Dr. J. R. Martin

news, / views NETWORK no. 2

and reviews in systemic linguistics and related areas

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We hope to add Assistant Editors for one to two other areas in due course.

June, 1981

EDITORIAL

The response to the first issue of Network has been extremely positive.
We have already received about a hundred subscriptions, and they are still
pouring steadily in, with two or three in the post most days, and no
lessening of the flow in sight. Notes about Network have already appeared
in the British Linguistic Newsletter and the California Linguistics Newsletter
and notes will appear (or have they already appeared?) in The Linguistic
Reporter. The next LAGB mailing will also carry a notice, and there may be
other notices too, e.g., in IRAL. Have you any suggestions for other
places which would accept a notice, free? If so, please tell the Editor,
who will send a copy of a draft notice.

One of the most rewarding aspects of editing Network over the last few
weeks has been receiving the very many letters of welcome and encouragement
for Network. It is now quite clear that our hunch was right: there really
is a need for a newsletter that will keep people with interests in systemic
and general Firthian linguistics in touch with recent and future publications,

with what is happening at the annual workshops, and, increasingly, we hope, with what others working in the general theoretical approach are doing.

We shall come to a critical comment in a moment, but first let me give a flavour of the general overwhelmingly positive response: verbal reactions have included 'congratulations ..... most useful', 'good idea', 'thanks for invaluable Network' and (perhaps a little TOO generously!) 'it is a model of its kind ideationally, interpersonally and textually'. One recent discoverer of the insights of systemic theory writes from the U.S.: 'I'm really very happy about being caught in the web (bad metaphor, that makes you a spider - sorry about that!) It was wonderful reading.' And another new contact from Germany: I think this Network is a wonderful idea and the first issue looks very promising.'

One reader, however, while recognising that there are good features in the enterprise, has written commenting critically on the lack of objectivity in Network. And no doubt he speakes for quite a number of others too. My view is that this is in fact a fair comment. I am reminded of a conversation recently when I inadvertently used the expression 'something approaching the facts' in the hearing of a Berger and Luckman-type sociologist, who quickly asked: 'What facts?' Ten years ago transformationalists used to refer freely to now discredited transformational rules as 'the facts' of English - and no doubt some still do. This should remind us, even if we have temporarily forgotton our Whorf, that all 'facts' are relative, even tape recorded data, and such mental constructs are the results of interpretation in terms of the mental 'grids', whether they be linguistic theories or language or both, which we bring to them. So Network does not claim complete objectivity, and we freely acknowledge that it exists to serve the needs of a special interest group.

However, within the framework of the assumptions upon which Firthian and systemic linguistics rests, we shall seek to maintain a critical stance and to sustain civilised argumentation about alternatives within the theory. In Network No. 1 we used publishers' descriptions of books in a number of cases, which by their nature are uncritical, but in this issue the emphasis has swung over to reviews, which occupy quite a large section. Another innovation is the 'short articles' section. This is perhaps particularly important. We hope that systemic linguists will use it, with the workshops, both to address other systemicists (which may be very different from addressing non-systemicists), and to try out papers which may later be published elsewhere. Margaret Berry initiates the series with an article on directives in exchange structures. We hope that this and other articles will lead to replies, so that any impression of complacency among those working in the systemic framework will be firmly squashed!   There are in fact plenty of arguments, as those at the 1981 Sheffield workshop will testify. Another innovation in this issue is the 'news from readers' section: please write in with news of what you are doing so that it may continue. One possible advantage to you, of course, is that if you do so, there is the possibility of developing a correspondence with others working in the same area, and so enriching your work - so please do not be modest, and do write in.

Finally, note the change of date for the 1982 workshop, on page 3, and the booking form for the 1981 workshop on the last page. And do please encourage others to become subscribers to Network - and regard yourself as a contributor!

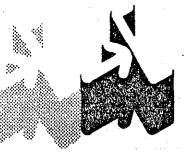Editor.

NEWS OF FORTHCOMING EVENTS

EIGHTH INTERNATIONAL SYSTEMIC WORKSHOP: BIRMINGHAM 1981

Plans for this are now well advanced, and there has been a great deal of interest. Turn to the last pages of Network No. 2 for further details and the booking form.

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NINTH INTERNATIONAL SYSTEMIC WORKSHOP: TORONTO 1982

The dates have been changed to 25th - 28th August 1982, so as to avoid a clash with the Congress of Linguists in Tokyo, 29th August - 4th September. For further details see the notice below.

**9th
INTERNATIONAL
SYSTEMIC WORKSHOP
CURRENT APPLICATIONS
OF SYSTEMIC THEORY**

Glendon College
York University
Toronto, Ontario, Canada.
August 25-28, 1982

CALL FOR PAPERS

Keynote speakers:

M.A.K. Halliday, University of Sydney
Ruqaiya Hasan, Macquarie University

Abstracts of papers on applications of systemic linguistics are invited in the following areas: anthropology, language development, stylistics, cohesion, discourse and text structure, medicine, education and curriculum, theoretical description, historical linguistics, comparative grammar, social implications of language, language for special purposes, E.S.L., bilingualism, language planning, translation, Artificial Intelligence, and computational analysis.

The deadline for receipt of abstracts is October 15, 1981. Please send abstracts to the address below:

Prof. W.S. Greaves, Program Committee
Applied Linguistics Research Working Group
Glendon College, York University
2275 Bayview Ave., Toronto, Ont., Canada M4N 3M6 Tel: (416) 487-6194

NEWS OF PUBLICATIONS....

We give here publishers' descriptions of two books, one recent and one
forthcoming. Each gives evidence of the increasing interaction between
linguistics and computing. (Terry Winograd's
paper in Halliday and Martin brings in this
area.)

.. FORTHCOMING

Readings in Systemic Linguistics
edited by M. A. K. Halliday
& J. R. Martin

Most of the important work done in systemic
linguistics over the last twenty years has until now
not been published or has been almost inaccessible.
It is in response to this serious gap in the available
literature on systemic theory that Professor
Halliday and Dr Martin have collected and edited
this selection of the major writings of the period.
They have grouped the readings into six topic-
related parts and written linking material to clarify
them and put them into proper perspective.
This enables anyone wishing to understand the
development of the theory to gain access to much
in systemics which has previously been difficult or
obscure.

The six sections are: I – Paradigmatic and
syntagmatic relations; II – Formalizing systemic
relations and their structural realization;
III – Structure and grammatical function, system
and class; IV – Systemic functional generative
grammar; V – Systemic generative syntax, and
VI – Systemic descriptions.

Undergraduate and postgraduate students of
linguistics and English language as well as teachers
will find this an invaluable addition to their
libraries.

Michael Halliday, the pioneer of systemic
linguistics, has remained the leading figure in this
important field. He is author of many books and
articles and is now Professor of Linguistics at the
University of Sydney. Dr Martin is a lecturer in
the same department, co-author of *Crazy Talk: a
study of the discourse of schizophrenic patients*. Other
contributors are R. D. Huddleston, A. Henrici,
R. A. Hudson, Robin Fawcett and Terry
Winograd.

BATSFORD ACADEMIC

Due out Autumn 1981.

.. RECENT

Anthony Davey
DISCOURSE PRODUCTION
A computer model of some aspects of a speaker

This book describes a computer program capable
of originating English sentences and sustaining a
continuous discourse, albeit within the context
of the strictly limited world of the game of
noughts and crosses.

A speaker must have an understanding of his
audience before he is able to decide what to say
and how to say it. The object of this program is
to show how a speaker progresses from what
needs to be said to the actual words themselves.
Rules are given for selecting information, for
arranging that information into sentences, and
for constructing clauses and grouping words,
with the aim of conveying to the hearer the
necessary amount of information with the
maximum economy — what can be left unsaid
is of particular interest and significance.

Many programs have been constructed to
accept more or less natural English input,
usually in the form of questions requiring
answers, but few have been designed to *produce*
natural, connected discourse. The program uses
a generative grammar, which Dr Davey calls a
systemic functional grammar, based on grammars
of Halliday and Hudson, and while the English
output is syntactically limited it is nevertheless
sufficient to illustrate the theoretical and
practical advantages of such a grammar for a
productive system.

A computer seems to be the nearest thing we
have to a brain, and programs to be the closest
analogy to the brain's processes; so by structuring
a program that enables a computer to produce
continuous discourse, we are that much nearer
to understanding natural language and the
semantic and syntactic operations underlying it.

NEWS OF RECENT PUBLICATIONS

M.A.K. Halliday and Ruqaiya Hasan: Text and Context: Aspects of Language in a social-semiotic perspective, (pp 4 - 91) with an introduction by Akira Ota (pp. 1 - 3) and a review article on Halliday and Hasan's Cohesion in English by Yoshihiko Ikegami (pp.92 - 107). Tokyo, Sophia University, Linguistic Institute for International Communication (Sophia Linguistica 6) 1980.

This volume consists of six papers, presented orally and later transcribed and edited, by each of the two authors in turn. It is an impressively successful husband and wife double act, and the fact that the material was originally presented orally has led to an attractive lightness of style. Yet the book deals with weighty matters. Despite its few score page, it introduces most of the demanding themes explored in 'Text as semantic choice in social contexts' and in Language as social semiotic (which is reviewed elsewhere in Network No. 2), as well as introducing Ruqaiya Hasan's own work on the structure of text. Your bookshop may have doubts about how to order it, but it's well worth getting them to. Or write direct yourself to Tokyo. The cost, unfortunately, is not known.

(Note: News of many other recent publications was given in Network No. 1.)

NEWS OF FORTHCOMING PUBLICATIONS

M.A.K. Halliday and J.R. Martin (Eds.): Readings in systemic Linguistics - London, Batsford. See page 4.

M.A.K. Halliday: A short introduction to functional grammar. London: Arnold. M.A.K. Halliday writes that he thinks it more likely that this book will not be out until 1982.

M.A.K. Halliday and R.P. Fawcett (Eds.) New developments in systemic linguistics. London, Batsford. Some papers in, some being written. Those who have agreed to contribute are: A. Afolayan; J.D. Benson, W.S. Greaves and D.J. Mendelsohn; M. Berry; E.K. Brown; C.S. Butler; J.O. Ellis; R.P. Fawcett; M. Gregory; M.A.K. Halliday; R. Hasan; R.A. Hudson; J.R. Martin; V. Prakasam; J. Taglicht; G.J. Turner; S.K. Verma; and D.J. Young.

NEWS OF READERS' ACTIVITIES

TRAVELLING SYSTEMICISTS

Bill Downes (University of East Anglia) is spending the summer in his native Canada, but will be back at U.E.A. in the Autumn.

Martin Davies (Stirling University) is spending a sabbatical half-year at the University of Sydney, when he will continue working on his two main areas of interest, cohesion and intonation. Readers who wish to correspond with him on these and other topics between now and January 1982 should, therefore, write to him at: Department of Linguistics, University of Sydney. NSW 2006, Australia.

Paul Tench (U.W.I.S.T., Cardiff) has spent the last two years at the University of Ilorin in Nigeria, where he has been working in Teaching English as a Second Language at the university. He and his family have seen much of the vast and varied country of Nigeria, visiting Zaria and Maiduguri in the North and North East, and even sailing on Lake Chad. Paul takes a particular interest in systemic approaches to intonation, and he is perhaps best known for his article 'Double ranks in a phonological hierarchy' in the Journal of Lingusitics 12.1 (1976). He will be back in Cardiff by the end of July.

Robin Fawcett (Polytechnic of Wales, Cardiff) is going in July to a conference on the computer parsing in Lugano organised by the University of Geneva.

Chris Butler (University of Nottingham) will be visiting Israel for the British Council this summer.

Christian Mathiessen, who many readers will remember from the 1980 Sheffield Workshop, is working with Bill Mann on a computer model incorporating a systemic grammar, at the Information Sciences Institute, University of Southern California. He writes: "I hope that I can go (home) to Sweden for a while in August or September, in which case I would try to stop by in Britain (and Birmingham if I'm there at the right time)".

PLEASE TELL THE EDITOR OF VISITS ABROAD THAT YOU ARE PLANNING, SO THAT LOCAL PEOPLE MAY MEET YOU, AND CONSIDER INVITING YOU TO GIVE A PAPER.

WORK ON TAGMEMIC AND SYSTEMIC LINGUISTICS: A REQUEST

Nigel Gotteri writes: "I am collecting material for an article comparing recent developments in Tagmemic and Systemic linguistics, and would be most grateful for any suggestions you might have.

Would you agree, for example, that there is little borrowing or pooling of insights between the two schools now, even though tagmemicists and systemicists have tended to make sympathetic comments about each other's work from a distance?

As far as works on specific languages are concerned, tagmemic and systemic treatments of English are likely to provide the most convenient basis for a comparison, but I would personally be particularly interested to hear of work on other European languages, since my own main language interest is Polish.

Perhaps it is worth adding that I am neither a tagmemicist nor a systemicist yet, a neutrality which will be maintained at least until the comparative article has been written.

Any suggestions at all would be welcome.

Please reply to Mr. N.J.C. Gotteri, Department of Linguistics, University of Sheffield, Sheffield. S10 2TN.

TEACHING MATERIALS IN DISCOURSE ANALYSIS

David Cram, of the Department of Linguistics, University of Aberdeen, writes: "I would welcome any ideas and suggestions for teaching materials in the area of discourse analysis: there is a wealth of published work, but I find it is problematic to develop material for teaching which is large

enough to be more than anecdotal, but small-scale enough to be practicable in a component of a first year Linguistics Course."

Please send a copy of any suggestions to <u>Network</u>, as well as to David Cram: others are bound to be interested.

SYSTEMIC GRAMMAR AND ARTIFICIAL INTELLIGENCE: SOME CURRENT WORK

Christian Mathiessen writes about his work at ISI (for address see 'Papers available in mimeo form' section): "I haven't seen or heard from Mark James [with whom Michael Halliday was working last year] since last December. He seems to be extremely busy and to have many commitments. We are developing the grammar completely independently of him now. We used to be Bill Mann and I, but the group has now expanded since another project is coming to its completion - Jim Moore and Steve Klein (a graduate student in the UCLA computer science department) are now devoting more time to Penman. We are now two linguistis: Yasu Fukumochi joined us a few weeks ago. He is a near systemicist, a daughter dependicist (?) and wrote an MA thesis under Paul Schachter at UCLA on relativization and complementation in Japanese, using DDG.

There are various activities going on here. We are all exploring the strengths and weaknesses of the knowledge representation we are using, which is like Brachman's KL-ONE. Although this representation is far more advanced than - and builds on - those used in the 60s, there are many representation problems. Not surprisingly, quantification, modality, time and hypothetical states belong to them. What is interesting is that in many cases the limit will probably not be set by the grammar, but rather by the knowledge representation.

As you can see from "A Grammar and a Lexicon for a Text-Production System", which I have just finished [a copy of which accompanied the letter: see 'Papers available in mimeo form'],lexical semantic entries are seen as a subset of the set of concepts. This may seem to be an oversimplification, but it is only through simplification that we can hope to be successful, I think. In general, I should warn you that the paper(which is to be presented in June at the annual meeting of the Association for Computational Linguistics) may not satisfy the linguist/systemicist in you, since it has to make sense to the computational linguist. Although it is short, I found it quite difficult to write since I was not very sure yet what I could assume to be known. For instance, there are 'sentences' in it which we would have preferred to call 'clauses', but that term would have been misleading, I was told.

Steve is working on the control structure for sentence generation, for example the algorithm that will get the constituents to come out in the right order. With the help of our small experimental lexicon, the output of the grammar will soon be intelligible even to the non-linguist.

As for dictionaries, Longman wrote me that their dictionary of contemporary English does indeed exist in a form that a computer can read. Provided that this tape contains the full information of the normal dictionary, we will get it. I have not looked at the problem of translating and adjusting their word classes to a systemic classification in detail yet, but atleast they have a rich verb classification, which is something we need. Of course, making full systemic use of this dictionary and other computational dictionaries is quite an undertaking and has to be a long-term project.

Yasu is concentrating on the development of a program that will draw system network diagrams; not an easy task, it seems to me. I am really looking forward to the results. Even if I have to draw in the lines connecting the systems at first, I have laboured with sufficiently many systems, revisions and revisions of revisions to appreciate fully having it done mechanically some of the time.

I have also been busy changing parts of the grammar and adding new areas - I am just testing an addition for dependent clauses and sketching an experimental version of the grammar which is based on the notion of the grammar as one huge single network. This is to be contrasted with separate networks for each class and opens up the possibility for interaction between these networks, which we have not had so far. I mentioned this to somebody fresh from the East Coast and he said X-bar theory.

Incidentally, he pointed out to me something about the MIT area I had not thought about, viz. the simple circumstance that there is a very heavy concentration of linguistic departments within 150 miles from MIT. The result is that there is nothing unusual in having 50 graduate students in a class even if it is not taught by anybody like Chomsky and also that the atmosphere is enormously stimulating, with many ideas in the air and social lives filled with linguistics. My informant also suggested that the reason many new linguists dry up (= turn away from Chomsky?) when they leave the MIT area is the lack of similar conducive conditions."

SYSTEMIC LINGUISTICS IN INDIA

Professor Shivendra Verma, Head of the Department of Linguistics at the Central Institute of English and Foreign Languages in Hyderabad, writes: "a number of our researchers find the systemic model useful for doing registral, stylistic and discoursal analysis". Readers may be interested to know that Mahendra Verma, who teaches linguistics at the University of York, England, is Professor Verma's brother. Mahendra teaches a course in systemic linguistics at York, and he is also responsible for the Hindi teaching. We hope to publish a complete list of Shivendra Verma's many writings related to systemic theory in a later issue of Network. Meanwhile, readers with interests in contrastive studies may like to be reminded of the existence of Mahendra Verma's systemically based dissertation 'Sentence and clause patterns in Hindi and English' (Central Institute of English, Hyderabad, 1968). We hope to publish a fuller account of systemic linguistics in India and in Indian Languages in a future issue of Network.

TOWARDS A SYSTEMICALLY ORIENTED CONTRASTIVE GRAMMAR OF ENGLISH AND SPANISH

Philip Locke, of Alonso Cano, 42-7°A, Madrid, 3, Spain, writes that he and a colleague at the University of Madrid, Angela Downing, are currently engaged on writing (in Spanish) a Manual of English Grammar, which they are striving to make somewhat meatier and more thorough than those at present on the market there, and which will be amply contrastive as well. At least one of them hopes to be at this year's Workshop. If any readers have experience of using systemic (or for that matter scale and category) grammars for contrastive studies, perhaps you could write to Philip Locke - and perhaps to the Editor too, since other readers are likely to be interested.

NEO-FIRTHIAN LINGUISTICS IN GERMANY

Erich Steiner (Anglistisches Institut, University of the Saarland, Saarbrucken) writes: "I am working as a teacher for English-German translation and as a research assistant with Professor Peter Erdmann. Currently, I am writing my Ph.D. thesis on "Die Entwicklung des Britischen Kontextualismus" (The development of British Contextualism, as we here call the 'London School', including Firthian and neo-Firthian/ systemic linguistics.) The thesis, which will be finished by the end of this year (hopefully), takes as its starting point the work of Sweet, Wegener, Gardiner, Malinowski and goes on to Firth and Halliday (who, by the way, mentioned the Systemic Workshop to me when he was in Trier last year). The thesis will be written in German because there is a need for a full scale treatment of British Contextualism in German.

For my thesis I have made a fairly comprehensive survey of the literature on 'Britischer Kontextualismus' that has appeared in German up to now. These are mostly articles in periodicals or sections of books, almost all of them written with the question of what 'Britischer Kontextualismus' (BK from now on) has to offer for language teaching. Most of these articles are rather sketchy, especially as far as the older tradition is concerned. There is one exception, namely, Annamaria Geiger, 1979, Britischer Kontextualismus und Fremd= sprachenunterright. Berlin: Cornelsen- Velhagen & Klasing. She gives a fairly extensive survey of BK in the first part of her book (59 pages), emphasising the aspects relevant for language teaching.

I have made a survey of the literature in English as well, which is fairly comprehensive for the older tradition but not, of course, for systemic linguistics.

You will probably know it, but just in case you don't, let me mention to you a fairly recent publication: J. Monaghan, 1979, The neo-Firthian tradition, Tubingen: Max Niemeyer Verlag. 223 pages. He focuses on Halliday and systemic linguistics, but gives an overview of Malinowski and Firth as well. This book provides a very helpful introduction to systemic linguistics. [This books is reviewed on page 21 of Network - Editor.]

My thesis also contains a chapter on the work of the 'Schools Council Programme in Linguistics and English Teaching' which took place 1967-71 under Michael Halliday at University College London. In this I got much help from David Mackay, Ian Forsyth and Geoffrey Thornton in personal discussions earlier this year. They worked together with Michael Halliday in the Programme.

Finally, a note on some current research we are doing here. We are working on English 'Funktionsverbgefuge', by which term we refer to a class of verbal groups where the process is realised in the grammar by verb + noun as in 'to give (s.o.) an answer' vs. 'to answer s.o.' or 'to take a look (at s.th.)' vs. 'to look (at s.th.)'. (A case of 'Incongruence'? I am thinking of Fawcett's Cognitive linguistics and social interaction, p. 91 ff). So far, we have concentrated on the question of which (classes of) verbs such 'Funktionsverbgefuge' (FVG) can be derived from, and how far they differ in meaning from the corresponding 'simple/synthetic' verb form.

I might prepare a little paper on problems connected with this part of our work. These problems include:
- Which transitivity-network should be used?
- How do these networks reflect the fact that many verbs have several meanings (one entry or several?), and which of these meanings are taken over by the FVG? (Think of the verb 'to appear', for example, and corresponding FVGs like 'to have an appearance', 'to give an appearance', 'to make an appearance'.)
- Realisation rules from these networks to the grammatical structure.
- The textual (and other) functions of the FVG."

PAPERS AVAILABLE IN MIMEO FORM

PAPER BY ANDREW PHILP

'Dialect, register and code - and the teacher of English'. Glasgow: Notre Dame College, 1978.

This monograph grew out of a series of articles for teachers of English in Scotland. As the title implies, it is an introduction to the practical implications of these concepts for the teacher and it covers what is familiar ground for many readers of 'Network'. Within that area of discussion, it takes a firmly bi-dalectal, pro-Bernstein/Halliday stand-point, taking issue with the practicality for the teacher of the approach of writers like Trudgill.

What is perhaps new is that it relates the concepts directly to practical approach for the teacher, whereby he may use them to illumine his 'normal' theme-based English activities in the classroom in terms of 'meaningful language contexts', rather than teaching 'linguistics' or 'language-study' directly to pupils in any sense - a task which the vast majority of teachers shy away from!

    Address: Department of English, Notre Dame College, Bearsden, Glasgow. G61 4QA.

PAPER BY CHRISTIAN MATHIESSEN

'A grammar and a lexicon for a text-production system.' University of Southern California, Information Sciences Institute.

The following abstract should be read in conjunction with Chris Mathiessen's description of his work elsewhere in <u>Network No. 2.</u>

In a text-production system high and special demands are placed on the grammar and the lexicon. This paper will view these components in such a system (overview in section 1). First, the subcomponents dealing with semantic information and with syntactic information will be presented separately (section 2). The problems of relating these two types of information are then identified (section 3). Finally, strategies designed to meet the problems are proposed and discussed (section 4). One of the issues that will be illustrated is what happens when a systemic linguistic approach is combined with a KL-ONE like knowledge representation - a novel and hitherto unexplored combination.

Systemic linguists may like to know that the name given to the grammar used in this program is, engagingly, NIGEL.

    Address: I.S.I., U.S.C., 4676 Admiralty Way, Marinadel Rey, California 90291, U.S.A.

REMINDER
<u>Network No. 1</u> listed papers by Margaret Berry, of the English Department, and <u>Christopher Butler</u>, of the Linguistics Department, The University, Nottingham, England. <u>Network No. 3</u> will contain a list of papers by Jim Martin, <u>University of Sydney.</u>

BIBLIOGRAPHY

We give below a list of the writings of Michael Halliday since 1974. There is complete list of his works until 1976 in Halliday: System and function in Language, edited by Gunther Kress (London: O.U.P. 1976), so that the present list provides some overlap.

All of these works have been published, and readers are reminded that most libraries will obtain photocopies of articles from books and periodicals for readers, in some cases at no cost.

M.A.K. HALLIDAY: BOOKS AND ARTICLES

43. Language and Social Man London: Longman (Schools Council Programme in Linguistics and English Teaching: Papers, Series II, Vol. 3), 1974. 70 pp. (see no. 65 below)

44. 'Discussion with M.A.K. Halliday' Herman Parret, Discussing Language The Hague: Mouton, 1974. 81-120 (see no. 65 below)

45. 'The place of "functional sentence perspective" in the system of linguistic description' František Daneš (ed.), Papers on Functional Sentence Perspective Prague: Academia (Czechoslovak Academy of Sciences), 1974. 43-53

46. Learning How to Mean: explorations in the development of language London: Edward Arnold (Explorations in Language Study), 1975. New York: Elsevier, 1977. (includes reprint of 42, 51 & 57) 160 pp.

47. 'Language as social semiotic: towards a general sociolinguistic theory' Adam Makkai & Valerie Becker Makkai (eds.), The First LACUS Forum Columbia, South Carolina: Hornbeam Press, 1975. 17-46. Also in Adam Makkai, Valerie Becker Makkai & Luigi Heilmann (eds.), Linguistics at the Crossroads Padova: Liviana; Lake Bluff, Illinois: Jupiter Press, 1977. 13-41 (see no. 65 below)

48. 'Sociological aspects of semantic change' Luigi Heilmann (ed.), Proceedings of the Eleventh International Congress of Linguists Bologna: Il Mulino, 1975. 853-879 (see no. 65 below)

49. 'The context of linguistics' Francis P. Dineen (ed.), Report of the Twenty-fifth Annual Round Table Meeting on Linguistics and Language Study Washington, D.C.: Georgetown University Press (Monograph Series in Languages & Linguistics 27), 1975. (see no. 60 below)

50. 'Talking one's way in: a sociolinguistic perspective on language and learning' Alan Davies (ed.), Problems of Language and Learning London: Heinemann, 1975. 8-26

51. 'Learning how to mean' Eric Lenneberg & Elizabeth Lenneberg (eds.), Foundations of Language Development: a multidisciplinary perspective New York: Academic Press; Paris: UNESCO Press, 1975. Vol. I (Part III, Ontogeny, Chapter 14) 239-265 (see no. 46 above)

52. 'Some aspects of sociolinguistics' and 'Aspects of sociolinguistic research' Interactions Between Linguistics and Mathematical Education (Report on a Symposium sponsored by UNESCO - CEDO - ICMI, Nairobi, September 1974). Paris: UNESCO (ED-74/CONF. 808 (64-73) and 808/7), 1975. (see no. 65 below)

53. '"The teacher taught the student English": an essay in applied linguistics' Peter A. Reich (ed.), The Second LAUCUS Forum Columbia, South Carolina: Hornbeam Press, 1976. 344-349 Also in Mohammad Ali Jazayery, Edgar C. Polomé & Werner Winter (eds.), Linguistic and Literary Studies in Honor of Archibald A. Hill, Vol. IV: Linguistics and Literature/Sociolinguistics and Applied Linguistics. The Hague: Mouton (Trends in Linguistics Studies & Monographs 10), 1979. 233-242

M.A.K. HALLIDAY: BOOKS AND ARTICLES

54. (with Ruqaiya Hasan) Cohesion in English London: Longman
     (English Language Series 9), 1976. xv, 374 pp.

55. System and Function in Language: selected papers edited by
     G.R. Kress London: Oxford University Press, 1976. xxi, 24
     includes reprints of (extracts from) nos. 1, 5, 8, 15, 17,
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69.	'The ontogenesis of dialogue' Wolfgang U. Dressler (ed.), Proceedings of the
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74.	'On being teaching' Sidney Greenbaum, Geoffrey Leech & Jan Svartvik (eds.)
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REVIEWS

REVIEWING POLICY AND METHODS

We should first point out that the descriptions of books given in Network No. 1 were taken from the publishers' blurbs or the authors' prefaces, and they therefore, naturally do not provide a critical appraisal of the works. We shall continue to give publicity to new books of interest to readers, in this way when it is convenient to do so, but from now on the emphasis in Network will be on reviews. Network depends on its readers, and we would, therefore, like YOU to write a review - brief or more extended, as you find suitable. The Editor will, if you ask, write to the publisher to request a review copy for you.

A list of titles for which reviews would be welcome will appear in the next issue of Network. It seems worth reviewing certain books - and especially certain of the more systemically oriented works - though they may have been out for a number of years, because most of these have been reviewed rarely or not at all. Of those which have, there have been relatively few reviews when the reviewer felt able to take the book in its own right, as it were, as opposed to spending time in justifying (or attacking) its overall approach in the light of the then dominant - and still influential - Chomskyan School of Linguistics.

It will therefore be one of the major aims of Network to establish a tradition of reviewing which will be critical, while starting from the assumption of a general sympathy with the broad systemic and/or Firthian approach. (I hope it goes without saying that this statement of policy does not imply that no basic tenet of the theory should be questioned: Network will give room to anyone who wishes to discuss any topic related to systemic and Firthian linguistics.)

Reviews will not necessarily only be of books: journals, extended articles and even other reviews and review articles may also be the subject of reviews.

This issue of Network contains two original reviews, and a reprint of a major review article from Applied Linguistics 1.1 (1980). We are grateful to Henry Widdowson, one of the Editors, for permission to reprint the article, and readers with interests in the application of linguistics to areas such as language teaching are encouraged to read Applied Linguistics regularly. Many articles draw on systemic and related approaches to language, and the current issue, edited by John Sinclair, is particularly interesting.

The Editor of Network would welcome suggestions for other reviews which we might seek permission to reproduce.

REVIEW ARTICLE

The recent work of M. A. K. HALLIDAY: *Language as Social Semiotic*

1. *Language as Social Semiotic: the Social Interpretation of Language and Meaning* (1978) is the fifth book in five years presenting M. A. K. Halliday's developing functional and social theory of language. The others are *Explorations in the Functions of Language* (1973), *Learning How to Mean: Explorations in the Development of Language* (1975), *Halliday: System and Function in Language*, selected papers edited by Gunther Kress (1976), and (with R. Hasan) *Cohesion in English* (1976). This review article will discuss the major terms and components of the developing theory with reference to all five books where appropriate; present a specific review of *Language as Social Semiotic*; and finally will comment on Halliday's work in the context of that of some select contemporaries.

2. The perspective on language maintained throughout the five books has been called 'social-functional' (cf. 1978:36-60). Halliday maintains that approaching language as social semiotic means 'interpreting language within a sociocultural context in which the culture itself is interpreted in semiotic terms—as an information system; if that terminology is preferred. At the most concrete level this means that we take account of the elementary fact that people talk to each other' (1978:2). This means that language is seen more as an inter-organism phenomenon, that is as something that happens between people, rather than as an intra-organism phenomenon, what happens inside people, particularly their heads. Functionalism is seen as a perspective for describing language both externally as a social and cultural phenomenon and internally as a formal system. It means: 'first of all, investigating how language is used: trying to find out what are the purposes that language serves for us, and how we are able to achieve these purposes through speaking and listening, reading and writing. But it also means more than this. It means seeking to explain the nature of language in functional terms: seeing whether language itself has been shaped by use, and if so, in what ways—how the form of language has been determined by the functions it has evolved to serve' (1973:7).

The language system is treated as being basically tristratal: semantics, lexicogrammar, phonology. Each of these strata is seen as a system of potential of the social semiotic of behavior, what the speaker can do; behavior which involves language is the result of linguistic or semantic potential—what the user can mean; this meaning potential is realized in the next strata of the language system as lexicogrammatical potential, which is what the user can say. Phonology is concerned with the potential of what we can 'sound' in a given language (cf. 1973:48-71, 1978:39ff).

The relationship between these systems and the concept of function is best approached through Halliday's important case-study of the development of a child's language in *Learning How to Mean* (1975) and the first two papers 'Relevant Models of Language' and 'The Functional Basis of Language' in *Explorations in the Function of Language* (1973). A child's early language development (up to eighteen months of age) is described as a process of his 'learning how to mean' through gaining control of some basic uses (or microfunctions) of language: the instrumental ('I want'), the regulatory ('do as I tell you'), the interactional ('me and you'), the personal ('here I come'), heuristic ('tell me why'), the imaginative ('let's pretend') and the informative ('I've got something to tell you'). There is a tendency for the young child during this process to use language for just one function at a time and to have only a few items for each function so there is a reasonably direct semantic function—linguistic item

relationship. This contrasts with the multitudinous, potentially infinite uses or functions of the adult speaker who operates simultaneously within language's functions: the ideational (language as 'content, reflection on things'), the interpersonal (language as 'inter-action', action on things) and the textual (language as 'texture', structurer of messages). The role of lexicogrammar for the adult or formed speaker is to act as 'the linguistic device for hooking up the selections in meaning which are derived from the various functions of language and realizing them in a unified structural form' (1973:42, see also fig. 5, 43). So, discussing the sentence 'Balbus built a wall', Halliday points out that 'this sentence embodies a number of structures all at the same time; there are represented . . . at least three . . . different structural configurations, each one of which corresponds to a different function of language. On the one hand, there is a transitivity structure . . . we could characterize this as Agent + Process + Goal of Result. Now this configuration represents the function of language expressing a content, what I prefer to call the ideational function: language as expressing the speaker's experience of the external world, and of his own internal world, that of his own consciousness. But that clause has structure also in the modal sense, representing what I would call the interpersonal function of language, language as expressing relations among participants in the situation, and the speaker's own intrusion into it. So the clause consists simultaneously of a modal element plus a residual element. The modal element expresses the particular role that the speaker has chosen to adopt in the situation and the role or role options he has chosen to assign to the hearer. At the same time the clause has a third structural configuration, that in terms of a theme and a rheme, which is its structure as a message in relation to the total communication process . . . all these three [structural configurations] are equally semantic; they are all representations of the meaning of that clause in respect of its different functions' (1978:46, see also sections 1 and 3 in Kress 1976).

This is a rewarding and revealing way of approaching the independent clause/simple sentence and sidesteps the problem as to whether the initial split structurally should be binary (as in Noun Phrase + Verb Phrase, or Subject and Predicate) or otherwise (Subject, Verb, Object, or Subject, Predicator, Complement, Adjunct), but Halliday's social and functional approach to language behavior cannot be content with this as the key unit of description. Sentence is recognized as being a grammatical unit, a construct of the linguist. People do not behave linguistically in sentences; they are choosing a form of doing that involves linguistic meaning, they are acting semantically. So it follows that the most important unit in a functional, socially oriented description has to be a semantic unit. In Halliday and Hasan (1976) the unit *text* is suggested. Text is not meant to be understood as a kind of super-sentence, something longer than a sentence but of the same kind; rather it is the basic unit of the semantic process, not a grammatical unit. Viewed as physical events, texts themselves are 'instances of linguistic interaction in which people actually engage' (1978:108). More abstractly, a text is 'what is meant' and is the consequence of a set of choices from the total set of options that a language makes possible, the range of semantic choices members of a culture have access to in their language. Halliday (1978:109) points out that interpreted in terms of Malinowski's concept of the context of culture this means the entire semantic system of the language, which is 'a fiction, something we cannot hope to describe. Interpreted in the context of situation, it is the particular semantic system, or set of sub-systems, which is associated with a particular type of situation or social context. This too is a fiction; but it is something that may be more easily describable'.

In the Malinowskian and Firthian tradition text is seen to be embedded in a context of situation and interpreted in the light of that context of situation. The context of situation of a text is in turn, 'an instance of a generalized social context or situation type' which is 'not an inventory of ongoing sights and sounds but a semantic structure' (1978:122). Halliday's suggestion is that a particular situation-type can be regarded as a semiotic structure represented as a complex of three dimensions: the on-going social

s and role relationships involved, and the symbolic or rhetorical dimensions are handled by the diatypic categories of field, tenor and introduced and developed in language variety description (cf. Halliday, osh and Strevens 1964, Spencer and Gregory 1964, Catford 1965, Gregory 1967, regory and Carroll 1978). Halliday's point is that field, tenor and mode can be considered as not just 'kinds of language use' or simple 'components of the speech setting' but rather as 'a conceptual framework for representing the social context as the semiotic environment in which people exchange meanings'. Register, the most abstract diatypic variety category, can then be seen as 'the configuration of semantic resources that the member of a culture typically associates with a situation type'; he points out that 'both the situation and the register associated with it can be described to varying degrees of specificity' and that 'the existence of registers is a fact of everyday experience—speakers have no difficulty in recognizing the semantic options and combinations of options that are "at risk" under particular environmental conditions' (1978:109-110).

Field, tenor and mode when viewed as semiotic components of the situation, as they are now by Halliday, can then be systematically related to the functional components of the semantics: field to the ideational function, language as content-carrier, speaker as observer of life's rich pattern; tenor to the interpersonal function, language as participation, speaker as intruder into other people's lives; and mode to the textual function, the actualizing of the other functions. However it is important to note that mode and the choice of mode do also relate to the ideational function by way of field of discourse: there are those things we tend to write about. Modes also relate with the interpersonal function by way of personal and functional tenors: formal and written tend to go together as do informal and spoken, and the phatic function is common in the spoken mode as the descriptive is in the written (cf. Gregory and Carroll op. cit: 46-47).

To return to text: it is to be seen as a piece of language that forms a unified whole and not just a collection of sentences: it has the quality of *texture*, that is, it functions as a unity with respect to its environment. It hangs together internally by way of *cohesion* (Halliday and Hasan op. cit; Halliday 1978:128-154 particularly). Cohesion is involved when the interpretation of an element in the text presupposes something other than itself and that something is also explicitly realized in the text; the two elements, the presupposing and the presupposed, form part of the same text and constitute a cohesive 'tie'. Reference, ellipsis, substitution, conjunction and lexical cohesion are, in English, the sources of text formation beyond sentence boundaries: the structures of grammatical units like sentences, clauses, groups, words are, of course, themselves text-forming. In deciding, consciously or unconsciously, whether what we hear or read is text or random bits of language, we not only respond to linguistic clues, but also to situational clues. So Halliday and Hasan (op. cit:23ff) see text, the crucial unit of language, as a passage of discourse which is both consistent in register and so 'coherent with respect to the context of situation' and which is coherent with respect to itself in so far as it displays cohesion. It has been pointed out elsewhere (Gregory and Carroll op. cit:41) that 'what is more important than text/non-text decisions in a consideration of language variety and social contexts is the *more* or *less* of texture, and how much of the interpretive weight is internal and how much external . . .. The recognition and the description of the internal and external conditions for text have high potential for use in linguistic pedagogy and applied stylistics'.

Function and use, ideational, interpersonal and textual functions, semantics, lexico-grammar, phonology, system, text, context of situation, situation type, register, field, mode, tenor, cohesion—these are the key items in the coherent 'context of situation' of Halliday's output of the last five years, in which, as he says 'language is used reflexively to explore itself' (1978:5) echoing J. R. Firth's well known 'linguistics as language turned back on itself' remark. With the exception of the collaborative one

with Hasan, the books discussed are collections of articles and papers so there is the inevitable repetition of key concepts. However, apparent repetitions are often accompanied by changing insights and extensions of meaning and application without losing consistency with earlier uses of the terms.

3. *Language as Social Semiotic: The social interpretation of language and meaning* (1978), the latest collection, is well organized and contains some important clarifying passages. The first section, *The socio-linguistic perspective*, contains the discussion between Hermann Parrett and Halliday on 'A social-functional approach to language' (36-58) first published in Parrett (1974). Here the distinction between the 'experiential' and 'logical' sub-components of the ideational function is most clearly presented (48-49). The distinction can be discerned in the lexicogrammar's realization of them by way of different types of structure. The experiential is the 'content' function of language proper, expressing processes and phenomena of the external world 'including the world of the speaker's own consciousness, the world of thoughts, feelings and so-on' and these are expressed through non-recursive structures such as those which realize transitivity in the English clause. The logical component, on the other hand, is expressed through recursive structures, parataxis and hypotaxis, involving apposition, co-ordination, condition and reported speech. These constitute the logic of natural language. Halliday sees the distinction as necessary 'partly because logical meanings are clearly distinct in their realization . . . and partly because one can show that the logical element in the linguistic system, while it is ideational in origin in that it derives from the speaker's experience of the external world, once it is built into language becomes neutral with respect to the other functions, such that all structures whatever their functional origin can have built into them inner structures of a logical kind' (49). Significantly, Halliday is against imposing any hierarchy on the functions; he does recognize that in order to answer to certain purposes and pre-occupations it can be convenient to single out one function rather than another, but theoretically he finds it important to give equal status in the linguistic system to all functions and points out that traditional grammar with its emphasis on the mood system which is 'purely interpersonal, concerned with the social-interactional function of language' was not as ideationally biased as often assumed. As might be expected he resists 'treating the social meaning of language as some kind of optional extra' (59).

Indeed the distinguishing characteristic of Halliday's current work is the very opposite of such a stance. Much socio-linguistics exhibits an uneasy sending out of feelers from a confident sociological position to a hesitant linguistic one or vice-versa. But Halliday's developing theory is one in which social and linguistic, external and internal aspects of language behavior are intimately and mutually related and descriptively tied together through the concept of networks of choice: semantic networks, lexico-grammatical networks, and phonological networks. This is abstractly described (40-41). Each level or stratum is seen as a network of paradigmatic relations (Firth's system). Each network is a set of interrelated systems, sets of options with conditions of entry, so it is both a representation of options and of the inter-relations among options. Two detailed papers 'Language as social semiotic' (108-126) and 'The socio-semantic nature of discourse' (128-151) exemplify the relationships between the strata and system choices. Particularly clear and useful are the tables (117-120) illustrating the 'determination of semantic features by elements of the semiotic structure of situation', 'semantic systems and their realization', 'interpersonal and textual systems and their realization' in the text of the speech of a two year old boy. Reviewing Halliday (1973) I remarked that 'important questions remain . . . particularly as regards the precise relationship between meaning potential and its realization at the level of form and the nature and detail of the realization rules which convert the two, and the place of both within a comprehensive social theory of language' (Gregory 1976:198-199). These two essays and chapters 9-14 in Kress ed. (op. cit) go a long way towards answering these questions.

Welcome too are clarifications and developments of Bernstein's concepts of code, 'principles of semiotic organization governing the choice of meanings by the speaker and their interpretation by the hearer' (67), and critical socializing contexts, such as the regulatory one between parent and child. These are touched upon not only in the essay 'The significance of Bernstein's work for socio-linguistic theory' which will be familiar to many as the foreword to Bernstein (ed.) 1973 but in several other essays and most intriguingly in 'Sociological aspects of semantic change': 'If there are changes in the social structure, especially changes affecting the family role systems, these may lead to changes in the child's orientation towards or away from certain ways of meaning in certain types of situation; and this, particularly in the environment of what Bernstein calls the "critical socializing contexts", may lead to change in learning strategies, and hence to change in the meaning potential that is typically associated with various environments—i.e. in the semantic system' (91). It is pointed out that such changes would be gradual and would not necessarily entail discontinuity, most likely involving a shift in preference as regards semantic choice. This opens up a fruitful way of investigating the history of a language and could be particularly rewarding in the diachronic study of English where there is a wealth both of text and social and cultural information.

Beyond all Halliday's theoretical and descriptive work 'lies an outer context, that of language and the human condition' (5). This means that his motivations and ultimate concerns are 'applied' ones, focusing particularly on education both as process and experience; and the final section of the book contains three essays on sociolinguistics and education reflecting his work for the Schools Council and the Nuffield Linguistics and English Teaching Programme and his enduring concern for the teacher and student at all levels of education. Moreover, because his orientation is so consistently functional and social all his essays are relevant to understanding the nature and centrality of language in the educative process. He deals with complex matters complexly but this book should be rewarding and enlightening for any teacher of language (and all teachers are in a sense language teachers) who reads it with care. The closing sentence of his own introduction is apposite: 'If some of the argument seems remote from everyday problems of living and learning, this is because these problems are not simple, and no simple account of what happens at the surface of things is likely to be of much help in solving them' (5).

4. Halliday places himself in the ethnographic-descriptive tradition in linguistics associated with Saussure, Hjelmslev, the Prague School, Malinowski, Firth, Boas, Sapir and Whorf (1978:5) and it follows that he rejects the type of high idealization associated with Chomskyan linguistics. As he sees it this is characteristically expressed in the competence-performance distinction: competence referring to the natural language in its idealized form; performance, a 'ragbag' referring to everything else. This is not much use to the investigator who sees language inter-organistically and who is interested in linguistic interaction; and Halliday also rejects Dell Hymes' solution to the problem. Having noted that the competence-performance distinction idealizes 'out of the picture' most of the distinctions he is interested in, he goes on to ask 'What can you do about this? You can do one of two things. You can say . . . "I accept the distinction but I will study performance"; you then set up "theories of performance", in which case it is necessary to formulate some concept (which is Hymes' communicative competence) to take account of the speaker's ability to use language in ways that are appropriate to the situation . . .. You say there is a "sociolinguistic competence" as well as linguistic competence. Or you can do what I would do, which is to reject the distinction altogether on the grounds that we cannot operate with this degree and this kind of idealization. We accept a much lower level of formalization: instead of rejecting what is messy we accept the mess and build it into a theory (as Labov does with variation) . . .. There is no need to bring in the question of what the speaker

knows; the background to what he does is what he could do—a potential objective, not a competence, which is subjective. Now Hymes is taking an organism ticket to what is actually an inter-organism distinction . . . I find it an unnecessary complication' (1978:38). But Halliday is aware of the degree of overlap of interest and concern with Hymes; he notes the rough correspondence of Hymes' *referential* with his *ideational* and *socio-expressive* with his *interpersonal* (cf. Hymes 1969) and sees Hymes' eight components of speech: form and content, setting, participants, ends, key, medium, genre and interactional norms (Hymes 1967) as one way of handling context of situation and text (1978:61).

Significantly Halliday pays tribute to William Labov noting that 'he has uncovered new facts about language (a rare accomplishment) and led the subject along new and rewarding paths' (1978:5). Such Labovian positions as that on the 'rich and highly structured' language which surrounds the child (Halliday 1978:54 and cf. Labov 1970), and the importance of the degree of attention paid to speech in matters of variation both accord well with Halliday's positions. He does, however, take Labov to task for his 'ill-formed and ill-documented' attacks on Bernstein (1978:87) and argues that Labov needs Bernstein's theory of cultural transmission and social change to make sense of his own work (1978:98 and cf. also 1978:67).

There is also no doubt that Bernstein's work has profoundly influenced Halliday's recent thinking. In the late fifties and early sixties the strongest influences in his work were those of Malinowski and, most particularly J. R. Firth. He extended the latter's concepts of 'system' and 'structure' and 'modes of meaning' into what came to be known as 'scale-and-category' or Neo-Firthian linguistics, helped pioneer work on diatypic varieties and on stylistics (e.g. Halliday 1959, 1961, 1964, 1967 and Halliday, McIntosh and Strevens 1964). By the later part of the sixties Prague Circle influences, particularly as regards functional sentence perspective, and the ideas of Sydney Lamb on strata and realization were reflected in his modification of scale and category into what might best be described as functional systemics (e.g. Halliday 1969, 1970). He has also been associated, directly and indirectly with research projects concerned with the description of corpora of language in action. This dynamic experience with developing theory and description and the ability to synthesize creatively seems to have been given its greatest boost by finding in Bernstein a sociolinguist who is not afraid of theory or description, who has indeed advanced strong hypotheses about the nature of social semiotics by way of his work on acculturization, socialization, and the role of language in both. This has helped Halliday work with confidence towards a general sociolinguistic theory, to take firmer steps towards what Pike (1967) attempted: an approach to language in relation to a unified theory of the structure of human behavior.

We have for some decades witnessed an emphasis on the investigation of language as an individual possession. It is to be hoped that the coming decade will show a preoccupation with language as a shared possession, as a social inter-activity uniquely central to men and women's existence among other men and women. 'In this regard the importance of Halliday's work can hardly be overestimated: it attempts to penetrate the mysteries of language at the same time as it is open to use for many socially important purposes: it respects the untidiness of what happens when people speak and write at the same time as it sets out to tame this wilderness in a socially meaningful way' (Gregory 1976:199).

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Greenbaum, Leech and Svartvik (Eds.), <u>Studies in English Linguistics for Randolph Quirk</u>, London, Longman, 1980; pp. xvi + 304.

This is a collection of twenty-six original papers in honour of Professor Quirk, and it includes a bibliography of his writings. The papers are arranged in the following sections: Language Theory; English Grammar; Semantics of English Modals; Text and Discourse; Stylistics; Attitudes to Language; Lexicology and Phonology. Since the contents of the book are so miscellaneous I shall concentrate on one section of particular interest to systemic linguists - though the choice is, I must confess, somewhat arbitrary. This is the section on Text and Discourse.

There are seven papers in this section. In the context of some observations on the metaphorical nature of scientific models, J. McH. Sinclair sets up a scale or hierarchy of grammatical moods:
a.   declarative and positive polar interrogative,
b.   negative polar interrogative and tag questions,
c.   non-polar interrogative and
d.   imperative.
He points out that these make progressively greater demands on the addressee and, further, that the more demanding functions can be realised by any of the moods literally expressing less demanding functions. Thus although 'transmit content' can only be realised by declarative mood, the declarative clause <u>This is High St.</u> could in appropriate circumstances be taken as 'offer proposition for acceptance', 'offer guidelines for response' (cf. <u>Where is the bank?</u>) or 'suggest activity' (cf. <u>Let's have another look at the map.</u>)

Firbas and Enkvist each contribute a paper on tonic placement. Firbas ('Post-intonation-centre prosodic shade in the modern English clause') investigates the reasons for non-placement of the 'intonation centre' on the final element of a clause. The main outlines of this topic have been worked over before, especially in Halliday (1970), and it is disappointing not to find any comparison made with that contribution. The most interesting section is on the semantic structure of clauses, where Firbas attempts a distinction between adverbials as 'specifications' and adverbials as 'settings'. Enkvist argues that the constraints on non-corrective focus marking are derivable from the two major functions governing the use of marked focus. Thus marking cannot be placed on old information, nor can it go on items incapable of evoking contextually relevant presuppositional sets. It is the latter conclusion that is the most interesting, though one would like some clarification of what 'presupposition' means in this context. For instance, he says that the speaker of <u>JOHN ate the sandwich</u> 'would normally have presupposed that his interlocutor already knows that somebody ate a sandwich', whereas he surely presupposes no more than that his interlocutor is willing to accept the topicality of whether or not somebody ate a sandwich.

Crystal ('Neglected grammatical factors in conversational English') notes that the texture of domestic conversational text is not well modelled by traditional paradigms. First, it is not the sentence but the chain of clauses linked by connectives that is the appropriate model, and secondly, the import of the adverbial is generally underestimated. The paper is based upon a study of a corpus of text.

Svartvik contributes a paper on 'Well in conversation', in which the argument is neatly summarised: "The common denominator of the uses of <u>well</u> in the corpus seems to be that of shifting topic focus in discourse. It signals that the speaker is going to shift ground .....".

James Monaghan, The Neo-Firthian Tradition and its Contribution to General Linguistics. x + 233 pp.
Tübingen: Max Niemeyer (Linguistische Arbeiten 73).
Price: £15.20.

This book is essentially a thorough summarising and integrating work. It seeks to relate the 'neo-Firthian tradition' to general linguistics, and it does so on two dimensions: in Chapter 2, diachronically, to Malinowski and Firth (but surely the debt to the Prague School should be given a significant role here?), and then at various points throughout the rest of the book, sychronically and comparatively, to other contemporary theories.

The book's structure is as follows. After a brief introductory chapter, Chapter 2 gives 'The background to the neo-Firthian tradition' which summarises usefully the main ideas of Malinowski and Firth. There is a very brief and so inevitably inadequate section on the way in which Firth's ideas relate back to those of de Saussure (a relationship which I at least have found increasingly central to a clarification of the basic nature of language: see Fawcett 1980b), and a handy three-page note on prosodic analysis. Chapter 3, entitled 'The foundations of neo-Firthian linguistics', outlines some of the central concepts. In the section on 'Meaning and "discovery procedures"', the scare quotes could perhaps have been as appropriately around 'meaning' as around 'discovery procedures', but Monagham is absolutely right to emphasise that the systemic approach to language analysis is, to quote Monaghan's own citation of Quirk (1960: 57), in

"the mainstream of linguistics from Sweet and de Saussure to Mukařovsky, Vachek, Hjelmslev, Firth and Pike, in attempting to make linguistic statements which take account of both form and meaning".

Compare also Bolinger's Meaning and Form (1977) which reasserts this same tradition. Other basic neo-Firthian concepts covered include: levels of language; formal meaning ('the meaning that an item has by virtue of its being a term in a system' - a Saussurean concept if ever there was one); the rank scale and its units, structures and classes, systems, delicacy and exponence, and the role of context in linguistic analysis.

Chapter 4, 'Language functions and linguistic systems', introduces briefly Halliday's ideas on the way that the adult plurifunctional model of language emerges from the monofunctional code of young children, and presents in summary form Halliday's three main macro-functions: the ideational, the interpersonal and the textual - without, however, looking critically at the criteria upon which they are set up (which is in my view an insightful exercise: see Fawcett 1980a:26f). The next three chapters take each component in turn, exploring the main Hallidayan concepts proposed for each. Chapter 6 is on 'The organisation of discourse', and Monaghan rightly emphasises (p. 130) the distinction made by Halliday (1977: 182) between 'structure-generating systems' (i.e., those that determine the 'theme-theme' structure of a clause and also the (given) - new - (given) structure of a tone group), and 'non-structu cohesive relations'. Indeed, one can go further and see that these other aspects of the cohesiveness of a text result from the selection of options in systems in ALL of the functional components - but Monaghan, unfortunately perhaps, does not follow this or, by and large, any other line of thought that would be in conflict with the summarising and integrating style of the book. Chapter 6 is noteworthy also for its introduction of some comparatively little known work by Eugene Winter (which has developed out of his earlier work with Huddleston, Hudson and Henrici on Sentence and clause in scientific English, 1968). Chapter 7 similarly introduces work by scholars other than Halliday. It presents Sinclair and Coulthard's ideas on discourse analysis in the context of the interpersonal function, though it could be argued that the material should have been given a separate chapter, since it belongs to another 'level' of language (if one accepts the proposal that the relationship is one of 'level' to 'level' within language: perhaps it is part of a semiotic

ather than a lingustic grammar?). But I welcome Monaghan's forward-looking move in relating Turner's and Halliday's work with Bernstein on socio-semantic networks to acts (or would it be moves?) in discourse, if only by juxtaposing the two sections. The book closes with a chapter of 'Conclusions' which point forward to Halliday's Language and Social Semitic (1977), which was not yet published at the time when the dissertation on which this book is based was being written. There is also a useful glossary of Hallidayan terms and a very full bibliography.

As will be clear, this book, which is ostensibly about the 'neo-Firthian tradition', concentrates overwhelmingly on the proposals of Halliday. But it gives rather less space than is appropriate to the contributions of others, such as Hudson, and it should also be pointed out that it is not as up to date as its date of publication might lead one to expect. It presents, for example, the 1967-8 model of transitivity, rather than the version to appear in The Meaning of Modern English, as presented by Margaret Berry (1975), and as I have said, there is no mention of Language as Social Semiotic (1978). While Winter (1977), Sinclair and Coulthard (1975) and Turner (1972) get a fair summary, there is very little mention (and in some cases no mention) of the work of others who have contributed to the systemic tradition, such as Huddleston, Henrici, Hudson, Fawcett, Winograd and Martin (to name those mentioned on the dust cover of Halliday and Martin's Readings in Systemic Linguistics, due out this Autumn), as well as others in print well before the date of publication, such as Berry, Davey, Ellis, Gregory, Hasan and Ure. The biggest gap is the lack of proper coverage of Hudson's important contributions to making systemic grammars explicit.

However, if Butler's survey article 'Recent work in systemic linguistics' in Language Teaching and Linguistics Abstracts 12.1 (1979) is used as a supplement to this book, the two works combine to provide a good coverage of the development of the theory to its current state. And Jim Monaghan adds to his summary presentations perceptive comments of his own at many points, so that the book is in fact far more than an efficient summary. It is a valuable work, especially as a reference work for students, I have found - though it must be said that it is rather expensive. Most neo-Firthian linguists will want to own their own copy, despite this, and it is certainly worth getting two or three copies for the library; students following courses in systemic linguistics really will find this book useful, and so will use it regularly.

Finally, readers of German will be interested to know that there is (or will shortly be?) a German adaptation of this book, entitled Die Firth Schule, also published by Niemeyer.

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Wolf-Dietrich Bald ('Some functions of yes and no in conversation') disappointingly fails to provide an analysis of conversational functions. A response of yes to the following utterances is characterised as 'agreement' in all cases: In due course would you stick that in his pigeonhole (this is called a yes/no question); You read Troilus and Cressida before you saw it; I didn't want to be pressurised like that any more. A response of yes to the last of these is described as 'agreement with a negative statement' (p. 184), though it certainly does not express the idea: 'You didn't', and is taken as evidence for the weakly supported claim that 'yes and no lose their polarity and may be substituted for one another' in response to negative statements.

Finally, Nelson Francis gives a description of the Brown University Standard Corpus of Present-Day English, and of current work on improvement of the semantic and syntactic analysis of the corpus.

Readers of Network may also be interested in a paper in the 'English Grammar' section by M.A.K. Halliday. In 'On being teaching' he suggests that a new tense is emerging in English, which is beginning to fill a defect in the paradigm (i.e., the system network) for tense and aspect.

The book, then, extremely miscellaneous, as is inevitable in a book of this type, but there are many interesting pieces in it.

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| JOB |

RESEARCH ASSISTANT IN LINGUISTICS

The successful applicant will spend the bulk of his or her time working on Phase 2 of the project on the syntactico-semantic development of children between 6 and 12, directed by Dr. Robin P. Fawcett. The appointment will be for an initial period of two years, commencing in September, 1981, but it is extendable for an additional year. The person appointed will normally be required to register for an M.Phil. with transfer to Ph.D. (C.N.A.A.), and the topic selected will be expected to fall largely or completely within the scope of the project. The starting point will be on the Research Assistantship scale £4,080-4,683, depending on qualifications and experience.

THE SUCCESSFUL APPLICANT is therefore likely to have undergraduate and/or postgraduage qualifications and/or experience in the first and two or more of the following areas (and a willingness to work up the others): (1) linguistics (the model used being related, as in much text-based work, to Halliday's Systemic Grammar); (2) child language development; (3) statistics in the social sciences; (4) program-writing; and (5) artificial intelligence and language (especially parsing). The person appointed will work closely with both Dr. Fawcett and Dr. Rosser, and there is scope - and indeed a need - for him or her to make important and creative contributions to the project and to publish. But he or she must also be prepared to do a certain amount of low level work on the computing side.

A project report recently appeared in the BAAL Newsletter. If you wish to receive this or to discuss the project further, please ring Robin Fawcett, 0443 405133 extension 2777 (work or 0222 842016 (home, 8-10 p.m.).

IT IS VITAL TO GET AN APPLICATION IN AS SOON AS POSSIBLE, AND AT LATEST BY 26th JUNE,* TO:

THE PERSONNEL OFFICER, THE POLYTECHNIC OF WALES, TREFOREST, NR. CARDIFF, CF37 1DL. (It is not necessary to use the Polytechnic's application form, but you may do so if you wish.) Please include a detailed Curriculum Vitae and the names of three referees.

Interviews are likely to be held in the week beginning 20th July.

* It may be possible to consider one or two late applications.

| SHORT ARTICLES |

ARDS LAYERS OF EXCHANGE STRUCTURE FOR DIRECTIVE EXCHANGES *

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In Berry (in press[a]) I proposed simultaneous layers of structure for the exchange by analogy with those which Halliday (e.g. 1970) had proposed for the clause, the exchange being the discourse unit originally introduced by Sinclair and Coulthard (1975) and developed by e.g. Burton (1978), Coulthard and Brazil (1979) and Stubbs (in press[a]).

In that paper, for reasons of space, I restricted my discussion to exchanges of the type which Sinclair and Coulthard called Inform and Elicit exchanges. I have since received a number of inquiries as to how, along the same lines, I would handle Direct exchanges. I hope eventually to write a full article on this topic, but in the meantime it seemed sensible to produce a few notes for Network, indicating the lines that such an article might take.

My main interest is in the co-occurrence and sequencing restrictions on different classes of speech act. In spite of the vast literature on speech acts there have been very few attempts to consider them from this point of view. Martin (1981), Stubbs (in press[b]) and Butler (forthcoming) have recently made observations which could contribute to such a study. The present notes are intended as a further contribution.

I will first sketch layers of structure for directive exchanges. (I am using Butler's term in preference to Sinclair and Coulthard's as it seems less open to misinterpretation.) I will then briefly relate these to observations which have been made about speech acts.

I. Functional layers of structure
1. The interpersonal layer

In my discussion of eliciting and informing exchanges, I was assuming Coulthard and Brazil's definition of an exchange as 'the unit concerned with negotiating the transmission of information' (CB:43). I would now still regard the exchange as 'the unit concerned with negotiating', but in directive exchanges what is being negotiated is the carrying out of an action rather than the transmission of information.

For informing and eliciting exchanges I distinguished two roles: primary knower and secondary knower. For directive exchanges I would distinguish two similar roles: primary actor and secondary actor. The primary actor is the person who is actually going to carry out the action being negotiated by the exchange. The secondary actor is the person who is going to carry out the action by proxy, as it were, by getting the other person to do it.

Let us consider some possible exchanges in the light of the distinction.

First it should be said that, although the exchange provides opportunity for negotiation, it is of course perfectly possible for an action to be carried out without any negotiation having taken place. In (1), for example, the primary actor simply carries out the action and that is that.

(1) A, on entering a room, sees papers flapping about on a desk in a breeze from the window. He closes the window.

This may be compared with a similar possibility for unnegotiated transmission of information. Monologues and most forms of written language consist entirely of unnegotiated transmissions of information. The difference is that, whereas an unnegotiated transmission of information is still linguistically interesting as it still involves language, an unnegotiated action is not linguistically interesting per se. An action is only linguistically interesting when it is syntagmatically related to other moves which are linguistically realised.

The simplest way in which an action may be syntagmatically related to a linguistically realised move, or at any rate the way that has been most discussed in the literature, is when it follows, having been predicted by, a move in which the secondary actor requests/commands that action. Fairly standard examples are (2) and (3).

(2) A: (Could you close the window, please?
     B: NV

(3) Teacher: (Shut that window immediately.
     Pupil: NV

(Following Sinclair and Coulthard, I use the symbol NV to represent non-verbal action.)

So far I have probably just been stating the obvious. However, what does not appear to be generally recognised is that negotiation of an action can involve a chain of more than two moves.

The primary actor, although he is going to carry out an action himself, may delay this action in order to check that the action is acceptable to the secondary actor. In this case the primary actor will contribute two moves to the exchange, making (at least) three moves in all, as in (4) and (5).

(4) A: Shall I close the window?
     B: Please.
     A: NV

(5) A: Would you like some coffee?
     B: Yes, please.
     A: NV

In all probability, (5) would not end with the NV move, as I have just made it appear. There would be a further move by the secondary actor following up and acknowledging the NV action. Such a move would also be possible after some of the other examples given above:

(6) A: Would you like some coffee?
     B: Yes, please
     A: NV ok...
     B: Thanks.

(7) A: Could you close the window, please.
     B: NV
     A: Thanks.

(8) A, on entering a room where B is working, sees paper flapping about on
     B's desk in a breeze from the window.

     A: NV
     B: Thanks.

On the basis of examples such as these, I would propose the following interpersonal structure for directive exchanges:

$$((da1) \ a2) \ a1 \ (a2f)$$

where a1 = the main contribution of the primary actor, the actual NV action;
      a2 = the move in which the secondary actor requests/commands/etc. the
           NV action;
      da1 = the move in which the primary actor delays his action in order to
           check its acceptability to the secondary actor;
      a2f = the move in which the secondary actor follows up and acknowledges
           the NV action.

This structure is exactly parallel to the interpersonal structure which I proposed for eliciting and informing exchanges.

(At present I am concerned with the structures of exchanges in terms of moves. At some future date it will be necessary also to consider the structures of the moves in terms of acts. One point along these lines that should probably be made immediately is that I would follow Sinclair and Coulthard in assuming that an obligatory NV action may be accompanied by an optional verbal contribution from the primary actor, as in (9) and (10).

(9) A:/ Could you answer the telephone please. I'm busy.
     B: Okay.
        NV

(10) A: Take five paces to the left and there put in the first marker.
     B: Five paces to the left.
        NV

If the action is to be an action sometime in the not-immediate future, then the verbal contribution from the primary actor in fact becomes obligatory, as in (11).

(11) A:(When you go downstairs, could you turn off the central heating
        please.
     B: Okay.
        .....
        NV

In order to account for facts such as these it will be necessary to recognise two classes of act in the structure of the aI move: the actual NV action; and the (optional) verbal contribution. For the former I will use Sinclair and Coulthard's term react. The latter I will call assent. (I am not using Sinclair and Coulthard's term acknowledge here, since acknowledge for them is a cross-class. See Berry 1979 for discussion of problems associated with cross-classes.))

2. The textual layer

The textual layer of structure for directive exchanges would be exactly the same as for eliciting and informing exchanges:

$$aі \quad (\quad bі \quad (\quad aіі \quad (bіі) \quad) \quad)$$

where aі = the initiating move, the first contribution of the first
          contributor to the exchange;
      bі = the first contribution to the second contributor;
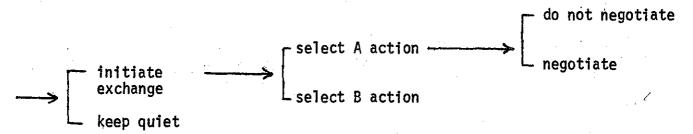   aіі = the second contribution to the first contributor;
     bіі = the second contribution to the second contributor.

This layer of structure is my equivalent of Sinclair and Coulthard's IRF structure. It is a layer of structure which is not so much interesting in itself as for the way in which other layers of structure are mapped on to it.

One such point of interest lies in the way in which the roles associated with the interpersonal layer are mapped on to the roles associated with the textual layer. From the particular combination of roles in the first move it is possible to predict the structure of the exchange as a whole. Thus, the interpersonal structure which I proposed in the previous section allows a number of possibilities: one obligatory move plus an optional follow-up move; two obligatory moves plus an optional follow-up move; three obligatory moves plus an optional follow-up move. Which of these possibilities will actually occur depends on the combination of roles in the first move. If the first contributor is the secondary actor, then the action must be negotiated. This means that the exchange will consist of two obligatory moves plus optionally a follow-up move. If the first contributor is the primary actor, he has a choice between negotiating his action and not negotiating it. If he chooses to negotiate, the exchange will consist of three obligatory moves plus optionally a follow-up move. If he chooses not to negotiate, the exchange will consist of one obligatory move plus optionally a follow-up move.

When discussing eliciting and informing exchanges I made use of Labov's terms A-event and B-event (Labov 1972:124, Labov & Fanshel 1977:100) to refer respectively to information in connection with which the first contributor was the primary knower and to information in connection with which the first contributor was the secondary knower. By analogy I will now use the term A-action to refer to an action in connection with which the first contributor is the primary actor and the term B-action to refer to an action in connection with which the first contributor is the secondary actor.

The options available to the initiator of an exchange, together with their associated realisation statements, can then be represented as follows:

```
                                                                    ┌─ do not negotiate
                                          ┌─ select A action ─────→ │
               ┌─ initiate   ─────→   ────│                         └─ negotiate
  ────→        │  exchange               └─ select B action                        /
               └─ keep quiet
```

Realisation statements:

initiate exchange: include a1 and ai
select B action: include a2 and bi;   conflate a2 and ai;   conflate a1 and bi
do not negotiate: conflate a1 and ai
negotiate: include da1 and a2, bi and aii;   conflate da1 and ai;
                     conflate a2 and bi;   conflate a1 and aii.

These systems and their realisation statements are exactly parallel to the ones that I proposed for eliciting and informing exchanges.

3.   The ideational layer

Further work will be necessary before I can confidently propose an ideational layer of structure for directive exchanges. However, it would seem to be possible to proceed along the same lines as for eliciting and informing exchanges.

The main differences between directive exchanges and eliciting/informing exchanges would appear to be:

i)   that a completed proposition, which is obligatory for an eliciting/ informing exchange, is optional for a directive exchange - example (2), for instance, has no completed proposition;

ii) that what is obligatory for a directive exchange is a completed action. A completed action, of course, plays no part at all in an eliciting/ informing exchange.

A first tentative proposal for an ideational layer of structure for directive exchanges might, then, be:

(pb)   (pc)   ac   (as)

where pb = propositional base;
      pc = propositional completion;
      ac = action completion;
      as = action support.

Some way would have to be found of relating action content to propositional content, as I assume one would wish to be able to account for the fact that examples such as (12) are pragmatically, if not linguistically, ill-formed.

*(12) A: Could you close the window, please.
      B opens door.
      A: Thanks.

(Example (12) might well occur, but in that case A's Thanks would in all probability be sarcastic. One could only account for the sarcasm if one had first shown that the exchange was not a regular exchange. On the relation between regularity, deviance and implicature, see Berry, in press[b].)

II. Formal layers of structure

In Berry (in press[b]) I proposed formal layers of structure which could be said to realise the functional layers of structure: a layer of structure in terms of ellipticity classes which could be said to realise the ideational layer of structure; and a layer of structure in terms of mood classes which could be said to realise the interpersonal layer.

(The textual layer is realised simply by position in linear sequence.) Once again I restricted my discussion to eliciting and informing exchanges.

There is no room in these brief notes for a full discussion of the formal layers of structure which realise the functional layers of directive exchanges. I will just make a few remarks drawing attention to some of the main points of difference.

1. Ellipticity classes

For directive exchanges I would propose an extra ellipticity class: an ellipticity class 4 move would be a move in which there is no language at all, in which the contribution is entirely non-verbal.

It could then be said that directive exchanges can be realised by the same sequences of ellipticity classes as their eliciting/informing equivalents, but that directive exchanges will also tolerate realisations in which each move is one degree more elliptical than would be expected for its nearest elicitng/informing equivalent.

Thus (13) has the sequence of ellipticity classes 1 2 3, which is exactly what would be expected of its nearest elicithg/informing equivalent.

(13) A: Could you close the window.
     B: Yes.
        NV
     A: Thanks.

But (14), which still seems a perfectly normal exchange, has the sequence 2 3 4 3, each of the first three moves being one degree higher than would be expected for its nearest eliciting/informing equivalent.

(14) A: Coffee?
     B: Please.
     A: NV
     B. Thanks.

2. Mood classes

The structure I proposed in terms of mood classes for eliciting/informing exchanges was:

$$(\ (Q) \ \left\{ \begin{array}{c} Q \\ S \end{array} \right\} \ ) \quad S \quad (\ Oh \ )$$

The equivalent structure for directives would be:

$$(\ (\left\{ \begin{array}{c} Q \\ S \end{array} \right\}) \ \left\{ \begin{array}{c} Q \\ S \\ I \end{array} \right\} \ ) \quad NV \quad (\ Thanks \ )$$

where Q = question;
    S = statement;
    I = imperative;
    Thanks = the set of items such as <u>Thanks</u>, <u>Right</u>, <u>Good</u> that can occur
              after the NV action.
(For definitions of statement and question, see Berry, in press[b].)

The first two moves of a directive exchange will again tolerate a wider range of realisations than their eliciting/informing counterparts. If we number the mood-classes - question = mood class 1, statement = mood class 2, imperative = mood class 3 - we can again say that each of the first two moves of a directive exchange can be realised <u>either</u> by the mood class(es) that realise its eliciting/informing counterpart <u>or</u> by a mood class which is <u>one degree higher</u>. (There is no room in these brief notes to discuss the possibility of independent motivation for such a hierarchy of mood classes.)

Notice that this approach makes very clear the constraints on distribution of imperatives. An imperative can only occur in a slot occupied by an a2 move.

(Although directive exchanges allow a wider range of realisations in the ways I have just been discussing, there are other ways in which they are more restricted in their realisations. I would wish to claim, for instance, that any sentence which realises one of the pre-NV moves must contain a modal verb and must be either first or second person. This would, of course, rule out Sinclair and Coulthard's Is that your coat on the floor again? However, it seems reasonable to rule this out. It is not a regular directive. As Sinclair and Coulthard point out, it would be perfectly possible for the son to just say Yes and go on reading. Also, the example seems to be implicating something; Sinclair and Coulthard say that is[b] is 'a formulation which betrays irritation' (SC:5). Again see Berry, in press[b], for discussion of the relation between regularity, deviance and implicature.)

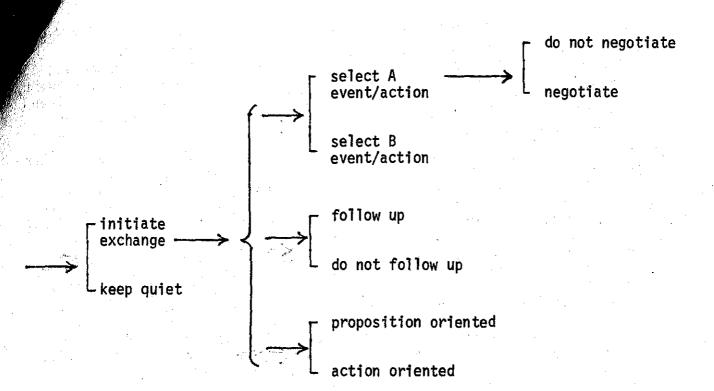III. <u>The advantages of such an approach</u>

1. <u>Possibilities for generalising across directive exchanges and eliciting/</u>
    <u>informing exchanges</u>

Coulthard and Brazil (1979), whose approach to exchange structure I would regard as the most promising so far, have some very interesting things to say about informing/eliciting exchanges but seem very uncertain how to handle directive exchanges (CB:47-48). The approach which I have been outlining here does offer a framework for handling directive exchanges, and furthermore a framework which enables the similarities between directive exchanges and other exchanges to be made clear. Once due weight has been given to the similarities, the differences between directive exchanges and eliciting/informing exchanges can be pinpointed more precisely: pragmatically that directive exchanges centre around a completed action while eliciting/informing exchanges centre around a completed proposition; realisationally that directive exchanges are less restricted in terms of ellipticity classes and mood classes, more restricted in terms of features such as modalisation and 1/2 personalisation.

The fact that generalisations across directive exchanges and eliciting/informing exchanges are being captured makes for economy in the grammar: A generalised structure can be given for exchanges

$$(\quad (dx1) \quad x2 \quad) \quad x1 \quad (x2f)$$

x being interpreted as actor for directive exchanges, knower for eliciting/informing exchanges.

In a system network, one set of options can be made to apply to both directive exchanges and eliciting/informing exchanges. All that needs to be added is the one system differentiating directive exchanges and eliciting/informing exchanges.

```
                                                        ┌─ do not negotiate
                              ┌─ select A        ──────>│
                              │  event/action           └─ negotiate
                        ┌────>│
                        │     │  select B
                        │     └─ event/action
                        │
                        │                        ┌─ follow up
       ┌─ initiate      ┤                 ┌─────>│
───>   │  exchange ────>│      ──────>           └─ do not follow up
       │                │
       └─ keep quiet    │                        ┌─ proposition oriented
                        │                 ┌─────>│
                        └─────            └─ action oriented
```

One set of realisation statements will also do for both types of
exchange. The realisation statements given in section 1.2. can be adapted
for this purpose simply by substituting x s for the a s of the interpersonal
functions. The only system which will need specially stated realisation
statements will be proposition oriented/action oriented. Further work will be
necessary before it is possible to formalise realisation statements for this
system, but presumably it is fair to say that they will be stateable in terms
of features of sentences.

2. Possibilities for defining speech acts

Butler (forthcoming) makes the point that it is linguistically undesirable
that discussions of speech acts should rely too heavily on definitions that
relate ultimately to the intentions of the speakers. He proposes to base his
definitions not only on the lexico-syntactic forms of the sentences which realise
the speech acts but also on the syntagmatic relations into which the speech
acts themselves enter. Stubbs (in press[b]) and Martin (1981) also take
syntagmatic relations into account when distinguishing speech acts. This seems
to me to be a very promising development.

However, all three of these writers seem to assume that only immediately
adjacent speech acts are relevant for this purpose. If speech acts are seen
as occurring in exchanges consisting of up to four moves, in the way that I
have just been outlining, the possibilities for defining them in terms of their
co-occurrence and sequencing restrictions are greatly increased.

There would seem to be three main advantages under this heading of the
approach which I have been advocating:

i)   The increased possibilities for formal identification of speech acts which
     have hitherto been problematic from this point of view. For instance
     Martin (1981:60) admits to having problems with the speech act 'offer',
     as it has no distinctive linguistic realisations. It may not have any
     distinctive linguistic realisation, but it does have a distinctive place
     in exchange structure; it is the only speech act as far as I am aware
     that can be followed by an a2 move and then by an NV action and then by
     Thanks.

ii) The increased opportunities for showing how different sets of facts about speech acts are related. Thus Stubbs (in press[b]:53-57) makes the separate points that an offer can be followed by an utterance containing please, that an utterance containing please can be interpreted as a request, that a request can be followed by Thanks. The framework that I have given here offers a way of showing that these three sets of facts are all part of the same general pattern.

iii) The increased opportunities for comparing and relating different approaches to the study of speech acts. In particular, it is at present very difficult to relate the work of Sinclair and Coulthard to that of other people working on speech acts. Sinclair and Coulthard are concerned with co-occurrence and sequencing restrictions, but work with an almost entirely different set of speech acts from that of most other people. Most other people are in general agreement over at least a hard core of what are to be regarded as speech acts, but take very little account, if any, of co-occurrence and sequencing restrictions. The speech act 'request' will serve as an instance of a problem case here. It is frequently regarded as a speech act, but it would be very difficult to accommodate it within Sinclair and Coulthard's present proposals. As Stubbs has shown, requests can sometimes be initiations and can sometimes be responses. But Sinclair and Coulthard firmly separate initiations and responses; there seems to be no way in the context of their present proposals of relating initiating requests to responding requests, no way in fact of recognising a category 'request' which would include all instances of requests defined on other grounds. How then can one relate the proposals of Sinclair and Coulthard to those of other workers in the field who do recognise the category 'request'?

Although I would disagree with details of Sinclair and Coulthard's proposals, I would still wish to work within their general framework, as they have attempted to tackle what I see as being this very neglected problem of the co-occurrence and sequencing restrictions on speech acts. There is room here only for the briefest of sketches of the way in which I think Sinclair and Coulthard's work could be adapted to take account of some of the speech acts which other people recognise as speech acts.

Assuming the 4-element structure for directive exchanges which I discussed above, I would first propose a primary class of acts to operate at head in each of the moves:

class operating at head of da1 move: offer
class operating at head of a2 move: directive
class operating at head of a1 move: action
class operating at head of a2f move: acknowledgement.

It would also be necessary to propose a primary class of acts to operate at pre-head in the a1 move: assent.

Each of these primary classes could then be sub-classified. Sub-classes of directive, for instance, could be set up on the basis of

a) whether, given suitable adjustment to the ellipticity, they could be preceded by a da1 move,

b) whether they could be followed by an a1 move which contained an assent and if so which lexical items could realise this assent,

c) whether they could be followed by an a2f move and if so which lexical items could realise this a2f move.

This would yield at least three sub-classes:
order/command - cannot be preceded by da1 move, cannot be followed by a2f move, followed by a1 move which will not contain assent;
Request   - can be preceded by da1 move, can be followed by a2f move, followed by a1 move which can contain assent;

invitation   - cannot be preceded by da1 move, cannot be followed by a2f move, followed by a1 move which can contain assent.
(e.g. A: Have a seat. B: Thanks. NV. Notice that both request and invitation can be followed by Thanks, but that in the case of request Thanks will be representing a2f, while in the case of invitation it will be representing assent.)

Similar sets of classes and sub-classes could be proposed for eliciting/ informing exchanges.

Such an approach would seem to provide a way in which commonly discussed speech acts such as request and offer could be tentatively brought within the Sinclair and Coulthard framework. It should then be possible to investigate whether the types of criteria commonly used to distinguish speech acts do define the same sets of acts as the co-occurrence and sequencing criteria used by Sinclair and Coulthard or whether the two approaches are totally incommensurable.

Final query: Could a promise be regarded as an initiating, and consequently non-elliptical, assent?

Acknowledgements

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SYSTEMIC LINGUISTICS AND ENGLISH LANGUAGE TEACHING: A PROPOSAL ARISING FROM A VISIT TO NIGERIA

This short article includes both a description of an enjoyable visit to Nigeria and a suggestion for a research project. It is because of this second element that it is placed here, in the 'short articles' section.

For two weeks last Autumn I found myself, at the invitation of the British Council, on the pleasant campus of the University of Ibadan, Nigeria. I was there, together with Philip Davies, a specialist on audio-visual aids, teaching on a course organised by Professor Olu Tomori. My task was to give a lecture, or so a day to college of education lecturers and others of a similar level of experience in education on 'Communicative/functional/national approaches to language teaching'.

Background to the proposal

Between 1981 and 1970, the last five years of which I spent at the Institute of Education in Nairobi, teaching English as a Second Language was my business, so it was a strange experience to find myself reading through the current TESL literature in the context of another part of Africa. I was, of course, familiar with the major developments in the area, and I therefore knew that there had been a movement towards an approach that was more 'communicative' and more 'semantic' and so less purely syntactic. Indeed, I had contributed, back in 1973, to the AILA/BAAL Seminar organised by Chris Candlin at Lancaster, entitled The communicative teaching of English. One of the catalyst works was David Wilkins' Notional syllabuses (O.U.P. 1976) which I had read with interest and a large measure of approval.

But as I read some of the more recent works, and as I began to look critically at the movement (if that is the right word) as a whole, I was even more delighted - both for what was there and, paradoxically perhaps, for what was not there but was clearly demanded by what was. Let me outline what some of the books have to offer, and so explain what I mean.

Let us begin with two books published in 1978. A particular feature of Henry Widdowson's Teaching language as communication (OUP) is its healthy emphasis on discourse structure. And John Munby's Communicative syllabus design (CUP, 1978) goes even further in what I would see as the 'right' direction: in both it and Michael Canale and Meriel Swain's article 'Theoretical bases of communicative approaches to second language teaching and testing' in Applied Linguistics 1.1 (1980), a central place is given to the Hallidayan 'social semiotic' approach to language. And in both the latter and in other recent works, such as Keith Johnson and Keith Morrow's Functional materials and the classroom teacher: some background issues (CALS, University of Reading, 1978), we may note a further important development: evidence of a growing recognition that while the communicative function of an utterance-sentence is important, there is still a need to incorporate what is best in the relatively old-fashioned approach to planning language courses, where grammatical structures, lexical items and, in the better courses, intonation

and segmental phonology were introduced in a carefully planned way.

The proposal

It is precisely here that systemic grammar may have a particularly valuable contribution to make - with its view of language as essentially a network of paradigmatically related options in meaning, realised in syntax, items and intonation. In other words, if the material in the 'grammar' part of language teaching syllabuses were to consist of a series of more and more complex system networks for each of the various functional components into which the grammar may be divided, together, of course, with their realisations in syntax, lexis and intonation, then we would have a helpful marriage of (1) the new emphasis on meaning and (2) the swing back to the emphasis on grammar.

Note, however that there would still need to be a separate network of the 'socio-psychological purposes' of communication, corresponding to the 'categories of communicative function' described by Wilkins. One way in which this link may be incorporated in a theoretical model is proposed in Jim Martin's 'How many speech acts?' (mimeo, 1980), and another in my recent book (Cognitive Linguistics and social interaction, Heidelberg, Julius Groos and Exeter University, 1980, pp. 75f and 98f).

But there is a problem. While there is broad agreement among systemic linguists as to what the major options are in each main area of meaning (each 'meta-function'), there is no grammar of this sort that has been published that is anything like complete enough for this purpose. It seems to me that we urgently need someone to work on this: a relatively simple presentation of the fullest system networks and realisation rules for as much as possible of, for a start, English. The sort of qualifications I would look for in the person (or people) concerned would be: (1) at least seven years of English Language teaching, including some course-writing, (2) probably a post-graduate TEFL qualification, and (3) familiarity with systemic linguistics. Has anyone any suggestions of such a person - and of how they might be funded? I for one would be interested in supervising such a project, and I am sure that there are many others who would too.

The Visit to Nigeria

Finally, a brief glimpse of the visit to Nigeria itself. As to what I taught on the course that will now be fairly clear. I outlined a systemic functional view of language, introducing the eight types of meaning recognised in Fawcett, 1980. I introduced the dialect and register framework, relating it, with the help of my listeners, to the current situation in Nigeria, as well as the discourse model of Sinclair and Coulthard. I suggested that paradigms of 'communicative functions' could be related to their syntagmatically defined 'acts' and, obviously enough, that there is an unmarked relationship between some of them and certain mood/illocutionary force options in the grammar itself. We looked at recently produced British materials that had been developed under the influence of the communicative approach, and we briefly considered how some of the materials currently available in Nigeria might be re-interpreted in this light. Finally, I tried to show how a systemic functional analysis could shed light on the means by which a passage of the West African writer Wole Soyinka creates the sense of 'chaos' that literary critics have discerned in it. There was a strong systemic background among some of my listeners, largely as the result of the courses run by Professor Bisi Afolayan at the University of Ife, and it was good to find that Michael Gregory's sabbatical visit of some years ago was still remembered as a time when linguistic life at Ibadan quickened!

All the Nigerians I met were outstandingly hospitable. But I think the highlight of the visit was a trip to the neighbouring university at Ife, where Bisi Afolayan, who did his Ph.D. at London under Michael Halliday, heads a busy department of English Language. He seems to run a veritable school for

systemic linguists, and there are already strong post-graduate links with
University of Sheffield. I hope we may soon be meeting some of his post-
graduate students at future workshops, and that I may be able to persuade Bis
to write an account of his courses for the newsletter.

So, if you get the chance to go to Nigeria - go!

Robin Fawcett.

IF YOU HAVE BEEN ON A VISIT THAT MAY INTEREST READERS, PLEASE SEND IN A
DESCRIPTION.

EIGHTH INTERNATIONAL SYSTEMIC WORKSHOP

This will be held 10 - 12 September 1981, at Wyddrington Hall, University
of Birmingham. There are two themes, 'the motivation of features in English
transitivity networks' and 'various approaches to textual analysis'. This
year we intend to have few, if any, formally presented papers. Rather, there
will be introducers of sessions, and the aim will be to move as quickly as
possible to discussion and/or work on some problem of network construction or
the analysis of a text, and so to create a genuinely 'workshop' atmosphere.

TRANSITIVITY NETWORKS

The purpose of focussing attention on all or part of a single network in
the experiential component is to enable participants to consider four
alternative networks, and so to compare the motivation for each, and specifically
the criteria for including features. Those intending to come to the workshop
are advised to read Jim Martin's 'The meaning of features in systemic
linguistics' (1979). This is available from the author, Dr. J.R. Martin,
Department of Linguistics, University of Sydney, Sydney, NSW 2006, Australia.
The purpose of this set of sessions is less to study the nature of transitivity
in English than to examine current practice and theory in relation to the
construction of system networks - an issue at the heart of systemic linguistics.
Presenters of network and/or introducers of discussions are likely to include:
Margaret Berry, Chris Butler, Robin Fawcett and David Young.

TEXTUAL ANALYSIS

Here the aim is to bring to bear on a simple piece of text (which will be
circulated to participants in advance) a number of types of linguistic
analysis. Presenters may also introduce other texts to illustrate certain
points if they wish. Areas to be covered are:

discourse analysis: Eirian Davies, plus perhaps   Kay Richardson and
                    one or more others.
cohesion: Roger Hilyer.
syntactic analysis: Doris Dallimore, presenting the 'syntactico-semantic'
                    model used on the Polytechnic of Wales child language
                    project. And others?
plurifunctional analysis: Offers? Or willing hands pitch in?

There will also be contributions from Michael Gregory (subject to be
announced), Bill Greaves: 'Aspects of a natural text: "Dungeons and dragons"
(a childrens game', Jim Benson on 'Barchester Towers', and Richard Hanscombe.

The programme starts with tea at 3.45 a.m. on Thursday 10th, and ends
after an evaluation and closing business session at 2.30 p.m. on Saturday 12th.
The booking form follows.

Margaret Berry and Robin Fawcett, Workshop Organisers.