimed in her paper that Australia is not

sufficiently utilizing its migrants. There are 600 000 people in Australia who work below their qualifications, just because they cannot epxress themselves in "perfect" English. This leads to an economic loss estimated by the Ministry of Employment up to 300 million dollars. Migrants have also fewer possibilities for promotion, although they usually have higher qualifications than their Australian work mates. What is urgently needed are high level language training programmes at workplaces. Efficient communication at workplace is also demanded of native speakers. Sally and Chris Candlin (Macquarie University) discussed the communication demands set for novice nurses when they have to interview the patients for getting information for the nursing diagnosis and planning appropriate care plans. Discourse analysis has an important role to play in training novice nurses to interact with the patients. Patients are not to be ignored nor dismissed as interactant partners, because as one of the experienced nurses in Candlins' data said: *"some of them [patients] have had such interesting lives, and what they've got to say is often relevant to their present situation".*

What was also pleasantly surprising in the conference was an enourmous interest to languages other than English. eg. French, Spanish, German, Russian, Japanese, Korean, Thai, Chinese were discussed. Australia seems for applied linguists to be a multicultural society with multicultural linguistic interests.

What has above been said about the Applied linguistics conference showing a great interest to special language user groups applies also to THE 19TH SYSTEMIC FUNCTIONAL LINGUISTICS CONFERENCE held at Macquarie university. A considerable amount of attention was paid to non-native learners of English. eg. *Relevance of the genre approach to teaching writing in the adult TESOL context* (by Eleanor Er) and my own paper *Academic English as a lingua franca* ( a comparison of the role of English as a language for academic writing in the Finnish and German contexts). But also native learners of various stages were focussed upon: eg. Laurie Makin & Verna Reschild in *Preschool disputes: What are children learning*?, Anne Cranny-Francis in *Technology and/or weapon: The discipline of reading in the secondary English classroom*; Robert Veel in *A model for language development in the secondary school, the case of junior secondary science*; Frances Christie in *Negotiating school learning.* The conference also showed an interest to various languages, but the focus was perhaps more theoretical than in the applied linguistics conference, as some of the titles of the papers well indicate: *Transitivity and Theme in Asian languages* (by Edward McDonald and Fang Yan); *Text construction of Japanese subjectlessness and honorifics* (by Motoko Hori), *'Nothing' makes sense in Weri: a case of extensive ellipsis* (by Maurice Boxwell; Weri=a Papuan language of Papua New Guinea), *Some resources in Pitjantjatjara for organizing material, social and semiotic reality* (=an Aboriginal language) (by David Rose), *An ergative view of the transitivity system in Dari* (=Afgan Persina) (by Linda Rashidi), etc.

Many of the above mentioned papers were given in thematic sessions, of which there were altogether seven with the following titles: Poststructuralism and linguistic theory; Systemic functional analysis of pathological discourse; Computational linguistics; Grammatics: description; Grammatics: theory; Discourse: exploring written texts; Discourse and reality; Educational linguistics.

In addition to the thematic sessions there were papers being presented in parallel session. Consequently the readers may understand that it is difficult for me to report on many papers - so varied and rich was the programme. Perhaps the most interesting of the thematic sessions was the one on pathological discourse, which focussed upon

aphasia, developmental language disorders and language impairments resulting from dementia of the Alzheimer's type. Although no solutions to these problems were offered by the researchers they felt the application of systemic functional analyses helped the researchers to understand what was going on in these disorders.

Describing all the six **plenary lectures** in detail would take too much space. But a short description of each is appropriate. John Bateman (GMD/IPSI, Darmstadt) in his *Beyond disciplines: building bridges by redefining where the land lie* discussed modelling problems - linguists and computer scientists tend to view modelling from different perspectives. He suggested a transdisciplinary view that would give way to a more interactive and cooperative work between the disciplines and which would eventually benefit practitioners in both disciplines. Chris Candlin in his paper *Discourse, systemics and social change* called upon bringing the work done in systemic theory and in discourse analysis, pragmatics and ethnography together in the analyses of language used at workplace. Cooperation is needed to explain the processes of social change taking place in these contexts presently. According to Clare Painter (University of Technology, Sydney) - *The development of language as a resource for thinking: a linguistic view of learning* - language learning is learning to make meanings and that this learning can be assessed in the ways learners -whether adults or children - produce spoken and written discourse, in observable lexicogrammatical realizations produced. Allan Luke (James Cook University) argued in *Critical literacy in education: Sociological and currilar issues* that such notions as 'critical theory' and 'critical thinking' used for curriculum development always have to be evaluated against the constraints and possibilities of national and local political contexts of education - which approach is pursued is a sociological and, ultimately, a political decision. Joan Rothery (Disadvantaged Schools Programme, Sydney) and Ron Carter (University of Nottingham) both described recent developments in educational linguistics in Australia and the UK respectively. Rothery, in her paper *Making changes: developing an educational linguistics* had good news to tell. Systemic functional theory has greatly influenced the educational theory and practice in Australia over the last decade: text analyses and theoretical considerations on register and genre have had an impact on curriculum development and learning requirements. Carter, in contrast delivered the bad news. His paper *The LINC project: Politics and knowledge about language* reported that in the UK the British government funded a 20 million pound language education project which produced language materials for the classroom - only later to ban the materials - a truly sad story. The materials were produced on the basis of looking at language and grammar from a textual viewpoint rather than from a sentence viewpoint, and orientation to grammar was in the materials contextual rather than decontextual. But for the British government this view of grammar was dangerous, less testable, because it enters the area of social meaning. The students might link social class and language together when they learn to view language as it functions in various social contexts as a medium for communication. Language, in the British governments view, should be 'neutral'. This is also the view that Prince Charles seems to be putting forward (28.6.1989; quoted by Carter):

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

So to produce new Shakespeares for Britain, it is back to the structural sentence drilling, is it? Thank goodness most of the linguists and teachers do not think like the British government! But I do agree that sometimes we all feel frustrated by language and its study. In THE 4TH NOTTIGHAM SYSTEMIC WORKSHOP held in July 31st - Aug. 3rd, I heard myself complaining to Margaret Berry about the slowness of finding answers to questions and problems in linguistics. Her answer to me was: Well, we *are* chipping bits off! Hopefully her answer will give encouragement to some of you other despairing individuals. My frustration was largely caused by the topic of the Nottingham workshop: Genre analysis. The key note speaker was John Swales (University of Michigan) who has recently published a book called Genre Analysis (1990, CUP). In his paper *Genre and engagement*, he concentrated on discussing genre and its relation to social life and social action theories, genre as a set of systems, contextualization of genres and what is the relationship between genre and the discourse community. He raised many questions: eg. what does genre mean, what are genre boundaries, what are instances of genres, instead of trying to capture genre should we aim to capture sets of genres, can we experiment with genre and its boundaries?, etc. Neither Swales' book, Swales himself, nor the Nottigham workshop participants have the final answer to the question of what kind of an animal genre actually is. Capturing the nature of genre seems to demand many kinds of weapons (my apologies for a military metaphor!). But we all ended up asking ourselves whether we have enough energy to play the roles of an anthropologist, ethnographer, sociologist, psychologist, statistician, teacher, etc. - all the roles needed to discover what genre could be.

Nevertheless, various interesting papers were delivered at the workshop - some dealt with the notion of genre and its problematics only marginally, others tried to apply the notion and its analysis to a set of data. Mujib Rahman (University of Edinburgh) *An evaluation of the CARS model for RA introductions* reapplied Swalesian move analysis to another set of research articles and consequently suggested some revisions to the model that would combine those steps in Moves 1 and 2 which have to do with general and specific citations. Ann-Charlotte Lindeberg (Swedish School of Economics, Helsinki) in *Research articles in economic sciences: conventions in common?* applied Swalesian moves to some texts produced by Swedish speaking Finnish economists. Her inquiries on the analysis also lead to a change in the Swalesian model - a new move incorporating explanation of method in the introduction should be added to the model. The model seems rather flexible - you add things to it as you see necessary (theoretically a somewaht relaxed approach!). Florence Davies (University of Liverpool) in *Genres, text-types and topic-types revisited* discussed the three issues mentioned in the title by doing a genre analysis of texts in a travel brochure and a geography textbook, although not strictly speaking from the Swalesian point of view.

There were papers which discussed the notion of genre in translations: Katja Pelzmaekrs' (University of Antwerp) *Aspects of genre from the perspective from translation* (data: cook book recipes), Ignacio Vazquez's (Universidad de Zaragoza) paper on *Genre theory and translation* was a comparison of David Lodge's Nice Work and its Spanish translation. Chris Taylor's (Università di Trieste) paper *SL and translation* was interesting as it traced the relationship between systemic tradition and developments in the translation theory, but it did not specifically address genre from the translation theory point of view.

The theoretical approaches presented at the workshop varied anyway. Glenn Stillar (University of York, Toronto) in his paper *A model- instance perspective on genre*

gave an excellent demonstration of how phasal analysis (developed largely by Michael Gregory in Toronto under the framework of communication linguistics) operates in a text . His argument was that instances of texts actually redefine our models of genre. Margaret Berry (University of Nottingham) presented a theoretical paper on theme - thus trying to response to the title of her paper *What is theme?* as well as to Rodney Huddleston as well as to James Martin and Christian Matthienssen, who have been conducting a dialogue on theoretical issues in establishment linguistics and systemic linguistics (the dialogue begins with Huddleston's review of Halliday's Introduction to functional grammar in the Journal of Linguistics and continues in volumes 5 & 6 of the Occasional Papers in Systemic Linguistics, obtainable from H. Hillier, Dept. of English, U. of Nottingham, Nottingham, NG 7 2RD, UK). Susan Cockcroft's (Derby Tertiary College) topic was *Persuading People* and the relationship of genre to persuasion (a book with the same title, coauthored with Robert Cockcroft is soon to be published by Macmillan). Hazadiah Mohd Dahan (I.T.M., Malaysia) was perhaps inspired by last years workshop on exchange structures. Her paper *The exchange as an element of topic-framework* presented a new framework for analysing Malaylsian English conversation. The framework is basically a further development of Sinclair and Coulthard's model of exchanges, but adds a new rank to the system - the rank scale now consists of Interaction, Transaction, Topic-Framework, Move, Act. The new rank was illustrated to be necessary for accounting topical deviopment in conversations.

Caroline Stainton's (University of Nottingham) paper *Looking through genre: a genre-based approach to the understanding of the rhetorical dimension of discourse* was very useful for everyone interested in metadiscourse. She gave a useful overview of various approaches to metalanguage and what are realizations of it. Her own work on metadiscourse involves analysing the metalanguage in essays and seeing how the metalanguage actually correlates with the reader judgements about the quality of metalanguage and the quality of the texts. In her view with metadiscourse one usually has to hit the mid-frequency - too little metadiscourse and too much of it - both make texts akward. Tim Gibson (University of Nottingham) has recently finished a Ph.D. thesis on the same topic as his paper: *Theme as one means of differentiating sub-genres of abstract*. Gibson's data consists of abstracts that third parties produce, not authors themselves. He functions like a market analyst. He looks for internal measures, ie. examines the production of the product in the 'factory', as well as external measures, ie. goes to the consumer and asks them what they think of the product. With the subclassification of topical themes in the abstracts and statistics he is able to show that informational topical themes (=purely ideational) characterize informational abstracts, whereas the discoursal topical themes (ideational+textual) and interactional topical themes (ideational + interpersonal) characterize indicative abstracts. Discoursal topical themes orient the reader, interactional topical themes integrate the knowledge, and informational topical themes enlighten the reader by presenting raw facts. The final paper to be mentioned in this context was delivered by Geert Craps (Catholic University of Leuven) who initiated his discussion by presenting some critical questions concerning Danes' model, eg. what is the relationship between Themes derived from Rhemes, can there be gaps between theme structures, etc. He proceded to test rhetorical structure analysis to his data, which was a beginning of a chapter on a Dutch book on psychology. He then developed a quantitative approach to the analysis of data, called QTSA (=quantitative thematic structure analysis, if I remember correctly?). In his views texts can easily be analysed with statistical model, but I have to admit that the statistician's role is not yet so highly developed in me to fully understand the workings of the statistical formulae he suggested to be applied to text analyses.

## The 1992 ALRWG spring colloquium

Glenn Stillar, York University, Toronto, reports on:

APPLIED LINGUISTICS RESEARCH WORKING GROUP (ALRWG) SPRING COLLOQUIUM - APRIL 24-26, 1992

GLENDON COLLEGE, YORK UNIVERSITY
TORONTO CANADA

University cut-backs are hitting close to home. This year, the annual Glendon Spring Colloquium was run as an 'in-house' colloquium— this is a euphemism for a 'conference without a budget'. Consequently, the organizers were severely limited in being able to invite speakers from outside Toronto. Several other linguistic colloquia were scheduled around the ALRWG date and this too limited participation. We were, however, fortunate in being able to bring Ruqaiya Hasan from the Georgetown Round Table to Toronto. ALRWG did end up having a highly successful gathering with some fine presentations and productive debate. Below is a list of the papers given. If anyone is interested in these, perhaps they could contact the authors.

The 1993 ALRWG spring colloquium promises to be bigger and brighter (and hopefully more decently funded). Watch this space and your conventional and electronic mailboxes in the coming months for more information.

Program: APPLIED LINGUISTICS RESEARCH WORKING GROUP
1992 Spring Colloquium, Glendon College, Toronto
April 24 - 26, 1992.

PLENARY SESSION:

Ruqaiya Hasan, Maquarie University: 'Rationality and reasoning in everyday talk'

PAPERS:

Jim Benson, Glendon College, York Univ.: 'Semiosis in bridge: doing and happening, having and being, saying and thinking'

Glenn Stillar, York University: 'Phasal analysis and multiple inheritance'

Nathalie Tousignant, York University: 'The question of case in English'

Elissa Asp, York University: 'Constituency representations and adverbs'

Michael Gregory, Glendon College, York Univ.: 'Remarks on a theory of grammar for socio-cognitive linguistics'

Marsha Macauley, Glendon College, York Univ.: 'Ritual insults in The Importance of Being Earnest'

Stephen Matsuba, York University: 'The marriage of true minds: speculation on a linguistic and computational model of the reader'

Thomas Paikeday: Plagiarism, hardcore and softcore.

## LSA Software Exhibit

The Linguistic Society of America will again sponsor a software exhibit at the Annual Meeting in Los Angeles, 7-10 January 1993. Coordinated by the Committee on Information and Communication Technology, the exhibit will be expanded to include a poster session, a presentation session, and a listing of software available but not being demonstrated at the meeting. Participation is limited to LSA members who have developed software of interest to the discipline.

Submittal guidelines and forms were sent to all Departments and Programs in the October mailing. Copies may also be requested from the LSA Secretariat, 1325 18th St, NW, Suite 211, Washington, DC 20036 (zzlsa@gallua.bitnet). The deadline for returning forms to the LSA Secretariat has been extended to 15 November 1992.

**Report on 14th AAAL, Seattle, Feb. 28 - March 2, 1992**
*Agnes Weiyun He, UCLA*

The last Annual Meeting of American Association of Applied Linguistics (AAAL) was one of the best conferences I have been to. It lasted three full days and one evening. The program consisted of 4 plenary sessions (-- Elinor Ochs on constructing social identity for applied linguists, Braj Kachru on ethical issues that applied linguistics needs to concern itself with, Lily Wong Fillmore on the role of applied linguistics in public policy making and Michael Long on input and second language acquisition --), about 20 colloquia (-- the topics of which range from conversation analysis, ethnography and activity theory to discursive bases for syntactic change, from educational applications of systemic linguistics (presented by Jay Lemke, Courtney Cazden, Berverly Cox, and Brian Gray) to neurolinguistics, from gender differences in language use to non-native interactional discourse, from theories of second language acquisition to language attrition research, from language instruction to language testing, from global issues such as language and conflict to narrative forms in language learning and more --), and what must be 80-90 papers (my rough estimation). The colloquium on educational application of systemic linguistics was well attended; it was a full house.

Given my own research interests, I chose to attend sessions on discourse analysis and second language acquisition. I think what impressed me most in these sessions were (1) the INTERDISPLINARY orientation, and (2) the emphasis on the role of INTERACTION in language use.

The interdisplinary nature is not merely exhibited in the variety of participants that the conference was able to attract (people with affiliations such as applied linguistics, sociology, anthropology, cognitive science, linguistics, humanities, psychology, communication, education, etc.), but more importantly in the content of the presentations. For example, a deliberate attempt was made by one panel (organized by Elinor Ochs and Candy Goodwin) to interweave perspectives from conversation analysis, ethnography, and the Soviet soci0- cultural approach to language in examining the construction of social life in various social and institutional settings -- physics lab, airport control room, encounters between first time mothers and health visitors in the British context, just to name a few. At the end of this particular colloquium, I was happy to hear the voice of Jay Lemke, who from the floor of the audience raised many thought-provoking issues which triggered serious (and lengthy) discussions by Manny Schegloff and other panelists.

Underlying a great deal of presentations is the thesis that language is a form of social action and that socio-cultural knowledge is seen as an indispensable dimension to semantic and syntactic analysis (e.g., S. Ervin-Tripp, "Order of mention and subordination in event series in everyday speech"; P. Prior, "Constructing sociology, constructing sociologists"; A. Kyratzis "Beyond semantic meaning: expressive and textual meanings of causal and temporal connectives in narrative"; J. Guo, "Semanticization of discursive functions : the case of Mandarin Modal *'neng'* (can)"; V. Bergvall, "The rhetoric of pronouns: signalling intention in discourse"). Problematized in many presentations and responses are the notions of context, discourse, genre and discourse practices and social knowledge.

A seemingly trivial but I think significant characteristics of this conference is that it was indeed hard to find someone who was not looking at authetic, recorded, transcribed (in the case of oral data) language; many speakers presented visual as well as verbal data. I said this is significant because in some other conferences I went to (e.g. the annual convention of speech communication association), people talk ABOUT data -- about how politicians speak, how doctors talk to patients, and so on -- without looking at the language itself.

Speaking as a graduate student, I was very proud of the student participation at the conference (it is said that 50% of the papers were contributed by students -- to be verified). Graduate students not only delivered papers but also participated as panelists in many colloquia.

I must add that I am glad to have participated the last AAAL also for a personal reason. Since I have been writing my dissertation (in Atlanta, i.e., in isolation) away from UCLA for 6 months, it was just wonderful to meet and listen to my professors and my fellow students at the conference. I felt supported, inspired, and at home.

Next year (1993), AAAL will be held in Atlanta, immediately following the Annual International TESOL. I urge you all to come. And, in case you are not yet convinced, Atlanta is a *unique, charming* city!

### Functional Sentence Perspective in Written and Spoken Communication

JAN FIRBAS, *Professor Emeritus, Department of English and American Studies, Masaryk University, Czechoslovakia*

The Prague School theory of functional sentence perspective (FSP) is concerned with the distribution of information as determined by all meaningful elements in a written or spoken sentence, such as intonation, word order and context. Jan Firbas discusses the key phenomenon of communicative dynamism, which the sentence elements carry in different degrees, and the distribution of which determines the orientation or perspective of the sentence.

Studies in English Language

### Discourse Analysis for Language Teachers

MICHAEL McCARTHY, *Lecturer in Modern English Language, University of Nottingham*

Discourse analysis is an area of growing importance within descriptive and applied linguistics. Michael McCarthy gives a practical introduction to the field and its relevance for language teaching.

Cambridge Language Teaching Library

# AAAL Program

## 28 February to 2 March 1991, Seattle, Washington

**Friday, 28 February, Evening**

5:00-7:30   Registration
7:30-9:00   Plenary   Elinor Ochs,
                   **Constructing Social Identity**
9:00-10:00   Welcoming Reception

**Saturday, 29 February, Morning**

### COLLOQUIA

8:30-11:30
**Constituting Social Life through Talk: Interweaving Perspectives
   from Conversation Analysis, Ethnography, and Activity Theory**
Patrick Gonzales, Charles Goodwin, Marjorie Harness Goodwin(organizer),
John Heritage, Sally Jacoby, Elinor Ochs (organizer), Emanual Schegloff,
Bambi Schieffelin, Carolyn Taylor
8:30-10:30
**Evidence Against Critical Periods in Second Language Learning**
Vivian Cook, Suzanne Flynn (organizer), Gita Martohardjano (organizer),
David Singleton, Henning Wode
8:30-10:30
**Educational Applications of Systemic Linguistics**
Courtney Cazden (organizer), Beverly Cox, Brian Gray, J. L. Lemke

### PAPERS

8:30-10:00
Michael Lynn, Politics in Chinese-English Lexicography
Rumiko Shinzato, Language Death of Okinawan and Ainu
Peter H. Lowenberg, Functions of Transfer in Non-Native Varieties of
   English: The Case of Malaysia
10:00-11:30
Donna M. T. Cr. Farina, The Alchemy of Russian vs. the Alchemy of
   English in Soviet Central Asia
Craig Sirles, Language Planning and La Mission Civilisatrice: Colonial
   Legacies in Post-Colonial Africa
Kamal K. Sridhar, Language Maintenance and/or Shift Among Asian
   Indians in the New York/New Jersey Area

8:30-10:00
Miriam Isaacs, An Exploration of Pedagogical Approaches to Culture/
   Gender Differences in Teaching Oral Proficiency Skills in the
   ESL Classroom
Kelleen Toohey, Gender in the ESL Classroom
Lawrence F. Bouton, Conversational Implicature in a Second Language:
   Can It Be Learned Without Being Taught?
10:00-11:30
Patricia A. Duff, Different Languages, Different Practices: Socialization
   of Discourse Competence in Dual-Language School Classrooms
   in Hungary
Margot Kinberg and Gabriella Hermon, Towards an Understanding of
   Negative Evidence
Mark Sawyer, Language Aptitude and Language Experience: Are They
   Related?

10:30-11:30
Georgette L. Ioup, J: An Exception to the Critical Period Hypothesis?
John S. Hedgcock, L2 Metalingual Judgments: Why Do Learners Respond
   Differently to Grammatical vs. Ungrammatical Strings?

10:30-11:30
C. William Schweers, Jr. and Jorge A. Velez, A U.S. Colony at a
   Linguistic Crossroads: The Decision to Make Spanish the Official
   Language of Puerto Rico

**Saturday, 29 February, Afternoon**

12:30-1:45   Business Meeting
2:00-3:00   PLENARY   Braj Kachru
                   **Why Applied Linguistics Leaks**

### COLLOQUIA

3:15-6:16
**Constituting Social Life through Talk: Interweaving Perspectives
   from Conversation Analysis, Ethnography, and Activity Theory**
                   (continued from morning)
3:15-6:16
**Second Language Research Methods**
David Birdsong, Robert Bley-Vroman, Carol Chapelle, Craig Chaudron
(organizer), Susan Gass, Joan Jamieson, Michael Long (organizer),
Manfred Pienemann
4:15-6:15
**Narrative Forms in Language Learning**
Gabriela Appel, John Barson, Celeste Kinginger, Claire Kramsch
(organizer), James Lantolf, Livia Polanyi, Molly Wieland

### PAPERS

3:15-4:45
Margriet Jagtman, Theo Bongaerts, and Peter-Arno Coppen, Automatic
   Syntactic Analysis of Unanalyzed Chunks
Peter Robinson, Universals of Word Formation Processes: Noun
   Incorporation in the Acquisition of Samoan as a Second Language
Cheryl Fantuzzi, Semantic Representation and the Acquisition of Verbal
   Aspect
4:45-6:15
Erica McClure, The Development of Temporality in the Spanish Narratives
   of Monolingual and Bilingual Mexican Pupils
Emily Krasinski, Initial Semantic Space and Bilingual Acquisition:
   Evidence from Early Acquisition of the Spanish Copulas
Evelyn Hatch and Barbara Hawkins, Participant Tracking and the Question
   of U-Shaped Learning Curves

3:15-4:45
Susan Meredith Burt, The Social Evaluation of Patterns of Language
   Choice in Cross-Cultural Conversations
Kazuko Matsumoto, An Analysis of Verbal Back Channels in English
   Casual Conversation between Americans and Japanese
Pedro de Moraes Garcez, Conflicting Point-Making Styles in a Cross-
   Cultural Business Negotiation

4:15-6:15
Julie Kerekes, Perception of Gender-Related Assertiveness and Supportive-
   ness Among Native and Nonnative Speakers of English
Donna M. Johnson, Consequences of Native-like Gendered Language Use
   in Written Discourse
Yamuna Kachru, Speech Act in World Englishes: Toward a Framework
   for Research

3:15-4:15
Elaine Tarone, Interlanguage: Product of Speech Communities or
   Individuals? A Sociolinguistic Perspective on SLA
Miriam Eisenstein, Emotions and Language: Another Factor in
   Interlanguage Variation

**Sunday, 1 March, Morning**

### COLLOQUIA

8:30-10:30
**Issues in Language and Gender: Women Talking to Women**
Alice F. Freed (organizer), Alice Greenwood, Marjorie H. Goodwin,
Cynthia McLemore, Marcyliena Morgan
8:30-11:30
**The Interdisciplinary Nature of Second Language Acquisition**
Fred Eckman (organizer), Susan Ervin-Tripp, Susan Foster-Cohen,
Susan Gass (organizer), Barry McLaughlin, Dennis Preston,
Steven Weinberger
10:00-11:30
**Foreign Language Instruction and Paradigms**
Dianne Andrews (organizer), Robert Kleinsasser, Marilyn Pool
8:30-11:30
**Research on Non-Native Interactional Discourse: Issue in Theory
   and Methodology**
Martin Bygate, Anne Lazaraton, Richard Young, George Yule,
Jane Zuengler (organizer)

### PAPERS

8:30-10:00
Susan C. Shephred, Cohesion and Coherence Systems in Student E-Mail:
   Discourse Conventions and the Sharing of Cultural Experience
Kira Hall, The Word Made Flesh: Presentation of Self in the Personals
Agnes Weiyun He, Constituting Knowledge Systems and Power Relations
   Through Modality: Cases From Academic Counseling Encounters
10:00-11:30
Jeff Connor-Linton, Applying Conversation Analysis to Business:
   Two Cautionary Cases
Edward Lee Lamoureux and Brett Berg, Restoring Order During Television
   News Interviews: Turn Taking Disruption and Repair
Ardith J. Meier, Contrasting Repair Work in American English and
   Austrian German: A Socio-Pragmatic Study

8:30-10:00
Renate A. Schulz, Examining the Relationship Between Grammatical
   Proficiency and Metalinguistic Awareness for Learners of German
Matuku Ndunga Ngame, A Comparison of French and Swahili Native-
   Speaker Reactions to Native Speech
Natalie Lefkowitz and John Hedgcock, Taking Learners to Task: Tuning
   in on "Prime Time" and Channel Choice in L2 Grammaticality
   Judgments

Sunday, 1 March, Morning

10:30-11:30
Patricia N. Chrosniak, From Deixis to Anaphoric Referencing: Movement into ASL as Observed in Deaf Young Adult Readers
Michael Strong, The Special Case of Deaf Children as Learners of ESL

Sunday, 1 March, Afternoon
1:00-2:00  PLENARY  Lily Wong Fillmore
A Role for Applied Linguistics in Public Policy: The Case of the No-Cost Study

## COLLOQUIA

2:15-5:15
Neurolinguistics
Patricia K. Kuhl, Philip Lieberman, Molly Mack (organizer), Michel Paradis
3:15-5:15
Preparing Applied Linguists for the Future
Leslie Beebe, Marianne Celce-Murcia (organizer), Craig Chaudron, Susan Gass, Sandra Savignon, John Schumann, John Staczek
3:15-5:15
Language Socialization and the Integration of Language and Content Learning
Moya Brennan, Anne Burns, JoAnn Crandall, Margaret Early, Jennifer Hammond, Hugh Hopper, Bernard Mohan (organizer), Diana Slade, Deborah Short, Margaret Van Naerssen
2:15-3:45
Input Processing in SLA: Theory and Application
Rodney Bransdorfer, Teresa Cadierno, Bill VanPatten (organizer)

## PAPERS

2:15-3:15
Paul Prior, Constructing Sociology, Constructing Sociologists: Academic Discourse in Talk and Text
Richard Donato, The Discourse of Formal Instruction: Explanation or Negotiation?

2:15-3:15
Meryl Siegal, Learning Japanese: An Examination of Adult Second Language Learners, Context, and Language Use in Society
Fred E. Anderson, Language Use and Socialization in a Japanese Elementary Class

3:45-5:15
Miyuki Sasaki, Relationships Among Second Language Proficiency, Foreign Language Aptitude, and Intelligence: A Structural Equation Modeling Approach
Anthony John Kunnan, Relationships Among Some Test Taker Characteristics and Performance on EFL Proficiency Tests: A Structural Modeling Approach
Peter Robinson and Steven Ross, Task-Mediated Testing and Process Syllabus Design

2:15-3:45
Peter J. Coughlan, Capturing Activity: Including Visual Information in Linguistically-Based Transcripts
Susan M. Braidi, Reanalyzing the Effects of Second Language Interaction from an Input Perspective
John Archibald, The Role of Feedback in Parameter Resetting in Adult Second Language Acquisition
3:45-5:15
Rory Donnelly, Marital Surnames in the 1990's
William Eggington, Policies of the Oppressed: Positive and Negative Language Policies
Fraida Dubin, The Course in Applied Political Linguistics

Sunday, 1 March, Evening

5:30-7:00  MEET THE SPEAKERS - CASH BAR

Monday, 2 March, Morning

## COLLOQUIA

8:30-11:30
Interfaces Between SLA and Language Testing Research
Lyle Bachman (organizer), Andrew Cohen, Dan Douglas, Grant Henning, Manfred Pienemann, Elana Shohamy, Peter Skehan
9:00-11:30
Language and Conflict
Christopher Candlin, Bruce Fraser (organizer), Catherine Johnson Pettinari, Anne Warfield Rawls, Charlene Sato, Karen Watson-Gegeo
8:30-11:30
Interactional and Discursive Bases of Syntactic Change
Nancy Budwig, Susan Ervin-Tripp (organizer), Julie Gerhardt, Jiansheng Guo, Amy Kyratzis (organizer), Bambi Schieffelin, Richard Sprott
8:30-11:30
Language Maintenance and Shift: L1 versus L2
Susan Gonzo (organizer), Mary McGroarty, Sandra McKay, Mario Saltarelli, Muriel Saville-Troike, Lily Wong Fillmore

## PAPERS

8:30-10:00
Donald Cruickshank and Allison Smith, L2 Acquisition of Rhetorical Strategies: Natural or Not?
Robert Yates, Differences and Similarities in L1 and L2 Summary Writing
William Grabe, The Importance of Genre in Elementary Student Writing
10:00-11:30
Nathalie Bailey, Integrating Social and Cognitive Approaches to Reading/Writing Instruction: Resolving Theoretical Issues
Darsie Bowden, The Limits of Containment: The Container Metaphor in Composition
Randi Gilbert, A Genre Based Approach to Content Instruction

8:30-9:00
Sai-hua Kuo, Formulaic Opposition Markers in Chinese Conflict Talk

Monday, 2 March, Afternoon
1:00-2:00  PLENARY  Michael H. Long,
Input, Focus on Form, and SLA

Monday, 2 March, Afternoon
## COLLOQUIA

2:15-4:15
Interfaces Between SLA and Language Testing Research
(continued from morning)
2:15-4:15
Language Attrition Research
Margaret Barzilay (organizer), Kees de Bot, Dorit Kaufman, Elite Olshtain (organizer), Meena Sridhar, Bert Weltens
2:15-4:15
Issues in Second Language Reading Research
Elizabeth Bernhardt, James Lee, Gail Riley (organizer), Darlene Wolf

## PAPERS

2:15-3:45
Sabina Peck, Child-Child Language Play by Normal and Psychotic Pairs: A Linguistic and Psychiatric Comparison of Two Corpora
Julie Gerhardt, The Nature of Client Talk in Psychoanalytically Oriented Psychotherapy Accounts of the Self-(qua-Selves)
Heidi Hamilton, Sense-Making in Conversations with an Alzheimer's Patient: On the Use of Clarification Requests to Identify Sources of Trouble
3:45-5:15
Victoria L. Bergvall, The Rhetoric of Pronouns: Signalling Intention in Discourse
Terrie Mathis and George Yule, Making Sense of Nothing: Zero Quotatives in Constructed Dialogue
Kyu-hyun Kim, An Analysis of English Left-Dislocation in Story-Telling Sequence with References to Korean Topicality

2:15-3:45
Richard Schmidt, Computation and Memory in Second Language Production
James Lantolf and Fred DiCamilla, The Linguistics of Private Speech: A Contribution of Applied Linguistics to Cognition Research
Christina Biava, Comprehension and Recall of Figurative Language by L2 Learners of English
3:45-5:15
Molly Mack, Analysis of Consonant and Vowel Production in Early French-English Bilinguals
Barbara Oughton Baptista, Sufficient Perceptual Distance and the Acquisition of English Vowels
Barbara Hancin-Bhatt and Rakesh Bhatt, Phonological Constraints in L2 Production: A Model-Theoretic Approach

4:15-5:15
Deniz Gokcora, The SPEAK test: International Teaching Assistants' and Instructors' Affective Reaction
James Dean Brown, An EFL Readability Index?

4:15-5:15
Helena Halmari, Code-Switching Strategies as a Mirror of Language Loss: A Case Study of Two Child Bilinguals
Lynne Hansen-Strain, The Attrition of Japanese Negation by English-Speaking Adults

Conference ends at 5:15p.m.

## POETICS AND LINGUISTICS ASSOCIATION

UNIVERSITEIT GENT

### INTERNATIONAL CONFERENCE 1992

## LITERATURE AND THE ANALYSIS OF DISCOURSE
### with special attention
### to the Multicultural context

Tuesday 8 September - Friday 11 September 1992

Gent University, Belgium

keynote speakers:

**David BIRCH (Murdoch, Australia)**

**Martin MONTGOMERY (Strathclyde, Scotland)**

**Elinor OCHS (Los Angeles, USA)**

*Will also contribute*: Hélio ALVES (Évora, Portugal), Reanda Russo BACHELLI (Johannesburg, South Africa), Ziva BEN-PORAT (Tel Aviv, Israel), Rina BEN-SHAHAR (Haifa, Israel), L BENSALEM (Brussels, Belgium), Zbigniev BIALAS (Sosnoviec, Poland), Jan BLOMMAERT (Antwerp, Belgium), Teresa BRIDGEMAN (Oxford, England), Peter BROWN (Warwick, England), Chris BULCAEN (Gent, Belgium), Lance BUTLER (Stirling, Scotland), Mimo CAENEPEEL & Martin MELLOR (Edinburgh, Scotland), Johan CALLENS (Brussels, Belgium), Clara CALVO (Murcia, Spain), A CORBISIER (Brussels, Belgium), Andrew COOPER (Salford, England), Marie COUTON (Lyon, France), Kristin DAVIDSE (Leuven, Belgium), Maryssa DEMOOR (Gent, Belgium), Sophie DERUDDER (Brussels, Belgium), Gürkan DOGAN (Manchester, England), Patricia DORVAL (Montpellier, France), Helen DRY (Michigan, USA), Catherine EMMOTI (Glasgow, Scotland), Monika FLUDERNIK (Wien, Austria), Vincente Lopez FOLGADO (Cordoba, Spain), Gordon FULTON (Victoria, Canada), Alexandra GEORGAKOPOULOU (Edinburgh, Scotland), David GIBSON (Hatfield, England), Keith GREEN (Sheffield, England), Chris HALL (Bristol, England), Otto HEIM (Basel, Switzerland), Niels HELSLOOT (Amsterdam, Netherlands), Ernest HESS-LÜTTICH (Bern, Switzerland), A J HOENSELAARS (Amsterdam, Netherlands), Ilkka JOKI (Abo, Finland), Chen KAI (Fuzhou, China), Krzystof KOWALCZYK (Sosnoviec, Poland), Mariann LARSEN (Madrid, Spain), Dick LEITH (Leamington, England), Sirpa LEPPÄNEN (Jyväskylä, Finland), Miguel A MARTINEZ-CABEZA (Granada, Spain), José Luis MARTINEZ-DUEÑAS (Granada, Spain), Christelle MÉPLON (Gent, Belgium), Yoseph MILMAN (Haifa, Israel), Werner NOTHDURFT (Mannheim, Germany), Jim O'DRISCOLL (Gent, Belgium), Lisa OPAS (Joensuu, Finland), Adrian PILKINGTON (London, England), Ad PUTTER (Utrecht, Netherlands), Leon RITVACK (Belfast, Northern Ireland), Nicole ROWAN & Ronald SOETAERT (Gent, Belgium), Zohar SECKER (Haifa, Israel), Stef SLEMBROUCK (Gent, Belgium), John SMEDS (Abo, Finland), Gerard STEEN (Amsterdam, Netherlands), Irma TAAVITSAINEN (Helsinki, Finland), Ismael S. TALIB (Singapore), Peter K. W. TAN (Singapore), Yishai TOBIN (Be'er Sheva, Israel), A D USLU (Bornova Izmir, Turkey), Anne-Marie VANDENBERGEN (Gent, Belgium), R J VAN KRANENBURG (Tilburg, Netherlands), Jean-Pierre VAN NOPPEN (Brussels, Belgium), Susan VAN ZYL (Witwatersrand, South Africa), Wolfgang WICHT (Potsdam, Germany), Mara YANNI (Athens, Greece).

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## POETICS AND LINGUISTICS ASSOCIATION

UNIVERSITEIT GENT

### INTERNATIONAL CONFERENCE 1992

Second Circular : February 1992

### LITERATURE AND THE ANALYSIS OF DISCOURSE

With special attention to the Multicultural Context

Tuesday 8 September 1992 - Friday 11 September 1992

Gent University, Belgium

### 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, discours 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 and teaching of language and literature and their role in society.

### THE 1992 CONFERENCE THEME

To highlight the currently expanding field of discours studies, the 1992 conference has as its core theme Literature and the Analysis of Discourse, with special attention to the Multicultural Context. Papers covering interests as wide as the processes of writing and reading literature, the analysis of dialogic text, oral literary traditions, the relationship between literary and non-literary discourse, discourse theory and literary communication as social practice have all been proposed, as well as those dealing specifically with the writing and reading of literature in a multilingual and/or multicultural context.

### THE 1992 CONFERENCE VENUE

Gent University is of the city type; there is no campus, and university buildings are dotted around the town. Conference sessions will take place in the *Hoveniersberg*, overlooking the *Bovenschelde* in one of the quiet parts of town.

# Review of the PALA conference in Ghent (Belgium), 8—11 September 1992

The theme of this year's conference of the Poetics and Linguistics Association was : 'Literature and the analysis of discourse, with special attention to the multicultural context'. Consequently, the great majority of the papers presented dealt with literary discourse, whether from an intercultural point of view or not; a smaller number focused on non-literary discourse, and a few compared particular aspects in literary and non-literary discourse. In all, seventy-five papers were given in three parallel sessions. The keynote speakers were David Birch (Murdoch), Martin Montgomery (Strathclyde) and Carolyn Taylor (UCLA). As it is impossible within the scope of this review to cover the range of topics that were dealt with, I will gladly confine myself to the systemic-functional papers.

David Birch's keynote address was called 'Challenging linguistics – some strategies for understanding *how* some other texts mean'. His main point was that a detailed text analysis is possible only after the general discourse culture has been discussed, and his concern in the paper was with discourse strategies of 'containment' in a monocultural system, in particular the western culture intellectual system. This system gives power only to those texts which reflect the monocultural values and it suppresses other texts mainly by means of four strategies, viz. erasure, euphemisation, canonicisation and excess. Birch illustrated these strategies with examples of 'uncomfortable' texts such as safe sex posters. He convincingly argued that by dealing only with comfortable texts contemporary linguistics is basically oppressive to a great many people, cultures and discourses.

The link between speech presentation and power relations in fiction was the topic of three papers with a systemic-functional approach, viz. Calvo's, Fulton's and Yell's.

Clara Calvo (Murcia) talked about 'The structure of telephone conversations in the fiction of Raymond Chandler'. Using the method of conversation analysis initially developed by Schegloff and Sacks, she gave a detailed description of openings and closings in telephone calls in Chandler's fiction, especially with a view to finding out how the author deals with the transition from non-interactive to interactive discourse and back again. Calvo gave examples of various direct and indirect ways in which conventional openings and closings are expressed in Chandler's novels, and showed how telephone conversations actually serve to establish power relations.

Gordon Fulton (Victoria) also dealt with speech presentation and power in his paper called 'Dialogue with the other in *Robinson Crusoe*'. He pointed out that the difficulty of moving beyond self-reference to dialogue – a difficulty marked by a tendency for the focus of attention to shift away from the ostensive subject of study and back into the writer and his/her own cultural context – has been a recurring problem in anthropological accounts of other cultures. In his paper Fulton studied this phenomenon in *Robinson Crusoe*. He gave a close analysis of the passage in the novel where Crusoe the narrator engages in dialogue with Friday, in an attempt to convert the latter, and he showed how the shifts from self-reference to dialogue and vice versa are linked to the positions of control and power of the characters.

Susan Yell (Rockhampton) spoke on 'Dialogism and Narrative Tenor in Peter Carey's *Peeling*'. She showed that in this short story, interpersonal relations and particularly power relations are under negotiation, not only by the characters, but also by the narrator. Looking at the text as interaction, the paper examined the ways in which meanings are constructed and negotiated dialogically between characters, and between narrator and narratee.

Three other papers with a systemic-functional approach were the ones by Davies, Davidse and Simon-Vandenbergen, dealing with aspects of the textual, ideational and interpersonal functions respectively.

Martin Davies (Stirling) gave a paper called 'Theme and Information in Chaucer', in which by means of various examples he showed the relationship between clause themes and the method of development of a text, i.e. motifs such as chronological sequence, movement through space, etc. Davies then drew attention to the relevance of marked themes in the initial clauses in the portraits in the General Prologue to *The Canterbury Tales*, and pointed out that such marked thematic patterns did exist in Old English but were expanded by Chaucer. He concluded that the co-variation between thematic structure in the clause and genre is a promising area of research, both synchronically and diachronically.

Kristin Davidse (Leuven) dealt with 'Transitivity and ergativity in Hopkins' poetry'. After explaining the transitive v. the ergative construal of phenomena, she examined two-participant structures (ergative and transitive) and one-participant structures (ergative middle and intransitive) in Hopkins' poetry, and went on to show very convincingly that Hopkins' grammar pushes further the ergative resources of English, while at the same time exploiting the

transitive construals. The analysis established a demonstrable link between Hopkins' grammar and his theology.

The interpersonal function was the object of study in a paper called 'Metaphors of modality' by Simon-Vandenbergen (Ghent). Starting from Halliday's use of the term 'metaphor' the paper looked at various types of explicit and implicit expressions of subjective and objective modality in a corpus of political interviews. Because of the difficulty of drawing a sharp boundary-line between metaphor and non-metaphor it was proposed that a gradient from definitely metaphorical to definitely non-metaphorical expressions of modality may be the most satisfactory solution.

All in all, the conference was a great success, not only because of the very large number of good quality papers but also because of the congenial atmosphere. In any case, with its participants coming from 22 countries (5 continents), this PALA conference has provided the local organisers with experience which will prove invaluable at the International Systemic Congress in Ghent 1-5 August 1994.

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A.-M.SIMON-VANDENBERGEN

Department of English

University of Ghent

Belgium

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## NEW JOURNAL

*Language Forum*: Call for contributions. In 1990 the members of the University of East Anglia formed a Centre for Research in Linguistics and in Language Learning. The Centre will provide an interdisciplinary focus for research activities in all fields of linguistics and language. As an integral part of this activity, it has been decided to publish this twice-yearly journal. The editorial board includes members of the Centre at UEA and linguists from a wide range of other institutions. Contributions are welcomed on all aspects of linguistics and language learning; interdisciplinary studies are particularly encouraged. For further submission details contact John Hutchins, The Library, University of East Anglia, Norwich NR4 7TJ.

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ČESKOSLOVENSKÁ AKADEMIE VĚD

ÚSTAV PRO JAZYK ČESKÝ

Letenská 4, 118 51 Praha 1

V Praze dne

April 2, 1992

## THE SECOND CIRCULAR

Č. I.

Dear Conference Participant,

Thank you for your application to the conference "Writing vs. Speaking: Language, Text, Discourse, Communication" (Institute for the Czech Language, *Praha, October 14-16, 1992*).
We acknowledge the receipt of the title of your paper

...............................................................

Plenary papers were promised by *Profs. G. Antos, R. de Beaugrande, F. Daneš, M. Dascal, N.E. Enkvist, P.L. Garvin, E. Gülich, W. Raible, R. Sell, P. Sgall, S. Stati, Y. Tobin, and E.M. Uhlenbeck.*

Every plenary paper will get 45 minutes and every other paper 30 minutes, incl. discussion. Can we please remind you that your abstract, *camera-ready*, is due by April 30, 1992, and a later arrival might endanger its publication.
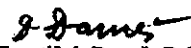
We acknowledge the receipt of your conference fee 45 USD.
Should it not have been settled yet, would you please do so by May 15, 1992 (checques payable to account nb. *6323 011/0710, Komerční banka, Na příkopě 33, Praha 1*).

We acknowledge your requirement for accommodation from...........to...........
In case you have not sent us your requirements, please do so as soon as possible. Accomodation is reserved in the hotel, with the price:
       single room - *50 DM* per person per night (with breakfast)
       double room - *35 DM* per person per night (with breakfast)

Next circular will inform you about the conference programme, your accommodation, and conference events.

Thank you again for your interest.

Yours sincerely,

Prof. dr. František Daneš, DrSc.
The Director
Institute for the Czech Language

*All correspondence should be addressed to:*
Dr. František Štícha, CSc.
Institute for the Czech Language
Letenská 4, 118 51 Praha 1, Czechoslovakia

**meetings:**

1992   July 31 – August 3: Fourteenth Nottingham International Systemic Workshop. Contact: Parsons

1993   Jan 10-14: Australian Systemic Functional Lx Summer School, Adelaide. Contact : Poynton. Visa required for international participants.

Jan 15-17: Australian Systemic Functional Lx Conference, Adelaide. Contact: Poynton. Visa required for international participants.

June 17-20: TENTATIVE DATES. Third Biennial Chinese Systemic Conference, Hangzhou, China. Visa required for international participants. Contact: Ren

July 5-16: Pre conference Course for ISFC:20, Vancouver, BC Canada Contact Mohan. Visa may be required for international participants..

July 19-23: Twentieth ISFC , Victoria, BC Canada Contact Mohan (program) and Fulton.(local arrangements) Visa may be required for some international participants.

July late?: Fifth Nottingham International Systemic Workshop, Madrid. Contact: Downing

1994   Aug 1-5: Twenty-first ISFC, Ghent, Belgium Contact: Anne Marie Simon Vandenbergen

1995   July ? Twenty-second ISFC, Beijing, China and Chinese (Biennial) Systemic Conference. Visa required for international participants.Contact: Hu

1996   July 15-19: Twenty-third ISFC, Sydney Contact: Slade. Visa required for international participants.


**Useful addresses:**

Systemic Archives: Run by Martin Davis. Please send Martin copies of all your articles for the archives, and feel free to order articles from him.

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

Systemic Bibliography: last published list is in Network 12/13. Run by Christian Matthiessen. Please send articles, or at least references of your articles, to Christian.

Address: Christian Matthiessen, Linguistics Department, University of Sydney, NSW, 2006, Australia.

News for NETWORK: Send to Jim Martin or Christian Matthiessen, University of Sydney, NSW, 2006, Australia.

Reviews for NETWORK: Send to Martin Davies, English Studies, the University of Stirling, Stirling, Scotland, Great Britain. If you want a free book, offer to do a review.

Electronic Mail: Please send your number to Jim Benson who runs the list. He will then send you a list of all the others (about 90 names) on the list.

Address: GL250012@YUVENUS>BITNET

Back Issues of NETWORK are available from MARTIN DAVIES, in the 32

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# THE UNIVERSITY OF WOLLONGONG
## Faculty of Education
University of Wollongong, Northfields Avenue, Wollongong
NSW Australia 2522 Phone: (042) 213-316 Fax: (042) 213-069

## Working Conference on Issues and Problems in Teaching Functional Grammar
Co-ordinator: Bill Winser (042) 213963 (042) 213069 (Fax).
e-mail: b.winser@uow.edu.au

21st October, 1992

Dear Jim,

I enclose a draft program for our conference. I have tried to include in it all the people who responded to my last letter (and I've taken a bit of a liberty with a few others).

Please check the program and feel free to respond if:

-   I have omitted something or someone
-   You'd rather not do what I've asked you to do
-   You'd like to make a change or even define the et al.

As you can see, I've left room for last minute renegotiation as well. Michael Halliday is likely to come and I have asked him to take a roving commission for the whole conference. Would you also complete the tear off below; it will act as a registration form.

Cheers for now,

Bill Winser.

---

Name: ................................... Institution: ...................................

Phone: ................................... Fax: ...................................

I will attend the Working Conference on teaching grammar   ☐

I will require accommodation for 13/14/15th December (cross out if inapplicable):

-   Single room at University residence (1.9 kms from Campus)   ☐

-   Motel-please send information   ☐

No fees; you will be responsible for meals
Return to:
Bev Davis, Faculty of Education, University of Wollongong, Northfields Avenue, Wollongong. NSW 2522 by 20th November, 1992.

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transitive construals. The analysis established a demonstrable link between Hopkins' grammar and his theology.

The interpersonal function was the object of study in a paper called 'Metaphors of modality' by Simon-Vandenbergen (Ghent). Starting from Halliday's use of the term 'metaphor' the paper looked at various types of explicit and implicit expressions of subjective and objective modality in a corpus of political interviews. Because of the difficulty of drawing a sharp boundary-line between metaphor and non-metaphor it was proposed that a gradient from definitely metaphorical to definitely non-metaphorical expressions of modality may be the most satisfactory solution.

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A.-M.SIMON-VANDENBERGEN

Department of English

University of Ghent

Belgium

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NEW JOURNAL

*Language Forum*: Call for contributions. In 1990 the members of the University of East Anglia formed a Centre for Research in Linguistics and in Language Learning. The Centre will provide an interdisciplinary focus for research activities in all fields of linguistics and language. As an integral part of this activity, it has been decided to publish this twice-yearly journal. The editorial board includes members of the Centre at UEA and linguists from a wide range of other institutions. Contributions are welcomed on all aspects of linguistics and language learning; interdisciplinary studies are particularly encouraged. For further submission details contact John Hutchins, The Library, University of East Anglia, Norwich NR4 7TJ.

ČESKOSLOVENSKÁ AKADEMIE VĚD

ÚSTAV PRO JAZYK ČESKÝ

Letenská 4, 118 51 Praha 1

April 2, 1992

V Praze dne

THE SECOND CIRCULAR

č. I.

Dear Conference Participant,

Thank you for your application to the conference "Writing vs. Speaking: Language, Text, Discourse, Communication" (Institute for the Czech Language, *Praha, October 14-16, 1992*).
We acknowledge the receipt of the title of your paper

..............................................................

Plenary papers were promised by *Profs. G. Antos, R. de Beaugrande, F. Daneš, M. Dascal, N.E. Enkvist, P.L. Garvin, E. Gülich, W. Raible, R. Sell, P. Sgall, S. Stati, Y. Tobin, and E.M. Uhlenbeck.*

Every plenary paper will get 45 minutes and every other paper 30 minutes, incl. discussion. Can we please remind you that your abstract, *camera-ready*, is due by April 30, 1992, and a later arrival might endanger its publication.

We acknowledge the receipt of your conference fee 45 USD.
Should it not have been settled yet, would you please do so by May 15, 1992 (checques payable to account nb. *6323 011/0710, Komerční banka, Na příkopě 33, Praha 1*).

We acknowledge your requirement for accommodation from...........to..........
In case you have not sent us your requirements, please do so as soon as possible.
Accomodation is reserved in the hotel, with the price:
single room - *50 DM* per person per night (with breakfast)
double room - *35 DM* per person per night (with breakfast)

Next circular will inform you about the conference programme, your accommodation, and conference events.

Thank you again for your interest.

Yours sincerely,

Prof. dr. František Daneš, DrSc.
The Director
Institute for the Czech Language

*All correspondence should be addressed to:*
Dr. František Štícha, CSc.
Institute for the Czech Language
Letenská 4, 118 51 Praha 1, Czechoslovakia

## Upcoming Systemic Functional Congresses and other meetings:

**1992** July 31 - August 3: Fourteenth Nottingham International Systemic Workshop. Contact: Parsons

**1993** Jan 10-14: Australian Systemic Functional Lx Summer School, Adelaide. Contact : Poynton. Visa required for international participants.
Jan 15-17: Australian Systemic Functional Lx Conference, Adelaide. Contact: Poynton. Visa required for international participants.
June 17-20: TENTATIVE DATES. Third Biennial Chinese Systemic Conference, Hangzhou, China. Visa required for international participants. Contact: Ren
July 5-16: Pre conference Course for ISFC:20, Vancouver, BC Canada Contact Mohan. Visa may be required for international participants..
July 19-23: Twentieth ISFC , Victoria, BC Canada Contact Mohan (program) and Fulton.(local arrangements) Visa may be required for some international participants.
July late?: Fifth Nottingham International Systemic Workshop, Madrid. Contact: Downing

**1994** Aug 1-5: Twenty-first ISFC, Ghent, Belgium Contact: Anne Marie Simon Vandenbergen

**1995** July ? Twenty-second ISFC, Beijing, China and Chinese (Biennial) Systemic Conference. Visa required for international participants.Contact: Hu

**1996** July 15-19: Twenty-third ISFC, Sydney Contact: Slade. Visa required for international participants.

### Useful addresses:

Systemic Archives: Run by Martin Davis. Please send Martin copies of all your articles for the archives, and feel free to order articles from him.

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

Systemic Bibliography: last published list is in Network 12/13. Run by Christian Matthiessen. Please send articles, or at least references of your articles, to Christian.

Address: Christian Matthiessen, Linguistics Department, University of Sydney, NSW, 2006, Australia.

News for NETWORK: Send to Jim Martin or Christian Matthiessen, University of Sydney, NSW, 2006, Australia.

Reviews for NETWORK: Send to Martin Davies, English Studies, the University of Stirling, Stirling, Scotland, Great Britain. If you want a free book, offer to do a review.

Electronic Mail: Please send your number to Jim Benson who runs the list. He will then send you a list of all the others (about 90 names) on the list.

Address: GL250012@YUVENUS>BITNET

Back Issues of NETWORK are available from MARTIN DAVIES,in the

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# THE UNIVERSITY OF WOLLONGONG

## Faculty of Education

University of Wollongong, Northfields Avenue, Wollongong
NSW Australia 2522 Phone: (042) 213-316  Fax: (042) 213-089

## Working Conference on Issues and Problems in Teaching Functional Grammar

Co ordinator: Bill Winser (042) 213963 (042) 213089 (Fax).
e-mail: b.winser@uow.edu.au

21st October, 1992

Dear *Jeni*,

I enclose a draft program for our conference. I have tried to include in it all the people who responded to my last letter (and I've taken a bit of a liberty with a few others).

Please check the program and feel free to respond if:

- I have omitted something or someone
- You'd rather not do what I've asked you to do
- You'd like to make a change or even define the et al.

As you can see, I've left room for last minute renegotiation as well. Michael Halliday is likely to come and I have asked him to take a roving commission for the whole conference. Would you also complete the tear off below; it will act as a registration form.

Cheers for now,

*[signature]*

Bill Winser.

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Name: ........................................ Institution: ................................................

Phone: ........................................ Fax: ................................................

I will attend the Working Conference on teaching grammar ☐

I will require accommodation for 13/14/15th December (cross out if inapplicable):

- Single room at University residence (1.9 kms from Campus) ☐

- Motel-please send information ☐

No fees; you will be responsible for meals
Return to:
Bev Davis, Faculty of Education, University of Wollongong, Northfields Avenue, Wollongong. NSW 2522 by 20th November, 1992.

# 1993 Australian Systemic Functional Linguistics Summer School and Conference

## Adelaide

*Summer School 10-14 January 1993*
*Conference 15-17 January 1993*

## Draft Programme for Working Conference on teaching functional grammar.

### Monday 14th Dec

| Time | Session |
|---|---|
| 10.00 a.m. | Welcome, coffee, housekeeping. Program negotiation. |
| 10.30 a.m. | Resources for teaching what form (s) should the Grammar take for teachers ? Suzie Eggins John Collerson? David Butt? |
| | Resources: Computer based. Chris Nesbitt: brief explanation of his Hypertext ( try it out at breaks) |
| 12.15 p.m. | Lunch |
| 1.30 p.m. | Courses (or follow up on Grammars?) Preservice: SydneyU - Geoff Williams, Len Unsworth UWoll - Bill, Louise D, Louise R, Bev D |
| 3.00 p.m. | Coffee |
| 3.30 p.m. | Inservice I : Post Graduate Sydney U - Michael, Jim, Clare, Suzie, Joan (and all the recipients !) UWoll - Bev , Bill |
| 5.30 p.m. | Drinks |
| 7.00 p.m. | Dinner |

### Tuesday 15th Dec

| Time | Session |
|---|---|
| 9.00 a.m. | Renegotiate program Courses (Contd.) Inservice II: Post Grad UTS - Hermine Scheeres et al. AMES /NCELTR - Helen Joyce et al. Jenny H. |
| 11.00 a.m. | Coffee |
| 11.30 a.m. | DSP - Katina Zammit et al. (incl CD Rom) Qld - John Carr et al. (? —> after lunch) |
| 12.30 | Lunch |
| 2.00 p.m. | Pedagogical principles (aims, sequencing, evaluation etc.) Geoff W. Others? |
| 3.30 p.m. | Coffee |
| 4.00 p.m. to 5. | Strategies for promoting the grammar in Systems (incl. NSW *English K- 6*) Fran, Michael, Jim, John Carr, Sue Hood |

## Summer School [ 10 - 14 January ]

The 1993 Australian Systemics Summer School

A 5 day intensive course of lectures and workshops in the theory, practice and application of Systemic Functional Linguistics in education, led by a team of prominent researchers and teacher educators in the field of language in education.

**Proposed coordinating lecturers**

Suzanne Eggins
English - University of NSW

Jim Martin
Linguistics - University of Sydney

Clare Painter
Education - University of Technology

Cate Poynton
Communication - University of Western Sydney,
Nepean

**Summer School fee**

$ 320 [ approximately ]

including refreshments and all course notes

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**Summer School - Levels of study**

Four levels of study will be available in 1993.

Level 1
Introduction to Functional Grammar

Level 2
Discourse Semantics

Level 3
Genre and Register

Level 4
Advanced application

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

**Further information**

Australia wide
Cate Poynton
Faculty of Humanities & Applied Social Sciences
University of Western Sydney, Nepean
PO BOX 10
Kingswood NSW 2747
Phone [02] 678 7376
FAX [02] 678 7399

South Australia
Anne Mountford
Languages and Multicultural Unit
Robson Road
Hectorville SA 5073
Phone [08] 337 6777
FAX [08] 365 0571

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## Conference [ 15-17 January ]

**Proposed plenary speakers include**

Ruqaiya Hasan
Linguistics - Macquarie University

Theo van Leeuwen
Mass Communication - Macquarie University

Jan Wright
Education - University of Wollongong

**Genre forum**

A feature of the conference will be a Forum on genre-based literacy pedagogy, with speakers from a range of positions addressing issues of theory, critique and implementation.

**Papers and workshops**
[ see over for call details ]

A range of papers and workshops will be offered, concerned with both developing theory and with application.

**Accommodation**

Summer School and Conference accommodation has been booked at :

St Marks College
North Adelaide
Cost : $ 27 per night [ breakfast included ]

A range of hotel or motel accommodation is also available.

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## THE 5TH INTERNATIONAL SYSTEMIC WORKSHOP

### UNIVERSIDAD COMPLUTENSE DE MADRID
### SPAIN

### JULY 26-27 & 28 1993

### CALL FOR PAPERS

Following the success of the previous workshops, we are pleased to announce that a Fifth Systemic Workshop will be held in Madrid, Spain, over a period of three days.
The main topic will be:

**LINGUISTIC AND TEXTUAL EXPLORATIONS: CORPUS-BASED DISCOURSE STUDIES**

Work in progress dealing with different aspects of discourse should preferably be based on a significant amount of data, in order to validate conclusions on discourse phenomena. Papers dealing with topics from previous Nottingham Workshops will also be considered, if time permits.

Conference address: Prof. Angela Downing (ISW'93)
Depto. Filología Inglesa
Facultad de Filología
Universidad Complutense de Madrid
28040 Madrid
Spain

Fax: 34-1 394-5298
Phone: 34-1-394-5596

E-mail contact: Dr. Julia Lavid. Send messages to lavid@dit.upm.es

Further information will be sent to those who return the slip below by January 22nd 1993.

NAME ...........................
ADDRESS ......................
...................................
INSTITUTION ................
FAX ..............................
E-MAIL .........................

Please tick as appropiate:

I am interested in receiving further information on the Workshop.
I would like to present a paper

Provisional title of the paper:
...................................

Please attach an abstract. (Abstracts should not exceed half a page. They should include a heading with the title of the paper, the name of the author and the author's institution. Please use wide margins -minimally 3cm left and right, and 4cm at top.)

ISFC93

20th International Systemic Functional Congress 19-23 July 1993

Call for Papers& Registration Information

Victoria UniversityVictoria, British ColumbiaCanada

Daytime sessions will include section papers, with allowance made for workshops, where possible. If feasible and appropriate, papers will be grouped under themes. Evening sessions will include panels and other interactive activities.

Call for Papers: Abstracts

Please send your abstracts to:Bernard Mohan, ISFC93, Department of Language Education, University of British Columbia, 2125 Main Mall, Vancouver B.C., Canada V6T 1Z5 Fax Number (Canada)(604 natl.) 822-3154

E-mail: usermoha@ubcmtsg.bitnet

*** Abstract deadline: To arrive by DECEMBER 1, 1992 ***

* Abstracts should be camera ready and include a heading with: the title of the paper; the name(s) of the author(s); and the authors' institution(s).

* Abstracts should not exceed one page (21.75cm x 28cm). This includes references.

* Please use wide margins - minimally 3 cm left and right, and minimally 4 cm at top and bottom.

* All papers will be given a 40 minute time slot.

With your abstract, please send us also a separate sheet with thefollowing information:

a) Your name, the title of your paper, and the address to which we should send out our reply. If possible, please add your fax number and your e-mail address.

b) Whether your paper is "General." or falls under one of the following themes:
1)Computational Linguistics 2)Educational and Clinical Linguistics
3)Lexicogrammar and Semantics 4)Text and Discourse 5)Other (specify).

c) Whether or not you require early acceptance for funding purposes.

d) The title and brief description of any workshop you would like to offer.e) Any equipment (projectors, audio or video facilities, etc. you will need for your paper and workshop. Specify the two separately).f) the type of workshop you would like to participate in (to help us decide which workshops might be viable).

g) any helpful biographical information, if you have not presented at an International Systemics Congress before.

PRE-CONFERENCE COURSES.

Pre-conference courses reviewing systemic approaches are planned July 5-16, 1993 at University of British Columbia, Vancouver B.C.,CANADA. Details are given below.

### An Outline of Systemic Functional Grammar (Time: mornings)

#### M. A. K. Halliday & Ruqaiya Hasan

Description: Historical introduction: origins in European functional linguistics; other sources; developments 1960-1990; interplay between theory and application. General principles: strata, metafunctions, context; paradigmatic base; system and structure, rank, delicacy; realisation and instantiation.Theoretical orientation: grammar as construing experience, enacting social process; comprehensiveness and depth; language as dynamic open system. Descriptive principles: lexicogrammar, discourse semantics, context, phonology. Motives and methods of text analysis. Examples of systemic research on language in its socio-historical context.

Michael Halliday is Emeritus Professor of Linguistics, University of Sydney, Australia. Ruqaiya Hasan holds a personal chair in Linguistics at Macquarie University in Sydney.

### Register/genre theory in the classroom (Time: afternoons)

#### Jim Martin & Robert Veel

Description: This course will give teachers a thorough introduction to the theory and practice of register/genre theory, which has had a dramatic impact on language teaching in Australia. The course consists of lectures and workshops in the following areas: an introduction to register/genre theory and its use in the classroom;an examination of school programs based on register/genre theory; introduction to and discussion of teaching strategies for reading and writing based on functional grammar and register/genre theory; practical sessions in the diagnostic analysis of student writing,text books etc. using functional grammar and register/genre theory;the use of functional grammar in assessing student writing competence and performance; the Disadvantaged Schools Program and the development of student literacy, particularly for socio-economically disadvantaged students and students from language backgrounds other than English. Note: No prior knowledge of functional grammar or register theory is assumed. The course is designed to complement the "Outline of Systemic Functional Grammar" course. Participants and encouraged to enrol in both courses in order to gain the most from the program.

Jim Martin is Associate Professor of Linguistics, University ofSydney. Robert Veel is Senior Research Officer, DisadvantagedSchools Program, Sydney.

## CONGRESS REGISTRATION

To register, complete the form below and send it to:Gordon Fulton, ISFC93, Dept. of English, University of Victoria, Box 3045Victoria, B.C., Canada V8W 3P4Fax No: (Canada) (604 natl.) 721-7212E-mail: FULTON@UVVM.bitnet

Name

_____Address_____

_____fax & e-mail_____

Payment should be made in Canadian or US dollars. Please make your cheque payable to ISFC93 and show below what you are paying for.

Registration  Can$120 [ ]          $..........

Accommodation at Univ. of Victoria bed & breakfast Can$40 per person/night
Arrival date July_____ 1993 Departure date July _____ 1993 _____ persons for
_____ nights      $..........

Conference Dinner  (Thursday July 22)          Can$35 [ ]          $..........

TOTAL  Can$..........

### COURSE REGISTRATION

Fees: Canadian students    - Canadian$200 approx. per course

International students - Canadian$500 approx. per course Registration:  Early registration is advised. You should COMPLETE your registration BEFORE THE END OF MAY 1993.

Credit and University Admission: If you wish to take these coursesfor credit (each course is worth 3 credits), you must be admitted to the University of British Columbia, for a fee of $35 approx.Begin this process no later than MARCH 1993. The process takes about 2 months and needs to be completed before course registration.

FOR FURTHER INFORMATION, CONTACT:

Dr. Kelvin Beckett, Distance Education,Faculty of Education, University of British Columbia, 2125 MainMall, Vancouver , B.C. Canada V6T 1Z4.

Tel: 604-822-2031  Fax: 604-822-6501

# UPCOMING MEETINGS

**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@acadvml.uottawa.ca

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

**1993**

**Jan 10-14, 1993.** Australian Systemic Functional Lx Summer School, Adelaide. Contact : Cate Poynton, Faculty of Humanities and Applied Social Sciences, University of Western Sydney, Nepean, P.O. Box 10, Kingswood, N.S.W., 2747, Australia.  Fax: 02-678-7399.  Visa required for international participants.

**Jan 15-17, 1993.** Australian Systemic Functional Lx Conference, Adelaide. Contact: Poynton: [address above] Visa required for international participants.

**April 16-19, 1993:** American Association of Applied Linguists, Atlanta, Georgia. Contact: AAAL 1993 Conference, AAAL Business Office, P.O. Box 24083, Oklahoma City, OK, USA, 73124.

**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 17-20, 1993:** TENTATIVE DATES.  Third Biennial Chinese Systemic Conference, Hangzhou, China. Visa required for international participants. Contact: REN, Shaozeng, Foreign Languages Department, Hangzhou University, Hangzhou, Zhejiang, 310028, China.

**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, USA. Tel: 614-292-3989. E-mail: patten@cis.ohio-state.edu

**July 5-16, 1993** Pre conference Course for ISFC:20, Vancouver, BC Canada Contact: Bernard Mohan, Department of Language Education, Faculty of Education, University of British Columbia, Vancouver, B.C., V6T 1Z5, CANADA. HOME FAX (for short urgent messages) 604-224-5494. WORK FAX (for longer or not so urgent messages) 604-822-3154 and

Electronic Mail (preferred) BERNARD_MOHAN@MTSG.UBC.CA Visa may be required for international participants..

July 19-23, 1993. ISFC-20 , Victoria, BC Canada. Contact: Bernard Mohan (program) [address above] and/or Gordon Fulton, English Department, University of Victoria, Victoria, British Columbia, V8P 2V6 Canada(local arrangements). Visa may be required for some international participants.

July 1993. Fifth (Nottingham) International Systemic Workshop. Madrid Spain.Contact: Angela Downing, c/Arascues 43, antiguo 65, ARAVACA, 28023, MADRID, SPAIN

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, Vakgroep TTW-VU, 10A-28, De Boeleaan 1105, 1081, HV, Amsterdam, The Netherlands. E-mail: AILA@LET.VU.NL.Fax: 31-(0)20-6426355: Phone: 31-(0)20- 5483075.

## 1994

August 1-5, 1994. ISFC-21. Ghent, Belgium. Contact: Anne-Marie Simon-Vandenbergen, Guinardstraat 12, B-9000 Gent, Belgium. A summer course will be held before the congress.

## 1995

July 1995. ISFC-22. Beijing, China. Contact: Prof HU Zhuanglin, Department of English, Peking University, Beijing, People's Republic of China.

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

## 1996

July 15-19, 1996. ISFC-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.

**MICHIGAN STATE UNIVERSITY**

DEPARTMENT OF LINGUISTICS AND GERMANIC,
SLAVIC, ASIAN AND AFRICAN LANGUAGES
A-614 WELLS HALL
EAST LANSING, MICHIGAN 48824-1027

Telephone: 517/355-0740
Facsimile: 517/336-2736

October 2, 1992

The LINGUISTIC ASSOCIATION OF CANADA AND THE UNITED STATES requests your cooperation in publicizing plans for its 1993 meeting among your subscribers/ members/colleagues. The following are the pertinent facts concerning the meeting:

EVENT: 20th Annual Forum, Linguistic Association of Canada and the United States (LACUS)

DATES: July 20-24, 1993 (Tuesday-Saturday)

SITE: University of Illinois at Chicago

DEADLINE FOR ABSTRACTS:

January 15, 1992 (1 original and 15 copies required)

SPECIAL NOTICE:

Since this is the 20th meeting of the organization, plans are underway for special events in celebration of this milestone.

ADDRESS FOR FURTHER INFORMATION:

Ruth M. Brend
3363 Burbank Drive
Ann Arbor, Michigan 48105
United States of America
[Phone: (313) 665-2787]

[E-mail: usersx6j@umichum]

## REGISTRATION

Prospective participants will have to register directly with the local Conference Secretariat at the following address, to which the attached registration form should be sent:

> 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

Registration fees:

* Advance registration (acceptable until March 1st 1993):

| | |
|---|---|
| - IPrA members: | 16,500.-- |
| - non-members: | 19,500.-- |

* On-site registration:

| | |
|---|---|
| - IPrA members: | 20,000.-- |
| - non-members: | 23,000.-- |

Registration fees include: (i) a copy of the preliminary program, to be sent out in March/April; (ii) a copy of the complete set of abstracts, available on arrival.

Note: (i) It is not possible for the organizers to consider paper or panel proposals other than those submitted by members; non-members interested in presenting a paper or proposing/participating in a panel should apply for membership, using the attached form, before the November 1st 1992 abstracts deadline.

(ii) Accepted papers/panels cannot be entered into the preliminary program unless the advance registration fee is paid before the March 1st 1993 advance registration deadline; notices of acceptance will be sent out in late January/early February. Prospective participants who have to withdraw at a later date due to circumstances beyond their control, will be partly compensated for the financial loss: they will receive a copy of the set of abstracts by mail, and the remainder of their registration fee will count as payment for their 1994 IPrA membership dues.

Manner of payment:

Advance registration fees should preferably be transfered in yen into the following conference accounts:

Bank: Sannomiya-minamiguchi Branch, The Sakura Bank Ltd., 8-1-21, Onoe-dori, Chuo-ku, Kobe 651, Japan; Account name: 4th International Pragmatics Conference; Account number: 602-5464618;

Post Office Giro: Girobank transfer in Japanese yen, all charges prepaid; Account name: 4th International Pragmtaics Conference; Account number: Kobe 0-16878 (mentioning the account center 'Kobe').

Alternatively, prospective participants may send international money orders or bank drafts, made out in yen and drawn on a Japanese bank, directly to the conference secretariat.

## LOCATION

The conference site will be the Shoin Women's University, 1-2-1, Shinohara Obanoyamacho, Nada-ku, Kobe 657, Japan (Tel.: +81-78-8826122; Fax: +81-78- 8011185).

## TRAVEL AND ACCOMMODATION

Negotiations to secure favorable rates for air travel from Europe and North America will be completed by October 1992. 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.

More precise travel information will be made available in the Fall. Further details about accommodation will be sent to all prospective participants together with the preliminary program (in March/April 1993).

## DO NOT FORGET THE ABSTRACTS DEADLINE:

# ACL European Chapter 1993
# 21–23 April, Utrecht

## FIRST NOTIFICATION AND CALL FOR PAPERS

Sixth Conference of the European Chapter
of the Association for Computational Linguistics

21-23 April 1993
Onderzoeksinstituut voor Taal en Spraak (OTS)
Research Institute for Language and Speech
University of Utrecht, The Netherlands

**Purpose:** This conference is the sixth in a series of biennial conferences on computational linguistics sponsored by the European Chapter of the Association for Computational Linguistics. Previous conferences were held in Pisa (September 1983), Geneva (March 1985), Copenhagen (April 1987), Manchester (April 1989) and Berlin (April 1991). Although hosted by a regional chapter, these conferences are global in scope and participation. The European Chapter represents a major subset of the ACL. The conference is open to both members and nonmembers of the Association.

**Scope:** Papers are invited on all aspects of computational linguistics, including, but not limited to: morphology, syntax, semantics, discourse analysis, pragmatics, grammar formalisms, formal languages, software tools, knowledge representation, AI-methods in computational linguistics, analysis and generation of language, computational lexicography and lexicology, lexical databases, machine translation, computational aids to translation, speech analysis and synthesis, natural language interfaces, dialogue, computer-assisted language learning, corpus analysis and corpus-based language modelling, and information retrieval and message understanding.

**Special Sessions/Tutorials:** The Programme Committee plans special sessions around the following themes:

- logic and computational linguistics
- data-oriented methods in computational linguistics

This thematic orientation will be further developed in a tutorial programme to be held the day preceding the conference (20 April 1993). Details will be provided in the circular of October 1992.

OTS, Trans 10, 3512 JK Utrecht. Phone (+31) 30–392531. Fax: (+31) 30–333380. Email: eacl93@let.ruu.nl

Submission: Authors should submit an extended abstract of their papers, or in case of hardcopy 6 copies, to the Programme Committee at the following address:

EACL-93 Programme Committee
OTS
Trans 10
NL-3512 JK Utrecht
The Netherlands
Phone: (+31) 30-392531
Fax: (+31) 30-333380
Email: eacl93@let.ruu.nl

The first page should include the title, the name(s) of the author(s), complete addresses (including e-mail), a specification of the topic area (one or two keywords, preferably from the list above), and an indication of whether the paper addresses one of the themes of the Special Sessions. The extended abstract should not exceed 5 pages A4. It should contain sufficient information to allow the referees and the Programme Committee to determine the scope of the work and its relation to relevant literature. Contributions should report on original research that has not been presented elsewhere. Electronic submission is preferred, using standard LaTeX or plain ASCII. In case of problems with this, contact the organizers at the above address. For future final versions, hardcopy or LaTeX files will be accepted.

Schedule: The deadline for submission is 1 December 1992. Authors will be notified of acceptance by 1 February 1993. Camera-ready copies of the final papers must be postmarked before 5 March 1993, and received by 12 March 1993, along with a signed copyright release statement. Papers not received by the due date will not be included in the conference proceedings, which will be published in time for distribution to everyone attending the conference.

Programme Committee: The Programme Committee will be co-chaired by Louis des Tombe, Steven Krauwer and Michael Moortgat (OTS, Utrecht).

Local Arrangements: Contact Nadine Buenen or Joke Dorrepaal at the above address. More information on local arrangements will be provided in the next circular.

Other Activities: A programme of demonstrations and exhibits is planned. For information, contact the EACL address above.

FACULDADE DE LETRAS DA UNIVERSIDADE DE COIMBRA
3049 COIMBRA CODEX
PORTUGAL

## XIXe COLLOQUE SILF – COIMBRA (PORTUGAL) - 1993

### PREMIERE CIRCULAIRE

### INFORMATIONS GENERALES

Le prochain Colloque de la SILF aura lieu sous l'égide de l'Université de Coimbra dans les locaux de la Faculté des Lettres de l'Université

3049 Coimbra Codex, Portugal

du vendredi 21 au mercredi 26 mai 1993

**Accueil :**

L'accueil des participants se fera le jeudi 20 mai 1993, à la Faculté des Lettres, de 14h.30 à 19h30.

**Inscription :**

L'inscription au Colloque est obligatoire. Seules les personnes qui renverront le bulletin d'inscription, ci-joint, recevront la deuxième circulaire. Vous faciliterez la tâche des organisateurs en vous inscrivant avant le 31 décembre 1992. Une inscription tardive pourrait entraîner l'impossibilité d'obtenir un logement à proximité de l'Université.

**Frais d'inscription :**

Les frais d'inscription comprennent un cocktail, un dîner de gala, un titre de transport public pour la semaine ainsi que la cotisation à la S.I.L.F. pour 1993 (pour les non-membres) :

| | | | |
|---|---|---|---|
| [1] | Membres S.I.L.F. et LACUS | : | 300FF / Esc.7.500 |
| [2] | Autres participants | : | 400FF / Esc.10.000 |

Les 100FF / Esc. 2.500 supplémentaires correspondent à la cotisation S.I.L.F. pour 1993.

| | | | |
|---|---|---|---|
| [3] | Etudiants (joindre justificatif) | : | 200FF / Esc. 5.000 |
| [4] | Accompagnateurs | : | 200FF / Esc. 5.000 |

**Bulletin d'Inscription**
**XIXe Colloque International de Linguistique Fonctionnelle**

**Coimbra, mai 1993**

Nom et prénom ................................................................

Université ou autre institution ................................................

Adresse personnelle ..........................................................

No de téléphone ..............................................................

Je désire que le Secrétariat s'occupe de mon logement :

I I en hôtel à 3 étoiles          I I en chambre individuelle

I I en hôtel à 4 étoiles          I I en chambre double

I I Je m'occuperai moi-même de mon logement

Je serai accompagné par _____

Découper le bulletin d'inscription et l'envoyer, si possible avant le 31 décembre 1992, à

la Société Internationale de Linguistique Fonctionnelle (S.I.L.F.), E.P.H.E. (4ème Section), 45 rue des Ecoles, 75005 Paris, France (pour tous sauf pour les résidents au Portugal).

Pour les participants résidant au Portugal, à

Comissão Organizadora do XIX Colóquio Internacional de Linguística Funcional, Faculdade de Letras da Universidade, 3049 Coimbra Codex, Portugal.

Joindre, suivant le cas, un chèque en Francs français à l'ordre de la S.I.L.F. ou en Escudos portugais à l'ordre de Comissão Organizadora do XIX Colóquio Internacional de Linguística Funcional.

# AILA '93 Amsterdam
10th World Congress of Applied Linguistics August 8-14 1993
organised by
the Foundation of Applied Linguistics Congresses (FALC)
under the auspices of
the Dutch Association of Applied Linguistics (ANéLA) and
the International Association of Applied Linguistics (AILA)

2nd circular

All correspondence concerning registration and general information
should be air-mailed to:
AILA '93
University Conference Service
Vrije Universiteit
De Boelelaan 1105
1081 HV AMSTERDAM
phone: *31-(0)20-5484656
fax:*31-(0)20-6462425

All correspondence concerning the programme should be air-mailed to:
Dr Johan F. Matter
Secretary-General AILA '93:
Vakgroep TTW-VU
10A-28
De Boelelaan 1105
1081 HV AMSTERDAM
phone: *31-(0)20-5483075
fax: *31-(0)20-6426355
e-mail: bitnet AILA@LET.VU.NL

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|---|---|
| Tuesday, August 10: | Section keynotes |
| | Section papers |
| | Poster sessions |
| | Special Symposia |
| Wednesday, Aug.11: | Excursions |
| Thursday, Aug. 12: | Section keynotes |
| | Section papers |
| | Poster sessions |
| | Business Meetings Scientific Commissions |
| | AILA General Assembly |
| | CONGRESS PARTY + BUFFET |
| Friday, Aug. 13: | Section keynotes |
| | Section papers |
| | Poster sessions |
| | 2nd Plenary Session |

# GEORGETOWN UNIVERSITY ROUND TABLE ON LANGUAGES AND LINGUISTICS: GURT 1993

Strategic Interaction and Language Acquisition:
Theory, Practice, and Research
in honor of the late Robert J. Di Pietro

Conference and Pre-sessions: March 9 - 13, 1993
Georgetown University, Washington, DC

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

Invited speakers:

Louis A. Arena, University of Delaware

Frederick J. Bosco, Professor Emeritus,
Georgetown University

H. Douglas Brown, San Francisco State University

Anna Uhl Chamot, Georgetown University

Marcel Danesi, University of Toronto

Jeanette S. DeCarrico, Portland State University

Madeline Ehrman, Foreign Service Institute, U.S.
Department of State

Suzanne Flynn, Massachusetts Institute of
Technology

William Frawley, University of Delaware

Frederick H. Jackson, Foreign Service Institute,
U.S. Department of State

Ruth M. Jackson, University of Delaware

Rajai Khanji, University of Jordan

Ikuo Koike, Keio University

Stephen Krashen, University of Southern
California

James P. Lantolf, Cornell University

Donald R. McCreary, The University of Georgia

Virginia Mayer, Padua Academy

James R. Nattinger, Portland State University

J. Michael O'Malley, Prince William County
Schools

Masaki Oda, Tamagawa University

Rebecca L. Oxford, University of Alabama

Karin Ryding, Georgetown University

Earl Stevick, Independent researcher

Traute Taeschner, Universita degli Studi di Roma

Irene Thompson, The George Washington
University

Deryn P. Verity, University of Delaware

To receive more information, please contact:

Helen E. Karn,
Coordinator, GURT 1993
School of Languages and Linguistics
303 Intercultural Center
Georgetown University
Washington, DC 20057-1067

e-mail: gurt@guvax.bitnet (OR)
gurt@guvax.georgetown.edu

phone: (202) 687-5726
fax: (202) 687-5712

Pre-conference Sessions: March 9 - 10, 1993

The pre-conference sessions will be held in the Intercultural Center at Georgetown University. Please contact the individual organizers for more information.

## Corpus-based Linguistics
Organizer: Dr. Catherine N. Ball
Department of Linguistics
Georgetown University
Washington, DC 20057-1068
(202) 687-5956
cball@guvax.bitnet
cball@guvax.georgetown.edu

## History of Linguistics
Organizer: Rev. Francis P. Dinneen, SJ
Department of Linguistics
Georgetown University
Washington, DC 20057-1068
(202) 687-5956

## Discourse Analysis: Written texts
Organizer: Dr. Heidi Hamilton
Department of Linguistics
Georgetown University
Washington, DC 20057-1068
(202) 687-5956/6226
hhamilton@guvax.bitnet
hhamilton@guvax.georgetown.edu

## Beyond Acquisition: Language Practices of Older Children
Organizers: Dr. Susan Hoyle, Georgetown University
and
Dr. Carolyn Adger, University of
Maryland
Department of Linguistics
Georgetown University
Washington, DC 20057-1068
(202) 687-5956
s_hoyle@guvax.bitnet
s_hoyle@guvax.georgetown.edu

## Issues in Slavic Linguistics
Organizer: Dr. Victor Lychyk
Department of Russian
Georgetown University
Washington, DC 20057-0990
(202) 687-6147

## East Asian Software Symposium
Organizer: Dr. Michael McCaskey
Department of Chinese and Japanese
Georgetown University
Washington, DC 20057-1042
(202) 687-5918
mmccaskey@guvax.bitnet
mmccaskey@guvax.georgetown.edu

## City Sounds: Sociolinguistic Reports from the Field
Organizer: Dr. Peter Patrick
Department of Linguistics
Georgetown University
Washington, DC 20057-1068
(202) 687-5956
ppatrick@guvax.bitnet
ppatrick@guvax.georgetown.edu

## Portuguese Linguistics
Organizer: Dr. Clea A. Rameh
Department of Portuguese
Georgetown University
Washington, DC 20057-0991
(202) 687-5705

## Focuses, Problems, and Solutions in Chinese Acquisition
Organizer: Dr. Weiping Wu
Department of Chinese and Japanese
Georgetown University
Washington, DC 20057-1042
(202) 687-5918

Call for Papers
Georgetown University Round Table On Languages and Linguistics (GURT)
Pre-Session: CORPUS-BASED LINGUISTICS

Wednesday March 10, 1993

The analysis of large text corpora is engaging the interest of linguists from many subfields, as the field turns away from linguistic analysis based on introspection to data-oriented approaches. Currently, insights are not fully shared, as the subfields and related disciplines often present research at different conferences. For this full-day GURT pre-session, 20-minute papers are solicited on the following topics:

- the design and collection of text/speech corpora
- tools for searching and processing on-line corpora
- critical assessments of on-line corpora and corpus-processing tools
- methodological issues in corpus-based analysis
- applications and results in linguistics and related disciplines, including language teaching, computational linguistics, historical linguistics, discourse analysis, and stylistic analysis

Send 1 page (500-word) abstracts to cball@guvax.georgetown.edu (Internet), cball@guvax (Bitnet), or Catherine N. Ball, Dept. of Linguistics, Georgetown University, Washington DC 20057. Electronic submissions are encouraged. Please include name, institution, address, telephone number, and e-mail address.

Deadline for receipt of abstracts is Dec. 1, 1992.

# 4th INTERNATIONAL PRAGMATICS CONFERENCE

## Kobe, Japan, July 25-30, 1993

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DO NOT FORGET THE ABSTRACTS DEADLINE: NOVEMBER 1ST 1992

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Local Organizing Committee:

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

Members: Masayoshi SHIBATANI, Kobe University; Yukimasa HATTORI, Shoin Women's University, Kobe; 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: Plenary lectures on a diversity of topics of general interest will be given (tentatively) by:

Robin LAKOFF (University of California at Berkeley)

Stephen C. LEVINSON (Max-Planck Research Group for Cognitive Anthropology, Nijmegen)

Jacob MEY (Odense University)

Masayoshi SHIBATANI (Kobe University)

Sandra THOMPSON (University of California at Santa Barbara)

Anna WIERZBICKA (Australian National University, Canberra)

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 (see back side of this circular). 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). Preparations have already begun for panels on methodological issues and on the IPrA Handbook of Pragmatics project. But there is room for many more proposals.

## 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.

### David Abercrombie: Obituary

Professor David Abercrombie FBA, phonetician, died in Edinburgh on July 4th at the age of 82. He was born in Birkenhead on December 19th 1909.

Appointed Lecturer in Phonetics in the University of Edinburgh in 1948, David Abercrombie went on to establish within a decade an outstanding Department of Phonetics that was to attract academics and postgraduate students from throughout the world. The department was in these earlier years housed in a rather drab basement, but the quality of the teaching that took place there, of the ideas that underlay it and of the work done to elaborate these ideas into phonetic theory, rose well above that of the surroundings.

Some part of Abercrombie's strength in building up his department came from the traditions of his background and the diversity of his experience. His father, Lascelles, was a distinguished scholar in the field of English Literature and a recognised poet; and both his uncle, Sir Patrick Abercrombie, the city planner and architect, and brother, Michael, the biologist, rose to distinction in their own spheres of academic activity. A particular advantage, though, was the training he received in London during the 1930s. Here, whilst working as a postgraduate student, he was taught by Jones and Firth at : University College, and later at the LSE by Malinowski. In Edinburgh he was able, when moulding his own approach, to bring together in a well-integrated whole the sound and substantial phonetic training of Jones with the interest in wider linguistic concerns which characterised the work of Firth and Malinowski. In this he was aided by a number of excellent scholars some of whom had shared this early dual training in London.

To this synthesis he added a deep knowledge of and respect for early writings on phonetics in Britain. This was not just an antiquarian interest - Abercrombie's aim was to demonstrate the values of the the earlier tradition and evoke new interest in it - and he took a quiet delight too in showing just how often the wheel had been re-invented, especially to pompous reinventors! His very special combination of interests and abilities led to a distinctive and cogent programme of teaching and research in Edinburgh, his own lucid and definitive writings being amongst its key products. He was appointed Professor in 1964.

Abercrombie once said that an essential quality in the head of a university department must be kindness, to bring out the best in students and staff. The result of this belief was that his department was for many years a happy place to work in. He took a warm and unobtrusive interest in not only the academic activities of his staff, but also their personal welfare; and allowed his home : to be a kind of extension of the department, providing there with his wife Mary a most generous and unassuming hospitality to staff, students, friends and visitors. His great relish for company and good food, and particularly the pleasure he took in fine wines, were a stimulus to the success of these occasions, as were his total lack of self-importance and his ability, despite an underlying shyness, to take an interest in people of all conditions.

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Linguist List: Vol-3-710.

Those who study language have often been concerned with the status of linguistics as a science. They have wanted to ensure that their work was objective and scientifically valid. The natural way to achieve this aim has been to use other, earlier developed sciences as a model: theoretical physics, evolutionary biology. chemistry -- some discipline that is currently valued as a leader in the field of intellectual activity. It is assumed that, if we investigate language using the same principles and methods that have proved successful in these other domains, we shall have made our linguistics equally "scientific".

There are two problems here. One is perhaps a fairly obvious one: that the phenomena we are trying to understand -- those of language -- are phenomena of a rather distinct kind. Certainly there are, at a very abstract level, features in common to systems of all kinds, whether physical, biological, or social; and we can add to these also the fourth kind, semiotic systems, which are those which construe meaning -- the kind of system to which language belongs. But there are also significant differences; and what constitutes "science", or scientific inquiry, is not likely to be the same thing in all cases. A science of meaning is potentially rather different from a science of nature, or of society.

The other problem may be less obvious. As I see it, the concept of "science" refers to scientific practice: to what scientists actually do when engaged in their professional activities. But this is not always the same thing as what they say they do; it is certainly not the same thing as what other people say they do, and it is still further away from what other people say they ought to do. We have tended to derive our concept of science from studying the models constructed in the name of philosophy of science, rather than from observing scientists at work. But these models are highly idealized; even when they set out to be descriptive (as opposed to normative) they present a picture that is far removed from scientific daily life. I share the view of colleagues such as Victor Yngve and Claude Hagège, that in so far as we want to emulate those working in the more established sciences, it is the working practices of the scientists themselves that we need to be aware of -- how they construct theories to explain the phenomena they are studying. These are what count for us; not the philosophical interpretations of science, which are theories constructed to explain how scientists work (Hagège, 1988).

As an illustration of this point, consider how linguists have constructed the notion of "counterexamples". If anyone offers a generalization, others immediately start hunting after counterexamples, in the belief that this is how you test a hypothesis: if you find one counterexample you have demolished it, and it has to be abandoned. But this is an idealization; it is not how people actually work. What you do with a generalization is to apply it, and when you find it doesn't work a hundred percent of the time (which it never will do), you try to improve it, to define the limits of its applicability, and seek further generalizations to back it up. (Grimm's law was not abandoned; it was shown to apply only in certain cases, and then backed up by the addition of Verner's law.) In order to escape from this trap, linguists have had to invent the concept of the "prototypical". But they would never have needed such an escape hatch if they had not dug the hole for themselves to fall into in the first place.

I would like to enumerate, in this paper, certain principles and practices which I think are usually followed by linguists working in systemic-functional linguistics. These are not derived from any idealized model of scientific

endeavour. They seem to me to correspond fairly closely to the sort of things that scientists do, and the general positions they adopt, in their everyday working lives. But I am not setting out to prove that linguistics, whether systemic or in any other model, is a science. My aim is simply to characterize how some linguists go about their work: what they adopt as their working principles. It is useful, I think, to try to make these principles explicit. (For the concept of "doing science", see Lemke, 1990.)

1)  Categories that are used in the analysis of language are general concepts which help us to explain linguistic phenomena. They are not "reified": that is, they are not endowed with a spurious reality of their own.

For example: we do not start with a readymade concept like "Theme". We start with a particular problem, such as "Why does a speaker of English choose to put one thing rather than another in first position in the clause?" To explain this, we have to set up a long chain of explanation; this involves certain abstract categories, through which we relate this question to a large number of other phenomena in the language. "Theme" is the name that we give to one particular link in this chain of explanations, embodying a generalization about the structure of the message.

Two points should be made. One is that the name is not a definition. We try (following a traditional practice in linguistics) to give names that suggest the typical "purport" of a category, in Hjelmslev's term: hence grammatical categories get names that are interpreted semantically (and likewise phonological categories get names that are interpreted phonetically). But we do not then argue: "this instance does not fit my name; therefore it is not a member of this category". The name just helps us to remember where we are on the map.

Secondly, we do not use the name to impose artificial rigour on a language. Linguistic phenomena tend to be indeterminate, with lots of ambiguities, blends and "borderline cases". The categories of the analysis take this into account, allowing us to treat it not as something exceptional or dysfunctional, but as a natural and positive feature of an evolving semiotic system.

2)  The categories used in the analysis are of two kinds: theoretical, and descriptive. Theoretical categories are those such as "metafunction", "system", "level", "class", "realization". Descriptive categories are those such as "clause", "preposition", "Subject". "material process", "Theme".

Theoretical categories are, by definition, general to all languages: they have evolved in the construction of a general linguistic theory. They are constantly being refined and developed as we come to understand more about language; but they are not subject to direct verification. A theory is not proved wrong; it is made better -- usually step by step, sometimes by a fairly catastrophic change.

Descriptive categories are in principle language-specific: they have evolved in the description of particular languages. Since we know that all human languages have much in common, we naturally use the descriptive categories of one language as a guide when working on another. But if a descriptive category named "clause" or "passive" or "Theme" is used in describing, say, both English and Chinese, it is redefined in the case of each language.  (See Hu, Zhu & Zhang, 1989, passim.)

So, for example, while "system" itself is a theoretical category, each instance of a system, such as "mood", is a descriptive category. Similarly,

"option" (or "feature") in a system is a theoretical category, while each particular instance of an option, like "indicative" or "declarative", is descriptive.

Descriptive categories are thus of a lower order of abstraction. They can be defined in such a way as to make them subject to verification. For example, if in defining "passive" we include morphological criteria, saying that passive is distinguished from its alternative ("active") by systematic variation in the morphology of the verb, then it becomes possible to say that a particular construction in a given language is not a passive, or that there is no passive in the given language at all.  (Note that, if it is claimed that some descriptive category is a "universal" of language, such a claim can only be evaluated if there is some explicit formal definition of this kind.  A universal feature is different from a theoretical category; it is a descriptive category that is being said to be present in every language.)

3)  Within both these types, theoretical and descriptive, the categories are defined not individually but in relation one to another. For example "Theme", in English: this is defined not only in relation to Rheme (through the structural configuration "Theme + Rheme") but also in relation to the category of "clause", to other functions in the clause like "Subject", to the system of "mood", its various options such as "declarative", and so on.

There is no ordering in such definitions; we do not first set up one set of categories and then derive other ones from them. (We may have to express the description in an ordered way, since Chapter 1 has to precede Chapter 2 in the grammar book; but that is a question of presentation.) The only ordering is that of delicacy: more specific categories depend on those that include them (i.e. that precede them in generality, as "indicative" precedes "declarative" and "interrogative"). But even this is not a definitional ordering. For example, "past", "present", "future" are defined as options in the English system of "tense", which is a system of the "verbal group". But, equally, the "verbal group" is defined as the entry condition to the system called "tense" whose options are "past", "present" and "future".

4)  All descriptive categories are identified from three perspectives: those of (i) the higher level, (ii) the same level, (iii) the lower level. This is sometimes referred to as (i) "from above", (ii) "from around" and (iii) "from below". For example, in English the Subject is that which

(i) has special status in the interpersonal structure of the clause, being the element on which the argument is made to rest (by reference to which the proposition is laid open to argument);

(ii) is mapped on to certain elements in the experiential and textual structure (e.g. Actor in active material process, Senser in one type of mental process; Theme in declarative mood, &c.);

(iii) is the nominal group that accompanies the Finite operator and is taken up pronominally in the declarative mood tag.

This enables us to express the difference between functional and formal grammars. All grammars, of course, are concerned both with function and with form; the difference is one of orientation. In a formal grammar, perspective (iii) has priority; (i) is derived from (iii), and may not be stated at all (e.g. in some formal grammars the category corresponding to Subject in English would have no interpretation from above). In a functional grammar, such as systemic grammar, (i) has priority, and (iii) will typically be derived from it.

Since criteria from the different perspectives often conflict, there may be a substantial difference between formal and functional grammars in how the descriptive categories are aligned, and even in the categories themsleves. Categories that are relatively clearly identifiable from above may be very complex to describe from below (e.g. the different types of process in English, which may simply not be recognized in a formal grammar). Again, however, it must be emphasized that the priority is not absolute: no category is fixed from one perspective alone. The description is always a compromise among all the three perspectives.

5) In a functional grammar, perspective (i) is that which explains (this is what is meant by saying that a functional grammar is one which offers functional explanations -- a kind that are not recognized as explanations in a formal grammar). What is to be explained is some pattern identified from the vantagepoint of perspective (iii). For example: "why does a particular one of the nominal elements in an English declarative clause turn up again pronominally in the tag?" (and cf. the question "why does a particular element come first in the clause?", cited in 1) above). The explanation will be given from the vantagepoint of perspective (i), e.g. "this is the element which the speaker selects in order to carry the weight of the argument -- the one that is held "modally responsible" for it". In other words, a functional grammar is one which explains the forms of the language by referring to the functions they express.

Now consider the case of comparative description: that is, using the categories set up for one language as tools for exploring another. Here the direction of inquiry is typically reversed. Instead of beginning with a question seeking to explain the formal pattern in (iii), we being with what was originally the answer to such a question, namely the functional generalization under (i). So, for example, if we are using the concept of Subject to investigate the grammar of Chinese, we don't say "Is there a nominal element in the clause that accompanies the Finite operator and also turns up pronominally in the tag?" -- which would not be very helpful, since we would first have to find Finite operators and mood tags in Chinese before we could ask the question! We say "Is there a nominal element that has special status in the interpersonal function of the clause, as being the one on which the argument is made to rest?" The assumption is that, if there is any such element, it will be recognizable somehow or other (that is, identifiable from perspective (iii)), although not the way it is in English.

In other words, the comparison is made from the vantagepoint of perspective (i). We look at the meaning of some category in the language of reference, and then ask if there is any category in the language under description that has a comparable function taken in the context of the whole. Almost all descriptive work today is in this sense comparative; and this is reasonable, since there is no point in pretending, when we come to describe a language, that no other languages have been described before, or that we cannot learn anything from those that have. Ideally -- but let me say clearly that this is not what is usually done! -- each language should be described twice over: first comparatively, using categories drawn from other languages as guides, and then "particularly" -- entirely in its own terms, as if no other language had been described before. This is the only way to ensure that it will not be being misrepresented. Historically, the second one was the way the ancient Indian and Greek grammarians proceeded; first they described the forms, perspective (iii), and then they questioned why these forms arose: why is this noun in this particular case? why are there two sets of forms for certain verbs? and so on. This was the origin of syntax. The reason why syntax never evolved in China is that Chinese has no morphology; so questions of this kind were never asked.

6) We have said that comparative description begins from the vantagepoint of perspective (i): we look for categories which are comparable when viewed "from above". But by itself this could be misleading. We do not, in fact, start out by trying to identify individual categories, single elements of structure, like "Subject", or single options in a system, like "passive". The basis of any comparative description is the system (a point made very many years ago by Sidney Allen; see Allen, 1956).

Thus, if we are using English categories to explore Chinese, we do not ask whether there is a Subject, or whether there is a passive; we ask whether there is a comparable system, in each case. For example, the category of Subject in English realizes choices of mood; so instead of asking whether or not Chinese has a category of Subject, we first ask "Is there a system of mood? -- that is, a system for exchanging information and goods-&-services, one through which speakers are enabled to argue." There is; so then we ask about its options, to see whether they can be interpreted by reference to categories of declarative, interrogative and so on. Step by step we come to the question whether there is a particular nominal element which has a special function in the clause with respect to the system of mood. There is -- but not the same as in English. The Subject in English does two jobs in the mood system: it takes responsibility for the proposition, and it also plays a part in realizing the distinction between one category of mood and another. There is a nominal element in Chinese which does the first job but not the second -- and since it is not required for making the distinction between declarative and interrogative, it is often "not there" where the Subject would be in English. (The temptation then is to say that something in the Chinese has been "dropped" or "omitted". But this is where the comparative approach becomes pathological. Nothing has been omitted; that is a fiction created by looking at Chinese through English eyes.) The important question then becomes, what is the difference in meaning between a clause which makes explicit this modally responsible element and one which does not. It could be a matter of ellipsis (i.e. the element is presumed from elsewhere -- note that there is still a difference in meaning between putting it in and leaving it out, albeit a subtle one); or it could be realizing some other systematic semantic opposition.

7) So it is the theoretical category of the system that enables us to use the comparative principle in describing different languages. But the question still remains, how do we decide what is or is not the same category?

This, however, is simply a question of naming. What we are asking is: how much alike must two things be for us to call them by the same name? And there is no way of answering this, because there is no way of measuring functional similarity across languages. The only principle is, that since there is a limit to the number of names that are available (it seems sensible to reuse existing names if we can. (Of course there is no limit to the number of new names we could create; but they soon become an awful nuisance to remember.) The danger in this is that they have to be reinterpreted each time they are applied to a new language; and the best way of dealing with this situation, in my view, is to ensure that the metalanguage (the language of description) is always created in the language that is under description. Of course, we write grammars of Chinese in English; and we write grammars of English in Chinese. But the English term "Subject" will be prototypically defined according to the category of Subject in English; so the equivalent Chinese term zhuyü will be prototypically defined according to the category that it labels in the grammar of Chinese.

However, given the system as the fundamental category for comparison, can develop a principled approach to the question of "same or differen

Let us take a different example: say the category of passive in English, as a concept for explaining Chinese. We could reason like this. In any clause with two or more participants, there is a system in English whereby their textual status may be reversed: typically, this involves switching between thematic prominence (Theme) and informational prominence (New). Example: the rain obscured my vision / my vision was obscured by the rain, where the first has the rain as Theme and my vision as New, the second has my vision as Theme and the rain as New. We call this system "voice". In the voice system, one option is unmarked, the other marked; we call the unmarked option "active", the marked option "passive". The active voice assigns to the most "active" participant the status that is typically associated in the clause with that of Theme.

We can then compare this system with a system in another language, point by point: first the notion of a system with some comparable function of this "textual" kind, constructing the participants into different values in the message; then the scope of that system -- which classes of clause possess the option; then the particular textual systems with which the choice is associated; the question whether there is also an experiential difference in meaning (as in English between Agent coded as Actor and Agent coded as Manner); evidence for the opposition of a marked versus an unmarked term, and so on. It seems reasonable to label a system in another language which lies similarly at the intersection of transitivity and theme by the familiar name of "voice". This would not necessarily demand that its options should be labelled "active" and "passive"; for this we might insist on some more specific features in common, such as the relative marking and the association of "active" with some relative value on the scale of agency. The terms do matter, because they carry a load of semantic baggage along with them (this is one of the reasons for insisting on constructing the metalanguage in words from the language under description -- their semantic loading is different). But more important is using this kind of strategy as a way of exploring more deeply into the grammar of the language in question.

8)   Even if a category has been established comparatively, by reference to something that was first set up in another language, it is explained by reference to other categories in its own language. Thus even if we have arrived at a category of "Subject" in Chinese by recognizing a system comparable to the English system of mood, and within that some function realizing special status in the argument, the thing we are calling "Subject" in Chinese will still be defined and explained within the system of Chinese grammar.

As alreaady emphasized, such explanations are not single steps; they involve long chains of internal relationships, typically ranging across more than one metafunction. Thus, what we call "Theme" in English is explained by reference not only to the flow of information, with the speaker - listener axis as the source of energy (hence as a component within the Theme + Rheme, Given + New of the textual metafunction), but also to the mood system, and the role of Subject, in the interpersonal metafunction, and to the various clause types and participant roles in transitivity. Whichever part of the grammar we are explaining, we are constantly making references to all the other parts.

In comparative and typological studies based on formal grammars, it is common practice to take single features and compare them across a number of different languages. But when a feature is detached from the environment in which it actually functions, the basis for the comparison is rather different; it is not clear whether the things that are being compared are actually comparable in meaning.

Sometimes we are able to bring in the historical dimension to our explanations, if we have some evidence of changes that have taken place in the past. For example, in the evolution of so-called "phrasal verbs" in English we can relate the development of this construction to textual and experiential factors combined. If there were two participants, the Process (verbal group) came to occur almost always between the two, while the focus of information was most typically located at the end of the clause. Thus, if the speaker wants to focus the information on the Process he splits the verbal group into two parts, so as to get one part at the end of the clause; e.g. you left the best part out, -- instead of you omitted the best part, where the focus is marked and disturbs the required balance of information. Functionally, we can now compare this with the ba construction in Chinese: the preverb ba fulfils a similar function, that of getting the verb at the end of the clause, which in Chinese, as in English, is the typical location of the information focus. Hence Chinese ni ba zuihao-di yi bufen wangdiaole, rather than ni wangdiaole zuihao-di yi bufen. (Would we therefore give the same name to the two systems: the choice between (e.g.) omit and leave out in English, and that between a non-ba clause and a ba clause in Chinese? We might feel here that, although the two are similar from the vantagepoint of perspective (i), from the vantagepoint of (ii) and, especially, (iii) they are rather too different. As always, what matters is that we are aware of the relationship between them.)

9)   The data on which description rests are real language texts, instances of spoken and written language. In my opinion, texts of spontaneous speech are the most revealing, because it is in spontaneous speech that linguistic systems are most richly explored and exploited, and the meaning potential put under the greatest pressure to expand.

It is now at last possible to assemble and process large quantities of natural text, in the form of a computerized corpus. Spoken language still takes a long time to collect and transcribe; but it is not impossible to include it, even if not in its most spontaneous form -- the radio is a valuable source. Such corpuses have a dual function. On the one hand, they enable us to base the grammar on what people actually say and write, in real contexts of situation; this is a great deal more satisfactory than relying on our own invention. On the other hand, they enable us to undertake large-scale quantitative studies of grammatical patterns, and so to explain the grammar in terms of probabilities. Both these features, in my view, are fundamental to the future development of grammatical theory, and hence to the successful use of grammatical descriptions for applied purposes such as machine translation and language teaching. (Cf. Sinclair, 1987; Halliday & James, forthcoming.)

10)   Descriptive categories are set up to explain the phenomena that we find in languages. Hence they are described as explicitly as possible, in such a way as to link them clearly to their exponents. This does not mean, however, that such categories are directly manifested in spoken and written forms.

Occasionally we find a systemic or structural category which has an entirely regular and overt pattern of exponence. English secondary tenses, though complex (or perhaps just because they are so complex), are extraordinarily regular in their construction. Likewise the basic categories of mood, and of polarity, in the Chinese clause. But many of the most significant categories in the grammar of every language are likely to be more or less hidden from view ("cryptotypic", in Whorf's term). They are also likely to be indeterminate, with ambiguities ("could be either a or b, but must be one or the other"), blends ("could be either a or b -- the difference is neutralized in this environment") and borderline cases ("lies on the borderline of a and b, with some of the features of both"). These features

are inevitable in any complex semiotic system, because functional criteria conflict and it is impossible for all functional categories to be uniquely realized in formal terms.

No grammatical description, therefore, can be 100% explicit; the cost of any such requirement would be to leave out much of what is important in the language. But all systems have their realizations (cf. no. 4) above); the aim is to state these as explicitly as possible, at least in respect of what are shown to be their typical properties ("prototypically", in current terms).

11) We make the categories of the grammar explicit by saying how they are realized. The most abstract categories of the grammatical description are the systems together with their options (systemic features). A systemic grammar differs from other functional grammars (and from all formal grammars) in that it is paradigmatic: a system is a paradigmatic set of alternative features, of which one must be chosen if the entry condition is satisfied. For example, in English: [for any major clause] "positive polarity or negative polarity"; [for any finite verbal group] "modal deixis or temporal deixis", [if temporal, then] "past, present or future tense". The features are thus independent of considerations of structure. They are realized as structures -- but not separately. All the features that are selected at a given point of origin (for example, all the choices that are made by the major finite clause) are realized together as a single structure, a configuration of functional elements.

In the description, we state what contribution each feature makes to this configuration: to the choice of elements, their ordering, their mapping one on to another ("conflation"), and so on. These functional configurations, or "structures", are realized, in their turn, as sequences of classes; and the cycle of realization relates one rank in the grammar to the next -- for example, the rank of "clause" to that of "phrase / group". Thus, the system of "theme selection" in English is realized as a configuration of Theme + Rheme; the feature "unmarked theme" is realized by mapping Theme on to some element that is realizing a choice in the system of mood (if the mood feature "declarative" is chosen, then on to Subject); the conflation Theme / Subject is then realized by the class "nominal group".

In this way the abstract categories of the grammar are made explicit, through various cycles of realization. By using a computer for generating and parsing we can test how close to being explicit they actually are.

12) Realization also relates the categories of one level (stratum) to those of another. Hence, the categories of the lexicogrammar are related "upwards" to discourse-semantics and "downwards" to those of phonology.

Realization is probably the most difficult single concept in linguistics. It is the relationship of "meaning-&-meant" which, in semiotic systems, replaces the "cause-&-effect" relation of classical physical systems. Unlike cause, realization is not a relationship in real time. It is a two-way relationship that we can only gloss by using more than one word to describe it: to say that wordings (lexicogrammatical formations) "realize" meanings (semantic formations) means both that wordings express meanings and that wordings construct meanings.

The core of a language lies in its lexicogrammar, and specifically in the way meaning is constructed (or, better, "construed" -- that is, constructed in the semiotic sense) as a metafunctional complex, ideational, interpersonal and textual (cf. Matthiessen, 1988). Just as, in describing particular categories

within the grammar, we approach them from three perspectives, so in describing the grammar as a whole (1) we relate it to what it realizes (what is "above" it), the semantics; (ii) we describe it as a system in its own terms, and (iii) we relate it to what it is realized by (to what is "below" it), the phonology. Again, the interpretatioin of the grammar of a language will always involve a compromise among these three perspectives.

13) Because semiotic systems are built on the relationship of realization they are potentially multistratal. Just as the lexicogrammar "realizes" the discourse-semantics, so the semantics in its turn "realizes" the context of situation and of culture.

This makes it possible for language to construct both human knowledge and human society -- in the complex ways we simply take for granted (Hasan, 1990).

It is often said that language must be dependent on the underlying systems (e.g. "knowledge of the world") and underlying processes (e.g. inferencing) that are located in the brain, or in the mind; and that, therefore, language can only be explained by reference to these. I would not argue about the first part; but I would want to add that systems of knowledge and belief, and processes of cognition, are also dependent on language. But since the main evidence for knowledge systems and cognitive processes is linguistic evidence, I would try as far as possible to use language as the means of understanding them. Instead of explaining how people mean in terms of what they know, I am inclined to explain what they know in terms of how they mean. Rather than treating language as part of the domain of cognitive science, I would treat cognition as part of the domain of linguistic science.

This last is a personal view, and not all those working in systemic theory would share it (contrast, e.g. Fawcett, 1980). But all would agree, I think, that with a powerful "grammatics" (theory of grammar), you can seek linguistic explanations for so-called "pragmatic" phenomena -- inferencing and conversational implicatures, speech acts, intentionality and the like. If we ask a question such as "Is language working directly, or is it triggering our logical inferencing?", this implies that these would be two different phenomena; but I do not think they are -- they are two different ways of modelling, or interpreting, a single complex phenomenon. Of course, we can look at it from either end; there is no one right way to describe it. But it is the task of linguists to extend linguistic theory as far as possible in exploring these important domains.

These thirteen points , as briefly sketched out here, are some of the ways in which we try to understand, describe and explain a system such as that of human language -- a semiotic system, in other words. They are not identical with the ways in which systems of other kinds are described and explained, although they are not completely different either. It seems to me that, when we describe a language in this way, we are probably "doing science" in the sense that Lemke referred to. The question is worth considering, because it does involve the relationship between what we do and what many of our colleagues are doing, in other faculties and departments; it is also important that they should understand what it means to be "doing grammar" (about which they often have very erroneous ideas). I would also add that, in my view, there has to be a "science of language", or a science of semiotic systems, just as Saussure was saying almost a century ago -- but more urgently needed now, because semiotic systems are taking the place of physical systems as the model that we use to think about all the rest. But that is still some way off in the future.

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[M.A.K. Halliday, 'Systemic grammar and the concept of a
"science of language"'

LUELSDORFF, Philip A. (ed.) "Orthography and phonology", Amsterdam:  Benjamins, 1987
(hardback: xi+238pp).

Luelsdorff's preface outlines the twelve Orthography and Phonology Workshop papers which
follow, contributed by scholars drawn roughly half and half from UK/North America/Australia
and from continental Europe, and writing, with one exception, in English:  Sgall 'Towards a theory
of phonemic orthography';  Derwing, Priestly & Rochet 'The description of spelling-to-sound
relationships in English, French, and Russian: Progress, problems, and prospects';  Lawrence,
Williams, & Kaye 'The automatic phonetic transcription of English text';  Hitzenberger
'Phonological access to data bases';  Luelsdorff 'On linguistic error';  Jacobsen 'A preliminary report
on a pilot investigation of Greenlandic schoolchildren's spelling errors';  Durie 'The orthographic
representation of nasal vowels in Acehnese;  Gunther 'Phonological recoding in the reading process';
Derwing & Dow 'Orthography as a variable in psycholinguistic experiments';  Melchers 'Spelling
and dialect';  Booij 'The reflection of linguistic structure in Dutch spelling';  Penzl 'Zur alphabetis-
chen Orthographie als Gegenstand der Sprachwissenschaft'.

The standard languages whose orthographies come under scrutiny or are used for exemplifica-
tion are English, French, Russian, Dutch, German, and (in Sgall) Czech, plus one non-(Indo-
)European language, Greenlandic.  Two non-standardised languages are treated:  Acehnese, a lan-
guage of north Sumatra, and Shetland, a variety of English ('of Lowland Scottish with a substan-
tial component of Scandinavian') which Melchers studies in the northernmost part of Britain, fo-
cusing in particular on its Fair Isle dialect.  The approach throughout the collection is to contempo-
rary problems, whether of orthographic structure, linguistic theory, psycholinguistic processing
etc., with the exception of Penzl's chapter, which contains a succinct historical account of German
orthography (especially the influence of scholars and teachers) — and even that comes up to pre-
sent-day controversies, in particular over capitalization.

The spread of topics gives a good idea of what the omnivorous graphologist must be prepared to
digest — everything from abstract, not to say abstruse, theory in Luelsdorff to, at the applied end, a
robust adaptation of generative phonology for the computerized retrieval of imperfectly remem-
bered names in telephone directories and suchlike (Hitzenberger).

Other chapters also spring from applications of various kinds.  The starting-point for Derwing,
Priestly & Rochet was L2-teaching:  their analysis of the spelling-to-sound correspondences began
with the Standard Orthography of Russian, in response to students' 'marked inability to transcribe
the language phonetically';  it resulted in concise (and ordered), comprehensive and serviceable
'reading rules';  the same approach, with successive regularized spelling systems for pedagogical
purposes, was then applied to English and French.  Lawrence et al. report from the field (as it stood
in 1984 when the Workshop was held as part of the Fifth International Phonology Meeting, in
Austria) of computer- conversion of written text into synthesized speech 'which can be listened to
for extended periods without it causing fatigue' — in this case on work by IBM UK, processing
printed English via a series of technographic writing-systems using IPA symbols, viz. a phonemic
transcription, an allophonic transcription, and a phonetic transcription with some consonantal as-
similation.  They reported here on the graphological phase of this enterprise only; but it is intrigu-
ing to read that a typical use of such a system is in 'the correction and proofing of documents', Lee
(1957) having shown that the ear is more efficient than the eye at detecting mistakes.

Three chapters have to do with orthographies in a state of change, in diverse sociolinguistic
circumstances.  Birgitte Jacobsen is concerned with a familiar educational situation, viz. a sec-
ondary school system and a standardised curricular language.  But the standard orthography of
Greenlandic had undergone, in 1973, 'a rather radical spelling reform from an etymological spelling
to a phonemic one' ... ('the old etymological orthography's preservation of information as to under-
lying forms has no reality for the present-day speaker').  She reported here (this was a pilot pro-
ject using dictations) on the spelling mistakes pupils made in the new orthography — two principal
categories being traceable in part to the design of the new spelling system (to do with uvular/non-
uvular allophonic vowels and pre-consonantal /r/), and a third, the most significant, to do with
quantity, all phonemes except /j/ having length distinction in Greenlandic, a polysynthetic lan-

guage with plenty of scope for multiple 'doubling errors' within a word. Melchers, mentioned above, was turned to for practical advice on the spelling of the Fair Isle dialect (this seemed to him 'to be something of a linguist's dream'); he looks at 'writing in dialect', and at the sociolinguistic factors entering into orthography design, as well as at the details of the spelling system. Durie was dealing with an orthography in a state of flux rather than change and with a very specialised three-tier literacy tradition, Arabic script being used successively for Arabic (Koranic recitation), Malay (religious prose/administration) and Acehnese, the grapho-mass of which (to coin a phrase) consists mainly of privately owned, jealously guarded manuscripts of traditional rhyming verse designed for recitation. Spelling is not standardised but subject to individual as well as di-alectal diversity. In this paper, Durie's interest is primarily that of the phonologist, not the graphologist: the various spelling systems 'that are in use or have been suggested', whether arabic script or roman script, all deal with the nasal vowels of Acehnese in ways which indicate that nasality is located prosodically over a larger unit of structure than the segment, and he adduces data from Georgian and from the English spelling mistakes analysed in Marcel (1980) in support of this view. Here spelling is being used in the classical way as evidence for phonology, as described by Penzl.

Booij's admirably compact paper examines a stable standardised orthography, that of Dutch: using his own typology of phonological rules he shows that Dutch spelling, as an illustration of or-thographical spelling systems in general (a theme well supported throughout this collection), re-lates to various levels of abstraction; and he ends with the moral that phonetically oriented re-formers of Dutch spelling 'are simply wrong'. Equally forthrightly Booij asserts that 'the skilled reader normally does not read with some phonological form as intermediary between graphemic form and meaning: skilled readers read like Chinese'. In this he is in agreement with the first of the two experimental phonology papers. Both of these — Gunther on the reading process, Derwing & Dow on orthographic interference — write with clarity on laboratory work with isolated words, and both point firmly to the interplay between phonological 'knowledge' and orthographic 'knowledge', urging the need for psycholinguistics to address what might be called man's literate linguacy as well as an idealised non-literate linguacy.

The three remaining papers are Sgall, Luelsdorff and Penzl. Sgall is given pride of place. He represents the continuing tradition, among Czech linguists, of the Prague school's unwavering adhe-sion to the view that writing is part of language and the study of it part of linguistics, and he pays frequent tribute to Josef Vachek who has been foremost in elaborating this view. Sgall himself elaborates a comprehensive apparatus for describing the relations between graphemes and phonemes in phonemic spelling systems, adopting a one-to-one relation as basic, and building up two scales of complexity: a scale of complexness in the graphemic string (combinations of letters + diacritical modification), and a scale of univocality — bi-uniqueness and progressively irregular deviations from it. This theoretical exploration has an ulterior practical purpose, the evaluation of orthographic reform proposals — and is none the worse for that. Luelsdorff (the editor)'s contri-bution, 'On linguistic error', is a revised version of a substantial section of his 1986 monograph, shorn of the large corpus of orthographic errors that originally accompanied it. It is highly theo-retical, drawing on Buhler's organon-model of language and thus distancing itself from non-social-matrix approaches to language, at the same time espousing Jakobson's view that 'the functioning of normal language cannot be understood without recourse to error data', and extending er-ror throughout the whole language spectrum. This is a vast background against which to discuss spelling mistakes (especially without a single example), but Luelsdorff is right to insist that, since writing is part of language, errors in writing must be studied as seriously within linguistics as they have been in other language-related disciplines; and his discussion of the generalised notion 'possible error' is of considerable interest. Less convincing is his revival of Vachek's idiosyncratic narrowing down of the sense of 'spelling' and the semiotic edifice to do with letter names that he (L.) goes on to build. Vachek himself has welcomed this move and indeed carried it further: 'spelling' is not only narrowed down to the sequential naming of letters but is to be extended to the naming of other items, e.g. punctuation marks (Vachek 1989). (This is not to suggest that letter names are trivial in literacy — far from it.) It is perhaps a pity that Penzl's paper is printed last as it is here that we find the collection set into a wider perspective (apart from earlier isolated al-lusions, e.g. Booij's, quoted above). Here we find due recognition given, if only briefly, to three im-portant parameters of linguistic graphology: typologically, to non-phonemic spelling systems, e.g. syllabic; functionally, to non-orthographic writing-systems, e.g. stenographies (or the technogra-

phies and pedographies mentioned above); and structurally, to the non-literal components of writ-ing-systems, e.g. numeric, punctuational. The title "Orthography and Phonology" is not qualified by any subtitle, and not all readers will expect orthography to make no reference to, say, syllabic spelling, and phonology to make no reference to, say, tone languages. A wide variety of voices is apparent in the contributions and it would have been interesting to have been given some flavour of the workshop discussions. But all participants had in common a view of the importance of writing and literacy which systemicists must also share (that systemicists should not be shy of developing graphology was a theme of Mountford (ISC17)). It is a view which at the outset of the 'nineties has been very crisply expressed in Nunberg's "The linguistics of punctuation".

John Mountford

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Roger Fowler, "Language in the News: Discourse and Ideology in the Press." Routledge, London and New York, 1991. (254 p.)

Fowler's book takes the reader on a journey into critical linguistics (CL) which has proved to be an increasingly attractive and challenging branch of the study of language. It also springs out of a growing need to educate, inform and enlighten about social practice. The book aims to give some practical help in decoding newspaper discourse by offering an analysis of those linguistic features which work subliminally in newspapers' ideological practice of representation. It is the outcome of Fowler's continuous effort to develop an apparatus for CL and an attempt to demonstrate critical news analysis in action. The author insists repeatedly on the inadequacy of our perception of the relationship between language and society as merely reflective because discourse and its realizations in texts are themselves part of the factual world. Discrimination in discourse, he claims, is probably helping to maintain intellectual habits that promote discrimination in practice, too.

The book abounds in definitions of what critical linguistics stands for. In the introductory chapter, it is presented as 'an enquiry into the relationships between signs, meanings and the social and historical conditions which govern the semiotic structure of discourse, using a particular kind of linguistic analysis - Halliday's systemic-functional linguistics'(p.5). The latter, specifically geared to relating structure to communicative function, provides most of Fowler' s descriptive apparatus which is presented in detail in chapters 3 to 5. It seems, however, that linguists need to find a more convincing explanation of why communicative and ideological function should be treated as of one type. In methodological terms, the principle of interrelatedness of method and subject-matter can raise doubts about the success of this kind of linguistic investigation without adequate psycholinguistic experimentation of a target repeatedly defined as 'subliminal'.

A valuable contribution to the systematic practice of CL is the fact that the discussion centres on several political factors in the 1980s, one of which is the paradoxical ideology of 'conflict and consensus' reflected in the media's role in establishing the categories which were sorted into these conflictual oppositions. This is a process which the reader can observe in the details of linguistic construction, as shown in chapters 6 to 8, which successfully attempt to remedy a rather common situation in current studies of the media where only relatively poor or anecdotal analysis of language is given.

Fowler takes a rather broad understanding of ideology as the starting- point of his discussion on 'bias or representation' in chapter 2 ('The Social Construction of News') in that anything said or written about the world is seen to be articulated from a particular ideological position. After a brief discussion of two 'extreme' attitudes towards 'bias', which leaves him equally dissatisfied with both, he proposes that the term should be abandoned altogether.

Discussing a social phenomenon like the manufacture of news cannot be confined within the narrow boundaries of traditional linguistic interest and of necessity Fowler takes into account social and economic factors. A crucial one is the imbalance observed between the accessed and the inaccessed in the media, a linguistic consequence of which is an inherent partiality in news representation. Fowler considers continuously the mutual influence of extralinguistic social and economic factors and intralinguistic representational 'bias', the verbal organisation of text in the news. Ideological content predetermines the choice of linguistic material which in turn, in representation, reinforces more or less the same values which initiated the discourse in the first place.

Chapter 3, 'Language and Representation', sets the scene for the later linguistic analysis arguing that representation is a constructive practice. That is, ideas and events are not communicated neutrally, in their natural structure, because they have to be transmitted through a medium with its own structural features which are already impregnated with social values. A survey of theoretical models follows which encompasses the structuralists, anthropological linguistics, functional linguistics, variation studies and social semiotic as understood by Halliday. Some basic notions of Hallidayan linguistics are introduced like 'field', 'tenor', 'mode', and 'register' which, however, are not employed in the analysis later in the book. A brief discussion of 'discourse and the reader' follows Kress's definition of discourse as a mode of talking which gives expression to the meanings and values of an institution. In this connection examples of schemata are offered (stereotypes, models of discourse, etc.).

Fowler suggests that the speaker can 'see through and around' the settings of his/her semantic system by having access to more than one set of semantic settings /the devices of paraphrase, circumlocution, neologism and interlingual translation which allow recoding of experience and critical questioning of the categories ingrained in habitual usage/ as well as stylistic and sociolinguistic variation. However, it is not easy to argue that everyone has equal access to different (sociolinguistic) varieties as by their very nature they have different social distribution and prominence.

In chapter 4, 'Conversation and Consensus', further useful notions are presented, e.g. the 'public idiom' of the media (after Stuart Hall). The reader's attention is drawn to the role of conversational style in closing the 'discursive gap' between newspapers and their institutional sources, on the one hand, and their readers, on the other, which is partly done to construct an illusion of informality and familiarity. But there is a more important ideological purpose, too - to naturalize the terms and categories in which reality is represented, to create a shared subjective reality that is taken for granted and forms the discursive background in ongoing conversation. The technical measures for the construction of this illusion are summarized under the heading of 'oral models' in the Press, including typography and orthography, register, syntax and morphology, deixis, modality and speech acts.

The purpose of chapter 5, 'Analytic Tools', is to give the uninitiated reader some basic definitions and illustrations for those areas of linguistic structure which are particularly implicated in coding social values. Repeated mention is given to the essentially eclectic choice of linguistic tools for applied critical analysis which, however, is centred around notions from the functional model developed by Halliday and his colleagues, and in particular the three functions performed simultaneously by all language. A more detailed analysis - which is obviously beyond the aims of this book - would be useful in assisting the claim on simultaneity. As an illustration, following the existing tradition, transitivity (the foundation of representation) is typically examined only as part of the ideational function whereas it can be viewed successfully in terms of the interpersonal and the textual ones as well. The author's brief journey into transitivity touches upon familiar terms concerning the semantic roles of the participants and the circumstances in the structure of the clause as well as two particular types of transformation, namely passivization and nominalization.

The ideational function of a text is predominantly related to vocabulary. Two lexical processes have earned critical linguists' special mention here - re-lexicalization and over-lexicalization. Further listing includes modality and speech acts as contributing interpersonal elements to texts. Fowler concludes with an explanation of why critical linguistics, although technically not difficult, cannot automatically offer a 'discovery procedure' merely through a catalogue of linguistic tools, as there is 'no constant relationship between linguistic structure and its semiotic significance. Therefore the discourse analyst should be well-informed and document the circumstances in which communication takes place, and consider their relevance to the structure of the text'(p.90). It is difficult not to agree with the author's concern that the greatest challenge of CL comes with this contextualizing part of it and not the linguistic technique.

In chapters 6 and 7, 'Discrimination in Discourse: Gender and Power' and 'Terms of Abuse and of Endearment', Fowler illustrates how language assists in the formation and reproduction of the schematic categories in terms of which a society represents itself: by providing labelling expressions which solidify concepts of 'groups' (personalization), by assigning different semantic roles to the members of different groups (categorization), thus discriminating among them, and by imbalance assisting the practice of allocating power and opportunity unequally among them. Another common and well known practice consists of using terms of abuse and - more rarely - endearment to give voice to explicit judgements on people. Fowler offers revealing examples of overlexicalization with the representation of women and believes that discriminatory discourse reinforces our stereotypes.

Chapter 8, 'Attitudes to Power', suggests that the articulation of ideology in the language of the news fulfils, cumulatively and through daily reiteration, a background function of reproducing the beliefs and paradigms of the community generally and examines some of the discursive structures in news reporting which concern the unequal distribution of power, among them the lexical classification of participants, their characteristic roles in clause structure, the types of

predicates they accompany and the proliferation of complex nominal expressions. Even in writing about the inadequacies of the system, newspaper texts use institutional language which strongly encodes a power differential as if it were natural. Using a series of newspaper materials dealing with various incidents of violence in the 1980s, Fowler comments on the effect of levelling which the syntax of listing has as in texts which seemingly inadvertently put soccer hooligans next to pickets, demonstrators on marches and the Greenham Common women. An illuminating comparison is made in tabular form of the collection of terms used to describe the agent, action, and patient or affected in newspaper headlines, whereby it becomes obvious that 'targeted' groups are first discriminated by overlexicalization and repeated mention. Fowler suggests that an extension of the analysis would show how pervasive the 'combat' model is. In this respect, it seems, cognitive linguistics and comparative studies could bring further insight into the specific and universal discourse models in different traditions including the one found in the British Press.

A fuller discussion of the way in which abstract paradigms persist in texts which are superficially about quite diverse subjects, and the linguistic mechanisms which are deployed to maintain these paradigms is found in chapters 9 and 10 ('A Press Scare: the Salmonella-in-eggs Affair' and 'The Salmonella-in-eggs Affair: Pandora's Box'). The author observes with insight how the 'food poisoning' paradigm established during the salmonella scare in the British Press became, in the productive manner of stereotypes, a centre of attraction for instances of other kinds of threats, broadly environmental. Some characteristic aspects of the style of hysteria are discussed, e.g. its highly emotive level (reflected in the vocabulary of confusion, danger, and obsessive punning); the multiplicity of technical and medical terms with their alienating function of jargon; transitivity and the 'battle' metaphor. The most dominant feature of this type of discourse, however, is the rhetoric of quantification /the extensive use of numerical expressions/ whose effect is to make the discourse constantly alarming and hyperbolic in an obscure way. Two types of prominent noun phrases are identified, namely "definite article + modifier + head" (e.g. 'the salmonella outbreak') and "definite article + head + modifier" (e.g. 'the risk of listeria'). Such structures are considered to be formulaic, i.e. syntactically invariant and lexically variable, and have a threefold importance in a connected body of discourse: they are generative and have a cohesive and a levelling/equating effect.

A working principle in discourse analysis assumes that the ostensible subject of representation in discourse is in turn the signifier of another, implicit meaning. The author has shown how the food industry and the newspapers constructed women's negative role in the salmonella crisis, using the regulative power of the paradigms in newspaper discourse which accept as common sense the imperative of individual responsibility and the stereotype of the housewife. Thus a basic principle in the theory of representation states that an individual event cannot be reported independently of the already existing cultural values or ideology ready to be projected on to it. In its development it can even be transformed to take on the characteristics of its pre-existing paradigm. To put it simply, 'representing events changes them'(p.207).

While newspapers are not particularly 'biased', because any kind of discourse including this book itself (certainly this review, too) is inevitably structured representation from a certain point of view, they are still a prime example of why we should question the possibility of value-free objectivity. Chapter 11, 'Leading the People: Editorial Authority', examines the discursive procedures in three editorials in terms of the three discourse participants (the source, the addressee, and the referent) and some other characteristics like vocabulary, modality, generic statements, and a tendency towards being argumentative.

In conclusion Fowler is justified in seeing this book as an exemplary project, a model for analysing other domains of public discourse, as well. He points out that future news analysis itself could encompass areas like stylistic variation, genre, the diachronic dimension, work on different kinds of textual units. A more powerful analysis could begin with hypotheses about the paradigms and trace them through a variety of material, regardless of content or style, even integrating the visual dimension. Chapter 12, 'Conclusion: Prospects for Critical News Analysis', argues that neither the implications nor the desired outcome of critical news analysis are purely academic, however. They are social, political and personal. Although it is not a new discovery that the independence of the Press is an illusion, CL advances this by demonstrating how the detailed structure of language silently and continuously shapes the ideas presented, moulding them in the direction of established beliefs.This kind of analysis is also important personally. The fact is that

readers are implicated in the discursive articulation of values and beliefs. Practising it as an activity, the individual can intervene in the deconstruction of the all-too-comfortable 'common sense' enjoined by the newspapers. In order for students at all educational levels to experience public discourse in an actively critical rather than a meekly receptive manner, the need to plan an educational programme in critical reading is emphasized within which CL would be a new methodological input - an approach which already has a small place in higher education.

On the whole Roger Fowler's book is certain to stimulate reflection and offer help in many different ways to its readers. The initiated will find the discussion on several controversial points particularly interesting, the "lay person", although he or she may be slightly intimidated by the complexity of linguistic terminology, will certainly be glad to have experienced a method of decoding newspaper discourse. This is because of the generally descriptive rather than strictly theoretical nature of the exposition. Unfortunately, this kind of practical emphasis leaves some relevant points of theory undefined. For example, a distinction between what is ideological and what is representational (used interchangeably), or a systematic comparison between linguistic and discursive structures, could provide a more useful foundation for the subsequent analysis which consistently operates with similar terminology.

Finally, as with any intellectual pursuit in the social sciences, one cannot circumvent the apparent paradox of simultaneously striving after more objectivity and adhering to a certain specific point of view. As the author insists on systematic presentation of opinion when contextualizing the material under observation, it is worth considering the justification for passing judgement, i.e. the value system of critical linguistics should be given the freedom - and even be required on certain occasions - to make evaluative comments. It is necessary, however, to define the area of application of these comments - should they be concerned with the ideology behind newspaper discourse directly or with the linguistic means of manipulation as seen in the Press? One needs to be aware of the limitations of any approach, including this one - you can only destroy one set of schemata and stereotypes by introducing/imposing new ones. A book like Fowler's , however, shows how difficult and necessary it is at the same time to adopt a more practical approach and to be able to give long-term inspiration to further studies of a promising subject.

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It is hard to know what to make of Frances Austin's, *The Language of the Metaphysical Poets* . The poets she discusses are Donne, Herbert, Crashaw, Vaughan and Traherne, but not Cleveland or Cowley and certainly not such anomalies as Joseph Beaumont, whose *Psyche, or Love's Mystery in XXIV Cantos Displaying the Intercourse betwixt Christ and the Soul* is written in a style at once Spenserian and Crashavian. 'Metaphysical' is a Humpty Dumpty word and notoriously means what one wants it to, so one should not perhaps quarrel about inclusions and exclusions as long as the rules for inclusion and exclusion are stated. But Dr Austin makes very little attempt to set boundaries to her inquiry. She draws the conventional contrasts between Donne on the one hand and Spenser and Sidney on the other.

The more arresting sorts of contrasts that might be made between Donne on the one hand and the exemplars of Yvor Winters's 'Plain Style', such as Fulke Greville and Ben Jonson, are passed over for the usual story, though it is only fair to add that Dr Austin notices with something of a sad perplexity that the usual story sometimes vanishes among the necessary qualifications. Having gestured toward delimiting the 'Metaphysical', she passes on to a descriptive survey of some features of the language of her five poets.

Here again one is puzzled about the nature of Dr Austin's enterprise. Certainly one should not be led by the title of her book or the title of the series in which it appears (The Language of Literature) to expect methodological rigour. Indeed, Dr. Austin disclaims the title of linguist. She does, however, adopt some terms from Systemic Analysis. With every poet her chapter takes up the same linguistic topics so that opportunities for comparison and contrast arise. But her apparatus is of the simplest and in comparison with, say, M.A.K. Halliday's 'Linguistic Function and Literary Style: An Inquiry into the Language of William Golding's *The Inheritors* or Daniel Kies's 'The Uses of Passivity: Supressing [sic] Agency in *Nineteen Eighty Four*', her analyses are unsystematic. Each survey opens with a consideration of the sorts of imagery the poet under consideration favours: with Donne, geography, anatomy, business, science and war; with Herbert, the bible, the church, domestic life and music, and so on. One does not need a linguist to notice that sort of thing, and Dr Austin does not pin down her observations in a noticeably linguistic way. Other topics follow but with no obvious sequentiality; one point does not lead to another; no over all idea unfolds about the poet's language.

Intellectually, *The Language of the Metaphysical Poets* is unambitious, to say the least. But Dr Austin botanizes admirably and responds freshly to some general aspects of the style of each of her five poets. Some of the things she says are both new and true. The discussion of how Donne's 'vocabulary, particularly in the satires and the lyrics, may be called syntactic' is especially interesting, for example, on demonstrative pronouns acting as pro-forms in 'The Anniversarie' (p. 31):

> Only our love hath no decay;
> This no tomorrow hath, nor yesterday;
> (ll. 7-8)

and:

> But soules where nothing dwells but
love
> (All other thoughts being inmates) then
shall prove
> This, or a love increased there above.
> (ll. 17-19)

*This* -- for different reasons -- is stressed on both occasions. In the first example it is not only the first word and the subject of its clause but is followed by a pause. The pause is even more marked than it might be because the expected order of the verb and complement following has been reversed. Here, we see again syntactical stress thrown by inversion on to the relational verb *hath*. In the second example *This* is the final word of the clause, the point towards which argument has been working. It refers forward cataphorically to a

proposition stated in the following line:

> When bodies to their graves, soules
from their
> graves remove.
> (l. 20)

There are similar insights into Donne's characteristic use of modals and stress on them. In passages such as this the linguists' competence not only describes the feature exactly but must have led to discovery, guiding the eye to what many will have obscurely noticed without being able to pick out. Not all of Dr Austin's observations are so acute, but, if she should go over familiar points, she usually illustrates them with unhackneyed examples, and the quality of writing among her Metaphysicals is usually sufficiently interesting for the reader's attention to be rewarded.

What *The Language of the Metaphysicals* turns out to be is an introduction to the works of five Metaphysical poets. It has not been written for students of linguistics, but its linguistic slant does pick out ways in which the poetry works and particularly how sentences are shaped into the lines of verse. This distinguishes it from other introductions, to say nothing of specialized commentaries, and should encourage the general student of seventeenth century poetry to look at the words on the page more perceptively.

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**Learning, Keeping and Using Language. Selected Papers from the Eighth World Congress of Applied Linguistics, Sydney, 16-21 August 1987**, edited by M. A. K. Halliday, J. Gibbons, H. Nicolas, Amsterdam/ Philadelphia 1990, Vol. I, 508 pp., Vol. II, 489 pp.

Applied linguistics is currently conceived as an umbrella term embracing a wide range of studies motivated not only by purely theoretical (structural, descriptive, contrastive, or other) interest in language as such, but, in addition, by interests and aims coming into linguistics from the competence of other, non- linguistic fields. Generally, it is believed that the CENTRE of this interdisciplinary branch is teaching languages, especially second and foreign languages (= applied linguistics in the NARROW sense). Nevertheless, there are other applied activities, rich and diverse, belonging to applied linguistics in a BROAD sense, manifested by a huge stream of publications all over the world, as well as of scientific meetings, and all those can hardly be called a mere 'PERIPHERY' of the field. A very great variety of such applied activities is displayed in these two volumes of papers from the Eighth Congress of Applied Linguistics, in which 801 specialists took part, and the volumes present the results of their work in 23 sections. Three topics proved to be central at the congress: (1) the learning and teaching of languages, both the mother tongue and second or foreign languages; (2) language as institution, including ethnography, language maintenance and loss, and language policy and planning; (3) the nature and analysis of text, including register variation and social construction of discourse. Selected papers on all three topics have been collected in the two volumes under review. All papers in the first volume deal with the first topic mentioned, namely LEARNING language, the second volume is divided evenly between the two remaining ones - KEEPING language, and USING language respectively. With respect to the fact that the volumes are rather big, the reader will appreciate that they represent a masterpiece of editorial work. Each of the three Parts is accompanied with a penetrating editorial Introduction, in which the papers are referred to separately and a summary of the topics covered is offered. At the end is an Afterword raising questions for applied linguistics in the future. At the very beginning there is an overview of applied linguistics by G. R. Tucker (which was the opening paper at the congress) and between different Parts. Four plenary meeting papers are inserted, helping us to see the field 'with a broader sweep of vision'. The skilful hands of the editors who have selected the contributions for the volumes, as well as the good arrangement of papers within the Parts according to the relatedness of topics, help readers to orientate themselves well, not only through the volumes - encouraging them to choose and read what they currently like and need - but also across the field. This is especially important for those of us who are not yet specialists in these areas. A good insight into the results reached so far and into future perspectives may persuade readers new to the field that applied linguistics is a well-defined, well-established and developing field with wide perspectives, and one well worth devoting oneself to.

Volume I comprises twenty-nine papers, and Volume II twenty-seven papers, by 67 authors and co-authors in all, written by leading specialists in their fields. Such a large number of papers is, naturally, diverse both in the topics and the methodologies: numerous important and interesting hypotheses are proposed and tested, comprehensive reports and overviews are presented, and challenging projects are opened. It would be fair to pay separate attention to each contribution; but only in a review consisting of a prolonged sequence of 29 + 27 micro-reviews would it be possible to treat these volumes to an extent commensurate with their importance. The comments presented here can only be inadequate, even at the length offered. The author hopes they will serve their purpose if they provide readers with an overall survey on WHO learns WHAT, FROM WHO, and HOW, and who KEEPS and USES languages and under what cultural, social and political circumstances they do so.

1. WHO learns language? As learning languages is in principle an INDIVIDUAL matter, it is crucial that the persons, individuals or 'subjects' who are learning should be identified as precisely as possible, together with their family, social, community or national settings. The 'subjects' under investigation in the volumes are speakers of various ages, ranging from the youngest (pre-school children) to pupils of primary school age, adolescents, university students and even to adults. The investigation of the earliest stages of linguistic development, which can be carried out only in the most natural, i.e. family environment, is limited accordingly, the 'subject' of the study being usually one child, or several children. Thus, for example, the earliest stage of emerging grammar is studied

by the mother (J. Oldenburg) of her daughter from the age of 8 months to 2+ years. Similarly, several English speaking children in Australia, aged 3,6 - 4,2 are studied in mother-child dyads (R. Hasan, C. Cloran), as well as 5- to 6-year old children in a playroom situation in the constant presence of their mothers (J. Comeau). Another natural environment is a kindergarten, as has been shown in the case with 20 children from middle-class families who attend either morning or afternoon kindergarten sessions in a small university city in northwestern USA. The importance of characterizing the subjects under study as exactly as possible is even more pressing with children with a multilingual background. To illustrate this, we can cite the interesting results on simultaneous language acquisition offered by A. Kwan-Terry, who has studied a pre-school child in Singapore, the younger of two children from a middle-class Chinese family, whose parents and grandparents speak Cantonese, partly mixed with words from English, and who speaks English in kindergarten as well as at home with his older sister and nurse. A quite different developmental situation arises with pre-school children in six bilingual English-German families, where one of the parents speaks only German with the child, and the other only English (S. Dopke).

The older the children, the easier it is to collect a more extensive corpus of material. Not individual pupils, but whole school classes are typically studied and compared. Thus, years 5 and 6 primary-age children with an English-speaking background are compared with peers of a non-English speaking background (for example, Italian, Greek, Macedonian, Spanish, Turkish and Vietnamese), attending both government and Catholic schools in the Northern suburbs of Melbourne (M. Rado, L. Foster), or Dutch-speaking pupils aged 8-9 ('beginning writers') and aged 10-11 who attend elementary schools in the area of Ghent (P. Yde, M. Spoelders), or 9-10-year old French speaking children in a small industrial town in Quebec (L. Ostiguy), or a group of German elementary school pupils. Less often it is just one pupil, whose language acquisition is observed (as is the case described for example, by J. Hammond). It is evident that the more heterogeneous is the children's linguistic background, the more complicated seems to be their linguistic development, and, consequently, also any further research possibly inspired by the papers in the volume promises to be both provoking and rewarding.

With adolescents, university students and adults, the scope of 'subjects' under study is submitted to much more specific investigation. Naturally, the language of one individual may still be the topic of an interesting and profound study, as is the case of one young adult learner of English, a 19-year-old Pakistani woman, a total beginner to reading in English, who could not read in her mother tongue, Urdu, and had no experience of school in Pakistan before arriving at the local college for further education in England (C. Wallace). In another case, two persons are subjected to a comparative study, for example, two adolescent Lebanese students of English at Melbourne (M. Elliot). However, usually a more numerous group consisting of several tens of people are studied, for example, Finnish, Polish and Spanish learners of Swedish as a second language (M. Bolander), or recently arrived adolescent immigrants attending Melbourne secondary schools (H. Borland), bilingual native speakers of Mandarin Chinese and English (L. Thomas, H. L. Gradman), a group of Finnish learners of English, or a class of first-year students coming from countries in Europe, Asia and Latin America to USA, and so on. It is not necessary to give a full list of 'subjects' under study to make clear that they represent a highly diversified and open set, though one which could be much further enlarged.

2. From WHOM do we learn languages? In early linguistic development, most knowledge is acquired in the family, naturally. Much has been written about mothers' roles in various types of interaction (R. Hasan, C. Cloran), including the ways of 'adjustment' of mothers when speaking to the child; the language used by the mother in a conversational exchange is different in several respects from the one used between adults (J. Comeau). Less has been written about the influence of siblings on early language development which, however, may be considerable (J. Oldenburg), as well as about the roles of grandparents and other members of the household (A. Kwan-Terry). Generally it is maintained that it is the mother that plays the leading role in small children's development. The impact of fathers (traditionally not the main target of studies) is evidenced in the volume - by a woman author, surprisingly - and a challenging hypothesis is claimed that pre-school children learn more from fathers: father-child interaction may be less in quantity, but it may be qualitatively better, because it is more rewarding and enjoyable for the child, whereas mother-child everyday conversation is more 'business-oriented' (S. Dopke). Another - unique - example of the dominant influence of father on the linguistic development of his children is reported authentically by G. Saunders, who communicated with his children exclusively in a

language which was neither his nor his children's mother tongue, namely in German, developing thus an English-German artificial bilingualism by the children. The development of bilingual abilities of the children were regularly measured at two-year intervals to conclude that all the three children acquired a good level of efficiency in German at no expense to their English: their English was not only indistinguishable from that of their monolingual peers, but it was well above average with regard to receptive and active vocabulary, so that a pessimism, not rare in the literature, towards artificial bilingualism seems to have been successfully opposed.

As soon as a child starts his or her school attendance - and it may then last until he or she is adult - the dominant role in language learning is taken over by school. Its significance is nowhere more evident than in the education of children whose home language differs from the school language (see M. Rado, L. Foster, and a number of other authors).

3. WHAT do children or adults learn? After having characterized the 'subject(s)' of the study (see 1 above) including the family, school, or social interactive background (see 2 above), authors can formulate their specific hypotheses, create models and test them. Hypotheses presented in the papers are specific with respect to age. With the youngest children, in the period of transition from the protolanguage (child tongue) to mother tongue, the process of learning language is, naturally, hardly separable from learning about the world, from observing and classifying experience, and from interpreting reality, because all this is performed through language (J. Oldenburg); consequently, it is reasonable to hypothesize that the youngest children's strategies for construing the linguistic system reflect more general strategies for construing all experience, which closely correlate both with the social class position of the speakers (see R. Hasan, C. Cloran, S. Dopke and other authors), and, last but not least, with a single or a multilanguage situation in the family. In the multi-language case, the matters of transfer are foregrounded. For example, it is shown (A. Kwan-Terry) that a structure need not be fully developed before it is transferred or applied to the languages being learned.

A close relationship between the general conceptual development both of pre-literate and of school children and of the language-learning process can be well approached by studying the ways in which mono- and bi-lingual children re-tell a story. It has been demonstrated and illustrated on rich samples of material (M. Rado, L. Foster, C. C. Pappas, J. Hammond and others) that general patterns by which children develop their sense of the registers of written narrative differ in many respects quite substantially from those of speech. As school children should have at their disposal a repertoire of cohesive devices, detailed studies are made as to whether, how, and to what degree they handle cohesive devices appropriately.

The higher the ages of school learners, the more specific kinds and degrees of knowledge may be subjected to tests. This holds for acquisition both of the first and of a second (foreign) language. Not only patterns of various grammatical forms are studied, such as word-order inversion in Swedish, predicate- complement constructions in English, English orthography, numerous correlations between the acquisition of phonemic, morphemic and syntactic variables; but, much attention is devoted to communicative strategies and processes above the sentence, of a supra-sentential, textual, discourse, or stylistic nature, as well as to different media and styles - spoken vs. written, formal vs. informal - and to the registers of sale encounters, service encounters, and so on. To use cohesive devices appropriately in creating an effective text is considered to be a 'critical skill', so that cohesion is being studied in a number of papers, and from different aspects: the degree of cohesion of a text, cohesion devices in various registers, cohesion in texts of younger or elder learners, and in primary and secondary language. And last but not least the question is raised as to what procedures are most suitable for teaching cohesion.

A number of other topics have not been left aside in the volume: reading strategies in primary or secondary language, synchrony of speech (rhythm) and body motions (gesture, posture, eye contact, facial expressions), and theories of neurology and functional linguistic theories are related; some hypotheses have been offered concerning different participation of the left and right cerebral hemispheres in language- processing strategies in second language acquisition (in tonal vs. non-tonal languages, such as in Mandarin Chinese vs. English).

4. HOW do we learn? Here it is necessary to pay attention separately to various techniques of data collection together with their interpretation and evaluation on the one hand, and to the underlying theoretical linguistic framework(s) as a prerequisite for any application, on the other. There are a number of methods of data collection. With regard to concrete tasks, shorter or longer

discourses of free speech are video-taped or audio-recorded, their lengths ranging from hours to days, weeks, even to months, at various time intervals and proportions; specially guided interviews with pre-school children, students, teachers or parents, are tape-recorded; sometimes, the 'subjects' are given special oral or written tasks of various lengths and complexities and they are given various instructions. Also numerous tests are applied, such as acceptability tests (the learners are asked to judge and correct written sentences), awareness tests, 'cloze' procedures, dictation exercises, as well as other testing exercises. Reading techniques are tested, too. Interview 'protocols' are written, questionnaires are compiled and special experiments are organized. Different evaluative statistical procedures are an integral part of almost all papers.

Various linguistic views and conceptions are proclaimed - as is natural at such a big linguistic enterprise - and also the lists of references quoted behind each of the papers are rich and many-sided. However, one point must be stressed, namely the immense international authority of the functional systemic linguistics. The systemic school of linguistic thinking created by M. A. K. Halliday in the tradition of British linguistics and cultivated now not only in Great Britain, but acknowledged and elaborated further by linguists of several continents (including Australia, where Halliday now lives), is represented in both volumes in the majority of papers dealing with various topics. Practically all Halliday's works are not only quoted, but are taken as a background for further serious applications. The foregrounding of social aspects of language, so typical of systemic linguistics, as well as the description of features of languages and their varieties, the searching of objective verification of hypotheses (for example, using statistical techniques), the central category of system as a set of options and so on, all provide an excellent theoretical background and a point of departure for applied linguistics. Moreover, by the natural feedback mechanism operating in the process of applications, the theory itself profits, as well: new networks are being proposed, and especially the analysis of the contextual level, which has a considerable weight in the systemic model of language, proceeds further, bringing remarkable results.

5. The proper APPLIED tasks of the studies in the volume concern classroom teaching methodology, fashioning language programs in terms of curriculum renewal and planning, curriculum and syllabus development and design, syllabus alternatives and alternatives for general principles and practice, and also computer-aided language learning.

6. Whereas practically all the papers in Part I have similar structures typical for a research study (namely: a hypothesis concerning an aspect of learning or teaching language is claimed, then it is tested on a concrete linguistic material, usually with the help of a statistical method), Part II is more differentiated as to academic genres. This is owing to the fact that Part II deals with language in COMMUNITY, with language as means of social communication. That's why most papers in Part II operate with central terms, such as language situation in its cultural, political and social contexts; minority vs. majority language; language survival, maintenance, shifting, thriving, attrition, erosion, declining, loss, extinction; language policy and ideology; language planning; attitude (of the public) to a language or to a language variety, and so on.

In the first place, the profound and detailed overviews of multi-linguistic and multi-cultural situations in large parts of the world, and the language policy following from the respective situations deserve high appreciation and respect. Thus, the language-political situation in Australia with its enormous wealth of languages of many types embedded in different cultures is described (by M. Clyne) in contrast to that in comparable countries, notably the USA, and six most important features of Australian language policy and future research ('Australian challenges') are declared. Another detailed overview is given for Overseas Hindi (J. Siegel), i.e. of six Indian immigrant communities in different parts of the world, quite large, isolated from India and from each other for at least a hundred years. Factors (for example, social aspects, pragmatic aspects, education and attitudes) are examined which seem mostly to affect the processes of their maintenance vs. the lack of maintenance.

Some very important activities in language policy in various bi-lingual or multi-lingual communities are team projects and plans, often of wide range, or challenges to undertake such projects; such a challenge is expressed, for example, in J. Platt's paper, appealing for research into indigenized varieties of English in many parts of the world by quantitative methods. Examples of large-scale and long-term plans are literacy programs for developing written vernacular literature among minority language groups, which help to maintain the language. The question whether the vernacular literature, once developed, will continue to be used over a significant period of time, is

affected by a number of factors, inherent both in a language situation, and in a literature development program (D. Bendor-Samuel); it is demonstrated that it is even possible to predict vernacular literacy program acceptance prior to the commencement of the literacy program (R. W. Walter). Other grand projects reported in the volume relate to the policy of bilingual education (such as the one proposed by A. Gonzales) and to lexicographic treatment of the so-called peripheral vocabulary (i.e. lexical items not usually considered to be part of the standard language, yet more or less widely used in the 'external periphery' of the language, for example, with German in Austria, French in Quebec, or Dutch in Flanders (R. Willemyns).

Socio-linguistic and linguo-political standpoints are consistently applied also in concrete analyses of language situation in very small communities; such papers can be proud of corpora of unique and rarely accessible language material. For example, W. B. McGregor studies correlations between linguistic choice and world view (or, ideology) in Gooniyandi, which is a language spoken by about a hundred aborigines in Kimberley, Western Australia: he analyses a story narrated by a police tracker and shows how different perspectives of a particular event result in a single text, i.e. the different ways in which the same event might be viewed by different speakers of the language are all reflected in the lexical and pragmatical choices made. A. Shnukal reports on a diachronic socio-linguistic profile of the indigenous Australian speech community of Torres Strait (today about 5,000 inhabitants of 17 islands) before and after European encroachment in the region and analyses the process of gradual cultural creolisation. Interesting and valuable analyses are offered also by H. Bister (a gradual decay of a local Krefeldian dialect in Germany), T. Bull (on the material of the Norwegian dialect of the village Skibotn in Norway with about 500 inhabitants, having been influenced by Finnish or Sami for several hundred years), J-F. Maire (regional forms of French-speaking Swiss in ordinary situations of daily life), and C. Bettoni (attritional continuum of Italians in Australia).

7. Part III is devoted to usage of language, more exactly to language as a PRODUCER or MEANS OF COMMUNICATION - to text, to discourse. Reasons for paying analytical attention to text are, of course, many, and so are the applied aspects of analysis. No wonder that it is this Part that may seem to the reader as most heterogeneous of the three. Papers in Part III range from the most general ones, the topics of which cut across all three sections of the collection (B. Kachru, see below), to narrowly specialized analyses of concrete texts, or registers from certain applied aspects. Nevertheless, as in Parts I and II, so in Part III there is an apparent prevalence of functional approaches to the topics chosen.

A dominant feature of Part III is B. Kachru's monumental paper classifying 'world Englishes' and commenting on the major issues of concern that the author considers vital for the understanding of English in its world context. The world's Englishes, mapped by the author into three concentric circles, namely into the Inner Circle (Englishes in the USA, UK, Canada, Australia and New Zealand), the Outer Circle (India, Nigeria and other countries) and the Expanding Circle (China, Indonesia, Japan, the former USSR, and so on) are shown to be the result of diverse socio-cultural contexts, represent diverse USES of the language in distinct international contexts and currently approached from different perspectives. The perspectives are accompanied by perceptive comments, types of 'fallacies' shown in the dominant approaches are enumerated (these being theoretical, methodological, formal, functional and attitudinal) and all the tasks of applied linguistics working on various aspects of 'world Englishes' are presented as very intricate and significant. The paper by C. N. Candlin is similarly broad, overviewing the whole field of applied linguistics and raising questions as to its future perspectives, with a special concentration on two most characteristic features of current applied linguistics, namely that applied linguistics is social, and problem-oriented.

Between the two papers by Kachru and Candlin, framing Part III and dealing with 'types' of problems, there are others, dealing more or less with various 'tokens' of problems; the relationship between purely applied goals and needs and a more academic colouring varies. In most of them, dealing with stylistic analysis of texts, genres, or registers, or with some specific features only, two aspects are usually foregrounded: functional and social. The former is associated with the very choice of texts and their features studied; the latter is motivated, for example, by the attitude to the addressee. The texts under study are, for example, scientific research papers compared with their popularized versions (D. Adams-Smith), news sport headlines (H. Jenkins), instructional texts for users (A. Ciliberti, A. Puglielli), and others. Not only lexical and syntactic choices as such

are analyzed, but regular patterns of the structural framework of texts in their complexity are discussed. Special attention is given to the means by which cohesion is achieved, anaphoric and deictic reference, repetition, ellipsis, gapping, the distribution of Given - New information and so on. The text analyses aim to reveal how the texts are USED, i.e. how their features and patterns situate them in the world of social relationship, how they function to establish and maintain relationships among social groups, their interests and values. Thus, for example, J. L. Lemke asks what are the 'ideological' uses of technical discourse in modern society, more concretely, how expert analysis serves the interests of a managerial social elite. Similar questions may be asked in the analysis and modelling of 'conversations for action' (D. E. Murray). A more general question asked is what consequences do the societal changes, if studied over a sufficiently long period of time, display of the development of registers, especially of their 'message structure' (semantic and pragmatic patterns; B. B. L. Gunnarsson).

Another important field of interest, in which both the theoretical and applied ('usage') aspects are deeply involved and hardly separable, is that between the extralinguistic content and its wording, as well as that between the non-verbal and verbal behaviour. Thus, a very sophisticated and detailed analysis of argumentative texts is presented by P. H. Fries, in which the strategy of the evocation of arguments (rather than their direct expression) through the text is shown; as a rule, arguments are not stated implicitly in a simple logical order, but cues to their nature are distributed throughout the text, not exhaustively but discontinuously, and not linearly. Understanding the text requires that the reader perceives the pattern of the cues. There are also other types of what might be called cues, significant for the actualization of a certain pragmatic 'conversational environment', for example, the feature of 'face-thread' (P. Auer, E. Couper-Kuhlen and A. di Luzio) may be signalled even rhythmically, by a break in isochrony (i.e. in the regularity of intervals between the phonetically prominent syllables in real time). A special relationship between linguistic and non-linguistic factors in communication is found in drama. As is claimed by P. van Stapele, meaning derives from context; in drama the context has to be created by the utterances and other activities of the characters. That is why deixis is so powerful in drama: it defines the dramatic 'world'. Comparing deixis with patterns of non-verbal behaviour of the characters a solid basis may be created for the applied research, especially into audience response, for creating performance and so on, because all these matters belong to the sphere of 'usage' of language.

The uses of language, especially of a second one, are closely related to the degree to which it has been mastered (various degrees of second language acquisition have been presented in Part I), especially with the degrees of professionalism. S. Tirkonnen-Condit's 'protocol study' is of the mental processes (= thinking aloud) in translation studies, investigating a professional and a non-professional translator during the process of translating: a translator who is a beginner (a first-year student) approaches the task mainly as a linguistic exercise, but with the growth of sophistication and professionalism there is also a growth of awareness of extralinguistic factors whose significance increases as a determinant of specific linguistic choices.

8. The fact that the Eighth Congress of Applied Linguistics was the first from the series which was held in the Southern hemisphere undoubtedly influenced the proportions of participants who came from 'down under' as well as the selection of papers in the volumes. The papers by authors from Australia and its geographical neighbourhood do outnumber the papers by European authors as well as the papers by American authors. Such an assembly of authors contributes to the scientific attractiveness of the volumes. To a linguist who has not taken part in any congress of applied linguistics, the volumes represent an immensely valuable source of information not only on how to learn language or how to keep and use it, but, moreover, - and that is perhaps even more important - an excellent and really advanced textbook on what is currently going on in linguistics over the world. They are two volumes on how to learn top-level linguistics, how to make use of it and how to develop it further. The attribute 'APPLIED' is neither a criticism nor limiting in this connection, because all applications are deeply rooted in a well-established framework, above all of the Hallidayan (and other functional) linguistic theories.

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Text Generation and Systemic-Functional Linguistics
Experiences from English and Japanese

Christian M I M Matthiessen
and
John A Bateman

When I was asked to review this book I was extremely pleased to have the opportunity to look at the work going in two fields that interest me greatly, systemic linguistics as it is applied to the Japanese language and computational linguistics. I myself am currently working on building a pedagogic system for the learning of Japanese, having come originally from a computing background followed by a degree in Japanese and linguistics, part of which included a course in Systemic-Functional linguistics. I also have a very good friend working on text generation and at the 1990 annual Systemic Linguistics conference held here at the University of Stirling he told me of the possibilities he sees for the application of systemic grammar to text generation. In my undergraduate course there had been very few examples of the treatment of Japanese within the systemic framework and so again my interests were aroused as to what new approaches have been brought to looking at Japanese, particularly in a computational framework.

Simply by reading the foreword and introduction to this book one is soon aware that this is not 'bedside' reading ! Within the first twenty pages the orientation of the book is clearly laid out in terms of the systemic-functional linguistic model being employed and its relationship to other linguistic models. This is followed by outline discussions of the two computational projects which are covered in the book, namely the NIGEL grammar/ Penman framework for English and the Kyoto project for Japanese. Text generation and the motivations for carrying out this work are introduced :

"As an application of linguistic theory, text generation stands in the same relationship to theory and description as do, for example parsing, pedagogic grammar, contrastive analysis, typological studies, the quest for linguistic universals, and literary studies.... Application is in fact an opportunity to work on theory. Thus, it is necessary to appreciate the value of *text synthesis* as a complementary approach to text analysis in the study of text and the other semiotic systems instantiated in text".

The book is divided into four main parts.

• Part 1 covers the general model of text generation development of text generation in relation to systemic linguistics and most interestingly the exchange between the two. Here the authors see the benefits to linguistics as being the search for gaps in the linguistic model, in this case the need to explore dynamic models as well as synoptic models. The contributions from (systemic) linguistics to text generation are seen as being context, register, semantics, semantic styles, multifunctionality, grammatical metaphor and instantial systems, in that text generation has focused mainly on the levels of lexicon and grammar.

• Part 2 introduces the theoretical framework of systemic grammar and the reasons why it has been chosen for this research, going on to give two examples of the theory in practice. The first part of this section is a fairly involved discussion of the theory of systemic linguistics and text generation using systemic grammar within the Penman and Kyoto projects. The second section gives two examples of text generation, the first in a treatment of tense in English and the second of the textual salience in Japanese involving the particles *wa* and *ga*.

• Part 3 From the previous chapter (7) the book becomes increasingly technical, as the actual systems that have been developed are described. One is bombarded with a multitude of jargon, both systemic and computational, which has one eagerly searching for the glossary, which is provided in appendix I, all 16 pages of it. It is comprehensive enough to make the going easier,

although at times a pull out supplement seemed like a good idea. The authors also a computer 'dribble' file of the generation of an example sentence in order to clarify the discuss but I found this to be not that helpful, despite annotations. In this part the computational mode which has been developed thus far is evaluated and questions are put forward on where the weaknesses lie and where to return to the theory so that the model can be revised. Extensions to the theory are divided into those involving refinements to metafunctions within the grammar, which is discussed in relation to the problems of generating honorifics in Japanese, and to stratal extensions beyond grammar into higher levels of the linguistic system, in which the computational tools of knowledge representation are used to create ideation, interaction and text knowledge bases.

• Part 4 explores the future directions for computational SFL covering parallel processing versus sequential generation, dynamism involving the definition and ability to use recursive grammatical systems, and contextualism in relation to stratal organization and functional variation.

The conclusion discusses the move towards new states of the art, moving away from the accounts of the text generation systems which the authors have already built and tested to an open-ended discussion of future research issues for computational systemic-functional linguistics. These include the linguistic system, implementations and formalisms, the move across linguistic systems to full machine translation.

For linguists, this book demonstrates excellently how theories can benefit by being subjected to the 'acid test' of being run through a computational grammar, in this case for the purpose of text generation but it may well be parsing or machine translation etc. With the growing access to hardware and software taking place in higher education it will soon be possible for linguistics departments to actually test their systems using such grammars as the Nigel and Kyoto models. However one is still left feeling that there is some way to go in explaining these computational systems in more accessible language. As with trying to explain any computer system, usually the only way is to provide working demonstrations of the package.

For computational linguists, again the contribution of this book is the demonstration of how to build working systems that are founded on sound linguistic theory and the way in which the building of these systems should be aimed at feeding back into the development of the theories from which they derive, as well as actually working of course ! One of the major roles of computational linguistics as a discipline in its own right must be to provide new tools with which to approach linguistics itself and this book demonstrates this throughout.

For linguistics working on the Japanese language the book offers a platform for Bateman to express new ideas for tackling traditionally 'sticky' problems in Japanese linguistics, namely contextual salience involving post-nominal particles *wa/ga*, honorifics and the verbal system, all of which are central features of Japanese. Systemic linguistics is to my knowledge not very well know in the Japanese linguistics community and hopefully this book will begin to redress that balance. In particular the large computational linguistics community in Japan could benefit immensely from the new approaches that computational systemic-functional linguistics has to offer here. However the problem of the systemic nomenclature may prove a barrier to any widespread acceptance in Japan, and this may be where translation into Japanese could be considered.

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**1. Verbal group** - My MA students stopped me in my tracks last month during a verbal group lecture with an example of the following kind:

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

*Hadn't have done* is not predicted by Halliday/Matthiessen descriptions of the English verbal group. What's going on here with this apparent 'double perfective'?

**2. Existential clauses** - There seems to be some disagreement in the literature about the extent of the existential clause paradigm, and about whether or not *there* (explicit or implicit) is Subject throughout the paradigm (as the tag test would indicate). Negotiation welcomed.

Theme/Subject (existentiality as point of departure)
18. There         was a guard on the gate, (wasn't there?)

Theme/Complement (Existent as point of departure)
19. A guard       there was on the gate, (wasn't there?)[1]
20. A guard       was on the gate, (wasn't there?)[2]

Theme/Adjunct (Circumstance as point of departure)
21. On the gate   there was a guard, (wasn't there?)
22. On the gate   was a guard, (wasn't there?)[3]

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[1] *"There was an affair - a classic.*
*// 1 A classic was here //*
*There was an affair going on between the cook and this other girl, you know. "*
- an attested example of Theme conflated with Existent from Slade 1990.

[2] On the existential reading the unmarked Tonic falls on the Existent: *//1 A guard was on the gate//*; on the alternative attributive reading the unmarked Tonic falls on the Circumstance: *//1 A guard was on the gate //* (placing the Tonic on the Carrier would be contrastive in the attributive). The existential is tagged *wasn't there?*, the attributive *wasn't he?* When not Theme, *there* is optional, there being no need to make such a weak modally responsible Subject explicit.

[3] This example can be alteratively read as a reversed attributive, in which case the tag would be *wasn't he?*

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**SUMMARY OF THE SECOND PROSODIC TRANSCRIPTION WORKSHOP:**
**THE TOBI (TOnes and Break Indices) LABELING SYSTEM**
(NYNEX Science & Technology, Inc., 5-6 April 1992)

This is a summary of the second prosodic transcription workshop. The purpose of this summary is to help inform others of the activities and plans arising from this workshop. The most important outcome of the workshop was a prosodic labeling scheme. Below we outline briefly the motivations of the workshop and the labeling scheme. Details will be presented by Kim Silverman at the upcoming ICSLP meeting in Banff (2nd morning session of Friday Oct 16 -- FR.sAM.2 -- room 2).

(attending: James Allen, Gayle Ayers, Mary Beckman, Lin L. Chase, Rene Collier, Nancy Daly, Donna Erickson, Julia Hirschberg, Bob Ladd, Christine H. Nakatani, Mari Ostendorf, John F. Pitrelli, Patti Price, Kim Silverman, Stefanie Shattuck-Hufnagel, Liz Shriberg, Judith Spitz, David Talkin, Jacques Terken, Nanette Veilleux, Colin Wightman)

A common notational system enables the sharing of corpora and other data. Shared corpora not only provide the important scientific benefit of promoting reproducibility and enabling comparative evaluation, but they also make far more data available than would be available from any one site. This is an important attribute when automatic training techniques are used. It is also an important attribute if one desires to observe naturally occurring (as opposed to laboratory speech) and still control contextual variability. A standard prosodic notation is critical to advances in prosody research. Since prosody is at the intersection of a variety of disciplines (from speech signal processing through discourse analysis) it is not surprising that a common notation that suits the needs of these diverse groups has not yet been formed. However, with growing interest in prosody in spoken language processing, and with growing cross-disciplinary ineraction, the time is right for forging consensus on this issue. In this spirit, there have now been two workshops aimed at coming to agreement on prosodic notation: in July 1991 Victor Zue hosted a workshop at MIT, and in April 1992 Kim Silverman hosted a second workshop at Nynex.

The goal of the workshops was to produce a prosodic notation system to meet the following criteria:

- Since no one system will suit all needs of the diverse group working on prosody, the consensus transcription should form a common core to which others may add additional detail within the format of the system,

- Since the system will be used by different people at different sites and times, the system should be relatively easy to train people to use, and should provide good consistency within and across labelers,

- Since we are not yet prepared to meet the needs of prosodic transcription for all languages, the system should focus on the needs for English, however, we note that the two key aspects transcribed (word groupings and prominences) are likely to be rather universal.

TOBI consists of four transcription tiers:

1. an orthographic tier, for specifying the words in the utterance using ordinary English orthography;

2. a tone tier, for specifying the tonal properties of the f0 contour of the utterance (this tier has a shorthand notation that marks pitch accents with an asterisk but does not label the tonal attributes).

3. a break-index tier, for specifying the degree of disjuncture between words in the orthographic transcription; and

4. a miscellaneous tier, for additional TOBI notations and for individual or local additions.

The conventions include some diacritics for marking some disfluencies. Conventions are specified for both simple text-based transcription using this system and for WAVES(tm) label files and formats to accompany a speech file and associated time-aligned analysis records for the utterance. Sample WAVES(tm) scripts are available.

As they are completed, we propose to make available the results of our analyses concerning the ease of learning the system, and consistency measures within and across labelers, included uses for non-American varieties of English.

We hope to place the description of the TOBI system and supporting materials in a location from which sites could easily FTP these materials. For those without FTP access, we hope to make available a cassette tape with sample waveforms. The transcription conventions would be modified based on feedback from users and updated in the common location. We will use the prosody mailing list and other mechanisms for announcing availability of additional materials or tools. In addition, we hope to obtain funding for organizing a workshop for training people in the use of the proposed system. There will be an ICSLP 1992 paper that will provide further details.

## Teaching — syllabuses, materials, aids

### Systemic functional linguistics — Australian Linguistics Institute 1992

University of Sydney, Sydney

M.A.K. Halliday & C. Matthiessen

Outline

I.1 Overview of course, announcing major themes: what the systemic interpretation looks like; idea of patterns running through system; (i) fractal patterns — strata and rank as loci; (ii) syndromes of features in system.

I.2 Into the system: system as manifested in phonology (as an expression plane system) — the Pekingese syllable: thinking systemically, probing paradigms, problematizing where you move in (syllable vs mora vs phoneme).

II.3 Extending systemic phonology across ranks; adumbrating metafunctions in a phonological context: segments, prosodies, boundaries. Principles of organization common to all strata.

II.4 Metafunctions provide another dimension which turns content plane (semantics & lexico-grammar) into an elastic semantic space; considered from below (types of structure) & from above (modes of meaning).

III.5 Natural relationship (i) within content plane (descriptive), (ii) between content and expression planes (theoretical: general principles of how systems organize; building up experience (deconstructing both purports)). Example: from intonation to interpersonal grammar/ semantics, and interpersonal metaphor.

III.6 Opening up semantic space: fractality across ranks — exploring a stratal system globally; examples (types of expansion in clause complex, clause, nominal group; thematic principle). How rank-based fractality creates potential for metaphorical coding.

IV.7 Grammatical metaphor as a way into "the renaissance syndrome": historical changes in the construction of experience. "Conspiracy" in grammar.

IV.8 Transitivity systems in different languages. Principles of typology in relation to systemic perspective.

IV.9 Elaboration of themes — distillation and restatement. Systemics as metalanguage; theoretical and representational levels.

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## Computational tools and resources for systemic research & teaching

(i) Work on language

Michael Cummings: SYSPRO.

Chris Nesbitt: HyperGrammar, HyperCoder, HyperCorpus

Michael O'Donnell: Coder, ResourceExplorer

Petie Sefton:

Michael O'Donnell & Petie Sefton: HyperTalk — a new approach to presenting systemic papers and lectures.

Jonathan Webster: Functional Grammar Processor. lectures.

| System | Developer | Main Use | Machine Type | Software | Site & Development Stage |
|---|---|---|---|---|---|
| Functional Grammar Processor | Jonathan Webster | recording & using IFG style analyses (structural) in a data base | MS-DOS | | Hong Kong City Polytechnic |
| Coder | Michael O'Donnell | Recording & using systemic-functional analyses, with guidance from system-network. Coded examples can be tested in a generator. | Macintosh II; 8 MB RAM | Allegro Common LISP | University of Sydney |
| HyperCoder | Chris Nesbitt | recording & using systemic-functional analyses, with guidance from system-network | Macintosh | HyperTalk | University of Sydney |
| Resource-Explorer | Michael O'Donnell | | Macintosh II; 8 MB RAM | Allegro Common LISP | |
| HyperGrammar | Chris Nesbitt | development & reference tool for SFG; keeps track of systems & networks, with various access functions and integrity tests. Imports from and exports to LISP files. | Macintosh | HyperTalk | University of Sydney |
| SYSPRO | Michael Cummings | tool for drawing and testing system networks | MS-DOS | Prolog | York University; available upon request |
| HyperCorpus | Chris Nesbitt | tool for searching corpuses for desired words and collocations | Macintosh | HyperTalk | University of Sydney |

(ii) Language modelling

Penman

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SYSTEMIC ARCHIVES ACCESSIONS LIST

October 1992, Fall Issue

1  Previous lists

| List 1: | Network 7, | March, 1985 | List 6: | Network 13/14, | March, 1990 |
|---|---|---|---|---|---|
| List 2: | Network 10, | June, 1986 | List 7: | Network 15, | October, 1990 |
| List 3: | Network 13/14, | March, 1990 | List 8: | Network 16, | March, 1991 |
| List 4: | Network 11/12, | October, 1989 | List 9: | Network 17, | October 1991 |
| List 5: | Network 11/12, | October, 1989 | List 10: | Network 18, | March 1992 |

2  The descriptor categories available are as follows:

| | |
|---|---|
| 1. Semantics | 9. Realizations |
| 2. Lexicogrammar: syntax | 10.Functional components |
| 3. Lexicogrammar: morphology | 11. General theory |
| 4. Lexicogrammar: lexis | 12. Comparison with other general theories |
| 5. Phonology (language in education) | 13. Applied linguistics |
| 6. English | 14. Other applications of linguistics |
| 7. Other languages | 15. Text and discourse |
| 8. System networks | 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 much more useful. If desired, the principal category may be underlined.

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11.2   Davidse, K "Categories of Experiential Grammar", PhD thesis, Universiteit Leuven, 1991; pp. 408; rec'd 29th May, 1992

11.3   ----- "Existential constructions: a systemic perspective", *tijdschrift voor germaanse filologie jaargang* 81 (1992), nummer 1-3; april 1992; pp. 30; rec'd 29th May, 1992

11.4   Downing, A "On Topical Theme in English", paper given at 17th ISC, Stirling, 1990; pp. 24

11.5   Fries, P H "Information Flow in Written Advertising"; paper submitted to Georgetown University Round Table; pp. 16; rec'd 18th May, 1992.

11.6   ----- "Lexico-grammatical Patterns and the Interpretation of Texts", *Discourse Processes*, 15, (R. Freedle (ed.), Norwood, NJ: Ablex; pp. 11; rec'd 18th May, 1992;

11.7   ----- "On Repetition and Interpretation", revised form submitted to S K Verma & V Prakasam (eds), *New Horizons in Functional Linguistics.* [Original version in *Forum Linguisticum* 7: 50 - 64 (1982).]; pp. 12; rec'd April, 1992

11.8   ----- "The Structuring of Information in Written Text", plenary paper delivered at 18th ISC, Tokyo, 9 July, 1991; pp. 30; recd. July, 1991

11.9   Fries, P H & G Francis "Exploring Theme: Problems for Research", paper subsequently published in Daivies and Ravelli (eds) See [11.16 below]; pp. 32; rec'd April, 1992

11.10   Hillier, H. *The Language of Spontaneous Interaction between Children Aged 7 - 12*, PhD thesis, 1990, Monographs in Systemic Linguistics" 4, Nottingham, 1992; pp. 561; rec'd Sept. 1992

11.11   Martin, J R "Systemic Functional Linguistics and an Understanding of Written Text", Writing Project Report: *Working Papers in Linguistics* No. 4 (1986), J R Martin and J Rothery (eds), Linguistics Department, University of Sydney; pp. 20

11.12   McGregor, W B "The English 'Tag Question': A New Analysis, Is(n't) it?"; paper given at Sydney, July, 1992; pp. 23; rec'd August, 1992.

11.13   ----- "JA HEAR THAT DIDJA?", paper given at Sydney, July, 1992; pp. 33; rec'd August, 1992.

11.14   McKevitt, P & D Partridge "Analysing coherence of intention; in natural language dialogue"; pp. 47; Yorick Wilks ed rec'd 11th June, 92

11.15   ----- "Approaches to natural language discourse processing"; pp .43; rec'd 11th June, 92

11.16   No 1, D; M Davies & L Ravelli *Occasional Papers in Systemic (eds) Linguistics*, 6 (1992); Dept. of English Studies, Nottingham, 1992; pp. 250; rec'd July, 1992

11.17   Panese, M "Calling In: Sequential and prosodic aspects of openings in radio-talk", Arbeitspapier 20 des Projekts "Kontextualisierung durch Rhythmus und Intonation", Fachgruppe Sprachwissenschaft, Universitt Konstanz, March, 1992; pp. 41; rec'd 15th May, 1992

11.18   Rashidi, L "An ergative view of the transitivity system of Dari", to appear in *19 LACUS Forum*; pp. 9; rec'd 10th October, 1992

11.19   ----- "Presupposed versus asserted propositions: the information structure of D... appear in *WORD*; pp. 13; rec'd 10th October, 1992

11.20   Rothery, J "Let's Teach Children to Write", Writing Project Report: *Working Papers in Linguistics*, No. 4 (1986), J R Martin and J Rothery (eds), Linguistics Department, University of Sydney; pp. 29

11.21   ----- "Teaching Writing in the Primary School: A Genre Based Approach to the Development of Writing Abilities", Writing Project Report: *Working Papers in Linguistics* No. 4 (1986), J R Martin and J Rothery (eds), Linguistics Department, University of Sydney; pp. 60

11.22   ----- "Writing to Learn and Learning to Write", Writing Project Report: *Working Papers in Linguistics* No. 4 (1986), J R Martin and J Rothery (eds), Linguistics Department, University of Sydney; pp. 28

11.23   Ventola, E (ed) *Approaches to the Analysis of Literary Discourse*, bo Academis Frlag, bo, 1991; pp. 148; Rec'd 16th Sept, 1992

11.24   Ventola, E & A "Tutkijat ja englannski kirjoittaminen" Maurannen ('Researchers and Writing in English'), Helsinki: Helsinki University Press, 1990: English Summary

11.25   Young, D J *The Structure of English Clauses*, London: Hutchinson, 1980, reprinted Department of English Studies, Nottingham, 1992; pp. 373; rec'd Sept, 1992

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A PERSONAL STSTEMENT

At the Eighth World Congress of Applied Linguistics in Sydney in 1987, I was presented with a two-volume Festschrift Language Topics edited by Ross Steele and Terry Threadgold. This was a wonderful and unexpected honour, and as soon as I could I began writing to all those who had contributed, expressing my warm appreciation and thanks.

Unfortunately this was interrupted, as for various reasons I was unable to keep up a regular working schedule throughout much of the following year. So many things accumulated during that time that I never managed to resume this correspondence. Now that such a long time has elapsed, I can only apologize to those I had not written to in person. I hope they will accept this long-delayed expression of gratitude.

*Michael Halliday*

M.A.K. Halliday

Network News: Peter Fries is in Sydney on Sabbatical. His recent work includes the following:

Publications

(1990)   "Toward a Componential Approach to Text." In John Gibbons, Howard Nicholas and M. A. K. Halliday (eds.), *Learning, Keeping and Using Language: Selected Papers from the Eighth World Congress of Applied Linguistics, Sydney, August 16 - 21, 1987, Sydney, Australia,* Volume 2, 363 - 380. Amsterdam: John Benjamins.

(1992)   "Lexico-grammatical Patterns and the Interpretation of Texts." *Discourse Processes* 15: 73-91.

(1992)   "Exploring Theme: Problems for Research." *Occasional Papers in Systemic Linguistics* 6: 45-60. Also in *Systemic Functional Linguistic Forum.* 1.1 (With Gill Francis.)

In Press

1.   Some Aspects of Coherence in a Conversation. To be published in Michael Cummings and Michael Gregory (eds.), *Relations and Functions in Language.* Norwood, NJ: Ablex.

2.   The flow of information in a written text. To be published in Michael Cummings and Michael Gregory (eds.), *Relations and Functions in Language.* Norwood, NJ: Ablex.

3.   *Discourse and Meaning in Society: Functional Perspectives.* Ablex Publishers. (Editing with Michael Gregory)

4.   Patterns of information in initial position in English. (To be part of Fries and Gregory (eds.).)

5.   On Theme, Rheme and Discourse Goals. To be published in Malcolm Coulthard (ed), London: Routledge and Kegan Paul.

6.   Information flow in written advertising. Paper delivered at the Georgetown University Round Table on Languages and Linguistics. April 27, 1992.

Works finished

1.   The structuring of written English text. Submitted to M. A. K. Halliday and F. C. C. Peng (eds.), *Selected Papers of the 18' th International Systemic Congres*

2.   Themes, methods of development, and texts. Paper delivered at the Nineteenth International Systemic-Functional Congress, Sydney Australia, July 16, 1992.

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The two opening chapters lay the foundation for the rest of the book and are especially helpful in clarifying the characteristic features of systemic linguistics.

Chapter three focuses upon language levels and the next chapter deals with the syntagmatic and paradigmatic axes of chains and choice. The rest of the book concentrates upon grammar and in particular discusses the concepts of structure, unit, rank, system and delicacy.

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**Number Three: On the Surface of Discourse**

Michael Hoey

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The next chapters show how Winter's work may be applied to analyse whole discussion and longer passages. At first, the method is illustrated using an example devised by Winter (or teaching purposes and involves the problem-solution pattern. Later the method is used with real discourse taken from a variety of sources. Two modifications to the method are explained. The first involves the concept of multi-layering – the existence of more than one Problem-solution pattern within the same discourse. The second involves the role of participants and audience, which is shown to affect the analysis of fiction, scientific writing and advertisements. Other patterns are illustrated before a final chapter deals with certain theoretical conclusions. This book can be recommended for its detailed analysis and theoretical conclusions. We understand that Dr. Hoey considers it to be the precursor to his future work in this area.

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David J. Young

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This is a textbook, which is intended for students in higher education. It has three main and related aims. The first of which is to describe a large number of grammatical structures. Secondly, it aims to encourage an investigative and exploratory attitude towards the English text. Finally, it is intended that there will be a gain in the understanding of the criteria used for distinguishing one structure from another. The illustrative exercises are taken from authentic English texts as well as some made-up examples. It is appropriate that the book should appear in a series of reprints in systemic linguistics, since it owes much to the writings of scholars such as John Sinclair and Michael Halliday.

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# OCCASIONAL PAPERS IN SYSTEMIC LINGUISTICS

O.P.S.L. is a relatively informal journal which (1) aims to provide quick circulation for important papers in systemic linguistics due eventually to be published in more (formal) journals, but (2) to provide an outlet for working papers reporting on the earlier stages of research programmes and designed to elicit comments from colleagues in the field, (3) to encourage new writers in systemic linguistics who may wish initially to try writing for such a journal before revising their work for publication elsewhere. It is also hoped occasionally to publish papers from writers not working in a systemic framework, nevertheless share the concerns of systemic linguistics.

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Reflecting the wide interests of the Poetics and Linguistics Association, *Language & Literature* incorporates the latest research and developments in stylistics and related aspects of language and literary studies. By exploring the connections between stylistics, critical theory, linguistics, literary criticism and their pedagogical applications, it ensures that the reader has a much more comprehensive view of all the necessary work relevant to stylistics. It is also keen to accept critical and stylistic discussion of non-literary texts and related theoretical discussion. In addition to articles, which represent both theoretical and practical issues, the journal includes book reviews.

*Language & Literature* will prove invaluable reading to students and academics working in stylistic analysis, text-linguistics and literary theory. It will also be of particular interest to native and non-native English language and literature teachers in secondary and higher education.

Instructions for Authors for those wishing to submit articles to *Language & Literature* are given overleaf. All editorial enquiries regarding the journal should be addressed to Dr Mick Short, 'Language & Literature', Department of Linguistics & Modern English Language, University of Lancaster, Bailrigg, Lancaster, LA1 4YT, UK.

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## Announcement

*Lingua Asia* is devoted to the promotion and dissemination of language and language-related research, with a particular focus on the language situation in Asia as manifested in the forms and functions of English in different parts of the continent, the interplay between languages and cultures, and the ongoing evolution of language varieties, discourse modes and literary constructs. It gives priority both to theoretical studies in these fields, as contributions to knowledge, and to studies with an applicational value in such areas as language instruction, translation, language planning and language standardization.

In consonance with this comprehensive interest in language in Asia, the journal invites scholarly contributions in:

* linguistic theory and description, including the study of language variation, language shift and new varieties of English
* literary theory and criticism including the study of new literatures in English, Asian literature in translation and comparative literature
* the study of different discourse forms and norms in the academic, professional and social domains
* language and literature education including language training for particular purposes and language development in formal and informal contexts
* bilingualism/multilingualism, language transfer, code-switching and borrowing
* language surveys, language planning/management and standardization

Studies which are cross-disciplinary, either in interrelating two or more of these areas or in relating them to other fields of enquiry, are especially welcome.

With the benefit of editorial advice from a panel of distinguished scholars in different parts of the world, the journal aims to maintain international levels of scholarship in its publications.

The publication date for the first issue of the journal is JUNE 1993. Deadline for submission of articles is 30 NOVEMBER 1992. Book reviews and short notices of new publications, responses and comments that fall within the primary interests of the journal are also welcome.

Manuscripts should be unpublished and ideally 5,000 - 6,000 words in length. They will be refereed in the normal way, leading to a decision by the editors on their acceptance.

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## Information for Contributors

Manuscripts are received on the understanding that they are original works and are not being considered elsewhere for publication simultaneously. Where this is not the case, the facts must be stated clearly. Manuscripts should be strictly in accordance with the given guidelines.

**1. Title page and abstract**
The first page should consist of the title of the paper and the name(s) of the author(s), centred. This should be followed by an abstract of the paper, below 250 words in length, on a separate sheet of paper.

**2. Note about the author(s)**
A note about the author(s) should also be submitted, below 150 words in length, on a separate sheet of paper.

**3. Layout of the text**

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Division of the text into headed and numbered sections (as is done here) is preferred to presentation in one large block, so that if editing is required it can be done sensitively and in such a way as to preserve the main direction of the paper.

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Paragraphs should be indented 0.5 inch and should not have an extra line space between them. Computer users should not submit text formatted with a right-hand margin or 'justified'. Quotations should be indented at the left margin and the source given immediately after the quotation, offset on the right.

Where they occur in mid-sentence, reference to or quotation of single words or short phrases from quoted texts will be in italics, together with the titles of all published material and words and phrases not in English. In your hard copy, please underline any text to be italicized, e.g.

Language is first and foremost a type
of social practice. It is one among many
social practices of representation and
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music, layout, gesture, etc.

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Footnotes should not be used; endnotes at the end of each section or at the end of the paper are preferred.

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Diacritics are generally available for all European languages.

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Graphs and diagrams should, where possible, be submitted in 'camera-ready' form.

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  Tay, M. W. J. 'Bilingual Communities:National/ Regional Profiles and Verbal Repertoires of Southeast Asia/SEAMEO.' Annual Review of Applied Linguistics, 6 (1986) : 187-204.

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A hard copy of the manuscript should be submitted, clearly typed or printed on A4 paper. The text should be double-spaced (3 lines per inch) and on one side of the paper only. Handwritten papers are not acceptable.

*5.2 Diskette*
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**6. Return of manuscripts**
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### Enquiries and Submissions
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Department of English Language & Literature
National University of Singapore
10 Kent Ridge Crescent
Singapore 0511
Facsimile: (65) 773 2981

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Dear Colleague,

This letter is to invite you to join an ongoing workshop by mail on the topic of improving the scientific quality of research in linguistics and related disciplines.

At the August 1990 LACUS meeting there was a small informal workshop on "The criteria of acceptance in science." A consensus developed that although we might differ among ourselves on many points we could all agree on one thing: the goal of improving the scientific quality of linguistic research. In order to continue the discussions a workshop by mail was set up and a number of other excellent people have joined so that we now number over 200.

The attached tables of contents of the first six issues of the ensuing newsletter show the diversity of interests and the depth and importance for the future of linguistics of the topics under discussion. Comments are included whether or not the editor agrees with them, subject only to reasonable bounds of length, appropriateness of topic, and civility.

Because of the potential importance of these ongoing discussions for the future of linguistics, we are now expanding the membership to include a larger fraction of the world's leading linguists, particularly those who are data oriented or care deeply about the answerability of theory to the evidence.

If you agree with our goal of improving the scientific quality of research in linguistics and related disciplines, you would be most welcome to join the workshop either as a potential contributor or as an observer. Just send in the form below.

Sincerely yours,

Victor H. Yngve, Editor

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# Communications

## of the Workshop for Scientific Linguistics

A workshop by mail dedicated to improving the scientific status of linguistics

## CONTENTS

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# NOTES ON LINGUISTICS

## Coordinator's Corner

For decades linguistics has been preoccupied with linguistic form as the proper material for linguistic analysis. A few attempts have been made to break out of the mold, but only recently has interest in incorporating the analysis of meaning as an essential part of linguistic description taken on vigor. (See Les Bruce's report of the Cognitive Linguistics meeting in Santa Cruz.)

Readers might not agree with the following characterization of where various theories fit when classified according to focus on Form versus Meaning. For example, below I have placed Tagmemics squarely in the middle of the scale because of Pike's long-standing insistence that linguistic units are an indivisible composite of form and meaning. Nevertheless, typical Tagmemic descriptions have overwhelmingly focused on form; only incidentally have they dealt with meaning, apart from the notational requirement of having a slot name for each class. This preoccupation with form could be the basis for classifying Tagmemics as a variant of those theories that cluster at the FORM end of the spectrum. Reasons can be adduced for putting Stratificational Grammar at the FORM end also.

Some might argue that Relevance Theory isn't really a linguistic theory, but a psychological theory of language processing. Looked at carefully, however, the issues it is concerned with don't differ from the issues that make up pragmatics. Increasingly we see in works on pragmatics citations of Relevance Theory sources acknowledging insights, but there is not yet a body of linguistic descriptions that take Relevance Theory as a framework. The one that does (Regina Blass's *Relevance Relations in Discourse* [CUP 1990]) assumes a full-bodied analysis of form such as a GB description might provide, but the reader who misses that fact might come to the conclusion that details of structure are of no real concern to the RT analyst.

We are glad to be able to offer an insightful treatment of pragmatics by Doug Wingate, an article on writing by Charles Peck, and several book reviews.

```
FORM
|— Traditional Descriptions
|— Generative Grammar
|— Government & Binding
|— Huls (France CIL)
|— Systemics (British SIL)
|— Functional Grammar (Givón)
|— Tagmemics (Pike)
|— Stratificational Grammar
|— Geneva Model (Roulet, Egner)
|— Lexical Function Grammar
|— Word Grammar (Diehl)
|— Cognitive Linguistics
|— Relevance Theory
MEANING
```

## A Letter to the Editor

I appreciate reading *Notes on Linguistics*, issue by issue, and the good job do on editing this.

I have a niggle about your classification of linguistic theories in the Novem 1991 issue of *NL* [page 3]. You have "Systemics" there as the model that taught until recently at the British SIL. What the British SIL has teaching is not "Systemics" but a model developed primarily by Bendor-Samuel, formerly called "Structure-Function", later "Syntagm Grammar". This is a cousin of Systemics in that, like Systemics, it owes a g deal to Firthian linguistics. But it differs radically from Systemics in a nur of ways. One of the most significant of these is that it does not give the u degree of priority to the relation of form and meaning (the focus of) diagram). The British SIL model is probably in about the right place in y form-meaning scale. But Systemics proper (as developed by M.A.K. Hallic should be considerably lower down towards the Meaning end of the scale. primary concern of Systemics is the relation of Meaning to Form. It starts "system networks" presenting sets of meaning distinctions that are express the language. Different system networks of meanings cover different kind meaning (referential, interpersonal, functional, logical, intertextual). E system network, or set of system networks, relate to particular units of spe e.g. word, phrase/group, clause ..., the units being hierarchically arranged grammatical description of a language in these terms comprises the descrip of how each set of meaning relations is realized by specific forms (e.g. prese of a particle, word order, tone, etc.). There is a basic assumption that e change of form signals a change of meaning and that a good grammar ha account for every change of form in terms of what meaning it signals. Lex viewed as the lower end of the hierarchy, the point at which grammar generalizations are no longer possible. From a well-formed grammar lexicon it should be possible to generate grammatically and lexically cor sentences. Note too that systemicists have been amongst the first to recog the importance of discourse studies; witness Halliday and Hasan's *Cohesion English*. They have also given a lot of attention to the practical application linguistic studies (in literacy: *Breakthrough to Literacy*, language learn speech problems, etc.).

I have found Systemics a very practical and insightful model to work with an has always seemed a pity that we have not given more attention to it in SIL.

KATY BARNWE

## Eija Ventola (Editor)

## Functional and Systemic Linguistics
### Approaches and Uses

1991. XIV, 499 pages. Cloth. DM 238.00
Special conference price DM 190.00
Approx. $A 152.00
ISBN 3 11 012740 70
(Trends in Linguistics. Studies and Monographs 55)

Systemic linguistics, which has developed from Firthian linguistics, and such functional approaches to language as, for example, the Prague School, have always shared common ground. This collection of 21 original articles captures some of the newest developments in functional linguistics.

Part I deals with theoretical considerations (dynamic vs. synoptic/static options, probabilities of systems, the notions of register, transitivity, and rank).

Part II presents analyses of spoken conversational data, both from a theoretical and from an applied point of view. Topics include recoverability, minimal exchanges, evaluative assessments, and discourse skills in patient interactions and in educational contexts.

Part III centers around analyses of written data and covers functional theories in teaching writing, various ideologies in writing and their realization, intertextuality, cohesion and coherence in texts, and foreign learners' difficulties in academic writing.

Contributors are M.A.K. Halliday, Nils Erik Enkvist, Frantisek Danes, John A. Bateman and Cécile L. Paris, William McGregor, Ronald Geluykens, Amy B.M. Tsui, Jay L. Lemke, Elke Teich, Eirian Davies, Jonathan Fine, Frances Christie, Barbara Couture, James R. Martin, Paul J. Thibault, Gill Francis and Anneliese Kramer-Dahl, Kevin Nwogy and Thomas Bloor, Michael Hoey, Gerald Parsons, Helen Drury, Anna Mauranen and Eija Ventola.

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● *Discourse analysis, Functional grammar, Applied linguistics*

## English Text
### System and structure
JAMES R. MARTIN
*University of Sydney*

This book is a comprehensive introduction to text forming resources in English, along with practical procedures for analysing English texts and relating them to their contexts of use. It has been designed to complement functional grammars of English, building on the generation of discourse analysis inspired by Halliday and Hasan's *Cohesion in English*. The analyses presented were developed within three main theoretical and applied contexts: (i) educational linguistics (especially genre-based literacy programmes) (ii) critical linguistics (as manifested in the development of social semiotics) and (iii) computational linguistics (in dialogue with the various text generation projects based on systemic approaches to grammar and discourse). *English Text's* major contribution is to outline one way in which a rich semantically oriented functional grammar can be systematically related to a theory of discourse semantics, including deconstruction of contextual issues (i.e. register, genre and ideology). The chapters have been organized with the needs of undergraduate students in theoretical linguistics and postgraduate students in applied linguistics in mind.

*Contents:* 1. Discourse semantics: a proposal for triple articulation 2. Negotiation: shaping meaning through dialogue 3. Identification: reference as semantic choice 4. Conjunction and continuity: the logic of English text 5. Ideation: the company words keep 6. Texture: interleaving discourse semantics, lexicogrammar and phonology 7. Context: register, genre and ideology. References. Index.

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## Approaches to the Analysis
## of Literary Discourse

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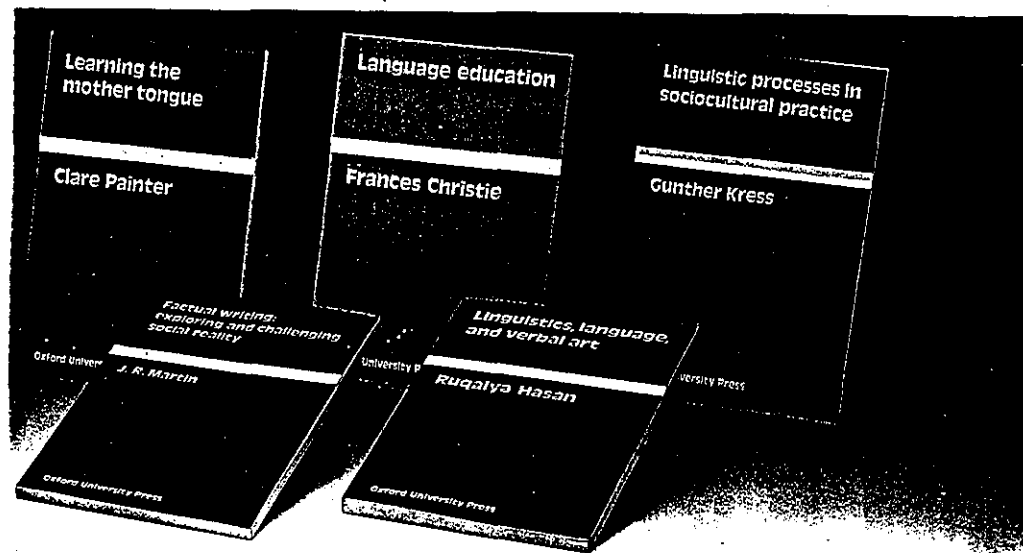
## Using language in the classroom

*J R Lemke*

*Using language in the classroom* is based on the premise that education centres largely on language use. Arguing that education is, to a large degree, talk, the author analyses classroom processes and the classroom strategies of teachers and students. Consideration is given to the subject of how classroom language is used to develop systems, to exercise choice, and to interact.

437157 3

## Learning the mother tongue

*Clare Painter*

*Learning the mother tongue* examines the way a child develops resources for expressing meaning in the first few years of life: it traces the child's development from pre-linguistic baby to competent language user. The author believes that studying the growth of language abilities from their very beginning provides an invaluable insight into the nature of language.

437159 X

## Language education

*Frances Christie*

The author puts forward the view that language is a resource with which human beings structure and organize their experience; language is also a tool with which individuals construct information, attitudes, ideas, or points of view. The relationship between language and learning is examined, and it is argued that language forms the 'hidden curriculum' of schooling.

437152 2

## Factual writing: exploring and challenging social reality

*J R Martin*

This book describes the different types of writing that are used to communicate in the adult world. It compares them to the writing tasks that teachers set their students, and the ways in which teachers measure students' success. The author examines the relationship between writing and power, and argues that learning about language means learning to choose. Useful suggestions emerge from his analysis as to how the education process could more effectively meet the needs of the individual.

437158 1

## Linguistic processes in sociocultural practice

*Gunther Kress*

The starting point for this book is the view that language is a social phenomenon. The interconnection between the linguistic and the social is explored through a wide variety of texts, ranging from casual conversations to extracts from coursebooks. The model of language which emerges is that of a single complex social system in interaction with other social systems. The author emphasizes the crucial role of the individual in the continual processes of linguistic change.

437156 5

## Linguistics, language, and verbal art

*Ruqaiya Hasan*

*Linguistics, language, and verbal art* emphasizes that without careful linguistic analysis the study of literature merely consists of a series of opinions and inexplicit impressions. Language is central to the study of verbal art. If there is art, it is because of the way in which language functions in a text.

437155 7
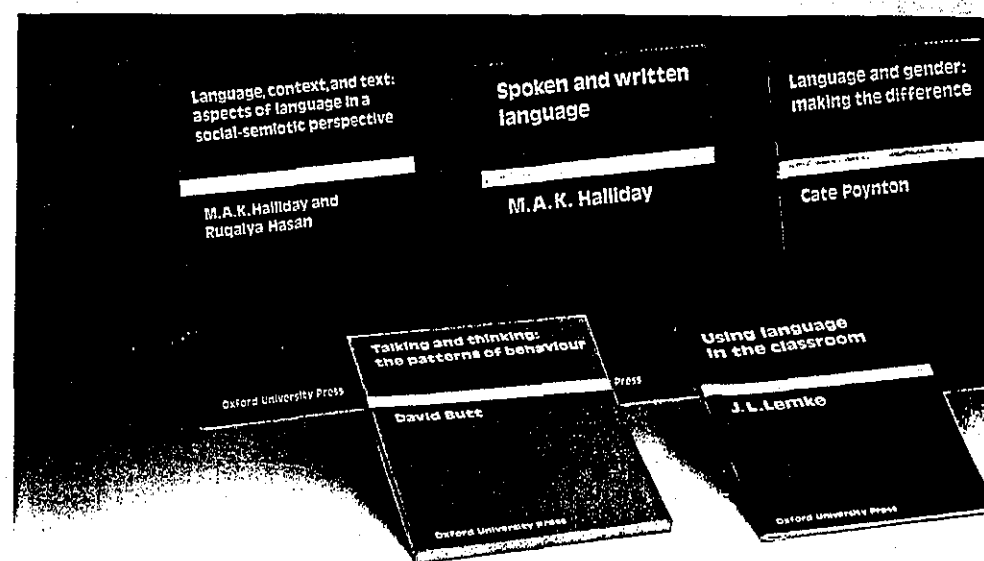
## Language Education

*Series Editor: Frances Christie*

This series, consisting of ten titles, argues that language is a 'social semiotic', which is critically involved in the processes by which human beings communicate, build knowledge and information, and fashion experience, values, and attitudes. Systemic linguistics, with its emphasis on meaning and the direct relationship between text and context, provides the perspective for each book in the series.

## Language, context, and text: aspects of language in a social-semiotic perspective

*M A K Halliday and Ruqaiya Hasan*

This book presents the view that the understanding of language lies in the study of both spoken and written texts, but that the context is vital to the development and interpretation of the text itself. The authors are primarily concerned with the linguistic study of texts as a way of understanding how language functions in its immensely varied range of social contexts. While, on the one hand, each text is unique, its organization and subsequent coherence nevertheless relates to the place and the value it has in its social and cultural environment.

437154 9

## Spoken and written language

*M A K Halliday*

*Spoken and written language* develops the view that spoken language is no less important than written, but that the two serve different goals. The author argues that although there is a tendency to regard writing as more prestigious, neither spoken nor written language is in any way superior to the other. This book takes the reader from the development of speech through prosodic features and the grammatical intricacy of the spoken language, to writing systems and the lexical density of the written language.

437153 0

## Language and gender: making the difference

*Cate Poynton*

*Language and gender* emphasizes the importance of the equality of gender in spoken and written language. The book deals with the way in which language can achieve social goals and social relations in a world where women and men could have equal status.

437160 3

## Talking and thinking: the patterns of behaviour

*David Butt*

This book takes the form of a discussion between a student of educational theory and a student of linguistics. Its theme is the relationship between talking and thinking, and in the development of this theme the author argues that the mental life of the individual is a product of the sign systems of the community.

437151 4

# CENTRE FOR STUDIES OF LANGUAGE IN EDUCATION

**Teaching English Literacy: the Preservice Preparation of Teachers to Teach English Literacy**

A report funded by DEET and written by a research team led by Professor Frances Christie of the Northern Territory University. Other team members included: Dr Brian Devlin (NTU), Professor Peter Freebody (Griffith), Dr Allan Luke (James Cook), Associate Professor J.R. Martin (Sydney University), Associate Professor Terry Threadgold (Sydney University) and Ms Christine Walton (NTU).

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# CENTRE FOR STUDIES OF LANGUAGE IN EDUCATION

**LITERACY IN SOCIAL PROCESSES**

Papers from the First Australian Systemic Functional Linguistics Conference, Deakin University, January 1990

The theme of the Conference, chosen to coincide with the concerns of the International Year of Literacy was "Literacy in Social Processes".

The conference was a very successful one because of the diversity of papers and approaches offered. While numbers of the papers were based in systemic functional linguistic theory, others were drawn from other traditions of scholarship, and this made for a very interesting variety of approaches. Contributors include M.A.K. Halliday, Michael Clyne, Peter Freebody, Allan Luke, David Butt, J.R. Martin, A. Cranny-Francis, Terry Threadgold and many others.

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# CENTRE FOR STUDIES OF
# LANGUAGE IN EDUCATION

*Questions of Choice in Classroom Discourse: Paradigms, Realisations and Implications*
by Linda Gerot

This monograph, due for release in September 1992, presents a linguistically motivated methodology developed for the analysis of meaning features of classroom discourse. A semantic network, based on systemic-functional grammar, provides an account of the paradigmatic features of teacher and student verbal interchanges. Thus, the work augments the more usual syntagmatic descriptions of classroom talk. The network permits detailed analysis of who takes up which options how often. Such analysis of classroom discourse provides a far more substantive basis for teasing out pedagogic implications than do the more usual commentaries about classroom language.

Analyses of science and history lessons using the semantic network have been revealing for: (1) making explicit teaching behaviours taken for granted by practitioners, (2) identifying the criteria teachers appear to use to evaluate students' answers, and (3) locating patternings in these school subjects. To this extent, this volume provides insights into the organisation of language as systems of meaning generally, and the organisation of classroom language as systems of meaning in particular. Together these provide a principled basis for exploring issues of pedagogic concern.

The monograph will be available for purchase from the Centre for Studies of Language in Education, NTU.

Enquiries concerning cost and availability should be directed to:
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# LANGUAGE:
# A RESOURCE FOR MEANING

This genre-based program has been developed in Australia and trialled extensively in Australian schools. The authors and the consultants of the program are recognised leaders in the field of genre theory and its classroom application.

*Language: A Resource for Meaning* will improve your current literacy program through:—

■ **Language across the curriculum,**
focusing on literacy development in all school subjects. This involves the four modes of language: listening, speaking, reading and writing.

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■ **Effective teacher involvement,**
encouraging teachers to take an active and constructive role. Students and teachers together generate, share and negotiate knowledge about a variety of topics.

■ **Functional grammar,**
showing students how language works to build meaning. It focuses on language in use, rather merely giving a set of rules.

■ **Appropriate genre models,**
providing clear, well-written and simple examples of each genre. Students then read, discuss and use these as models for their own writing. Whole texts are used, always in a meaningful curriculum context.

■ **Assessment strategies,**
for assessing and diagnosing the needs of individual students, and strategies for best meeting needs.

## AUTHORS

*Frances Christie* has worked closely with primary and secondary teachers in recent years. She was recently appointed Professor of Education at the Northern Territory University.

*Brian Gray* is currently a Senior Lecturer in Language Education and the Assistant Director of the Schools and Community Centre at the University of Canberra.

*Pam Gray,* previously a primary school teacher, now works in the Counselling Centre at the University of Canberra.

*Mary Macken,* in her role as state consultant in the Curriculum Development Branch (NSW Department of Education), worked extensively on the genre-based Literacy and Education Research Network (LERN) materials.

*Jim Martin* is currently a Senior Lecturer in the Department of Linguistics at the University of Sydney.

*Joan Rothery.* Previously a teacher and lecturer, since 1987 Joan has been involved with the disadvantaged schools project in Metropolitan Sydney working as a part time language consultant.

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LINGUISTICS/LANGUAGES/LITERATURE

## New South Wales University Press

# Engendered Fictions

### Analysing Gender in the Production and Reception of Texts

### ANNE CRANNY-FRANCIS

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**Erich Steiner**

## 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 $98.60   ISBN 3-11-012379-7
(Natural Language Processing 1)
(Mouton de Gruyter)

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 functional model used throughout, yet the specific version discussed here derives from an application of that same theory to machine translation. The author points out the potential for mutually rewarding interaction in linguistic models between specifically computational versions and versions developed originally for different purposes.

Erich Steiner is a Docent for English Philology at the University of the Saarland, Saarbrücken, FRG.

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● *Discourse analysis*

## Conversation for Action

**The computer terminal as medium of communication**
DENISE E. MURRAY
*San Jose State University*

Today, computer-mediated communication spans a range of activities from interactive messages to word processing. Researchers interested in this new technology have concentrated on its effects in the work place for knowledge production and dissemination or on its word processing function. The study reported here examines communication events in which the computer is the medium and views such computer-mediated communication from the perspective of *language use*. Its goal is to understand, through data collected from an anthropological perspective, the ways of communicating used by members of an established community of computer users. In particular, it answers the questions: (i) How do computer communicators choose among the available media and modes of communication? (ii) What are the basic and recurring discourse patterns across media and modes through which this community achieves its institutional goals of innovation and product development? (iii) How do the answers to the previous two questions inform our understanding of language use in general?

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1

Carol Taylor Torsello

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*Christian M. I. M. Matthiessen*, University of Sydney and *John A. Bateman*, University of Southern California

Text generation is the process of organizing and re-expressing information that is stored at a higher level than grammatical structures and lexical items, so that it becomes a worded text. It is an aspect of artificial intelligence that is now recognized as one of major significance, but it should also interest linguists as an important research task.

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*Cecile L. Paris*, Information Sciences Institute, University of Southern California

A question answering programme that provides access to a large amount of data will be most useful if it can tailor its answers to each individual user. In particular, a user's level of knowledge about the domain of discourse is an important factor in this tailoring, if the answer provided is to be both informative and understandable to the user. In this work, the author shows how her generation system, TAILOR, can use information about a user's level of expertise to combine several discourse strategies in a single text, choosing the most appropriate at each point in the generation process, in order to generate texts for users anywhere along the knowledge spectrum. TAILOR's ability to combine discourse strategies based on a user model allows for the generation of a wider variety of texts and the most appropriate one for the user.

Contents: • Introduction • Related research • TAILOR's user model • The research approach and the theoretical results • The discourse strategies used in TAILOR • Combining the strategies to describe devices for a whole range of users • TAILOR system implementation • Index

April 1992 224 pages
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## University of Otago, Dunedin, New Zealand
### Lectureship in English (Linguistics)

Aplications are invited from suitably qualified men and women for a position in Linguistics at the University of Otago. The successful applicant will be responsible for teaching core courses in phonetics and phonology as part of the evolving Linguistics programme. The appointee should have a demonstrated commitment to research evidenced by a PhD degree, or near completed PhD, in descriptive linguistics. The ability to teach current developments in phonological theory would be an advantage.

The current salary range is NZ$37,440 - NZ$49,088 per annum with a bar at NZ45,448.

The position is available from 1 February 1993, and it is hoped that the successful candidate can assume duties as close as possible to that date.

Further information is avialable from the Registrar, University of Otago, PO Box 56, Dunedin, New Zealand (Fax (64)(3)474-1607) with whom applications quoting reference A92/50 close on 21 October 1992.

Equal opportunity in employment is University policy. Laurie Bauer BauerL@matai.vuw.ac.nz Wellington, New Zealand

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The Linguistics Program at the University of South Carolina seeks an assistant professor (tenure-track) specializing in second language acquisition theory who also has an interest in more applied aspects of the field. Ph.D. in hand required. The ideal candidate will be prepared to teach a full range of courses in second language acquisition/TESL including special topics seminars. Personal research priority in second language acquisition is essential. Areas of secondary teaching and research interest include (in descending order of priority): TEFL methodology, linguistic theory (phonology, syntax, morphology), and first language acquisition. The appointment will be made in the English Department and involves teaching primarily graduate Linguistics Program courses, and some undergraduate Linguistics courses for the English Department.
The interdisciplinary Linguistics Program is made up of twelve core faculty from five departments and 17 consulting faculty. Approximately one-half of our 50 students choose second language acquisition/TEFL as their special field. A graduate TEFL Certificate, the M.A. and Ph.D. degrees are offered. An undergraduate major is being developed.
Send only a cover letter, vita, and names of three references. Deadline: December 1, 1992. Dr. Arthur Mosher, Director, Linguistics Program, University of South Carolina, Columbia, SC 29208. AA/EEo. Minorities and women are encouraged to apply.

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## UNIVERSITY OF SOUTHERN CALIFORNIA: Dept of Linguistics

### Mellon Post-Doctoral Fellow in Linguistics (Language Universals and Typology)

Applications are invited for a Mellon Post-Doctoral Fellow in the Department of Linguistics, in the area of Language Universals and Typology. This is a non-tenure-track one-year appointment for the academic year 1993-94. Teaching duties include one course in each of two semesters. The PhD must be in hand at the time of appointment and must not have been awarded prior to September 1986. The salary is approximately $28,000 with full faculty fringe benefits. The deadline for applications is December 15, 1992. Send applications (cv, statement of research interests, graduate transcript, and 3 letters of reference) to Chair, Department of Linguistics, GFS-301, University of Southern California, Los Angeles, CA 90089-1693. USC is an Equal Opportunity/Affirmative Action Employer.

Please address inquiries to: Bernard Comrie, comrie@vm.usc.edu or address as above.

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### PHONOLOGY POSITION - NORTHWESTERN UNIVERSITY

The Department of Linguistics at Northwestern University announces the opening of a new tenure-track position in phonology at the rank of assistant professor beginning September 1, 1993.

Candidates must hold a Ph.D in linguistics or a related field by the starting date of the position. We are seeking candidates with a primary specialization in phonology as well as additional expertise in one or more of the following areas: morphology, language typology, language change, language acquisition, and computational linguistics. Preference will be given to candidates with publications beyond the dissertation and/or teaching experience of demonstrably high quality.

Salary is competitive and commensurate with qualifications.

Applications are due at Northwestern by JANUARY 22, 1993. The application should include the candidate's CV, a brief statement of current and projected research, teaching evaluations (if available), and three letters of reference. Send materials/direct inquiries to:

Phonology Search Committee
Department of Linguistics
Northwestern University
2016 Sheridan Road
Evanston, IL 60208-4090
phone: (708) 491-7020
fax: (708) 491-3770
email: jbp@pippi.ling.nwu.edu

One or more members of the department will be at the LSA Annual Meeting in Los Angeles (7-10 January 1993) to discuss the position and answer questions.

Northwestern is an Equal Opportunity/Affirmative Action Employer, and applications from minority and women candidates are especially welcome. Hiring is contingent upon eligibility to work in the United States.

The Department of English Language and Literature at the University of Pecs, Hungary, is looking for an English philologist, literary critic, and/or English linguist to head the program. The position involves transforming a department which has traditionally had a primary interest in teacher training into a full-fledged university-level English department. Knowledge of Hungarian is welcome but not necessary. Salary will be paid in Hungarian currency but matching in amount Western European and US standards. A two-to-three-year initial commitment is requested.

Pecs (about 250,000 inhabitants) is a historic town among the hills of South Hungary, about 2.5 hours from Budapest by train.

Interested candidates should send letter and CV to the following address by the end of October or as shortly thereafter as possible:

Ozseb Horanyi, Dean of Humanities
Janus Pannonius University
Ifjusag utja 6.
H-7624 Pecs
Hungary

## University of Stirling
## SCOTLAND

Lectureship in Language and Linguistics

Applications are invited for a Lectureship in Language and Linguistics in the Department of English Studies starting on 1st February 1993 or such later date as may be arranged. Because the Department is mainly literary, an ability to teach on one or more of the literature courses could be an advantage.

The appointment will be either permanent or for a fixed term of three years. Salary will be on Lecturer A or B scale, pounds sterling 12860 - 23739 (under review), depending on qualifications and experience.

Further particulars may be obtained from the Staff Office, University of Stirling, Stirling FK9 4LA, to whom completed applications should be returned by 28th October, 1992. Applications should take the form of a C.V. with covering letter together with the names of three referees.

Applicants should state their nationality (this is required for work permit purposes only) and whether any member of their immediate family is employed at the University, giving name, position and relationship.

This University has a Code of Practice to restrict smoking and is an equal Opportunities Employer.

## University of Alabama at Birmingham

Tenure-track assistant professor position in linguistics, beginning fall 1993. PhD. preferred. Specialization open. Duties include teaching undergraduate and MA-level courses in general linguistics. Screening begins Nov. 21, 1992 and will remain open until a selection is made. Send a letter of application, vita, and the names of three referencs to Dr. John J. Haggerty, Chair, English Department, University of Alabama at Birmingham, UAB Station, Birmingham, AL 35294.

UAB is an EO/AA employer. Women and minorities are encouraged to apply.

The Department of Linguistics at Georgetown University invites applications for a tenure-track position in linguistics, at the assistant professor level, beginning Fall 1993. Applicants should have a PhD in Linguistics and a record of research in formal semantics. A demonstrated ability to teach undergraduate and graduate linguistics courses is required. Related research interests in syntax, pragmatics, historical or computational linguistics are desirable; applicants with breadth and versatility will be preferred. Send letter of application, CV, representative publications, and names and addresses of three references to: Search Committee, Department of Linguistics, Georgetown University, Washington, DC 20057-1068. Deadline for full consideration of applications is November 15, 1992. Georgetown is an AA/EO employer.

## INSTITUTE OF HISTORY & PHILOLOGY, ACADEMIA SINICA

The Linguistics Section of the Institute of History & Philology, Academia Sinica invites applications from citizens of the Republic of China for on one-year entry-level research position with the possibility toward tenure track post after the term. The area of specialization is open, but preference will be given to those in acoustic phonetics, Austro-Asiatic, Kam-Thai, language acquisition, or the biological, psychological, or neural aspects of phonetics/phonology. Applicants already holding a PhD will be considered for the position of Assistant Research Fellow(equivalent to an Assistant Professor); applicants holding an M.A. only will be considered for the position of Research Assistant. These are purely research positions and not teaching is required. The beginning salaries for these positions are kNT56,270(about $2,250) and NT40,010(about $1,600) per month respectively, plus (substantial) bonuses.

Applicants should send a vitae, transcripts from graduate school, an abstract of the MA thesis or dissertation(including the title, chapter by chapter summary, methodology, materials, and main conclusions), and three letters of recommendation to

Professor Ho Dah-an, Head
Linguistics Division
Institute of History and Philology
Taipei 115 Taiwan ROC
e-mail: hsphil@twnas886.bitnet

The deadline for receipt of these materials is March 31, 1993. Those applying will be notified of our decision around the beginning of April. Those notified of preliminary acceptance would then be expected to send the complete text of the thesis or dissertation by the end of April for evaluation.

For more information, applicants should write to the address above or send e-mail messages.

## The University of the Saarland

The University of the Saarland in Saarbrücken invites applications for the position of a {\em Lehrkraft für besondere Aufgaben} (16 hrs/week) in its Department of Applied Linguistics, Interpreting and Translating. The position requires a native speaker of English, as well as an excellent knowledge of both French and German. The successful applicant will be teaching translation courses (F-E, D-E), cultural studies, and translation in specialist fields (such as economics). A PhD in Linguistics, Applied Linguistics, Translation Science, or other relevant fields is the normal prerequisite for the position.

Applications should be sent by October 23rd, 1992 to

Prof. Dr. Erich Steiner
Geschäftsführung
Fachrichtung 8.6.
Universität des Saarlandes
D-6600 Saarbrücken
FRG

Assistant Professor of Second Language Education
Specialist in the Teaching of English as a Second Language

**Qualifications:** An earned doctorate in ESL or a related professional field or discipline (applied linguistics, second language education, TESOL)

Research and a desire to publish in the area of the acquisition of English as a second language among school-aged populations

A strong background in measurement and assessment is highly desired

**Responsibilities:** Develop and teach courses for master's and doctoral programs in second language education (ESL, TESOL, foreign language)

Conduct a program of research appropriate to the specialization

Seek external funding for research activities

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**To Apply:** Send a letter stating your qualifications for the position and your resume and/or professional credentials along with the name, position, address and telephone number of three academic references. All correspondence should be addressed to:

Dr. Dorothy Rissel
Chair, Second Language Education Search Committee
State University of New York at Buffalo
Department of Learning and Instruction
593 Christopher Baldy Hall
Buffalo, New York 14260
Direct inquiries via:
Telephone: (716) 645-2138;
bitnet: insriss@ubvms.bitnet

Screening begins on December 1, 1992 and will continue until the position is filled.

Cornell University, Ithaca, NY 14853. The Department of Modern Languages and Linguistics invites applications for a tenure-track position in morphology, syntax, semantics, or their interfaces. A significant record of research in a language or language area other than English is required. Ph.D. required. To assure careful consideration, candidates should send letter of application, CV, representative publications (no more than three), and should request referees to send letters of recommendation for receipt no later than December 4, 1992, to: J. Whitman, Chair, Search Committee I, Department of Modern Languages and Linguistics, Morrill Hall, Cornell University, Ithaca, NY 14853. Appointment will begin Fall 1993. It is expected that appointment will be at the rank of assistant professor, but a higher rank for an exceptional candidate might be possible. Minorities and women are encouraged to apply; Cornell is an AA/EO employer.

Cornell University, Ithaca, NY 14853. The Department of Modern Languages and Linguistics invites applications for a tenure-track position in one of the following areas: sociolinguistics, discourse analysis/pragmatics, or historical linguistics. A significant record of research in a language or language area other than English is required. Ph.D. required. To assure careful consideration, candidates should send letter of application, CV, representative publications (no more than three), and should request referees to send letters of recommendation for receipt no later than December 4, 1992, to: J. Jasanoff, Chair, Search Committee II, Department of Modern Languages and Linguistics, Morrill Hall, Cornell University, Ithaca, NY 14853. Appointment will begin Fall 1993. It is expected that appointment will be at the rank of assistant professor, but a higher rank for an exceptional candidate might be possible. Minorities and women are encouraged to apply; Cornell is an AA/EO employer.

## PHONETICS POSITION – DEPARTMENT OF LINGUISTICS – THE OHIO STATE UNIVERSITY

The Ohio State University Department of Linguistics announces a new position, pending final approval, for a tenure-track Assistant Professor with specialization in phonetics, beginning with the Autumn quarter of 1993.

The primary duties of this position are to participate in the department's phonetics program in all of its aspects: doing research in experimental phonetics and phonetic theory, teaching introductory courses and graduate seminars in phonetics, and related courses at all levels (including the department's quantitative research methods course); contributing to the department's advising of students, and directing graduate student research in phonetics and related areas in the Linguistics Laboratory; sharing in lab development and administration; etc.

The area of specialization within phonetics is open. However, preference will be given to any candidate (1) who complements the department's existing strengths in phonetics, (2) who displays a broad expertise both in linguistic phonetics and in tangent disciplines within and outside of linguistics, and (3) who has an established publication record showing strong evidence of a capacity to advance phonetic theory through hands-on experimental research. Candidates must have a Ph. D. in Linguistics by the time of the appointment, and relevant teaching experience.

The deadline for applications is November 16, 1992. Applicants should send a curriculum vitae, a statement of research interests, and up to five sample publications, and arrange for three letters of recommendation to be sent to:

Mary Beckman, Phonetics Search
Department of Linguistics
The Ohio State University
222 Oxley Hall
1712 Neil Avenue
Columbus, OH 43210-1298.

The Ohio State University is an Equal Opportunity/Affirmative Action employer. Qualified women, minorities, Vietnam-era veterans, disabled veterans, and individuals with disabilities are encouraged to apply.

### Tübingen: Computational Linguistics

The Seminar für Sprachwissenschaft (SfS) of the University of Tübingen (Federal Republic of Germany) invites applications for a nine-month temporary position (with the possibility of renewal) at the level of Wissenschaftlicher Mitarbeiter in the area of computational linguistics. The starting date for the position is January 1, 1993.

Applicants with research experience in at least one of the following areas are particularly encouraged to apply: generation, parsing, and unification-based grammar formalisms.

Interested persons should send letter of application, curriculum vitae, names of 2 referees, and one representative publication to:

Erhard W. Hinrichs
Seminar für Sprachwissenschaft
Universität Tübingen
Kleine Wilhelmstr. 113
D-W-7400 Tübingen
Germany

For full consideration, applications should be received by October 31, 1992.

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New York University is located in the heart of Manhattan in Greenwich Village. The Foreign Language Education Program in Department of Teaching & Learning prepares future teachers of French, German, Hebrew, Italian, Japanese, Latin, Russian, and Spanish.

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## FULBRIGHT IN BRAZIL

The English language division of the Modern Languages Department of the University of Sao Paulo is seeking a Fulbright visiting lecturer for the second semester of 1993.

Duties will include teaching one undergraduate course and one graduate course, totalling roughly eight class hours per week. The undergraduate course may be Semantics (strongly preferred), Discourse Analysis, or Syntax. The graduate course may be anything in the areas of linguistics, applied linguistics or translation studies.

Normally Fulbright scholars receive invitations to lecture in various other parts of Brazil during their semester in Sao Paulo.

Interested parties should contact me through email or snailmail.

Please distribute this notice among your colleagues.

Leland McCleary
DLM-FFLCH
Rua do Lago 717
05508 (Cidade Universitaria)
Sao Paulo, SP

mccleary@cat.cce.usp.br
mccleary@bruspvm.bitnet

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The Department of Linguistics at The University of Iowa invites applications for a tenure track position in linguistics beginning August 1993. Requirements: (1) research and/or teaching experience in topics related to second language acquisition and English as a second language, and (2) expertise in a core area of linguistics.

It is most likely that the appointment will be at the rank of assistant professor, but applications are solicited from exceptionally well-qualified candidates at higher levels. Ph.D. required by time of appointment.

Applicants should send a letter of application, a curriculum vitae, and the names of three references to

Prof. W.D. Davies, Chair
Search Committee
Department of Linguistics
... of Iowa

**systemic crossword**
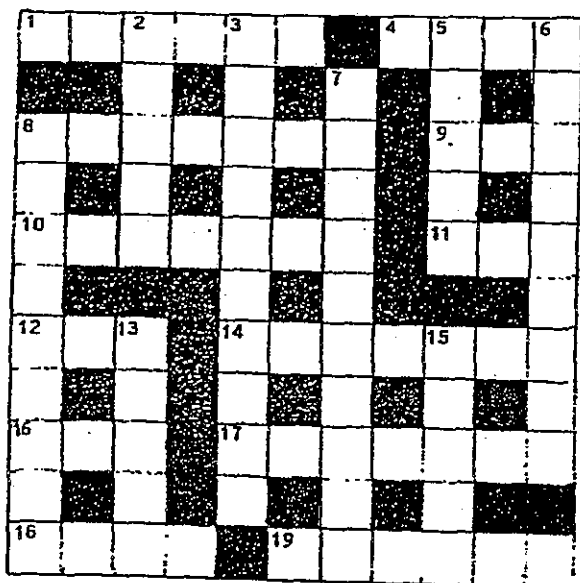


## CLUES ACROSS

1, 14 Excuse local MP for mixing up the entry condition for 8 down. (6,7)
4 Programming language with speech defect. (4)
8 Strategy by which to learn a purely written language (yes, but ...?). (3,4)
9 *Definitely* the German male. (3)
10 Goal of medical practice. (7)
11 Abbreviated class of felines. (3)
12 Just bought, but not given. (3)
14 See 1.
16 Artificial language of the marriage vow. (3)
17 Marks up the text grammatically, but only at west and north. (7)
18 Spanish article gone missing? It's Christmas! (4)
19 Me gastropodous? A natural symbol! (6)

## CLUES DOWN

2 An effective actor, but a real nice guy. (5)
3 Judging the work of a grammarian? (10)
5 In the mood for a language of the subcontinent? Well; half. (5)
6 They'll pick you up as you jump from the aircraft — on equal terms. (9)
7 Orderly inserts a junction into the grammar. (9)
13 A question of ownership. (5)
15 It was the talk of ancient Rome! (5)

A.K.
ISFC-19 1992

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Following on the texts of the Grantham mystery cycle, interpreted with commentary at the last Congress by Nottingham correspondent H.M.B. (who reports that Grantham is now rumoured to be planning a Theme park), a Sydney reader A.K. has sent us what appears to be a celebration of some of the lesser-known attractions of New South Wales:

Said a girl to her bankers in Bungalow,
"It costs a lot keeping my hunger low."
        They said "We regret
        To foreclose on your debt,
But it's much more than we can let one girl owe."

If ever you go to Gulargambone
They'll feed you cheap cutlet and bargain bone.
        When they take you to dine
        Then your choice of fine wine
Will be out-dated Chablis or far gone Beaune.[1]

There's a racetrack beyond Coonabarabran
Where a Japanese colt and an Arab ran.
        But it choked up with weed —
        'Twas goodbye to all feed:
Hoda hafiz, fine oats! sayonara, bran!

Better watch where you drink in Murwillumbah!
They've a Scare-'em-to-Death Pub and Thrill-'em Bar.
        But for viewing, relax,
        For all porno they axe,
All erotics on stage and on film bar.

A fisherman fishing near Dorrigo
Would always let most of his quarry go.
        He said "If I caught 'em
        They'd have no post mortem,
But now they've a new fons et origo."

When Mum built her house in Maroochydore
She'd have neither cat flap nor poochie door.
        To the beasts in the wild
        She was quite reconciled,
But of each little back garden brute she'd awe.[2]

To the Lightning Girl thus spoke her Thunder Guy:
"Let's blast a deep hole under Gundagai!
        With my bolt generator
        I'll dig such a crater
That never before such a one dug I!"

[1]The imperfect rhyme may be justified on the grounds of the labializing of [n] by assimilation to following [b].

[2]There may be a question of authenticity here, since Maroochydore is actually in Queensland. It could however be included in a New South Wales itinerary, at a nominalized extra charge.

The textual provenance seems to be equally obscure. H.M.B. writes:
"Paragraphs 2,3, and by one interpretation 4, contain material critical of the places under discussion. For this reason the text is unlikely to come from either a Guide-book or a Travel Brochure. A report in *Holiday Which?* seems a likely source. However, paragraphs 1, 5, 6 and 7 exhibit characteristics of narrative: human subjects, simple past tense verbs, etc. These are not usually to be found in *Holiday Which?*
"The stretches of narrative noted above all have different human subjects. This suggests a genre in which small narratives are embedded at intervals — perhaps a television holiday programme, or possibly a radio programme.
"The absence of exophoric reference makes radio a more likely source than television. The humour of some of the observations would also make a radio holiday magazine programme a probable source.
"Conclusion: The text is part of a script for *Breakaway*."

**NEWS RELEASE - PRESS OFFICE 02-517 6818**

"Write It Right" project, DSP centre, Cnr Bridge and Swanson Streets, Erskineville, N.S.W. FAX (02) 550 2847

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## RESERCHERS DISCOVER NEW GENRE CONSTELLATION

SYDNEY, 8th July 1991.

Researchers working on the Write it Right project have discovered a new constellation of factual genres, bringing the total number of known factual genres to 18. It had previously been thought there were only 5 genres (Martin and Rothery 1985).

The breakthrough came during a marathon analysis and coding session under the tutelage of Dame Professor President James R. Martin.

The new genres include historical explanation, technical recount, clustered explanation and implicational explanation. The researchers are struggling desperately to find less prosaic names for their discoveries.

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