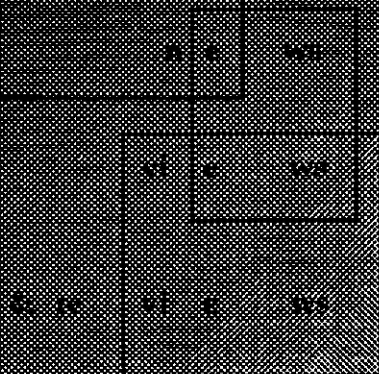# NETWORK 21

in systemic linguistics & related areas

From the editors' desk

Welcome to another issue of Network, again with sincere apologies for the delay. Our organizational changes are taking effect so that we hope the next issue will be the last to appear late. Many warm thanks to all of you who have contributed to this issue of Network! We have material for that issue (# 22, the first issue of 94); the deadline for material for the second issue of 94 is October 1. **Please** send us material on teaching (e.g. course outlines), research (e.g. notes on projects), recently completed systemic dissertations, tools and resources for teaching and research, squibs (see also the note below by Petie Sefton on computational tools & resources). You will see from the last couple of issues of Network that we are trying to devolop these departments of the newsletter.

We are delighted to announce that Beth Murison has agreed to serve as Managing Editor of Network and Petie Sefton as Editor for the department of "Computational tools and resources for systemic teaching and research". We welcome their contributions to Network with gratitude.

Please note that payment for subscription has to be in cheques made out to Network in Australian dollars. All other forms of payment (cheques to Jim or Christian, cash, cheques in foreign currency) cannot be accepted.

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

The next deadline for material will be <u>October 1</u>, 1994.

ISFC 20, 1993

Monday, July 19

9:00 | *Welcoming Remarks*
Dr. David Strong, President, University of Victoria

9:15
•Cazden, Courtney | SENATE CHAMBERS A180
PLENARY: Genre in Systemic Linguistics, Bakhtin and Linguistic Anthropology

10:30 | *BREAK*

11:00
•Paris, Cecile L.;
Bateman, John A. | CORNETT A120
Computational Linguistics
The Computational Modelling of Register Theory

•Cranny-Francis, Anne | CORNETT A125
Educational and Clinical Linguistics
Educating Who?: Negotiating in Theory and in Practice
Contemporary Australian Debates about Critical Literacy

•Aziz, Yowell | CORNETT A225
Text and Discourse
Stative and Dynamic Situations in English and Arabic

•Malcolm, Karen | CORNETT B335
Text and Discourse
Coherence and Cohesion in Medieval Authors

11:50
•Cummings, Michael | CORNETT A120
Computational Linguistics
An Empirical and Quantitative Approach to the Theme/Rheme and Given/New Distinctions

•Ragan, Peter H. | CORNETT A125
Educational and Clinical Linguistics
Aeronautical English: Systemics and ESP

•Hartnett, Carolyn G. | CORNETT A225
Text and Discourse
Teaching Students to Do Functional Editing

•Oshima, Makoto | CORNETT B335
Text and Discourse
An English and Japanese Comparative Study of
Grammatical Metaphor

12:30 | *LUNCH*

2:00
•Lemke, J. L. | CORNETT A120
Text and Discourse
Making Meaning with Language and Other Semiotic
Systems

•Veel, Robert | CORNETT A125
Educational and Clinical Linguistics
Horses for Courses: Resources for Examining and
Describing Written Genres

•Goatly, Andrew | CORNETT A225
Text and Discourse
Congruence and Ideology (or Language and the Myth of
Power or Metaphors We Die By or Annihilating All
That's Made v. Green Thought)

•Hovy, Eduard | CORNETT B335
Computational Linguistics
Syntax, Semantics, or What? Approaching an
Interlingua for Language Translation by Computer Using
Generalizations from Grammars

2:50
•Tucker, Gordon H. | CORNETT A120
Computational Linguistics
Modifier Sequence Revisited: A Systemic Functional
Generative Approach

•Mountford, John | CORNETT A125
Educational and Clinical Linguistics
English Spelling: The Graphophonemic Symbol as
Catalyst

•Taylor, Christopher | CORNETT A225
Text and Discourse
The Role of Systemic Linguistics in Translation and
Interpreting

•Green, Eugene | CORNETT B335
Text and Discourse
Theme, Topicalization, and Anglo-Saxon Laws

3:30 | *BREAK*

4:00
•Bateman, John; Steiner, Erich | CORNETT A120
Computational Linguistics
Dandelion: An Empirically and Linguistically Motivate,
Interdisciplinarily-Oriented Approach to Natural
Language Texts

CORNETT A125
Educational and Clinical Linguistics
Traversal of Prerequisite Hierarchies in Instructional
Texts

•Nesbit, John C. | CORNETT A225
Text and Discourse
Exchange Structures and Realizations Across Languag,
What Must be Learned

•Fine, Jonathan; Knizhnik, Anna | CORNETT B335
Text and Discourse
Story Retelling Among the Young: Looking for the
Emergent Threads of Discourse

4:50
•Watt, David L. E. | CORNETT A120
Computational Linguistics
A Multilevel and Metafunctional Interpretation of the
Chinese Interrogative Mood System

•Hu, Zhuanglin | CORNETT A125
Educational and Clinical Linguistics
Title, Topic, Text

•Greenwood, Jackie |

Tuesday, July 20

9:00
•Martin, Jim | SENATE CHAMBERS A180
PLENARY: A Context for Genre: Modelling Social
Processes in Social Semiotics

10:30 | *BREAK*

11:00
•Drury, Helen | CORNETT A120
Educational and Clinical Linguistics
The Literature Review in Postgraduate Theses: Explori
the Role of Interpersonal Meaning

Torsello, Carol Taylor | CORNETT A125
Lexicogrammar and Semantics
If We Were to Take Lexical Structure Seriously ...
Implications for the Hypotaxis/Embedding Distinction

•Berry, Margaret | CORNETT A225
More Than One Category
Exchange Structure and The Functional Hypothesis

1

Wednesday, July 21

•Tebble, Helen

11:50

•Young, Lynne; Medway, Peter

•Fawcett, Robin P.

•Jenkins, Helen

12:30

2:00

•Christie, Fran

•Steiner, Erich

•Collins, Peter

2:50

•Makin, Laurie

•Francis, Gill

•Royce, Terry D.

•Hare, Adrian E.

3:30

4:00

•McGowan, Ursula

•McGillicuddy, Kieran

•Deli, Agnes M.

4:50

•Armstrong, Elizabeth M.

•Ravelli, Louise; Droga, Louise

CORNETT B335
Text and Discourse
Some Considerations of Tenor in Dialogue Interpreting

9:00

CORNETT A120
More Than One Category
Saying and Doing in Architecture
•Asp, Alissa; Gregory, Michael

CORNETT A125
Lexicogrammar and Semantics
The Semantic and Syntactic Rank Scales of English •Benson, James D.

CORNETT A225
Text and Discourse
Measuring One Text Against Many
•Tucker, Gordon; Fawcett, Robin P.

LUNCH

CORNETT A120
Educational and Clinical Linguistics
What Constitutes Successful Negotiation of Classroom Learning?
•Asp, Alissa; Gregory, Michael
•Rosner, D.; Stede, M.; Grote, B.; Pan, H.; Peter, G.

CORNETT A125
Lexicogrammar and Semantics
Some Remarks on the Nature of Semantic Abstractions in Functional vs. Model-Theoretic Approaches

CORNETT A225
More Than One Category
Clausal Extraposition in English

CORNETT A120
Educational and Clinical Linguistics
Shaping Smart Students? Student Action and Teacher Reaction

CORNETT A125
Lexicogrammar and Semantics
Aspects of a Corpus-Driven Grammar of English: Qualifiers in the Nominal Group
•O'Donnell, Michael

CORNETT A225
Text and Discourse
Non-Linear Information and Economics Writing
•Rothery, Joan

CORNETT B335
More Than One Category
A Suggested Systemic Genre Analysis of "The Times" Law Reports
•White, Peter R.

BREAK

CORNETT A120
Educational and Clinical Linguistics
Metaphor in Academic Oral Discourse
•Farrell, Helen; Farrell, Brian

CORNETT A125
Lexicogrammar and Semantics
Don't do..., don't be..., and shut up: Constraints on the System
•Lavid, Julia

CORNETT A225
Text and Discourse
Non-Question-Like Queries in English Conversation
•Hori, Motoko

CORNETT A120
Educational and Clinical Linguistics
Systemic Functional Grammar and Communication Disorders
•Wignell, Peter [read by Fran Christie]

CORNETT A125
More Than One Category
Literacy at Tertiary Level Among Native-English Speakers: Raising the Issue
•Stillar, Glenn

Wednesday, July 21

CORNETT A120
Workshop
Form, Function and Text

CORNETT A125
Workshop
The Construal of Meaning in Tennyson's "The Lotos-Eaters"

CORNETT A225
Workshop
Exploring How a Large Systemic Grammar Works

CORNETT A120
Workshop
Form, Function and Text (cont.)

CORNETT A225
Workshop
Using Systemic Grammars for the Generation of Multilingual Technical Documents

BREAK

Workshops (cont.)

Thursday, July 22

9:00

SENATE CHAMBERS A180
Business Meeting

10:30

BREAK

11:00

CORNETT A120
Computational Linguistics
A Parser for Systemic Grammars

CORNETT A125
Educational and Clinical Linguistics
Introducing and Keeping Track of Participants: What are the Choices for Reference in "Good" and "Poor" Texts by Primary School Writers?

CORNETT A225
Text and Discourse
"News and Views" from the Anglo Saxon Chronicle to the New York Times: A History of the Authorial Voices of Contemporary Journalism

CORNETT B335
Text and Discourse
Codes of Ethics: A Comparative Study

CORNETT A120
Computational Linguistics
The Role of Theme and Focus in a Text Planning System: Steps Towards an Integration

CORNETT A225
Text and Discourse
Text Analysis of Japanese - Cohesion in Discourse

CORNETT A125
Educational and Clinical Linguistics
Genre Across the Curriculum in Junior Secondary School

CORNETT B335
Text and Discourse
Heterogeneous Discourse Inheritance: Suggestions for a Model-Instance Approach

2:00

3:30

4:00

9:00

10:30

11:00

11:50

2:00 — Fawcett, Robin P.

CORNETT A120
Computational Linguistics
Some Fundamental Issues in Systemic Theory
•Wong, Alice; Mohan, Bernard

•Winser, W. N.

CORNETT A125
Educational and Clinical Linguistics
Modelling Reading

•Jelinek, Jiri

CORNETT A225
Text and Discourse
Text-Wide Grammar for a Japanese-to-English MT System
•Ayano, Seiki

2:00

•Simon-Vandenbergen, Anne-Marie

CORNETT B335
Text and Discourse
"Games People Play": An Examination of Interpersonal Metaphors in Political Interviews
•Winser, W. N; Christie, Fran

2:50

•(Cross) Marilyn; O'Brien, Fergus

CORNETT A120
Computational Linguistics
Intertextuality of Communications: Computational Modelling of Context for Advanced Telecommunications Services
•Fries, Peter H.

•Wegner, Diana

•Sasaki, Makoto

CORNETT A225
Text and Discourse
A Systemic Analysis of Three Different English Translations of "The Tale of Genji"

2:50

•Guterres, Denise

3:30

BREAK

4:00

•VanderLinden, Keith; Cumming, Susanna

CORNETT A120
Computational Linguistics
A Predictive Account of the Rhetorical Structure and Grammatical Form of Action Expressions in Instructio Text

•Tatsuki, Masaaki; Fawcett, Robin P.

3:30

4:00

CORNETT A125
Educational and Clinical Linguis Assessing Tertiary Literacy Requirements: An Analy Framework
•Huang, Jingzi; Mohan, Bernard

•Murison, Elizabeth

4:50

•Gomez, Maria A.

CORNETT A120
Text and Discourse
Theme: Topic or Framework?
•Shinzato, Rumiko

Rice, Curtis; Mohan, Bernard

CORNETT A125
Educational and Clinical Linguistics
Computer-based Peer Tutoring by ESL Learners
•Stainton, Robert

•Hunter, Lawrie

CORNETT A225
Text and Discourse
Japanese Difficulty with Foreign Speech Genres

6:30 — FACULTY CLUB - *NO HOST BAR*

7:00 — FACULTY CLUB - *BUFFET DINNER*

CORNETT A125
Text and Discourse
The Functional Variation of Discourse and Bilingual Code-Switching

CORNETT A225
More Than One Category
Tense-Selection as a Foregrounding Effect in Middle English Narrative Discourse

CORNETT A120
Educational and Clinical Linguistics
Using Systemic Grammar in Teacher Education

CORNETT A125
Lexicogrammar and Semantics
Issues of Structure and Interpretation in the Non Determinative Modifiers in the English Nominal Grou

CORNETT A225
Text and Discourse
Positionality and the Construction of the Subject

CORNETT A120
More Than One Category
An Introduction to the Functional Visual

CORNETT A125
Lexicogrammar and Semantics
Morphemes as Elements of Clause Structure

BREAK

CORNETT A120
Educational and Clinical Linguistics
The Knowledge Framework in a Foreign Language Teaching Situation

CORNETT A125
Lexicogrammar and Semantics
The Perception/Cognition Distinction

CORNETT A225
More Than One Category
Testing for Minors

Friday, July 23

9:00
•Toolan, Michael

SENATE CHAMBERS A180
PLENARY: 'You can't join a debating society and not speak': Thoughts on Dialogue and Debate in Systemic Linguistics

10:30

BREAK

11:00

•Hartnett, Carolyn G.

CORNETT A120
Educational and Clinical Linguistics
News Reports and Human Interest Stories

•O'Donnell, Michael

CORNETT A125
More Than One Category
Constructing Ideation Through Interaction: Macro-Ideational Structure and Exchange Structure

11:50

•Anderson, Suzanne; Wang, Zhigang

CORNETT A120
Educational and Clinical Linguistics
Team Teaching: Bring Together Different Countries

3

Impressions of a First-timer:

In spite of its rather imposing title, the 20th International Systemic-Functional Congress was a friendly, welcoming conference. It took place on the campus of the University of Victoria, in the city which has the warmest, most reasonable weather in Canada.

I'd only ever been to trade shows and, once, had looked on at the madness from the outskirts of a computer science mega-conference. The Systemic-Functional conference had people who had time to talk at a normal pace, drink beer with, and catch smiles from on the way to the cafeteria.

What I was able to follow of the linguistics debates was entertaining. Robin Fawcett had lots of strong, fluently-expressed opinions; Michael Gregory and Elissa Asp also had strong opinions; and yet the grammar that Gregory and Asp presented seemed to engender as much curiousity as strong opinion. Jim Martin's plenary session was diplomatic but received strongly worded replies. During Michael Toolan's Friday morning plenary session, he was asked by Jay Lemke to take a stand vis-a-vis post-modernism. All week, remarks had been lobbed back and forth over the structuralist/post-structuralist divide. And last but not least, David Watt and Rob Stainton argued for a good long time over "Beer?" at two o'clock in the morning under Nancy Fries' window. Just as the "Beer?" debate was slightly over my head at that hour, so, inevitably, were many of the other issues aired at this meeting.

When it was time to present my paper, I was, of course, NERVOUS - although it was reassuring to have observed and talked to other presenters who may have been NERVOUS but were also very good.

I missed many good presentations. I did enjoy Karen Malcolm's comparison of cohesion in medieval long poems, Michael Cummings'presentation of his work computerizing theme in stretches of text, Jay Lemke's illustration of graphic meaning-making in multi-modal texts, David Watt's fascinating account of his experiments with young children retelling the story of Little Red Riding Hood, Margaret Berry on Hasan's reconceptualization of functional hypotheses, Erich Steiner's remarks on the connections between grammars and semantics, Louise Ravelli's and Louise Droga's report on their strategies for improving the writing skills of Australian university students, Bernie Mohan's and Alice Siu-ping Wong's interesting findings on code-switching, and Rob Stainton's well-presented paper on minor clauses.

I made a compromise decision between Benson and Stillar's relaxed workshop on Tennyson's "The Lotus-Eaters" and Asp and Gregory's workshop presenting their grammar, so that I managed to catch part of each one. It was Wednesday, conference participants were thin on the ground, and my brain had stopped ticking over by then anyway. Luckily my brain revived by Thursday morning, in time for Mick O'Donnell's presentation of his parser for a purely systemic grammar and Glenn Stillar's paper on a model-instance approach to discourse. Then Thursday evening came, and the banquet, and then a bottle of red wine on the beach, Rob Stainton and Maria Gomez speaking Spanish, and so to bed again at two o'clock. The witching hour. This time I also managed to keep my host out until the early hours, so that I had no anxiety about getting into the house.

Mine host: Gordon Fulton: I'm sure I'll never meet a more gracious and congenial conference host. Apart from the generosity of spirit with which he offered his house and his time to three conference participants, I saw him spend much effort and energy making sure the conference went smoothly. It was one of the great pluses of this first conference for me that I was able to go "home" talking over the day with Gordon Fulton. One evening I went home alone, and, completely depleted, lay on the carpet, staring at the ceiling, ~~and~~ listened to vintage Leonard Cohen. Another day I brought home a friend. The best memories of the conference are attached to Gordon Fulton's house.

But then everybody at the conference was approachable. I talked with people I'd been wanting to meet for a long time. I also had talks about linguistics with people I'd never read but who had plenty to say, like Diane Smithers, Mick O'Donnell, Kieran McGillicuddy, Carolyn Hartnett, David Watt, and Terence Lo. Then there are the people I didn't talk much to, or didn't talk linguistics with, but were simply friendly and interesting, like Erich Steiner, John Bateman, Louise Ravelli, Anne Cranny-Francis, Jim Benson, Michael Cummings, Elissa Asp, Alfred Fan, Maria Gomez, Michael Gregory, Laura Proctor, and people whose names I never found out or don't remember - which is inevitable, so I'll mention them too.

Before the conference, I had the fun of talking linguistics with Peter Fries and being mothered by Nancy Fries, who gave me excellent advice. I got to monologue uncontrollably about my thesis to Courtney Cazden, to argue in class with Jim Martin, have the entertainment of listening to a lecture by Robin Fawcett, have a sandwich with David Mead, enjoy Karen Malcolm's questions, meet Peter Ragan (I almost bicycled all the way to Victoria from Vancouver). All of these people, and people I haven't mentioned, made my first conference experience, and my first experience of the International Systemic-Functional Conference, tremendously positive. And that's from the perspective of a rookie conference-goer.

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First Japanese systemic circle meeting

The inaugural meeting of the Japan Association of Systemic Functional Linguistics (JASFL) was held in November, 1993. (For details on membership, see under "Networking" below.) It was very successful and a second meeting will be held in November this year (see under "Upcoming meetings"). The first issue of the JASFL Newsletter includes the following information on the inaugural meeting:

This meeting was held at Doshisha University, in Imadegawa, Kyoto on the 26th November, 1993. The program commenced at 4p, with the inaugural business meeting, which was chaired by Profesor Masaaki Tatsuki of Doshisha University. ... The inaugural lecture of the JASFL was delivered by Professor Noboru Yamaguchi at meeting attended by over 35 people and chaired by Professor Hisao Kakehi. The subject of this lecture was "Recent Trends in Systemic Linguistics". Professor Yamaguchi gave a very lively, amusing lecture which focussed on the major tenets of a systemic functional linguistics approach to language, and via the analysis of varioius texts, illustrated some of the areas where a systemic functional approach to language can yield useful observations about the ways that speakers of languages make meanings. After this presentation, the members of JASFL and invited guests attended a sumptuous dinner at the Karasuma Kyoto Hotel:

Minutes
9:00 a.m., July 24, 1993
University of Victoria
Victoria, Canada

Michael Cummings chair (as continuation from 1992 meeting)

AGENDA

1. Apologies
2. Minutes of last meeting
3. Business arising
   A. Constitution
   B. Election of office bearers
4. Secretary's report
5. Treasurer's report
6. New journal
7. Bulletin board
8. Network
9. Upcoming conferences
10. Other business

I. Thanks and Apologies

Bernard Mohan, program chair, thanked all presenters. Gordon Fulton, local arrangements chair, thanked all attendees and urged them to maintain contact with the organizers. Michael Cummings explained his current reconvening of the 1992 meeting because the ballot was not sent out. Bernard Mohan moved to confirm Frances Christie as presiding chair, and Lynne Young seconded. After the vote passed, she took over and announced apologies for absence from Michael Halliday, Ruqaiya Hasan, and Joan Rothery. She also announced that Carolyn Hartnett had agreed to keep the minutes of the meeting.

2. Minutes of the last meeting

Upon a motion by Mohan and Margaret Berry, minutes of the 1992 meeting were approved.

3. A. Constitution (See Appendix 1)

A draft was presented from the ad-hoc committee consisting of Frances Christie, Peter Fries, Nan Fries, and Jim Benson. Robin Fawcett, seconded by Margaret Berry, moved to remove the hyphen between Systemic and Functional in the name. The motion passed. Peter Fries, seconded by Adrian Hare, moved to add another purpose, "to promote scholarship and research in the relationships that hold between language and the various social contexts in which it is used." The motion failed. Numerous other motions were made and withdrawn or failed to receive a second, all dealing with expanding, concentrating, and otherwise refining the statements of objectives, especially #2-3; suggestions were made by Jim Martin, Tucker, Fawcett, Frances, Jonathan Fine, Carol Torsello, and Helen Jenkins. Berry's motion to remove #2 passed, but the motion to remove #3 failed. A motion made by Torsello and seconded by Fawcett passed to allow the Committee to polish the wording, since there was a general understanding and agreement on purpose. Fine moved that the status of full membership not be tied to payment of dues, but that there be a dues mechanism. Robert Veel seconded, and the motion passed. Eugene Green's motion that there be a membership secretary also passed. Cummings moved that, subject to these amendments, the constitution be approved. Mohan seconded, and the approval was unanimous.

3. B. Election of office bearers: Peter Fries moved that the slate of nominees for the Systemic Functional Linguistics Association Committee be declared elected, as they are not opposed. Laura Proctor seconded, and the election was completed.

Executive

Chair:	Frances Christie
Deputy Chair:	Bernhard Mohan
Membership Secretary:	James Benson Recording/Corresponding
Secretary:	Robert Veel
Treasurer:	Hillary Hillier

Area Representatives

Louise Ravelli (Australia)
Margaret Berry (Great Britain)
Gordon Fulton (Canada)
Hu Zhuanglin (China)
Erich Steiner (Europe)

Peter Ragan (U.S.A.)
Fermi Akindele (Africa) *
Amy Tsui (other areas) *

Ex officio (non-voting)

Eija Ventola - immediate past chair
Anne-Marie Simon-Vandenbergen - upcoming Congress chair
J R Martin & Christian Matthiessen — editors of Network.

4. Membership Secretary's report

Jim Benson reported that there were over 800 names on the list and urged the conferees to ensure its accuracy.

5. Treasurer's report

Jim Benson also reported funds remaining in England and Australia after conferences, and it was agreed that this informal arrangement works to avoid constant exchange charges; local committees should report funds remaining each year to account for them, but the funds left after a meeting should be retained to use for future meetings.

6. New journal

Ann Marie Simon-Vandenbergen announced a contract with Benjamins for three years for a journal, *Functions of Language*, consisting of two issues per year, 250 pages per volume, starting in the spring of 1994. It will include contributions from systemicists and others. Some issues may be thematic; conference papers could be included or published separately. It will include book reviews. She asked for contributions for Volume 2. Institutions and libraries should be asked to subscribe. Simon-Vandenbergen and her colleagues were given thanks and congratulations. Bernie Mohan announced that there were no plans to publish papers from the current conference, but participants were urged to offer papers to the editor of the new journal, as well as to other journals.

7. Bulletin board

Michael Toolan is the E-mail contact; Jim Benson was thanked for helping with the set-up.

8. Network was not discussed because Editor Jim Martin had left the meeting.

9. Upcoming conferences

- August 1-5, 1994: The twenty-first ISFC will meet in Gent, Belgium, after a pre-conference course in Leuven, 45 miles away. Contact Anne Marie Simon-Vandenbergen.
- July 19-24, 1995: Twenty-second IFSC in Beijing, China. Contact Hu Zhuanglin.
- July 15-19, 1996: Twenty-third IFSC in Sydney, Australia. Contact Di Slade and Frances Christie.

10. Other business

Local organizers Bernie Mohan and Gordon Fulton were thanked cordially and profusely. A motion by Robin Fawcett passed, establishing a subcomittee to act for publication. Peter Fries was nominated for the Finance Committee.

Frances Christie closed the meeting.

Prepared by Carolyn G. Hartnett, minutes secretary for the meeting.

DRAFT CONSTITUTION

NAME: The Systemic-Functional Linguistics Association

OBJECTIVES:

(1) To promote scholarship and research in Systemic-Functional linguistic theory and related fields.

(2) To pursue the application of Systemic-Functional linguistic theory in a variety of fields such as education, therapeutic fields, interpreting and translating, and computational linguistics among others.

(3) To develop descriptions of the various languages of the world using a Systemic-Functional linguistic framework.

(4) To disseminate the results of research in Systemic-Functional linguistic theory through publications including NETWORK, as well as journals, books or any other means.

(5) To organize an annual international Congress around Systemic- Functional linguistic theory and related fields, where as far as possible the Congress venue rotates, ensuring that members in different regions of the world have access to the Congress.

(6) To support projects aimed at creating courses, programs, summer schools and any other appropriate teaching activities which extend knowledge of Systemic-Functional linguistic theory.

(7) To support local Systemic-Functional linguistic theory meetings/conferences/workshops and other initiatives as these are organized locally from country to country.

(8) To establish collaborative agreements and working relations with any other professional body or group with related interests.

(9) To establish and maintain archives in Systemic Functional linguistics and related linguistic traditions.

MEMBERSHIP IN THE ASSOCIATION:

...hip will be open to any interested person who pays the annual dues as these are ...AGM of the Association. Only active (paid up) members can vote at the annual ...made up of all paid up members.

There will be the following categories of members:

regular
institutional
full time student
retired or unemployed
joint (as in a married partnership)

ANNUAL GENERAL MEETING OF THE ASSOCIATION:

There will be an AGM held at the annual international Congress each year. A quorum will be 20 paid up members of the Association. At the meeting the President, the Secretaries and the Treasurer will give an annual report to the members of the Association and the reports will be published in NETWORK. A motion made at the AGM will be considered passed if a positive vote is recorded by two thirds of the members present. A mail ballot can be requested by 10% of the Association's financial members. Mail ballots will be considered passed if a (two thirds) majority of those voting approve.

STRUCTURE OF THE ASSOCIATION:

The Association will be run by a Committee consisting of the Executive and elected committee members. The Executive and the elected Committee members are the office bearers of the Association.

The Executive will consist of the following officers:

Chair
Deputy Chair
Membership Secretary
Recording/Correspondence Secretary
Treasurer

Ex-officio members of the Committee (non office bearers, non voting) will be the immediate past chair, the present Congress chair, the upcoming Congress Chair, and the Editors of NETWORK.

The elected Committee will consist of six paid up members of the Association elected from different regions of the world. The Committee will be empowered to co-opt up to three additional members as needed [for special projects]. In the case of a vacancy after the election, the Committee may appoint a member until the next election.

Duties of the Committee:

(1) To coordinate the activities of the Association.

Duties of the Committee include setting the venue of the up-coming international Congresses, administering the assets of the Association and convening the AGM at the annual Congress.

Operating rules:

Terms of Committee members: The Executive and elected Committee members will be elected for three years.
Sub-Committees: The Committee may set up permanent and Ad Hoc sub-committees as needed. It will be open to the Executive on the advice of the Committee or the AGM to create any sub-committees needed. For special projects it will be open to sub-committees to co-opt additional members from outside the existing committee structure.
Committee meetings: The Committee will meet annually prior to the AGM. In addition, the Executive will maintain contact during the year dealing with any issues and/or emergencies that arise.
Nominations for new Committee members: Elections will be held every three years. At that time, nominations must be made in writing with the signatures of two members and the written consent of the nominee. The nomination must be delivered to the Executive before the annual AGM of the election year. If there are insufficient nominations then nomina...
AGM of the...

Modification of the Constitution or dissolution:

Any proposal to modify or dissolve the Constitution must come from the Committee or from at ...st half of the current paid-up members.

Fifth International Systemic Workshop

Universidad Complutense de Madrid
July 26th - 29th 1993

In the fifth year the systemic workshop moved from its homebase in Nottingham to Madrid, reflecting the strong Spanish interest and support. And, thanks to the excellent efforts of the workshop convenor, Angela Downing, assisted by Soledad Pérez de Ayala, Isabel López-Varela, Clara Calvo, Marta Carretero, Julia Lavid and Elena Martínez Caro, it was a hot affair, both systemically and meteorologically.

The theme of the Fifth International Systemic Workshop, *Linguistic and Textual Explorations: Corpus-based Discourse Studies*, was broader than the four previous workshops and this led to a stimulating variety of papers based on different kinds and different amounts of data.

The range of papers covered functional grammar, literature, computers, Old English, Conversation Analysis, nominal groups, Theme, forensic linguistics, pragmatics, education, metadiscourse, collocation, gender, topic ... you name it, we fanned ourselves to it. The text-types discussed included academic articles, newspaper reports, novels, police statements and telephone conversations and participants presented corpuses of anything between one and hundreds of texts.

Following on from previous years there was a number on papers discussing Theme and Rheme, Exchange Structure and Genre. Michael Cummings, usefully (though unknowingly) paved the way for Margaret Berry's paper, by contrasting the Prague School with the Hallidayan tradition of thematic analysis. He moved from this orientation to present a computational model which charted the distribution of Given and New using semantic graphs. Margaret Berry tackled a number of issues related to cross-cultural use of thematic structure. The speech function thread was continued by Hazadiah Mohamad Dahan and Ronald Geluykens on topic movement, Bill Greaves on intonation and Jesus Romero on comparing English and Spanish conversation. Finally, different genres were considered by Carmen Foz and Ignacio Vázquez (annual company reports), Susan Cockcroft (persuasive texts), Laura Hidalgo (short stories) and others.

New to Madrid were papers on telecommunications and telephone conversations: Clara Calvo on telephone conversations in crime fiction; Marilyn Cross on technology and context; Tim Gibson on customers' perceptions of telephone service quality and Gordon Tucker on talking to machines on the telephone. On an ideological note, Carmen Caldas Coulthard gave an interesting paper on accessed voice and gender bias in the National Press. And naturally, the change in venue meant that there were more papers on the Spanish language, including Angela Downing and Isabel López-Varela on the 'past-in-present' in Spanish and English and Chris Butler on collocational frameworks in Spanish.

On the Wednesday afternoon, the visit to the El Escorial monastery made for a most welcome break. El Escorial is situated on the side of a mountain and features a breathtaking library, college, palace, crypt (nice and cool), and church. Later that evening a magnificent workshop dinner had been organised which featured, among other splendid treats, the traditional dish of roast leg of lamb - a whole leg per person!

There were three workshops in the 5th ISW: one run by John Sinclair (posture, encapsulation and coherence patterns); one by Malcolm Coulthard (on forensic discourse analysis); and one by Michael Jordan (paraphrase and complex NPs). The workshops were particularly exciting - this was what it was all about - collections of people working together, hands-on with real texts.

All in all, the stimulating papers, participative workshops and the sharing of ideas (and tapas) in various bars around Madrid made the Fifth International Systemic Workshop a most enjoyable and convivial event, thanks to the hard work of Angela Downing and her team.

And so, on to the next workshop . . . . . in Antwerp.
See you there.

Caroline Stainton
Tim Gibson

5th INTERNATIONAL SYSTEMIC WORKSHOP

Corpus-Based Discourse Studies

Colegio Mayor de Isabel de España
Universidad Complutense de Madrid

26-29 July 1993

PROGRAMME

Monday 26th

Time	Event
9.00-9.50	Registration
9.50-10.00	OPENING UP SESSION
10.00-10.45	T. VAN LEEUWEN (School of Media, London College of Printing): *The recontextualisation of participants* Chair: Caroline Stainton
10.45-11.30	G. TUCKER (U. of Wales College of Cardiff): *"Slike a Dalek, innit!": talking to machines on the telephone* Chair: Tim Gibson
11.30-12.00	BREAK
12.00-12.30	R. GELUYKENS (U. of Antwerp): *Topic shifts in conversational discourse* Chair: Clara Calvo
12.30-1.00	H.M. DAHAN (ITM/MUCIA Cooperative program in Malaysia): *Movements in topic-framework* Chair: Caroline Stainton

Time	Event
1.00-2.00	KEYNOTE SPEAKER - J. SINCLAIR (COBUILD Project, U. of Birmingham): *Posturing in discourse* Chair: Angela Downing
2.00	LUNCH
4.00-4.30	K. McGILLICUDDY (Semiotics Program, U. of Sydney): *You wouldn't want to know: negation as a guide to discourse semantics* Chair: Marilyn Cross
4.30-5.00	A. THWAITE (U. of Sydney): *Mood, speech function and exchange structure in Australian English conversation* Chair: Eugene Green
5.00-5.30	E. TOGNINI-BONELLI (U. of Birmingham): *Interpretative nodes in discourse* Chair: Christopher Gledhill
5.30-6.00	B. GREAVES (York Univ., Ontario): *Using Micro-Speech Lab in the intonational analysis of sister talk* Chair: Theo van Leeuwen
6.00-6.30	BREAK

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...ION (Nottingham Trent ... *Introductions and ...tradictions: the placement of meta-discourse in texts from business and industry*
Chair: Margaret Berry

7.00-7.30   L. **HIDALGO** (U. Autónoma): *Recursion of clause patterns and 'mind style' in two literary texts*
Chair: Chris Butler

7.30-8.00   C. **CALVO** (U. of Granada): *Telephone conversations in crime fiction: opening up opening and closing sections*
Chair: Ronald Geluykens

8.00-8.30   T. **GIBSON** (British Telecom LABS): *How market research can add value to discourse theory: or buy two - get one free!*
Chair: Gordon Tucker

9.30   DINNER

6.00-6.30   BREAK

6.30-7.00   J. **BREGAZZI** (U. Complutense): *Metaphor and metonymy: a functional distinction*
Chair: Jill Bergé

7.10-8.30   <u>Workshops</u>

J. **SINCLAIR** (COBUILD Project, U. of Birmingham): *Patterns of coherence in discourse*
ROOM 1

M. **COULTHARD** (U. of Birmingham): *On disputed authorship in short texts: a challenge for applied text analysis*
ROOM 2

M. **JORDAN** (Queen's Univ., Ontario): *Paraphrase possibilities for restrictive postmodifiers in complex noun phrases*
TV ROOM

9.30   DINNER

Tuesday 27th

9.15-10.00   C.S. **BUTLER** (U. College of Ripon and York St John): *Collocational frameworks in Spanish*
Chair: Philip Locke

10.00-10.45   M. **CROSS** (U. of Wollongong): *Spatio-temporal mobility: an empirical study of communication patterns for advanced telecommunications from the theoretical perspective of social semiotics*
Chair: Bill Greaves

10.45-11.30   A. **DOWNING** and I. **LOPEZ-VARELA** (U. Complutense): *Discourse-pragmatic distinctions of the past-in-present in English and Spanish*
Chair: Margaret Berry

11.30-12.00   BREAK

12.00-12.30   S. **COCKCROFT** (Mackworth College Derby): *Persuasion - another kind of language function?*
Chair: Carmina Gregori

Wednesday 28th

9.15-10.00   C. **CALDAS-COULTHARD** (U. Federal de Sta. Catarina): *Accessed voice and gender bias in media texts*
Chair: Ronald Geluykens

10.00-10.45   M. **CUMMINGS** (York Univ., Ontario): *Theme/rheme and given/new in English texts*
Chair: Tim Gibson

10.45-11.30   H.M. **BERRY** (U. of Nottingham): *Theme and the functional hypothesis*
Chair: Angela Downing

11.30-12.00   BREAK

12.00-12.30   J. **URE** (U. of Edinburgh): *Lexical density and language teaching: system, experience and assessment*
Chair: Jesús Romero

12.30-1.00   R. **WHITTAKER** (U. Autónoma): *Theme, processes and the realization of meanings in academic articles*
Chair: Michael Cummings

1.00-1.30   M. **JAIME** (U. of Zaragoza): *The new role of titles in research articles*
Chair: Ignacio Vázquez

1.30-1.55   <u>Parallel Sessions</u>

M.A. **GOMEZ** (U. of Santiago de Compostela): *Theme: a heuristic method for discourse analysis*
Chair: Antonia Sánchez Macarro
ROOM 1

A.I. **MORENO** (U. of León): *A discourse as process view of causal intersentential relations in English*
Chair: Soledad Pérez de Ayala
ROOM 2

2.00   LUNCH

3.30   Visit to the Monastery of El Escorial

9.30   Conference Dinner at El Escorial

12.30-1.00   C. **FOZ** and I. **VAZQUEZ** (U. of Zaragoza): *The persuasive function of lexical cohesion in English: a pragmatic approach to annual business reports*
Chair: Mercedes Jaime

1.00-2.00   <u>KEYNOTE SPEAKER</u> - M. **COULTHARD** (U. of Birmingham): *Spoken, written and dictated language*
Chair: Angela Downing

2.00   LUNCH

4.00-4.25   <u>Parallel Sessions</u>

E. **GREEN** (Boston Univ.): *The grammar of elicitation in Old English homilies*
Chair: Anne Thwaite
ROOM 1

A. **LEON SENDRA** (U. of Córdoba): *Applying a systemic model to Geoffrey Chaucer's* <u>House of Fame</u>
Chair: Carmen Foz
ROOM 2

4.30-4.55   <u>Parallel Sessions</u>

M. **CARRETERO** (U. Complutense): *Approaching emphasizers from modality and discourse*
Chair: Susan Cockcroft
ROOM 1

Thursday 29th

9.15-10.00   D. **KIES** (College of DuPage): *On the gradient between paratactic and hypotactic clause connections*
Chair: Rachel Whittaker

10.00-10.45   M. **JORDAN** (Queen's Univ., Ontario): *The complex nominal group: paraphrases and clause-relational implications*
Chair: Angela Downing

10.45-11.30   J. **LAVID** (U. Complutense): *Interactive patterns of discourse structure in text generation: global versus local relations*
Chair: Chris Butler

11.30-12.00   BREAK

12.00-12.45   E. **HOVY** (Information Sciences Institute of the University of Southern California): *Discourse structure as needed for translation: insights from a computational study*
Chair: Julia Lavid

12.45-1.15   ROUND-UP SESSION

2.00   LUNCH

J.J. **CASTAÑO** (U. Complutense): *Tagged statements: everybody knows they're all the same, don't they?*
Chair: Carmen Santamaría
ROOM 2

5.00-5.25   <u>Parallel Sessions</u>

F. **BARGIELA** (Nottingham Trent Univ.): *Building a corpus for cross-cultural discourse analysis: issues and problems*
Chair: Christopher Gledhill
ROOM 1

G. **CORPAS** (U. of Málaga): *Discoursal functions of proverbs and corpus linguistics*
Chair: Rachel Whittaker
ROOM 2

5.30-5.55   <u>Parallel Sessions</u>

J. **ROMERO** (U. Autónoma): *Attention-getting devices in English and Spanish conversation*
Chair: Elena Martínez Caro
ROOM 1

C. **SANTAMARIA** (U. Autónoma/Complutense): *A Corpus-based exploration of the interactional achievement of a proposal and its acceptance*
Chair: Marta Carretero
ROOM 2

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Universidad Complutense de Madrid.
MADRID, 26-29 JULY 1991

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ISFC 94

21st International Systemic Functional Congress

1 – 5 August 1994

Conference theme
FUNCTIONS OF LANGUAGE

Keynote speakers:

Basil Bernstein (London)
Claude Hagège (Paris)
M.A.K. Halliday (Sydney)
Ruqaiya Hasan (Macquarie)
Christian Matthiessen (Sydney)
William McGregor (Melbourne)
Petr Sgall (Prague)
Anna Siewierska (Amsterdam)
Stanley Starosta (Hawaii)
Jef Verschueren (Antwerp)

University of Gent
Belgium

Second Circular

Conference theme
Functions of Language

The aim of the conference is to bring together linguists working within functional models of various types. It will provide a forum for a constructive confrontation of functional approaches and hopes to promote the fruitful interaction between functional theory and applications in different fields such as educational and clinical linguistics, stylistics, translation studies, artificial intelligence, and communication studies.

Registration/Queries

If you wish to attend the conference, please fill in the REGISTRATION FORM and return it, with payment, by 15 April. Confirmation of registration and details of arrangements will be sent in the third circular to those who have registered. If you have any queries, please contact Anne-Marie Simon-Vandenbergen or Wouter Buickaert at the Department of English, University of Gent, Rozier 44, 9000 Gent, Belgium. These are some useful numbers:
Tel.: +32 9 264.37.87
       +32 9 264.37.89
Fax : +32 9 264.41.79
E-mail: annemarie.vandenbergen@rug.ac.be

Leuven: A Summer School in Recent Developments in Systemic-Functional Linguistics will be held from 25th to 29th July 1994 at the University of Leuven. The main lecturers will be John Bateman, M.A.K. Halliday, Ruqaiya Hasan, Wiebke Ramm, and Erich Steiner, with local participants. The two strands will be: *The analysis of language from a discourse perspective* and *Systemic-Functional Linguistics and Natural Language Processing*. There will be a mixture of lectures, presentations, workshops, and work on the terminal for the NLP strand. For further details contact K. Davidse, S.F. Summer School, Dept. of Linguistics, Blijde-Inkomststraat, 21, B-3000 Leuven, Belgium. Tel. +32 16 284811; Fax +32 16 285025.

York: The 6th International Conference on Functional Grammar will be held from 22nd to 26th August 1994 at the University College of Ripon and York St. John. The focus of the conference will be *Pragmatics and Discourse in Functional Grammar*. Conference participants will be accommodated in student rooms on the campus, within easy walking distance of York. Bed, breakfast, and lunch per day will be approx. £30; the conference fee will not exceed £50. In addition to papers in the usual format, there will be at least one poster session for those who wish to display work for informal discussion. For further details contact Dr. C. S. Butler, University College of Ripon and York St. John, Lord Mayor's Walk, York YO3 7EX. Tel. 0904-616778; fax 0904-612512 The organizers regret that it is now too late for abstracts.

2nd
AUSTRALIAN LINGUISTIC INSTITUTE
La Trobe University, 4 - 14 July 1994

ALI-94

in association with the annual conferences of
ALS, to be held at La Trobe University, 1 - 3 July 1994
ALAA, The University of Melbourne , 14 - 17 July 1994

Registration Form for ALI and ALS only

Note: Registration details for ALAA (Applied Linguistics Association of Australia) will be mailed to all ALAA members in due course. For further information contact the Horwood Language Centre, University of Melbourne, Parkville Australia 3052 (fax 03-344 2180; phone 03-344 5145).

Please return this form together with payment of all fees due to:

Convention Associates
13 Jeffrey Street
Mt Waverley, Vic. 3149

(BLOCK LETTERS PLEASE)

Family name .... Title .... (Prof/Dr/Ms/Mrs/Miss/Mr)

Given name .... Sex .... (M/F)

Student number/Institution .... (if registering as a student)

Mailing address (please give institutional address if possible)

....

....

....

....

City .... State .... Postcode ....

Country ....

Telephone: Work .... Home .... Fax ....

Badge Details   Preferred First Name ....

Institution/Company ....

REGISTRATION CATEGORY *(Please tick appropriate box, or boxes if you are attending both institute and conference, and enter appropriate registration fees into the "Fees Due" section on the reverse of this page. Fees received by March 1 benefit from the lower rates.)*

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☐ 2nd Week only
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☐ Student 1st Week only
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Australian Linguistic Society Conference

☐ ALS Member
Fees $65 ($75 after March 1)

☐ Non-member
$85 ($95 after March 1)

☐ Student Member
$35 ($40 after March 1)

Note: Registration Fees (less handling $25) are refundable only until 15 June 1994.

TRAVEL Travel arrangments may be made by contacting ALI-94's official travel agent directly: Harvey World Travel (attention Anita Gould), 85 Main St, Greensborough 3088 (03-434 1377; fax 03-434 7370)

First   - Call   for   Papers

The Centre for Applied Linguistics [ICTL]
at the
University of Antwerp (UFSIA)
invites abstracts for the

Sixth International Systemics Workshop
"Spoken and Written Discourse"
with a special session on
"Business Discourse"
to be held in Antwerp, 7-10 August 1994

Abstracts for functionally oriented papers on any area of discourse, for both general and special sessions, should be one page long, with a possible additional page for data, examples and references. Suggestions for special workshop topics are particularly encouraged. Speakers will be invited to send in a preliminary version of their paper by July 1st, 1994, for distribution to participants prior to the workshop. It is envisaged that a selection of papers from the workshop will be published in a proceedings volume. Special attention is drawn to the fact that ISW-6 is scheduled right after ISFC-94, which will also be held in Belgium (at the University of Gent).

Deadline for abstracts: January 15th, 1994
Notification of acceptance: March 1st, 1994

Please address all abstracts, suggestions, and requests for further information (see slip below) to:

Dr Ronald Geluykens   [ISW-6 Convenor]

c/o   University of Antwerp (UFSIA)
ICTL - Centre for Applied Linguistics
Room D-133   Tel: +32.3.2204269
Prinsstraat 13   Fax: +32.3.2204420
B-2000 Antwerp, Belgium   E-mail: "ronnie@prl.philips.nl"

PLEASE RETURN TO R. GELUYKENS AT THE ABOVE ADDRESS BEFORE DECEMBER 31ST, 1993

Name: ....

Affiliation: ....

Mailing Address: ....

....

....

Telephone Nr: .... Fax Nr:..................

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0   I would like to receive further information on ISW-6
0   I would like to present a paper for the   0   general session
                                                    0   special session

Provisional title: ....
My Abstract: 0   is enclosed
                     0   will be submitted before 15 January 1994

Conference   (23 -25 September)

Proposed plenary speakers include:

Jim Martin
University of Sydney

Frances Christie
University of Melbourne

Theme of Conference
The conference provides a forum for discussing:
• how SFL theory has advanced
• how our use of the theory has advanced
• what new ground we could be breaking

Papers and Workshops
(see over for details)
A range of papers and workshops will be offered,
concerned with both developing theory and
application.

Accommodation
Conference and Spring School accommodation has
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St Leo's College
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St Lucia
Cost: approximately $40 per night (breakfast
included)

A range of hotel or motel accommodation is also
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CALL FOR CONFERENCE PAPERS

Abstracts should be sent to:

Linda Gerot
Queensland University of Technology
School of Language and Literacy Education
Kelvin Grove Campus
Locked Bag No 2
RED HILL Q 4059
Fax: 07 864 3988

DUE DATE: June 1, 1994

Abstracts should:
- be camera ready
- specify title of paper
- name author(s) and institution(s)
- not exceed 250 words
- have wide margins
eg 3cms left and right; top and bottom

Presentation formats
Papers will be given in 45 minute slots
Please note: Requests for double sessions by
groups are also welcome.

Additional information required
In addition to abstracts, please send a separate
sheet indicating:
- your name, title of paper and reply address
- equipment you will require
- whether or not you require early
acceptance for funding purposes

Publication of papers
Conference proceedings may be published.

Further information will be forthcoming in 1994

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A 5 day intensive course of lectures and workshops
in the theory, practice and application of Systemic
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University of Sydney

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Language Consultant

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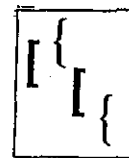
1994 Australian Systemic Functional Linguistics Conference and Spring School

BRISBANE

Conference   23-25   September,   1994

Spring   School   26-30   September,   1994

Spring School Levels of Study

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Level 1
Introduction to Functional Grammar
The focus will be on lexico-grammar, principally the
clause level grammatical systems of mood, transitivity
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The focus will be on aspects of the cohesiveness of
text in relation to the discourse systems of reference
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Level 3
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The focus is on modelling language in context which
includes discussion of field, tenor, mode, genre and
ideology.

Level 4
Advanced application
The focus is on participants sharing, presenting or
problematising research of their own in lecture or
workshop format.

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

Further Information

John Carr
Australian Catholic University
Phone: 07 855 7188

Lenore Ferguson
Department of Education
Phone: 07 237 0880

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JAPAN ASSOCIATION OF SYSTEMIC FUNCTIONAL LINGUISTICS

機、能、言語学

CONFERENCE

DATE: Friday, November 11th 1994.
TIME: 12:20pm - 5:30pm
PLACE: Obirin University
         3758 Tokiwa-cho,
         Machida-shi,
         Tokyo, 194-02.

GUEST SPEAKER: Ruqaiya Hasan , Macquarie University, Australia,
Linguistics, Language and Verbal Art, Cohesion in English
(with M.A.K. Halliday), *Language, Context and Text* (with
M.A.K. Halliday)

CALL FOR PAPERS

Abstracts of approximately 200 words in either Japanese or English for
papers of 40 minutes in length on any topic within the field of
functional linguistics should be sent to:

> JASFL Conference November '94
> Wendy Bowcher,
> Obirin University,
> 3758 Tokiwa-cho,
> Machida-shi, Tokyo, 194-02.
> Fax: 0427-97-2344

Papers may be read in Japanese or in English.

Please include your name, institution, contact address and telephone
number with your abstract.

Closing date for abstracts: May 15th, 1994.

23rd International Systemic Functional Congress, July 15-19,
1996; Centre for Language and Literacy, School of Adult and Language
Education, Faculty of Education, University of Technology, Sydney, PO Box
123 Broadway 2007, New South Wales, Australia; E-Mail address:
ISFC.SYD@UTS.EDU.AU

Teacher literacy preparation: a review of the possibilities

Frances Christie
Institute of Education, University of Melbourne
Parkville, Victoria 3052
Australia

Introduction: some recent new themes in official approaches to literacy and its teaching

In one sense English literacy is not new as an educational issue. Schools exist to teach English literacy, among other things, and politicians, employers and others pay periodic lip service to the need to improve standards of literacy in the community. However, both in this country and the U.K., the signs are that a degree of official urgency has of late crept into much of the discussion about English literacy. To the periodic calls we often hear about declining standards of English literacy there have been added of late at least five other more or less related themes. ·

The first of these themes emerged in the British context, where official concern about the teaching of the English language generally led the Government in 1987 to appoint a Committee - chaired by Sir John Kingman- to identify a model of the English language for the purposes of teaching about it. The fact that the issue was even addressed in these terms was itself of interest. It challenged what had become a widely held view since the 1960s that teaching about the language in some way compromised the capacity of students to come to terms with using language 'in their own way'. For this reason the Kingman Report is of interest, and while I can't find evidence at this stage that its findings have had much impact in Australian curriculum documents, it is clear that many have been reading it, and that in some sense it will have a role to play here in discussions of literacy teaching in the immediate future.

The second and related recently expressed new theme in discussions of English language and literacy has been the call for its direct teaching, rather than its 'facilitation' - the preferred model of teacher behaviour advocated in many English teaching curriculum documents and textbooks since the 1960s. The terms of reference for the Kingman enquiry made clear that matters to do with explicit teaching about the language should be dealt with, so that by implication at least 'facilitation' as a model for teaching behaviour was under challenge. This model has been under challenge in Australia too of late, and while the battle for overt teaching about the English language has yet to be won, considerable progress has been made.

The third of the recent themes, again apparent in Great Britain, but also in this country, has been the call for development of what are called either standards of attainment in literacy, or levels of proficiency. Following hard on the heels of the Kingman enquiry, the British Government in 1988 appointed the National Curriculum English Working Group - chaired by Professor Brian Cox - charged with responsibility for advising on attainment targets and programs of study in English in the new National Curriculum as set out in the Education Reform Act of 1988. The determination of a national curriculum, incidentally, marked a remarkable departure from previous practice in British history, for until very recent times, such a move would have been quite unthinkable.

In Australia, where the notion of a national curriculum would have been until recent times also a very unlikely event, a national project intended to identify appropriate levels of attainment for English literacy was called for by Garth Boomer in his former capacity as Chairman of the Australian Schools Commission in 1987. The work of this project was contracted to the ACER, although to the best of my knowledge no great progress has been made. However, in other ways, some Australian States are currently engaged in developing models of tables of attainment or levels of proficiency. In addition, one of the initiatives currently being developed as part of the IYL activities in Australia has been a project intended to develop levels of proficiency in adult literacy programs. A National English Language/Literacy Curriculum Mapping Exercise is currently in progress, sponsored by the Australian Education Council, and as its name implies, this is intended to identify the various features of all State language and literacy curriculum statements, with a view to arriving at some kind of consensus about English language curriculum. I think it is clear that one of its probable outcomes will be development of proficiency levels for English teaching across Australia.

The Australian Education Council, (AEC) incidentally, is the organisation of the various Ministers of Education, both Federal and State, which meets perodically, and which, under the chairmanship of Mr. Dawkins, has already taken certain steps towards the articulation of a national curriculum. One such step included the adoption of the so-called Hobart Declaration in 1989, which sets out in reasonably general terms a commitment to a number of common goals for compulsory schooling Australia-wide. Another step has been the recent adoption of a set of nationally held principles for the teaching of mathematics

A fourth theme in the recent developments in discussions of English language and literacy teaching has been the call for improved preparation of teachers for teaching the English language. The terms of reference for the Kingman enquiry required that the members of the Committee:

'recommend a model of the English language, whether
    spoken or written, which would:
    i   serve as the basis of how teachers are trained
        to understand how the English language works;
    i i inform professional discussion of all aspects
        of English teaching.'

In addition, Committee members were asked:

'to recommend the principles which should guide
    teachers on how far and in what ways the model should
    be made explicit to pupils, to make them conscious of
    how language is used in a range of contexts'.

Such matters have important implications for teacher education, both pre service and in service, and in fact a national in service exercise was conducted by Dr. Ron Carter of the

University of Nottingham, in the aftermath of the Kingman Report. The latter exercise, to which, incidentally, Janet White (of the National Foundation for Educational Research) contributed, is now finished, I understand.

As for the Australian context, as perhaps some of you are already aware, in late 1988 the Minister of Education, Mr. Dawkins, called for an investigation into the preparation of teachers for teaching English literacy. I was awarded the contract to undertake the investigation, and in August of 1989 I created a team of experts from various universities to work with me. The investigation is now in progress, and that in part explains this paper. While I am not able at this stage to report on the recommendations we will eventually make with respect to the preparation of teachers for teaching English literacy, I want to share with you some of the observations I have already made myself. What is more important, I want to invite from you some discussion of these observations. I see this conference as an opportunity to talk among friends. I shall be grateful for your comments and advice, and can promise to pass on anything you may wish to tell me to the other people with whom I am working. I would also formally invite any of you who wish, to write submissions to me on any aspects of the enquiry. I shall say a little more later of the nature of the task I have been given in the National Project on the preparation of teachers for teaching literacy. First I want to continue developing recent themes in discussions of language and literacy teaching, at least for a little longer.

A fifth theme then, has been the tendency to argue a relationship between language capacity - capacity in literacy in particular - and the state of the economy. In this argument, as most of you are aware, it is said that if we are to pull ourselves out of the current recession, and become the 'clever country' in Mr. Hawke's words, then we must lift our game as teachers generally. In particular, we must lift the general levels of literacy and indeed of numeracy, and prepare our students not merely for the immediate problems of award restructuring, but also for the various changes of work patterns that would appear to lie ahead for most members of the Australian workforce. Graduates of Australian schools, it is estimated, will change their jobs three times or more in a lifetime (Teachers Learning: Report of the Inservice Teacher Education Project, 1988; 5), and they need to display a degree of flexibility in learning new skills at various stages throughout their lives.

A great deal of the many literacy-related initiatives currently in train through DEET and the AEC, incidentally, are to be understood as part of a broader program of change set in motion by the Minister of Education when he launched his policy statement, Strengthening Australia's Schools: a Consideration of the Focus and Content of Schooling (1988). The latter statement made very clear the commitment of the Minister to using the schools to bring about national economic readjustment. Among other matters, a target was set for the early 1990s for a 65% retention rate of students to the end of year 12. This alone has important implications for the teaching of English literacy across all subjects, in order to deal with the needs of the numbers of students who, in even the recent past, would have left school very much earlier than Year 12, but who are now staying on.

Rosie Wickert's study (1989) investigating literacy in the adult population of Australia estimated that 10% of the adult population had literacy difficulties. Robyn Hartley's report (1989) on The Social Costs of Inadequate Literacy drew attention not only to the loss of confidence and self esteem suffered by adult illiterates, but also to the loss, both in social and economic terms, caused by their incapacity to enter effectively and fully into the life of the community.

Both Wickert's and Hartley's studies were of course called for as part of the Federal Government's commitment to the International Year of Literacy, but they are not to be explained only as aspects of the IYL. On the contrary, they were, along with a number of other recent initiatives taken by Government, quite important measures of official commitment to the development of improved standards of performance in English language. Most recently, the

Federal Government has released its Green Paper, The Language of Australia. Among other matters this calls for the development of a nationally co-ordinated approach to research into literacy and its teaching, possibly to be undertaken under the agency of the recently created National Languages Institute of Australia, but in the first instance to be developed through the creation of a single literacy and language advuisory body, called the National Literacy and Language Council.

While the Green Paper does address concerns with Aboriginal languages and with the teaching of foreign languages, especially Asian languages, it makes clear a particular concern to improve English literacy performance, both as a first and a second language. Development of capacity in literacy is on the one hand linked to the Government's Social Justice Strategy, with its concerns to achieve:

* a fair distribution of economic resources;
* equal rights in civil, legal and industrial affairs;
* fair and equal access to essential services; and
* the opportunity for participation by all in personal development, community life and decision-making'.
(The Language of Australia 1990: 5).

On the other hand, the concern for literacy performance is also linked in the Green Paper to 'economic security and productivity' (The Language of Australia 1990: 6) and a recent report (Miltenyi, 1989) is cited as estimating that the the annual cost to the nation of poor English skills in the workplace is $3.2 billion.

Collectively, then, a degree of official urgency about the levels of literacy teaching in schools has been a feature of the last few years, both in Australia and Great Britain. In times of economic hardship of the kind which has afflicted both Australia and the U.K. for the last few years, it is of course always easy to look to the educational system as failing, and to blame schools for the alleged decline in the capacity of the workforce. A very simplistic equation is in fact often made between the performance of our schools and the performance of the workforce. The economy is in recession, industry must lift its game, and somehow the educational system must change in order to bring about the needed economic and social reforms. I do not subscribe to such a simplistic equation, and I would suggest teachers should resist being blamed for the economic ills that afflict the nation.

That said, however, it seems to me equally irresponsible to suggest that schools should not make a difference. They do have a responsibility to teach not only for the best educational standards, but in particular, for the best levels of literacy. And they must do this in the light of a proper recognition of the changed and changing world in which we all live - one in which literacy is itself a shifting phenomenon. Schools must also in my view be looking to develop appropriate measures of proficiency levels in literacy. Indeed, unless schools do take on this challenge, they will have failed to meet a very important need. They will have failed in fact, to make clear some of the important criteria by which students' growth and development may be both fostered and recognised. For as long as schools remain (as in general they have done) silent and indeterminate about the criteria by which proficiency in literacy is even recognised, let alone assessed, then for just so long they will be failing their students. Schools will continue in fact to render invisible that which requires to be made explicit: namely, what it is to be successful both in reading and in writing. In these matters, as I shall argue more fully later, systemicists do have a major contribution to make. In fact, as I want to suggest here, unless you have a theory of language both social and functional in character, of the kind that systemic linguistic theory offers, then you have little basis to develop an appropriately rich and educationally satisfying model of assessment.

The Project of National Significance on the preparation of teachers for teaching English literacy

I want now to turn briefly to the terms of reference for the Project of National Significance (PNS) on teacher preparation for teaching literacy, and say a little more of this. We have a specific brief to consider teacher preparation for teaching English literacy as a first and second language. We are asked to consider it for the purposes of teacher education at the pre service level only, and we are asked to recommend on the preparation of teachers for:

*primary education
*secondary subject English
*English as a second language
*English in the various subjects other than English
*special education.

The Minister of Education originally called for some examination of teacher preparation for teaching literacy at the in service level as well, and while that is outside the terms of reference for this study, it is possible that a subsequent study will investigate these matters. I would certainly believe that such a study should take place, and my advice from several informants around the States has already been to the same effect.

It is an exciting and interesting prospect to consider how best we may recommend on teacher preparation for teaching English literacy, and I am optimistic and confident that those of us involved can do a good job. Not all the members of the team I have created to work with me on the project are systemicists, incidentally, and I believe our differing perspectives will bring strengths to our investigations. For the remainder of this paper, however, I shall talk from my point of view as one who does work with systemic linguistic theory.

There are at least three senses in which systemicists can make a contribution to models of literacy and of teacher preparation for teaching literacy. I want for the remainder of this paper to outline these. I draw attention to them because these are among the important matters we must handle well in developing our eventual Report. Beyond that, and more importantly in the long term, they are among the very significant matters all systemicists interested in education must address if they are to bring about significant change in language education. It is for that reason that I actively invite your comments on what I propose to say for the rest of my time. The three are as follows:

* we do have to render literacy a genuinely visible and problematic matter, worthy of serious attention in teacher education;
* we need to establish that an effective model of the English language for the purposes of teaching literacy must itself have a strong social theory and a functional grammar;
* we need, in the light of this model to offer clear principles for the development of appropriate proficiency levels of assessment of literacy.

Let me now develop some observations about each of these.

Rendering literacy both problematic and visible

It may seem surprising that I take up this issue first, in view of the various official initiatives to do with literacy teaching that I have taken some care to outline above. Does the evidence not indicate, you may be thinking, that literacy is now a more visible aspect of teacher professional and community opinion? I suggest that despite the recent official expressions of concern to improve literacy standards, there are reasons to believe that in many ways literacy remains for many non-problematic, even indeed invisible, as it has been for so long. Nowhere has the tendency to relegate literacy to the invisible been more apparent than in the surprisingly large number of Australian teacher education enquiries that have been a feature over the last 10 to 15 years. You might, of course, want to suggest that since many of these are somewhat dated now, many attitudes have changed. While that is true in some ways, I think it is also true that for many who work in teacher education (including those who have assisted in the various enquiries), literacy, like language more generally, does remain both unproblematic and indeed, not even very interesting.

Ably assisted by my research assistant, Merle Iles, I have been looking at a range a teacher education enquiries over the last 10 years, and can comment on only a few here. The general comment I would make on all of them, however, is that literacy is in some sense always seen as a 'given'; something useful to have because necessarily relevant to an education, but not in itself requiring definition, or even much discussion; remarkable indeed, and worthy of comment, mainly where students are perceived to have some difficulties, normally in 'reading', but sometimes in 'communication'. Thus, the Auchmuty Report of the National Inquiry into Teacher Education (1980), noted that secondary teachers often had no training in the teaching of reading, while many primary teachers often received less than 50 course hours devoted to teaching literacy generally (Section 6.40). Elsewhere, with reference to teachers' own levels of language and literacy, the Report noted (Section 6.42):

> 'all graduates of pre service programs must have achieved a minimum
> acceptable standard in the teaching of language skills appropriate to their
> teaching level.'

Such a statement hardly implied any robust commitment to the study of language. Indeed, I find it almost stunning for its lack of helpfulness, the more so, since the only other statement made about the standards of teachers' language skills read:

> 'The standards should be specified by the teacher education institution,
> following consultation with the employing authorities.'

These statements appeared, I point out, in the very years that a number of us were were working in the Curriculum Development Centre's national Language Development Project, and committed to finding better models for the teaching of the English language. In the same period, furthermore, a number of people in Australia had commenced the lobbying processes which did lead to the Senate enquiry into a National Language Policy for Australia (1984). While the latter enquiry did concern itself with more than the teaching of the English language, it did at least bring a degree of urgency to the concerns with language and literacy. Many of those who testified before that enquiry could certainly have pointed out to Auchmuty and others that language is not some kind of 'given'; not a set of low key skills of talking, reading and writing, which, once mastered, you carry with you in some non-problematic way throughout life; not some kind of 'conduit' in Reddy's terms (1979) which merely serves to 'carry' or 'communicate' contents, ideas and information of value. On the contrary, many of us might well have said, language shifts and changes in the processes of making significant meanings. To learn language is to embark on a lifelong process of learning to use language in new ways in both speech and writing.

What we might not all have said in 1980, but which the decade since then has certainly made very clear, is that to learn to teach literacy is to learn to recognise both that it differs from speech in quite fundamental ways as Halliday (1985) has shown, and that it changes over time as Luke (1988) has shown. Furthermore, for the purposes of schooling, the teaching of literacy differs depending upon the subjects taught, as Martin, Eggins and Wignell have shown in particular with reference to their studies of geography, history and science (see Eggins, Wignell and Martin,1987, and Wignell, Martin and Eggins, 1987; Martin, 1990;). To learn a school subject is certainly to learn to talk about it, but it is also quite crucially to learn to read and write about it, a condition which becomes increasingly true the longer students stay at school.

The problem at bottom, of course, when Auchmuty and others wrote of language and literacy in the manner in which they did, was that they had no model of language at all. In this, they shared the common community perception that what mattered in teaching was the attitudes developed in students, the thinking capacities established, the ideas mastered. All of the latter were understood as constituting the fundamental goals of an education. Language, conceived as no more than a set of discrete and isolated skills in reading and communication, merely served the development of these. It takes a far more profound understanding of the nature of language and of its role in the construction of experience to see that language is the primary semiotic system in which the skills, the knowledge and the capacities desired in an education are actually realised.

For anyone who wants to review recent studies into teacher education in any detail, I commend a paper by Tisher (1987) which reviewed a decade of research into teacher education in Australia. Among the 210 articles and reports consulted, none appears to have reflected upon teacher preparation for teaching literacy.

There was in fact back in the 70's one survey of teacher education for teaching English (1975-1977) conducted by the National Committee on English Teaching (Goodenough, Cambourne and Davis, 1980). While the report of this survey did recommend more attention be devoted to the preparation of teachers for teaching literacy, its findings were in my view significantly weakened by the particular model of the English language that appears to have been embraced by those who wrote the report. The commitment was very much to the 'growth model' of language that had appeared among English teachers after the Dartmouth Conference in 1967, and whose general approach was said to be summarised in the following quotation from David Holbrook. English, it was said was:

> 'no "subject", but a means to personal order, balance and effectiveness in
> living. To give..... (students) adequate verbal capacities is at one with
> giving them relief from inner turmoil, a degree of self-respect and self-
> possession and the ability to employ their potentialities - not only in
> "English" and other "subjects" or at work - but as lovers, parents, friends,
> members of the community.'

I could say a great deal about the limitations of such a statement, and have done so elsewhere (1980; in press). Suffice to note here that the 'growth model' has been remarkable for its resistance to systematic attempts either to educate teachers to understand language and how it works, or to teach students in schools about language and how it works. In consequence, this model has never offered much to the serious teacher of English literacy, either as a first or a second language. Ironically, therefore, the 'growth model' of the English language has actually served to perpetuate the wider community myth, to which the Auchmuty Report subscribed, that language is neither interesting nor problematic, and that it merely 'carries' or 'gives expression to' attitudes, feelings or information.

What I continue to find most disappointing about the neutral and essentially uninteresting character language is so regularly accorded in the range of teacher education enquiries I have considered, is that, with some exceptions, language and literacy issues rate a mention only at those points where problems and shortcomings are referred to in the language and literacy

capacities of either teachers, teachers in training or students in schools. It is of course, always important to record these matters where there is a need, and to research and improve them. Indeed, with respect to all students in higher education, including those intending to become teachers, the recent Report of the Senate Standing Committee on Employment, Education and Training on Priorities for Reform in Higher Education (1990) has actually recommended that the ARC fund research into the 'communication difficulties' of higher education students. However, I do note that literacy and 'communication' needs most often rate a mention in teacher education enquiries at points where some kind of remediation is said to be needed.

The Karmel Report on the Quality of Education in Australia (1985), the Report of the Inservice Teacher Education Project (1988), and the Schools Council Issues Paper on Teacher Quality (1989) have all in varying ways reflected on the need to improve the provision of teacher education. The Karmel Report, like the earlier Auchmuty Report, did note the need to ensure that all teachers had 'acceptable levels' of literacy and numeracy, and where these had not been reached during schooling, it recommended that they be 'inculcated as part of general tertiary education'. (10.38)

Why, I ask myself, do we continue to tolerate a situation in which language and literacy so rarely get referred to as exciting, as intellectually challenging, as rewarding for young teachers to learn about, as intimately part of the ways in which they build the kinds of knowledge and skills they are being prepared to teach their students?

We - all of us - have to do better, not merely for the purposes of any report emerging from the PNS, but beyond that, for the purposes of bringing about real changes in the wider professional and community perceptions of language and literacy. We need to argue that language is of interest not merely in some minimalist instrumental sense, of concern mainly in the early years of schooling, when basic literacy is established, and henceforth of concern only when students have difficulty reading or writing. We need to work towards the development of a teaching profession in which language is understood in its most primary and visible sense as fundamental to the building of experience, and hence also fundamental to learning.

All this brings me to the second of the set of issues I said I wanted to outline here as relevant to a project for improving teacher literacy preparation, namely the matter of the development of an effective model of the English language for the purposes of teaching.

An effective model of the English language

An effective model of the English language, as I earlier suggested, should have at least two features: a strong social theory and a functional grammar. For the systemicist, as you are all aware, the two are intimately related. We need the social theory because it gives a principled basis for considering language in all its uses. Notions of text and context, of context of culture and context of situation, of genre and register, allow us to talk about different text types in ways that explain how and why language is as it is. The functional grammar allows us to demonstrate how the different text types are built up through sets of choices in the language, and hence how these text types realise meanings valued in the culture. Above all, possessed both of the social theory and of the functional grammar, we have a theory of social action: a theory about the ways we might seek to exercise choices in order to bring about social change. In addition, however, we have, in development at least, a theory of teaching and learning.

Such a linguistically based pedagogical theory has at least the following three characteristics:

*a model of teaching and learning behaviour that is strongly interactionist, for the theory would argue that persons jointly construct their sense of the world in shared experience;

* a model of the teacher as strongly interventionist in the student's learning, for the teacher is to be seen as authoritative in some sense, interpreting, guiding, mediating, as students come to terms with aspects of their culture;

* a model of the learner as apprentice within the culture, learning to recognise and manipulate the ways of working valued within the culture, and, as a consequence of being apprenticed, coming to act knowingly, and ultimately with independence, in ways which will often mean changing aspects of the culture.

I earlier noted that the Kingman Committee was asked to provide a model of the English language for teaching about it. I also noted that the Cox Report, intended to offer principles for establishing levels of language and literacy attainment, adopted a language model similar to that of Kingman. is not unlike that of Kingman and Cox. The model of Kingman and Cox is in my view limited in the two senses to which I have been drawing attention. Firstly, the model lacks a social theory. Secondly, it lacks a functional grammar.

While I am in sympathy with the British decision to invite Kingman to find a model of the English language for teaching purposes, I want to suggest that the model proposed by the Kingman Committee has significant limitations. Indeed, it draws upon what is in practice a time-honoured tradition in much linguistic theory and language-teaching theory, in which language as 'form' or 'structure' is dissociated from 'meaning'. In other words, language is not seen as a resource in which meaning is built. To demonstrate what I mean, let me show you the model of language in Kingman, as that is represented in a series of boxes.

Figure 1, called 'Part 1: The forms of the English language', is set out as follows:

Part 1: The forms of the English Language

The following boxes exemplify the range of forms found in English. If forms are combined in regular patterns, following the rules and conventions of English, they yield meaningful language.

1. *speech*
 • vowel and consonant sounds
  • syllables and word stress
   • intonation and pause
   • tone of voice
	2. *writing*
	 • vowel and consonant
	  letters (the alphabet)
	 • spelling and punctuation
	 • paragraphing and lay-out

3. *word forms*
   • inflected words (plurals, comparatives, etc.)
   • derived words (e.g. fair, unfair)
   • compound words (e.g. melt-down, play-boy, mouth-watering)
   • idioms (e.g. put a stop to, Take care of, lose touch with)
   • productive metaphors (e.g. time is money; lose time, save time, spend time, waste time, run out of time)
   • frozen metaphors (e.g. kick the bucket, curry favour)

4. *phrase structure and sentence structure*
   • verbs: auxiliaries, tense, aspect, mood
   • nouns: noun classes, number, gender, definiteness, pronouns, demonstratives
   • adjectives, adverbs, adjuncts, disjuncts and conjuncts
   • simple sentence structure, co-ordination, apposition
   • complex sentence structure, subordination
   • substitution and ellipsis, negation and quantification

5. • *discourse structure*
   • paragraph structure, reference, deixis, anaphora, cohesion
   • theme, focus, emphasis, given and new information structure
   • boundary markers (in speech and writing)
   • lexical collocation (i.e. drawn from the same vocabulary area)

You will note that there is a movement out, from the smallest units of 'form' to use the word chosen by the Kingman Committee, such as 'vowels', 'consonants', 'syllables', 'spelling' and so on, through 'word forms' such as 'inflected words', 'derived words' or 'idioms', to 'phrase and

sentence structure' such as 'verbs' and 'adjectives' and 'simple' and 'complex' sentences, to 'discourse structure', where that includes such things as 'paragraph structure', 'theme' or 'boundary markers'.

Figure 2, called 'Part 2 (i) Communication' does address some notion of text and context.

Part 2(i): Communication

Speakers and writers adapt their language to the context in which the language is being used. The boxes below indicate some of the main features of context which are relevant in conversations where the speaker and listener are talking face to face. In this section we shall also indicate how this model needs to be adapted to account for written language. (Note that in literature we often find representations of speech which rely on our experience of the spoken language.)

Context
• place/time
• topic
• type of discourse
• what has already been said in the discourse

Speaker • intention in speaking • attitude in speaking • perception of context	⟷ Listener • intention in listening • attitude to speaker • attitude to topic (interest) • background information on topic • understanding of what has already been said • perception of context
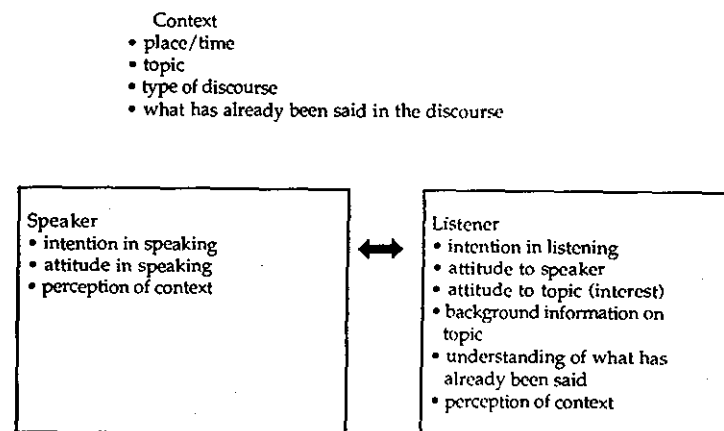
As the model is presented here it relates to talk, and it is noted that some adaptation is to be made for the purposes of written language. While the impact of context is acknowledged, you will note that there is, nonetheless, little sense of a social theory expressed here, and that the broader questions of culture and indeed of ideology, as Halliday and many others discuss these, does not find much expression here. Here, the model of genre and register as Mary Macken and others have proposed this (1990) does very much better.
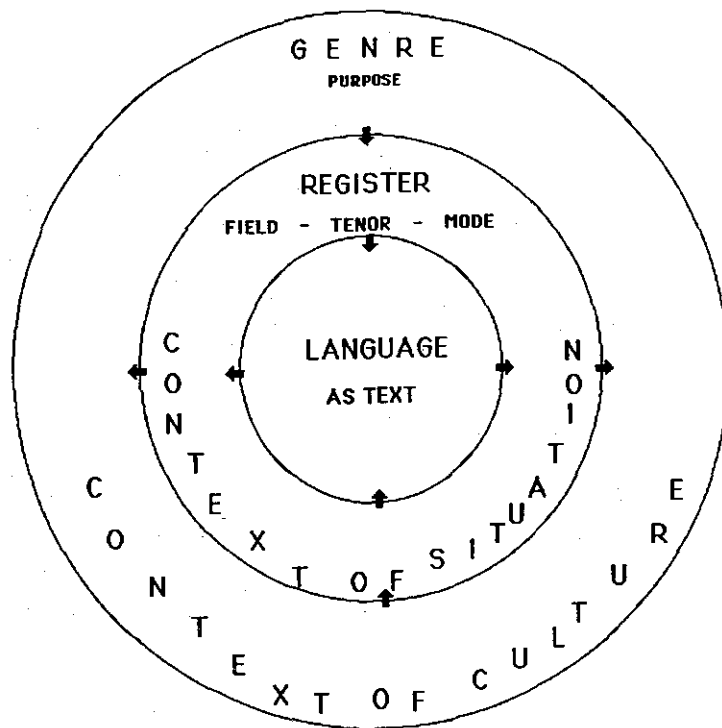
Figure 3 of the boxes in Kingman, is called 'Part 2(ii) Comprehension - some processes of understanding'.

In Figure 2 we showed the context of communication which is of course the context in which comprehension takes place. We understand language in a context of use. Some of the processes involved in understanding are indicated in this figure which, like Figure 2, is orientated to the speaker/listener relationship; in the notes on this section we shall show how these figures can be adapted to give an account of reading with understanding.

> 1. interpreting speech sounds (Figure 1, Box 1) as words and phrases (Figure 1, Boxes 3 and 4), working out the relevant relations of these (Figure 4) and deriving a 'thin' meaning of the sort that a sentence might have out of context

> 2. working out what the speaker is using phrases to refer to in the world or in the previous discourse.

> 3. working out from the form of the utterance what the speaker presupposes in making the utterance.

> 4. inferring what the speaker means by making a particular utterance at a particular point in the discourse - the 'thick pragmatic meaning'

(All of these processes may apply simultaneously)

This is intended to set out the 'other side' of communication, as it were, by identifying something of what goes on in listening to someone speak, or reading what someone writes. It thus involves such things as 'interpreting speech sounds... as words and phrases' and 'working out the relevant relations of these', and 'deriving a "thin" meaning of the sort that a sentence might have out of context'. Other aspects of the figure identify other aspects of comprehension.

A rather inadequate model of communication and comprehension is thus proposed in Figures 2 (i) and 2 (ii). I am reminded, in fact, of some of the older models of communication theory of a few years, which did tend to propose the communicative activity very much in terms of a 'sender' and a 'receiver'. Note the static sense of one who produces 'language' (not even a text, by the way) in Figure 2 (i) and of one who 'understands' in Figure 2 (ii). None of this satisfactorily establishes interaction at all, nor does it even approach the realisation that text production and comprehension are shared activities.

Allan Luke may well be right when he suggests that systemicists have not yet very satisfactorily built into their model of language an appropriate sense of what happens in reading comprehension. In fact, and for very good reasons, in my view, we have tended to concentrate on talk and writing for some years. That is primarily because these are the productive modes, analysis of which enables us to say so much about language. I think we do need to say rather more about listening and reading. Indeed, we must, because it will be a necessary aspect of building our theory of teaching and learning. Quite specifically, however, we will not be creating two separate boxes, one devoted to 'communication', the other to 'comprehension'. Ours will be an interactionist model, and I look to both Bill Winser and Len Unsworth among others interested in reading research, to help us get clearer this aspect of our model of language.

To return to the boxes in Kingman, Figure 4 is called 'Part 3: Acquisition and development'.

Part 3: Acquisition and development

1.   Children gradually acquire the forms of language identified in the boxes of Figure 1. Whereas some aspects of acquisition are fairly rapid (most children have acquired a full range of vowels and consonants by the time they are 6 or 7), other aspects develop much later (for example, control of spelling patterns and   conventions of punctuation).

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2.   Children gradually develop their ability to produce and to understand appropriate forms of language (both spoken and written) in a wide range of contexts (Figure 2). This development does not cease in the years of schooling but continues throughout life.

Here we are told that children 'gradually acquire the forms of language identified in the boxes of Figure1'. Here, as in other aspects of the model of language, what is remarkable is that 'form' is by implication dissociated from 'meaning'. In point 1, we are told children apparently acquire vowels and consonants quite early, aspects of spelling rather later, while in point 2, we are told they 'gradually develop their ability to produce and to understand appropriate forms of language'. Now while these sorts of claims are at least consistent with everything else said of language in the Kingman model, I suggest that to the systemicist they are quite misleadingly wrong. That is because they imply a sequence, and an order in learning language which Halliday (1975) showed some years ago is wrong. It is not the case that children learn the sounds and the syntax of language first, and then somehow graft meaning onto these after the event. Even if the Kingman Committee were to deny that they intend this, the manner of their setting out their box here does suggest it.

Language is a resouce for meaning: it is the intention to mean that is primary, while the capacity to do so is both released and enhanced through steady mastery of the lexicogrammar, as well as the phonemes and the graphemes of the language. When I was first a student of Halliday some years ago, he represented the matter thus, and while I know that many have since criticised this formulation as too simple, I still like it, at least for the purposes of teacher education.

meaning

'wording' (lexicogrammar)

sounds   graphic representation

Language as a meaning system
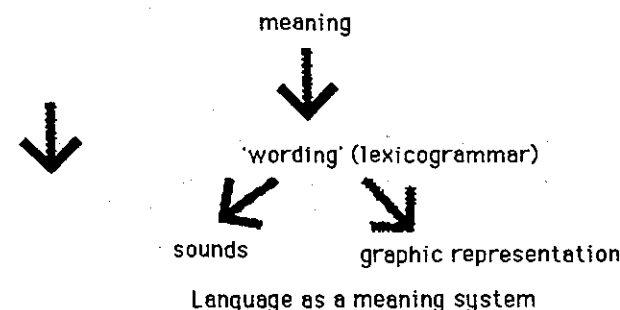
The reason I like this, is that it very clearly turns on its head the tendency to see 'form' or 'structure' developing first in learning language, and meaning coming at some never very well determined point later.

A final box in the Kingman model of language is as set out in Figure 5, although that need not detain us here.

Part 4: Historical and geographical variation

1.   Language changes over time - all forms of language are subject to change, to inception, modification and to decay, sometimes rapidly and sometimes immeasurably slowly. Changes continue to take place in our own time.

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2.   As populations are dispersed and separated, they typically develop regular regional changes in their language forms. These changes may mark different dialects (or eventually different languages). If one of these dialects is used for writing, that dialect may emerge as the standard language; it will, of course, share many characteristics with the other related dialects.

My reading of the Kingman Report overall is that is does bring together a deal of contemporary linguistic research, and that its model of language is an advance upon most of the discredited school grammar which many English teachers threw out in the 1960s and 1970s. However, in another sense, what Kingman offers is less new or innovative than might at first sight appear to be the case. Above all, it sets up the primary distinction between 'form' and 'meaning' to which I referred much earlier, and which, as I have argued elsewhere (1990; in press) at some length, has bedevilled English language education for a very long time now. Right back to the eighteenth century at least, when the first grammars of the English language were

being written, a distinction between grammar and rhetoric (or meaning) was accepted, in itself borrowed from certain classical traditions. Once such a distinction has been admitted, then a fundamental dichotomy has been made, such that what is said, both with respect to 'structure' and 'meaning' is always subtly wrong. It is wrong because it has no principled means for accounting for the relationship of 'structure' and 'meaning' in language. What it has to offer either language education or the preparation of teachers for teaching literacy seems limited indeed.

In this State, Professor Rodney Huddleston, of the University of Queensland, and his colleagues are currently working on a model of the English language for teaching purposes. Huddleston has been reported as saying the new model will be about six years in the development, and we thus do not know what he will finally recommend. However, I have read his critique (Huddleston, 1989) of a sampling of some 41 primary and secondary school textbooks. I have also read a paper he gave in Brisbane in May 1990, in which he devoted his discussion firstly, to developing better principles for describing grammatical categories than has been the case in many traditional schools grammars, and secondly, to some brief discussion of notions of grammatical correctness. I have to say that while I found aspects of the original critique of schools grammars interesting and useful, I have considerable reservations about the educational value of what he proposes to do with the evidence of his critique.

Thus, in his paper of 1990, Huddleston discusses grammatical categories, and he takes some familiar definitions of the subject:

> 'The subject is the person or thing spoken about', or 'The subject is the performer of the action expressed by the verb.'

He points out how inaccurate these are in the following two sentences:

> 'Nobody liked him.'
> 'Something is wrong with the switch,'

Huddleston goes on to make the distinction between two levels of definition - the 'language-particular level and the general level.' He suggests that categories like 'subject' are 'general', since they belong to other languages apart from English. A 'language-particular definition' of a grammatical category ', Huddleston writes:

> 'gives the distinctive grammatical properties of that category in the language under investigation, in our case English: it provides criteria for deciding which expressions in the language belong to that category. A general definition, by contrast, provides a principled basis for using the same categories in the grammars of different languages: it gives criteria for deciding whether a general term/label is applicable to a category whose membership in the language under investigation is determined by the language-in-particular definition.'

Huddleston does not in fact go on to offer us revised definitions of the subject at either the language-particular or the general level, although he does deal with definitions of the 'imperative clause' at both levels. Later parts of the paper discuss differences between prescriptive and descriptive grammars, and brief reference is made to the 'distinction between rules of grammar and rules of style.'

Overall, I find Huddleston's a disappointing discussion, and as with Kingman I am left feeling that the model of language being used is essentially one that leaves out meaning. Indeed, the principal question I would want to put to him is this: how does the model of the English grammar he appears to propose for schools help illuminate the thing that is text? Alternatively, how does it enhance one's appreciation of the manner in which language works to build meaning?

I have suggested that systemic linguistic theory offers much to a model of language and literacy of a kind that is useful both for school education and for the preparation of teachers to teach literacy. I want to conclude this section by suggesting some of the particular strengths of the theory. Here, by the way, I shall in passing reiterate a few points I made when I gave a paper on the development of an educational linguistics at the annual Congress of ALAA in September 1990. Systemic linguistic theory then gives to language education theory and literacy teaching theory in particular the following:

> * a notion of language as text, where, as Halliday puts it, text is language that is doing its job in some context. (Halliday and Hasan, 1985: 10). Halliday and Hasan and more recently Martin (in press) have done important work investigating those properties of language that give it texture. Language is to be understood, not, as so much educational practice has often proposed, as 'words', but as meaning;
> * a principled way to explain the presence of text types within the culture, both in terms of genre and context of culture, and register and context of situation;
> * a principled way, using the functional grammar, to examine differences between speech and writing, and all the rich possibilities that has opened up in recent years for examining the development of literacy capacities, as students mature and move from childhood to adolescence, including of course examination of grammatical metaphor.

While these are all important, I would note the many areas in which we still have a long way to go before we can claim to have anything like a complete theory of language and literacy or really good resources to teach it. Here I shall mention some at least of these:

> * we still have no version of the systemic grammar to offer teachers. We have elements of it in many places: the Deakin series of monographs I edited; various ALAA publications, including a volume edited by Painter and Martin (1986); the excellent series of booklets on A Genre-based approach to teaching writing 3-6 (Macken et al, 1990); the curriculum materials John Carr and his colleagues have been developing in this State over some years. There are in addition the new materials David Butt has developed as part of the M.A. program at Macquarie, and his two booklets called Living with English, Books 1 and 2. Christian Matthiessen is also working on a volume of the grammar. We need all these things and more. In particular, however, we need an accessible workbook on the grammar for preservice education, and another for my own M.Ed. and M.A. students. This is in fact a particular hobby horse of mine, and I am hoping to det started on this with Clare Painter and Joan Rothery in the next few months;
> * we do need better accounts of reading as well as of writing, as I mentioned in passing much earlier, and I look to both Len Unsworth and Bill Winser among others to throw some light on this;
> * we need to know much more about the nature of literacy in the workplace in the late 20th century, and the manner in which it is changing, so that we can the more adequately prepare our teachers for teaching literacy in the future;
> * we need to know much more about the manner in which children do move into control of literacy as they grow older, and here I attach particular

importance to the study being done by Beverley Derewianka investigating her own son's emergent control of writing as he moves into adolescence;

* we need to know much more about students' differential kinds of preparedness for language and literacy learning than has been true in the past. Here, I am in particular encouraged both by Ruqaiya Hasan's ongoing study, and Geoff Williams's very exciting research examining differing patterns of using language in different social classes. It seems that the evidence needed for so long to test Bernstein's theories about codes and class is beginning to emerge;

* finally, on another and rather different note, we need to find better ways to represent our model of language and literacy. This is particularly important for teacher education. Diagrams and figures often offer very satisfying models to represent theories of language and learning, and there is a sense in which the work of developing these will never finish.

Development of proficiency levels

I want now to turn to the third of the three issues I said I would consider in this paper - namely that of the development of models of proficiency levels for assessing literacy development. I have said that an important responsibility for the immediate future must be to develop appropriate approaches to proficiency levels for literacy. But it is so easy to do the job badly. In the latter part of the nineteenth century, both in England and the then colony of New South Wales, tables of minimum attainment were laid down for all school subjects, and they were not a success. In fact, the evidence showed in time that where 'minimal' levels of attainment were laid down, they became the norm, so that teachers did not teach to work beyond them at all. More tellingly, however, certainly for literacy development, the tables of minimal attainment offered no more than a series of isolated and fragmented 'skills' such as capacity to identify parts of speech, or to write a sentence, and they could never have offered anything like a real measure of literacy performance.

I earlier noted that the Cox Committee was charged with responsibility to develop principles for assessment. Specifically, it was asked 'to advise on attainment targets, programmes of study, and associated arrangements for English in the National Curriculum for the period of compulsory schooling' (1.1) Working within the Guidelines for the national Curriculum, the Committee identified four Key Stages across the years of compulsory schooling, and developed profiles of attainment targets in listening and speaking, reading and writing. The description of the attainment target for writing states that this involves:

'A growing ability to construct and convey meaning in written language matching style to audience and purpose. (17.34)

At Level 1, students should be able to:

i Use pictures, symbols or isolated letters, words or phrases to communicate meaning.

At Level 2, students should be able to:

i Produce, independently, pieces of writing using complete sentences, some of them demarcated with capital letters and full stops or question marks.
ii Structure sequences of real or imagined events coherently in chronological accounts.

iii Write stories showing an understanding of the rudiments of story structure by establishing an opening, characters, and one or more events.
iv Produce simple, coherent non-chronological writing'. (17.34)

The Cox Committee is careful to say that statements of this kind have to be taken and developed more fully for assessment purposes. Nonetheless, I make the point that such statements do have something of the character of a 'check list' approach to literacy. I would suggest that an approach to assessment that is more overtly linked to students' goals in using language and to the types of texts students will need to write and read will provide a more compelling account of what should be good targets for assessment. In short, I actually endorse a proposal made by Garth Boomer in 1987, that we should produce exemplary accounts of texts for teaching and for assessing reading writing. I know of three such approaches in Australia thus far, one in WA, one in this state and one in New South. I have almost no information about the project in this state, and look to Adele Rice and her colleagues to tell me about it while I am here.

Judith Rivalland of the Western Australian CAE has been working for some time with some colleages of the Curriculm Branch of the WA Education Department, developing statements of 'developmental continua' in literacy, at least for the primary school. The draft statements of these as Rivalland and her colleagues presented these at the ARA Conference in Canberra in July 1990 seemed to me useful.. Actual instances of children's spelling and writing were cited , showing evidence of growth, and commentaries were provided on these. drawing attention to linguistic features of various kinds. I understand the materials have gone through a first trial in WA, and that some revised versions will appear in due course.

To turn to the NSW experience, I take up the materials on a Genre-Based Approach to Writing 3-6, that Mary Macken and her collegues produced for the NSW Directorate of Studies, and I set out here an instance of the approach adopted. It identifies features of a report, in a manner helpful to the teacher, in that it guides both teaching and assessment.. Genres are introduced in a reasonably lengthy discussion, and ways of recognising these are identified. What is very useful about the approach is that instances of genres are introduced, and their linguistic features are identified. Thus, a text is set out on one page, with some commentary on the linguistic features provided. In addition, on a corresponding page, a commentary is given on the realisation of field, tenor and mode, and some overall evaluation if offered of the text as an instance of the genre.

Thus, an instance of the report genre is given, as follows:

Year 2 texts: Sample Text 1a

Linguistic features and Range of Achievement

1a. class/sub/class taxonomy
2. generic participants as 'theme'

4. some technical language to name new insights

6. control of an extended set of generic referents

Bats are the only mammals that can fly. Bats have black fur and two wings. Some bats live in dark places like caves, attics and hollow trees. Bats sleep all day long and come out at night. They are nocturnal. Bats like to eat insects, plants, fruit and other small animals. Bats use echolocation to find food and to avoid obstacles. Bats have a life span of 30 years. There are nine hundred species.

1b. description

3. grading and measurement

5a. integrating clauses within sentence

5b. conjunctions within sentence

```
Bats are the only mammals that
can fly.
Bats have Black fur and two wings.
Some bats live in dark places like
caves, attics and Hollow trees.
Bats sleep all day long and come
out at night. They are nocturnal.
Bats like to eat insects plants, fruit
and other small animals. Bats use
echolocation to find food and to
avoid obstacles. Bats have a life
span of 30 years. There are nine
hundred species.
```

On a corresponding page the following commentary is provided:
Year 2 texts Sample 1a - Applying the Criteria

Year 2 texts: Sample text 1a

Applying the Linguistic Criteria

This is a very successful report text from a Year 2 student

1. In terms of the **genre**, the writer has organized the stages in terms of 'General Classification' followed by Description of the appearance and behaviour of bats. Note, however, the greater detail of the classification (" ...the only mammals that can fly'.)

2. In terms of **tenor**, the writer focusses on generic participants:in fact "Bats' are thematic in most of the clauses. Note the greater control displayed by this writer of the reference to 'Bats': there is a consistent use of the plural pronoun to refer to groups of bats'.

3. This text shows a more extensive **field** knowledge. The writer is making more use of technical language to refer to new insights ('nocturnal' and 'echolocation') and also showing an understanding of what these mean i.e. making use of nominalization and exemplification.

4. With regard to the written mode and to textural meanings the writer is making greater use of a range of clause types and logical connectives within the sentence. Note for instance:
   a. the embedded clause in the first sentence: "Bats are the only mammals [[that can fly"]]
   b. parataxis in "Bats sleep all day long and come out at night."
   c. hypotaxis in "Bats use echolocation //to find food// and to avoid obstacles//".
   Parallel with the development of greater facility with a range of clause types is the use of a wider range of conjunctions conjunctions to express reasoning.

This text is in the top range of report writing in this class - showing control of genre, field, tenor and mode relevant to factual writing in Year 2. The teacher could extend the child further by asking him/her to write a report comparing the contrasting two different species of bat or two mammal groups eg 'Bats' and 'Sloths'.

This then is in my view an appropriate approach to assessment for literacy for the future. It avoids the check list approach and its show texts written for real goals. Above all, the linguistic features are precisely described. The example can be seen as a protoptype, which once students can use it properly, they are free to play with it and adapt it. This is an instance of appropriate principles of assessment that I think systemicists can give to a national literacy assessment project.

Conclusion

All this brings me to the end of my paper. I shall conclude merely by summarising what I have said:

1 There is a degree of official interest in literacy at the moment, which at least augurs well for those of us who want to make a contribution to improving practices of teaching English literacy in this country, including those working with me in the PNS on teacher literacy preparation.

2 Systemicists in my view have a particular contribution to make to the development of new models of literacy and of teacher preparation.

3 There are in my view at least three senses in which we can make a difference in models of language and literacy and teacher preparation. The first involves offering a model of language that is both visible and in the best sense problematic - something that excites and challenges teachers to learn about it, rather than the rather minimalist models of literacy so often found in teacher education enquiries and even curriculum documents. The second involves the notion that an effective model of the English language for the purposes of teaching literacy must itself have a strong social theory and a functional grammar. The third involves the capacity to develop good principles for assessment of literacy proficiency.

As we move to the new century, I think the omens are that language and literacy are at last becoming important parts of the educational agenda. I look forward to working with all of you people in seeing that they do indeed become parts of that agenda.

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Modelling big texts: a systemic functional approach to multi-genericity

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0. The page

My computer screen is too small - it doesn't hold a page. Maybe this shouldn't matter, but it seems to. Maybe before personal computers I just got used to having a page to work on. I don't know. But I've been word-processing for several years now. I should be used to it. But I still miss having a page. I'm jealous of my friends and colleagues with portrait-size screens, though I don't envy them lugging them around. I want my page.

As a linguist interested in genre, I'm also worried about the page. Most of the texts my colleagues and I have been developing genre theory around fit snugly into a page (e.g. Hasan 1977, 1979, 1984, 1985, Martin 1985, Ventola 1983, 1984, 1987). Sometimes they are a little longer, but by choosing a smaller font we can squeeze them into a page. But what kind of a genre theory is this? Life is full of texts that are longer than a page. I'm surrounded by them. But when I sit down to work I still want my page.

These worries may not be unrelated. Is there then something natural about the page? Is the page more than a conveniently sized piece of paper, designed by printers and publishers to suit their enterprise? Is the page a unit of meaning in our culture? Is it after all quite natural for the texts we've been working on to sit comfortably on a single page?

In this paper an attempt will be made to theorize an answer to these concerns. It will be suggested that the genres systemic linguists have been studying intensively do have integrity, and that a model of longer texts can be provided by studying the ways in which these 'elemental' genres are combined into what will be termed here **macro-genres**. It will also be suggested that systemic grammar provides a rich model for theorizing the ways in which more elemental genres are combined.

1. A genre on a page

By way of illustrating the problem rasied above, consider text 1. Generically, this text is a historical recount (see Eggins et al. 1987/1993, Disadvantaged Schools Program 1991). Its function is to generalise across a set of experiences as they have evolved through time, in this case the history of international whaling. From an ideational perspective, this genre is organised around three stages: Orientation, Record and Re-orientation (see Plum 1988). This part-whole structure is represented as a constituency diagram in Fig. 1.

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1. A genre on a page

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Fig. 2: Metafunctions and types of structure

While there are long standing descriptive traditions in linguistics as far as the representation of particulate structure is concerned (constituency representation for experiential meaning and dependency representation for logical meaning), representations for prosodic and periodic structures are less well developed. Partly for this reason, and partly to facilitate the co-ordination of clause structures deriving from different metafunctions, Halliday 1985a chose to represent clause rank interpersonal and textual structures in multivatiate terms, as if they were experiential ones. Halliday's 1985a deployment of univariate and multivariate representation is summed up in Fig. 3.
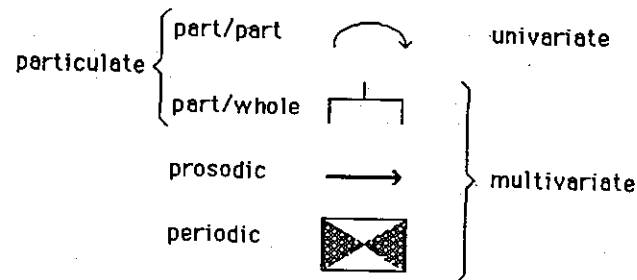
Fig. 3: Types of structure and forms of representation in Halliday 1985a

Since our purpose here is to use systemic grammar to reason about text, Halliday's rich 1979 presentation of metafunctions and types of structure will be preferred. The remainder of the paper will be organised around these grammatically founded modes of meaning, beginning with the prosodic (section 3), followed by the particulate (section 4) and the periodic (section 5). But first we will look at the nature of these modes of grammatical meaning in a little more detail, restricting the discussion in general to prosodic, particulate and periodic patterns of realsiation in the clause.

2.2. Interpersonal meaning — prosodic realisation

Prosodic realisation refers to the way in which a particular kind of meaning spreads out across a structure, colouring the unit as a whole. One clear example of this form of realisation is English TONE (see Halliday 1967, 1970b, 1985a), which unfolds in a continuous movement (rising, falling, rising then falling and so on) throughout a tone group. Similar patterns are found in grammar as well - in attitudinal nominal groups for example (see Poynton 1984) where positive or negative affect is realised continuously across adjectives and nouns (e.g. *you patronising sexist racist bougeois pig, my adorable sweet little bundle of joy*). A related form of opportunistic realisation is found in the clause with respect to the system of POLARITY, most noticably in non-standard dialects such as that spoken by the 'Marrickville mauler', boxer Jeff Fenech:

"If you don't get no publicity you don't get no people at the fight," he said. "If you don't get no bums on seats you don't get paid...Anyway I enjoy it." (Fishman 1990)

In this dialect, negative polarity dictates that wherever indefinite deixis is found in the clause it will be realised by *no* (note that standard English prefers *any* in this environment). A model of this sprawling realisation is pesented in Fig. 4 (cf. *If you don't get any publicity for any fights in any papers from anyone ...* , using standard *any* forms to realise the prosody of negation).

Mood		Residue	
Subject	Finite:neg		
If you	don't	get no publicity	for no fights

Fig. 4: Interpersonal meaning realised as a prosody - POLARITY

2.3. Ideational Meaning — particulate realisation

Ideational meaning involves a segmental construal of reality. Experientially, the segments are construed as parts of a whole, each with a distinctive role to play. Logically, the segments are construed as an open-ended series of steps, with 'parts' dependent on each other and in general playing a similar role (without the closure implied by the notion 'whole').

2.3.1 Experiential meaning — part/whole

Experientially, the English clause is a theory of goings-on and their parts. Integrating this segmentation is a theory of nuclearity, with a process and closely related participant at the centre, circumstantial relations towards the periphery, and other participant relations in between. This model of reality is outlined in Fig. 5 for part of the whaling recount introduced as text 1 above: *Early in this century the Norwegians introduced explosive harpoons...* (following Halliday's 1985a ergative interpetation of the English clause).

31
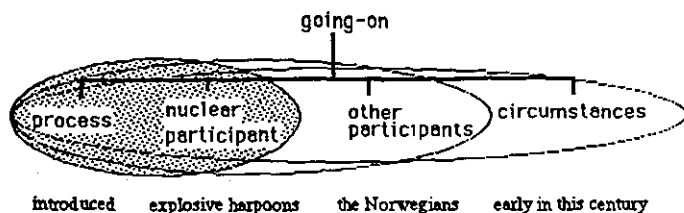
Fig. 5: Experiential meaning realised as parts and whole — TRANSITIVITY

Although we are restricting our discussion here in general to clause rank patterns, it is important to note that clause segments may themselves be construed as wholes with parts and that this pattern continues in grammar until the smallest units of meaning, the morphemes, are reached. This kind of extension is outlined in Fig. 7, where the clause's groups and phrases are broken down into their constituent parts. In systemic grammar this kind of segmentation proceeds in principle by rank, the details of which are being fudged over here.
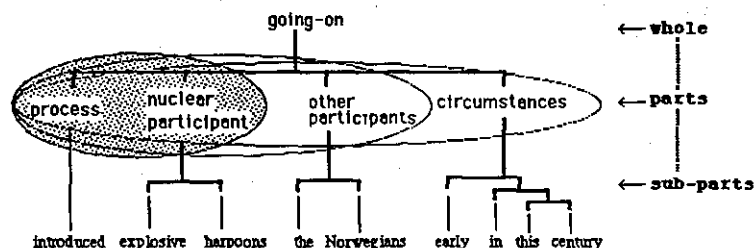
Fig. 6: Extending part-whole segmentation to lower ranks

As can be seen from Fig.'s 5 and 6 this experiential segmentation is in principle closed - there are a delimited number of segments at each rank in the grammar and a finite number of ranks. In order to overcome this closure, and renew its construal of reality, experiential meaning makes use of embedding, the process whereby wholes are included as parts. This synoptic strategy for elaborating meaning potential is illustrated in Fig. 7 for one textual variation on the example in Fig. 6: [[What the Norwegians]] did was [[introduce explosive harpoons]]. In this example two clauses, what the Norwegians did and introduce explosive harpoons , are embedded as Value and Token respectively in the relational identifying clause meaning 'x is represented by y'. This embedding expands the meaning potential associated with Value and Token, compared with that available in clauses like The largest is the Sperm whale where nominal groups (the largest and the Sperm whale) fill the Value and Token functions.
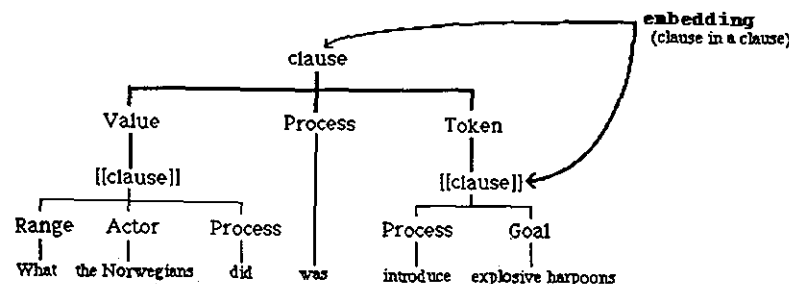
Fig. 7: Embedding - renewal of experiential segmentation at lower ranks

2.3.2 Logical meaning — part/part

Unlike experiential structures, the structures realising logical meaning are not in principle closed - precisely because they do not imply a whole. Rather they engender openness, a serialised progression from one meaning to the next, step by step, through interation. This form of realisation is illustrated in Fig. 8 for dependency relations between clauses in the clause complex. The ongoing interdependency in this case has to do with PROJECTION - with saying or thinking ensuing clauses into existence. Clause complex interdependencies of this kind lie at the frontier of grammar, interfacing directly with discourse relations. Because of this they will turn out to provide a very rich source of strategies for modelling combinations of elemental genres as macro-genres below.
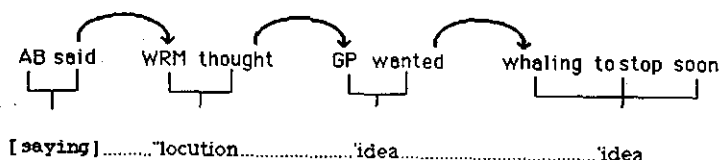
Fig. 8: Logical meaning in the context of PROJECTION — dynamic movement from part to part

2.4. TEXTUAL MEANING — periodic realisation

Textual meaning, as noted above, construes semiotic reality - it organises ideational and interpersonal meaning as coherent and relevant text (for discussion see Matthiessen 1992). In English, at clause rank, the textual metafunction typically accomplishes this by establishing complementary peaks of prominence at the beginning and end of the clause. Initial prominence is grammaticalized as Theme, the speaker's point of departure for the message; final prominence is constructed through intonation, with a tone group's major pitch movement confirming part of the message as New. This unmarked complementarity of Theme and New ("where I'm coming from"

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over to "where you're going to") construes the clause textually as a wave of information, as outlined in Fig. 9. As we will see below, textual waves of this kind are a feature of higher levels of organization in text and the resulting hierarchy of periodicity (see Halliday in Thibault 1987:612) plays an important part in our interpretation of macro-genres.

Early in this century	the Norwegians introduced explosive harpoons...
Theme	**Rheme**
Given	? ⊱ New
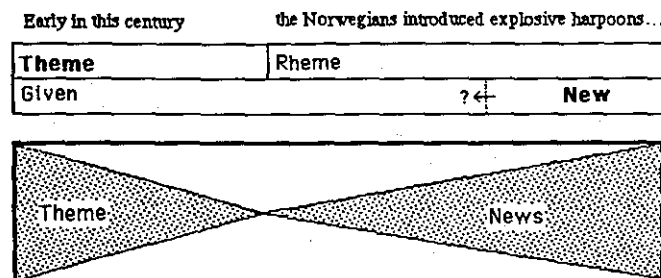
Fig. 9: Clause rank textual meaning as a wave (complementary pulses of prominence)

3. Interpersonal analogy — prosodic (amplification)

Turning from clauses to macro-genres, prosodic realisation most directly manifests itself through repetition. As in the grammar, the effect of the repetition is amplification of the interpersonal meaning in question. To see the effect of this pattern of realisation, consider text 2, the song 'The Way It Is' by Bruce Hornsby and the Range 1986 (for a related form of prosodic realisation in Bruce Springsteen's 'Born in the USA' see Cranny-Francis and Martin 1991). Musically and lyrically Hornsby's claim to fame depends on his ability to tap into the indulgent sentimental nostalgia that patriarchal men so commonly mistake for feelings. 'The Way It is' fits snugly into a liberal humanist discourse of this kind.

Experientially, the song consists of three exemplums, a kind of narrative whose social function is to comment moralistically on 'the way it is.' Plum's 1988 Incident ^ Interpretation structure thus recurs three times, with the chorus serving to interpret each Incident along similar lines. The effect of the repetition is cumulative, amplifying Hornsby's 'heart-felt' resignation. Third time round, his mild admonition "Don't you believe them" is removed; in America, that's just the way it is.

2. 'The Way It Is'   B R Hornsby   Exemplums (x 3)

Standing in line marking time -   INCIDENT   [1]
Waiting for the welfare dime
'Cause they can't buy a job
The man in the silk suit hurries by
As he catches the poor old ladies' eyes
Just for fun he says "get a job"

Chorus   INTERPRETATION
That's just the way it is
Some things will never change
That's just the way it is
But don't you believe them

They say hey little boy you can't go   INCIDENT   [2]
Where the others go
'Cause you don't look like they do
Said hey old man how can you stand
To think that way
Did you really think about it
Before you made the rules
He said, Son

Chorus   INTERPRETATION
That's just the way it is
Some things will never change
That's just the way it is
Ah but don't you believe them

[instrumental break]

(That's just the way it is x2)   (whispered)

Well they passed a law in '64   INCIDENT (generalised)   [3]
To give those who ain't got a little more
But it only goes so far
Because the law don't change another's mind
When all it sees at the hiring time
Is the line on the color bar, no

Chorus   INTERPRETATION
That's just the way it is
Some things will never change
That's just the way it is
That's just the way it is, it is, it is, it is...

[instrumental fade]

An initial attempt to model this notion of prosodic amplification is presented in Fig. 10. Provisionally then it would appear that one way in which texts get bigger than a page is through interpersonally oriented repetition, whose function is to adjust the volume of the proposals (for work on macro-proposals and interpersonal meaning see Martin 1992a), propositions, probabilities, usualities, obligations, inclinations, abilities, attitudes and polarities under negotiation.
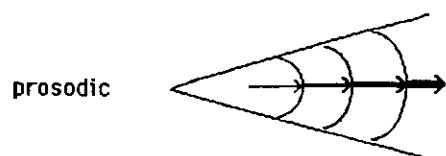
prosodic

Fig. 10: Prosodic realisation as amplification in macro-genres

4. Ideational analogy (particulate)

4.1 Logical analogy — part/part (clause complex)

Halliday's analysis of clause complex relations is a very important resource for reasoning about macro-genres. Macro-genres are in fact proportional to clause complex structures in much the same way that more elemental genres are proportional to the clause:

macro-genre : clause complex ::
genre : clause

For Halliday 1985a the critical variables have to do with the nature of the interdependency between clauses (paratactic or hypotactic) and the kind of logico-semantic relation involved (projection or expansion). Sub-types of expansion and projection stand in marked and unmarked relations with parataxis and hypotaxis (Nesbitt and Plum 1988). Parataxis (equal status) is strongly associated with projected locutions and expanding extensions and elaborations; hypotaxis (unequal status) is strongly associated with projected ideas and expanding enhancements. These variables and unmarked associations are exemplified in Table 2; for further discussion see texts 3 and 4 below.

		Parataxis – equal status	Hypotaxis – unequal status
Pro-jec-tion	locution	(He says "Get a job.")	He said to get a job.
	idea	"That's the way it is", he believed.	(He believed that was the way it was)
Ex-pan-sion	extension	(They were standing in line and marking time.)	Besides standing in line they were marking time.
	elaboration	(That's just the way it is: some things will never change.)	That's just the way it is, which is too bad.
	enhancement	Did you really think about it and then make the rules?	(Did you really think about it before you made the rules?)

Table 2: Examples of hypotactic and paratactic expansion and projection (boxed examples represent unmarked associations of variables)

4.1.1 Projection

With projection, one clause instates another as a locution or idea (Halliday 1985a:196). Verbal processes, proto-typically verbs of saying, project locutions (constructions of wording); mental processes, proto-typically verbs of thinking, project ideas (constructions of meaning). As noted in Table 2, locutions are associated with parataxis (quoting), whereas ideas are associated with hypotaxis (reporting). Our problem here is to consider how one text can be seen to quote or report another.

4.1.1.1 Locution/wording (equal status)

As far as quoting is concerned, the analogy between clause complex and macro-genre is a straight-forward one. One text is quite commonly quoted by another. I will illustrate this here by quoting from myself (Martin in press c; in the spirit of Firth I will make no apology for this self-reference here); this quotation (text 3 below) includes in turn a quotation from Halliday; and Halliday's text in turn quotes through citation a number of examples of each type of expanding relation. Letting the names of authors stand for bodies of work instead of people (see Matthiessen in press b), this interdependency can be expressed as a clause complex as follows: "Martin says Martin says Halliday says English speakers say...". Note that verbal processes are not used to project the wordings in text 3; it is texts, not clauses, that are doing the quoting here.

3. Halliday's description of each relation, and examples of their realisation between clauses are reviewed below:

Elaboration (=)
"In ELABORATION, one clause elaborates on the meaning of another by further specifying or describing it. The secondary clause does not introduce a new element into the picture, but rather provides a further characterization of one that is already there, restating it, clarifying it, refining it..."

That clock doesn't go; it's not working.
She wasn't a show dog; I didn't buy her as a show dog.
Each argument was fatal to the other: both could not be true.
(Halliday 1985a:203)

Extension (+)
"In EXTENSION, one clause extends the meaning of another by adding something new to it. What is added may just be an addition, or a replacement, or an alternative..."

I breed the poultry and my husband looks after the garden.
I said you looked like an egg, sir; and some eggs are very pretty, you know.
(Halliday 1985a:207)

Enhancement (×)
"In ENHANCEMENT one clause enhances the meaning of another by qualifying it in one of a number of possible ways: by reference to time, place, manner, cause or condition..."

It's the Cheshire cat: now I shall have somebody to talk to.
The three soldiers wandered about for a minute or two, and then quietly marched after the others.

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Fig. 12 offers an iconic representation of text combining through projection at the level of wording. Quoted text is usually clearly identified as such by various graphological conventions in writing, where this type of text combination is far more common than in speech. In spoken language, it is clauses rather than slabs of text that tend to be projected through quotation, since in most contexts very few texts can be reconstituted word for word. As the deixis (for PERSON, TENSE and TEMPORAL CIRCUMSTANTIALITY) of the quoted material maintains its original orientation, the projecting and quoted material can be said to have equal status (as with paratactically related clauses in a projecting clause complex). As far as I can tell, it is not possible for text to 'report' wording; hypotaxis is not opposed to parataxis at the level of macro-genres.
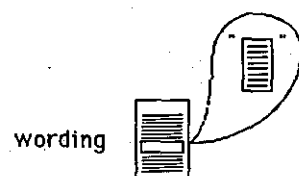
Fig. 12: Projected wording — combining texts by quotation

4.1.1.2 Idea/meaning (unequal status)

It might also appear at first that meaning cannot be reported at the level of macro-genres. If however we bring figures, tables, graphs, diagrams and so on into the picture, then the possibility of bypassing wording and reporting meaning directly seems a viable one. The drawing of projected wording in Fig. 12 for example transcends the grammar of English, making use of alternative forms of representation: a drawing of a page, including a schematic linear representation of text, with a box highlighting projected wording, with the quotation projected as a baloon, cartoon-style, alongside the page, with another drawing of a page inside the baloon, enclosed in quotation marks, and including further schematic representation of text. This form of diagrammatic representation might well be approached as a semiotic system in its own right, inviting deconstruction along the lines of suggestions by Kress and van Leeuwen (1990a, 1990b) for reading images. But seen from the perspective of language, the figure can be interpreted simultaneously as coding linguistic meaning - as a projection of the 'content' developed in section 4.1.1.1, bypassing its wording.

Another example of reported projection of this kind is presented in text 4 below, quoting again from Martin in press c. In this text, Halliday's clause complex analysis, which was projected as Table 2 above, is given an alterantive projection in the form of a system network. Once again, the projection itself constitutes a designed semiotic system, contrived by systemicists and deserving of analysis. At the same time, the function of system networks of this kind in systemic theory needs to be kept in mind - namely that of providing an alternative consolidating form of representation for meanings that have been discursively developed as text. It is this reporting function that is under focus here.

4. ... This is especially true with conjunctive relations, since it is in this area that Halliday 1985a:192-251 has elaborated his grammatical description to the point where very long passages of spontaneous spoken monologue are netted in. His clause complex analysis has in other words pushed grammatical description to new frontiers, and it is to the limits of these that this chapter first turns.

Halliday's 1985a:197 paradigm for clause complex relations is formulated systemically as Fig. 4.1, along with notational conventions for analysing the dependency relations involved. The network distinguishes both the type of interdependency (paratactic or hypotactic) and the kind of logico-semantic relation involved (projection or expansion).
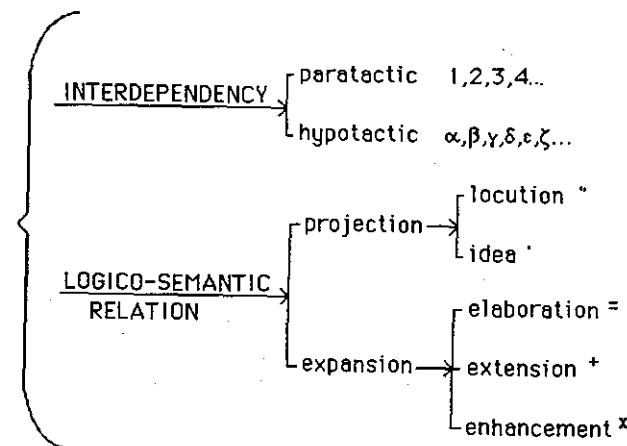
Fig. 4.1: Halliday's 1985a description of clause complex relations

This analysis is illustrated for text [4:1] below (taken from the research reported in Plum 1988)...

The notion of 'projected meaning' is projected as a diagram in Fig. 13 below. Once again, as far as I can tell, the opposition of parataxis to hypotaxis is not relevant at the level of macro-genres, so the question of quoting meaning does not arise.
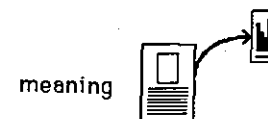
Fig. 13: Projected meaning - combining texts with figures, tables, diagrams etc.

Note again that the intepretation of projection being developed here in intended to complement, not to replace, readings of tables, figures, diagrams and so on as images (following Kress and van Leeuwen 1990a, 1990b). Treating these images as projected meanings allows us to focus on the semantic dependency between these images and the texts including them (which is of course mediated by the captions relating these projections to the texts projecting them, and any wording included in the images themselves); but the grammar of these images remains an important question in its own right. Because of their semantic dependence on projecting text, schematic images such as those considered here can be treated as dependent on their projected text - as with hypotactically related clauses in the clause complex. Less schematic forms of representation, such as photographs, are more questionably dependent in this way (although it might be argued that their surrounding text is generally replete with instructions as to how images, however 'real', should be read). We should also note here that texts in which most of the semiotic work is accomplished by images rather than verbal text have not been considered here. The relation of image to wording inside diagrams like Fig. 13 for example is the reverse of that between Fig. 13 and its projecting text. The whole question of interacting semiosis of this kind is something that is in need of further attention and has barely been touched on here. Fortunately, thanks Halliday 1985a and Kress and van Leeuwen 1990, the tools for deconstructing conversations between verbal and non-verbal texts are now firmly in place.

4.1.2 Expansion

With expansion, one clause expands another by elaborating it, extending it or enhancing it. Following Halliday 1985a:196-197, elaboration involves restating in other words, specifying in greater detail, commenting or exemplifying; extension involves adding some new element, giving an exception or offering an alternative; enhancement involves embellishing with circumstantial features of time, place, cause or condition.

Macro-genres developed through expanding relations, as we shall see, often afford the possibility of an alternative or simultaneous part/whole interpretation. Text 1 for example will be used in section 4.1.2.1 immediately below to illustrate elaboration, whereas in section 1 above the same text was given a multivariate Orientation ^ Record ^ Reorientation interpretation. In this case the readings are complementary: the univariate elaboration reading brings out the respect in which the stages in the recount paraphrase each other, while the multivariate reading brings out the intertextual relationship between this and other narrative-type genres (for which see Plum 1988, Rothery 1990).

4.1.2.1 Elaboration (equal status)

As just noted, elaboration will be exemplified here using text 1. In this text the title (*Whaling*) is first elaborated as a clause (*For one thousand years, whales have been of commerical interest for meat, oil, meal and whalebone. *); this clause is then unpacked in the remainder of the text's ititial paragraph as the history of whaling; this history is then re-packed as paragraph 2 (including the critical nominalisation *a mining operation moving progressively with increasing efficiency to new species and new areas*). Each of these steps in the text's development involves restatement as ideational meaning is explored at more and less specific levels of generality.

1. Whaling [historical recount]
=

For one thousand years, whales have been of commerical interest for meat, oil, meal and whalebone.

=

About 1000 A.D., whaling started with the Basques using sailing vessels and row boats. They concentrated on the slow-moving Right whales. As whaling spread to other countries, whaling shifted to Humpbacks, Grays, Sperms and Bowheads. By 1500, they were whaling off Greenland; by the 1700s, off Atlantic America; and by the 1800s, in the south Pacific, Antarctic and Bering Sea. Early in this century, the Norwegians introduced explosive harpoons, fired from guns on catcher boats, and whaling shifted to the larger and faster baleen whales. The introduction of factory ships by Japan and the USSR intensified whaling still further.

=

The global picture, then, was a mining operation moving progressively with increasing efficiency to new species and new areas. Whaling reached a peak during the present century. [W R Martin 1989:1]

When elaboration is deployed as waves of generality and specificity in this way, texts lend themselves to re-interpretation from the perspective of periodic structure and textual meaning. Following Martin in press b, c, d the first clause of text 1 can be treated as a hyper-Theme (point of departure for the text as a whole) and the last two clauses as hyper-New (distillation of the news developed through the text). Note that text 1 has now been deconstructed from the perspectives of particulate (including the distinct part-whole and part/part interpretations compared above) and periodic structure; all three readings are required in order to do justice to the text's experiential, logical and textual meaning. Metafunctional dialogism of this kind is an integral feature of the structure of macro-genres (for a very helpful discussion of metafunctional dialogism in the clause, see Matthiessen forthcoming).

hyper-Theme (clause Themes underlined)

For one thousand years, whales have been of commerical interest for meat, oil, meal and whalebone.

About 1000 A.D., whaling started with the Basques using sailing vessels and row boats. They concentrated on the slow-moving Right whales. As whaling spread to other countries, whaling shifted to Humpbacks, Grays, Sperms and Bowheads. By 1500, they were whaling off Greenland; by the 1700s, off Atlantic America; and by the 1800s, in the south Pacific, Antarctic and Bering Sea. Early in this century, the Norwegians introduced explosive harpoons, fired from guns on catcher boats, and whaling shifted to the larger and faster baleen whales. The introduction of factory ships by Japan and the USSR intensified whaling still further.

The global picture, then, was a mining operation moving progressively with increasing efficiency to new species and new areas. Whaling reached a peak during the present century.

hyper-New (minimal New in bold face)

A schematic outline of this textual strategy for deploying elaboration is presented in Fig. 14 . Periodic structure at the level of macro-genres will be further discussed in section 4.3 below.

```
Hyper-Theme ──────
                   \
        Theme      New
        Theme      New
        Theme      New
          ↓          ↑
                      \
                       ──(Hyper-New)
```
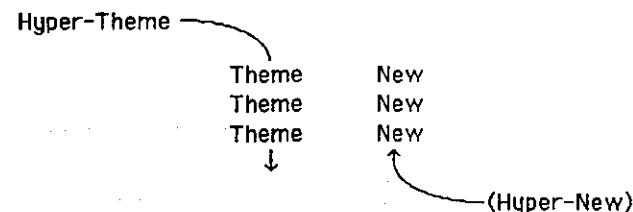
Fig. 14: Complementarity of hyper-Theme & hyper-New

4.1.2.2 Extension (equal status)

In order to illustrate extension (adding some new element, giving an exception or offering an alternative), we will move on to the environs of text 1, including the rest of its section, and consider the paper 'Innovative Fisheries Management: international whaling' as a whole. The paper begins with a title which is then unpacked in an introductory paragraph before being elaborated by the paper as a whole. This elaboration is itself divided into five section: i. Whales, ii. Whaling, iii. International Management, iv. The Current Scene and v. Relevance to Canadian Fisheries Management. Sections i, ii, iii and iv are inter-related by extension - a historical report on the current scene is added onto a historical recount on international management which in turn extends a historical recount on whaling which is itself an extension of a scientific report on whales.

These four sections are relatively independent of each other, and so can be treated as having equal status in the paper. The logic of their presentational sequence is textual rather than ideational; different sequences of presentation are possible with next to no repercussions for the wording of the individual sections themselves. The introduction to the paper, and sections i and ii are presented in full, along with the section headings and subheadings from the rest of the paper, as text 5 below. Halliday's notational conventions for expansion, presented in text 4 above, have been used to show the way in which elaboration, extension and enhancement have been used to develop the macro-genre (logico-semantic relations within sections have not been noted; for enhancement see section 4.1.2.3 below):

5. Innovative Fisheries Management: International whaling

=

There is much to be learned from the evolution of international fisheries management that is applicable to the devlepment of fisheries management in Canada. An interesting case is the management of whaling which I have had the opportunity to follow for a few decades. So, I have decided to focus on whaling as an example of innovative fisheries management, and summarize my perspective under the headings of whales, whaling, international management, the current scene, and some observations about its relevance to the development of Canadian fisheries management.

=

Whales [taxonomising report]

=

There are many species of whales. They are conveniently divided into toothed and baleen categories. The toothed whales are found world-wide in great numbers. The largest is the Sperm whale, which grows to about the size of a boxcar. Other species familiar to Canadians are the Beluga or white whale, the Narwhal with its unicorn-like tusk, the Killer whale or Orca, the Pilot or Pothead whale, which is commonly stranded on beaches, the Spotted and Spinner Dolphins that create a problem for tuna seiners, and the Porpoises which we commonly see along our shores.

There are fewer species of the larger baleen whales, that filter krill and small fish through their baleen plates. The largest is the Blue whale which is seen frequently in the Gulf of St Lawrence. It reaches a length of 100 feet and a weight of 200 tons, equivalent to about 30 African elephants. The young are 25 feet long at birth and put on about 200 lbs. a day on their milk diet. Other species are: the Fins which at a length of 75 ft. blow spouts of 20 ft., the fast swimming Seis, the Grays so commonly seen on migrations along our Pacific coast between Baja California and the Bering Sea, the Bowheads of Alaskan waters, the Rights, so seriously threatened, the Humpbacks enjoyed by tourists in such places as Hawaii and Alaska, the smaller Bryde's whales, and the smallest Minke whales, which continue to be abundant worldwide.

As with the growing interest in birding, increasing numbers of whale watchers can distinguish the various species of whales.

+

Whaling [historical recount]

=

For one thousand years, whales have been of commerical interest for meat, oil, meal and whalebone. About 1000 A.D., whaling started with the Basques using sailing vessels and row boats. They concentrated on the slow-moving Right whales. As whaling spread to other countries, whaling shifted to Humpbacks, Grays, Sperms and Bowheads. By 1500, they were whaling off Greenland; by the 1700s, off Atlantic America; and by the 1800s, in the south Pacific, Antarctic and Bering Sea. Early in this century, the Norwegians introduced explosive harpoons, fired from guns on catcher boats, and whaling shifted to the larger and faster baleen whales. The introduction of factory ships by Japan and the USSR intensified whaling still further.

The global picture, then, was a mining operation moving progressively with increasing efficiency to new species and new areas. Whaling reached a peak during the present century.

While this high-seas drama was unfolding, coastal, shore-based whaling developed around the world. In Canada, for example, it was native whaling for Belugas and Narwhal in the Arctic, and commercial whaling from northern Vancouver Island in the Pacific, and from Quebec, Nova Scotia and Newfoundland in the Atlantic.

+

International Management [historical recount]

...

+

The Current Scene [historical report]

...

x

Relevance to Canadian Fisheries Management [recommendations]

...

Demand Management

...

Management Processes

...

Information: ...
Partnerships: ...
Public participation: ...
Jurisdiction: ...
Perseverance: ...

4.1.2.3 Enhancement [unequal status]

Enhancement (embellishing with circumstantial features of time, place, cause or condition) is illustrated in text 6, a report on dog racing. The sport is defined, then briefly described, before moving on to a description of dog-racing tracks in the second paragraph. At this point the text changes gears; it stops its generic construal of dog-racing as a 'thing', and shifts to an explanation of the manner in which dog races occur. This activity is broken down, step by step, as a process, in the third paragraph by means of an explanation genre (see Christie et al. 1991). The report then resumes with generic description of betting as a thing (note that betting as a process is not explained).

6. [Report, enhanced by an Explanation]

Dog Racing, also called *greyhound racing* , is a sport in which greyhounds compete on an oval track. The dogs chase a mechanical lure that resembles a rabbit. The lure moves around the track on an electric rail. Dog racing developed from *coursing* , an ancient sport in which two dogs chased a live rabbit over an open field. A mechanical rabbit is also an effective lure because greyhounds chase by sight rather than by scent.

Most dog-racing tracks are 1/4 mile (0.4 kilometer) in diameter. Eight greyhounds compete over a distance of 7/16, 3/8 or 5/16 of a mile (0.7, 0.6 or 0.5 kilometer). Champion greyhounds run faster that 40 miles (64 kilometers) per hour.

x Before each race, the greyhounds are put into individual stalls in a starting box. The lure is then started around the track. When the lure is opposite the starting box, the doors of the stalls are opened, and the dogs are released. During the race, the lure is kept several yards ahead of the leading dog. The lure is moved out of sight of the dogs after they cross the finish line, and they stop running.

Dog racing is a popular sport in parts of the United States and several other countries. Fans bet on the grey-hounds through the pari-mutuel system. This system is also used in horse-racing (see HORSE RACING [Betting]). In the United States, bets on dog races total more than $1 billion yearly. George D. Johnson, Jr. [*The World Book Encyclopedia* D Volume 5. Chicago: World Book, Inc.]

Explanations typically appear as enhancing expansions of reports in just this way. Like other enhancing texts, explanations are generally dependent on the texts they expand. Text 6 for example is perfectly coherent without its enhancing explanation, but the same cannot be said for the explanation on its own (the phoric nominal groups *each race, the greyhounds, the lure, the track* for example all presume information from the preceding sections of the report). Similarly, the place at which the explanation occurs is important; it cannot be easily moved around as with the extending texts considered above (see further the discussion of the explanation in text 10 below).

In summary then, macro-genres are developed with respect to all five of the projection/expansion strategies noted by Halliday for the English clause complex: projected locution ("), projected idea ('), expanding elaboration (=), expanding extension (+) and expanding enhancement (x). While the distinction between parataxis and hypotaxis is not a systematic opposition at the level of macrogenres, projected locutions and expanding elaborations and enhancements have relatively equal status with the text initiating them (they can stand on their own), whereas projected ideas and expanding enhancements have a more dependent status with respect to the text that dominates them (they are not free standing elements). These part/part interdependency relations are symmbolised using a dependency arrow in Fig. 15 below, alongside Halliday's notational conventions for the logico-semantic relations involved.

part/part   [= + x ' "]

Fig. 15: Part/part interdependency (with notation for projection and expansion variables)

4.2 Experiential analogy — part-whole

The notion of constituency has been very much over-used by linguists, even at the level of grammar where as we have seen it provides an important perspective on the experiential organization of the clause. It is probably also true to say that it has been overworked at the level of genre, where it afforded early break-throughs but has since tended to efface interpersonal, logical and textual considerations. The results of this have been even more serious for spoken than for written texts, since their dynamic nature is less amenable to the synoptic forms of analysis linguists have evolved over the millenia for language which is frozen on a page. Nevertheless, it is important to pursue the experiential analogy at the level of macro-genres since it does provide, especially in writing, an important perspective on the ways in which texts get bigger than a page.

The notion of multivariate part-whole staging has already been illustrated with respect to text 1 above - the historical recount consisting of the stages Orientation ^ Record ^ Reorientation[3]. As noted in section 2.3.1 the notion of parts and whole is complicated in the grammar by the fact that parts theselves may be construed as wholes with parts of their own (the notion of rank) and by the fact that wholes may take the place of parts in order for experiential meaning to renew its meaning potential (the notion of embedding). Here we will illustrate first rank and then embedding at the level of macro-genre.

4.2.1 Rank

The notion of layers of staging has been widely used in semiotic theory. Barthes for example discusses its application to narrative sequencing in the quotation below:

> "It (a sequence) is also founded a maximo : enclosed on its function, subsumed under a name, the sequence itself constitutes a new unit, ready to function as a simple term in another, more extensive sequence. Here, for example, is a micro-sequence: *hand held out, hand shaken, hand released* . This *Greeting* then becomes a simple function: one the one hand, it assumes the role of an indice (flabbiness of Du Pont, Bond's distaste); on the other, it forms globally a term in a larger sequence, with the name *Meeting* , whose other terms (*approach, halt, interpellation, sitting down*) can themselves be micro-sequences."
> Barthes 1977:102-103

His analysis involves three layers (or ranks): a meeting (or greeting) sequence which consists of five stages, the fourth of which is breaks down into three sub-parts:

> MEETING (greeting):
> approach ^ halt ^ interpellation ^ (hand held out ^ hand shaken ^ hand released) ^ sitting down

Layered staging of this kind is relatively unconscious and contrasts in this respect with the designed layering of other areas of human activity - for example professional tennis, where a season's play consists of a number of tournaments, tournaments of one or more matches, matches of three to five sets, sets of six or more games, games of four or more points, points of one or more strokes (beyond which point segmentation slips below consciousness again, unless it is made visible through coaching). Fig. 16 presents a constituency representation for just three ranks in this activity structure.
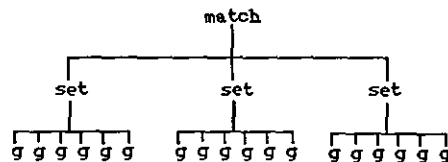
Fig. 16: Three layers of segmentation in professional tennis

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[3] Martin (e.g. 1984, 1985/1989, 1986) has generally referred to multivariate generic staging of this kind as **schematic structure**; Hasan (e.g. 1985) uses the term **text structure** for the same phenomenon.

Another example of designed layering is presented in Fig. 17, adapted from Disadvantaged Schools Program 1988:39 (cf. their presentation of the genre as a cycle rather than a constituency tree, a more abstract notion of staging than linguists' constituency models allow). As with the consciously contrived activity of professional tennis outlined above, macro-genres of this degree of complexity require specialised institutionally based training on the part of participants, especially since the macro-genre outlined below takes several days teaching to enact. The texts realising these multi-layered macro-genres are too long to exemplify here. For a partial deconstruction of a text deriving from the curriculum genre under focus here, see Martin and Rothery forthcoming.
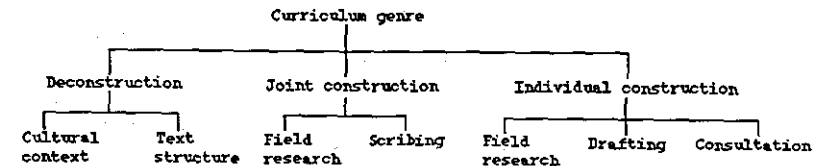
Fig. 17: Layers of staging in literacy oriented curriculum genres based on a functional model of language

It should perhaps be noted again here (cf. section 4.1.2 above) that multivariate structure of this kind can often be given a complementary univariate interpretation basd on the logico-semantic categories presented in section 4.1); each major stage in Fig. 17 for example, Deconstruction, Joint construction and Individual construction, is in some sense an elaboration of the next. Logico-semantic analysis however fails to bring out field specific genre agnation - the inter-relationships between this curriculum genre and other closely related curriculum genres (e.g. traditional or process approaches to teaching writing) and beyond this relationships with macro-genres used in other areas of the curriculum (such as the morning news genre discussed in Christie 1987; see also Gibbons forthcoming on instructional cycles and activity genres in the second language classroom).

4.2.2 Embedding (genre inside a genre)

The notion of inclusion has by and large been overworked when it comes to discussion of intertextuality, dialogism and genre-mixing. In order to sort out some of this imprecision a distinction between part/part expansion and embedding has been developed here. With embedding, a genre is made to function as one multivariate stage in the development of another; embedding is easiest to recognize when this stage is an obligatory element of structure.

Embedding of this kind is found in text 7 below (from Mann and Thompson 1992). Generically this text is a solicitation - a macro-proposal designed to raise money for Zero Population Growth, an American organization concerned with over-population. Experientially it consists of an Involvement stage designed to get the attention of readers, a Product stage giving particulars of

the service offered, and an Appeal section directly soliciting money from potential benefactors[4]. What is interesting in text 7 is that the Involvement stage is itself realised by another genre, a news story, with its own experiential structure Lead and Background. This renewal of meaning potential in the solicitation genre's first stage is outlined in Fig. 18.

```
              solicitation
         ┌─────────┼─────────┐
    Involvement   Product    Appeal
         │
    [[news story]]
      ┌────┴────┐
    Lead    Background
```
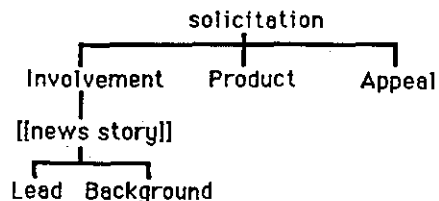
Fig. 18: Embedding in text 7 (news story embedded in solicitation)

Detailed analyses of text 7 from a number of different analytical perspective are included in Mann and Thompson in press. The text is presented only in broad outline here, divided into the generic stages summarised in Fig. 18 above.

7. Involvement [[News story genre]]

Lead

At 7:00 a.m. on October 25, our phones started to ring. Calls jammed our switchboard all day. Staffers stayed late into the night, answering questions and talking with reporters from newspapers, radio stations, wire services and TV stations in every part of the country.

Background

When we released the results of ZPG's 1985 Urban Stress Test, we had no idea we'd get such an overwhelming response. Media and public reaction has been nothing short of incredible!

At first, the deluge of calls came mostly from reporters eager to tell the public about Urban Stress Test results and from outraged public officials who were furious that we had "blown the whistle" on conditions in their cities.

Now we are hearing from concerned citizens in all parts of the country who want to know what they can do to hold officials accountable for tackling population-related problems that threaten public health and well-being.

Product

ZPG's 1985 Urban Stress Test, created after months of persistent and exhaustive research, is the nation's first survey of how population-linked pressures affect US cities. It ranks 184 urban areas on 11 different criteria ranging from crowding and birth rates to air quality and toxic wastes.

The Urban Stress Test translates complex, technical data into an easy-to-use action tool for concerned citizens, elected officials and opinion leaders. But to use it well, we urgently need your help.

Our small staff is being swamped with requests for more information and our modest resources are being stretched to the limits.

Appeal

Your support now is critical. ZPG's 1985 Urban Stress Test may be our best opportunity ever to get the population message heard.

With your contribution, ZPG can arm our growing network of local activists with the materials they need to warn community leaders about emerging population-linked stresses before they reach crisis stage.

Even though our national government continues to ignore the consequences of uncontrolled population growth, we can act to take positive action at the local level.

Every day decisions are being made by local officials in our communities that could drastically affect the quality of our lives. To make sound choices in planning for people, both elected officials and the American public need the population-stress data revealed by our study.

Please make a special contribution to Zero Population Growth today. Whatever you give -$25, $50, $100 or as much as you can - will be used immediately to put the Urban Stress Test in the hands of those who need it most.

A summary of these part/whole strategies for developing macro-genres is presented in Fig. 19 below, including simple staging (a single layer of multivariate structure such as that proposed in Fig. 1 for text 1 above), layered staging such as that suggested for one curriculum genre in Fig. 17 and layered staging with an embedded genre as outlined in Fig. 18 for text 7.

```
                 ┌──┴──┐      ┌──┴──┐      ┌──┴──┐
part/whole       ┌──┐          ┌──┴──┐      ┌──┐
                              ┌──┴──┐       [[....]]
```
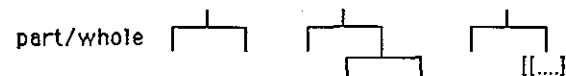
Fig. 19: Part-whole configurations — simple staging, layered staging and layered staging with embedding

5. Textual analogy (periodic)

The notion of textually inspired periodic structure has already been introduced in section 4.1.2.1, since the textual metafunction makes use of elaboration to construct waves of prominence at the level of macro-genres. In borrowing this ideational resource the textual metafunction can be seen to function at this level in much the same way as it operates in the grammar. The clause *What the Norwegians did was introduce explosive harpoons* was analysed experientially in Fig. 7 above, by way of introducing the notion of grammatical embedding; it was mentioned in passing there that this clause was a textual variation on *The Norwegians introduced explosive harpoons* . The textual effect of the relational identifying process used in this variation is to divide the clause's experiential meaning clearly into two parts, Theme -*What the Norwegians did* and New - *introduce explosive harpoons* , with the Token elaborating the Value. This pattern of experiential meaning in the service of the textual metafunction is outlined in Table 3. Elaboration is used in precisely the same way to construct a wave of information in text 1.

What the Norwegians did   was   introduce explosive harpoons

Value	=	Token	experiential
Theme ──────────→		Rheme	textual
Given		←─────────── New	

Table 3: Textual deployment of 'elaboration' at clause rank

As noted in section 4.1.2.1 text 1 begins with a hyper-Theme (the Topic sentence of traditional composition teaching): *For one thousand years, whales have been of commercial interest for meat, oil, meal and whalebone.* This hyper-Theme makes precise predictions about the pattern of clause Themes which follows (it predicts the text's method of development in Fries' 1981/1983 terms): *about 1000 A.D.; as whaling spread to other countries; by 1500; by the 1700s; by the 1800s; early in this century; while this high seas drama was unfolding* [5]. This pattern of anticipation and thematic fulfillment is outlined in Fig. 20 below.

for 100 years whaling
has been of commerical
interest

about 1000 AD
as whaling spread to other countries
by 1500
by the 1700s
by the 1800s
early in this century

while this high-seas
drama was unfolding
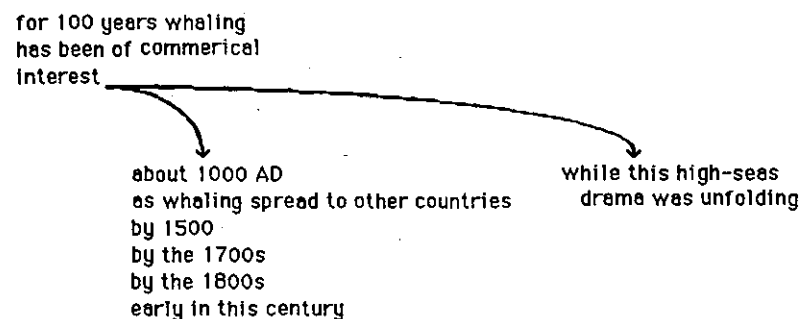
Fig. 20: Hyper-Theme and method of development in text 1

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[5] The analysis has been extended here to include the text's third paragraph, presented in text 5 above.

At the same time, text 1 can be read retrospectively, in terms of its hyper-New: *The global picture, then, was a mining operation moving with increasing efficiency to new species and new areas.* The text's hyper-New has the complementary function of consolidating what Fries calls a text's point - the information it constructs as news. The relevant hyper-New/New proportionalities are as follows:

· with increasing efficiency :
with the Basques using sailing vessels and row boats; explosive harpoons, fired from guns on catcher boats; still further ::

to new species :
the slow-moving Right whales; to Humpbacks, Grays, Sperms and Bowheads; to the larger and faster baleen whales ::

and new areas :
off Greenland; off Atlantic America; in the south Pacific, Antarctic and Bering Sea

The way in which text 1's hyper-New accumulates and consolidates news is outlined in Fig. 21. The consolidation makes the point of text 1 portable, enabling it to participate in higher-level waves of information in the paper as a whole.

with the Basques using   off Greenland;   the slow moving Right whales;
sailing vessels and row boats; off Atlantic America;   to Humpbacks, Grays, Sperms
explosive harpoons, fired from in the south Pacific,   and Bowheads;
guns on catcher boats;   Antarctic and   to the larger and faster baleen
still further   Bering Sea   whales

a mining operation moving with (increasing efficiency) to (new areas) and (new species)

Fig. 21: Hyper-New and point in text 1

Higher levels waves of information are a very important structuring principle, especially in written macro-genres. Martin's paper for example is introduced by Bielak, the program chairman; Martin in turn introduces the staging of his macro-genre (see text 5 above); and he introduces his whaling recount as we have seen. This hierarchy of introductions can be interpreted textually as a hierarchy of Theme:

PREDICTION (levels of theme):

In the same spirit, the Fisheries Committee Chairman, Dr. Robert Martin, has, on behalf of the CWF, invited some very distinguished speakers from across Canada to tell you something about innovative fisheries management being practised in their next of the woods. (Bielak's Introduction to the papers; 1989a:v)

So, I have decided to focus on whaling as an example of international innovative fisheries management, and summarize my perspective under the headings of whales, whaling, international management, the current scene, and some observations about its relevance to the development of Canadian fisheries management. (Martin's Introduction to his paper; 1989:1)

For one thousand years, whales have been of commercial interest for meat, oil, meal and whale-bone. (Martin's introduction to his whaling Recount; 1989:1)

At the same time the publication as a whole is structured with respect to a hierarchy of News. Martin consolidates the point of his whaling recount (*a mining operation...*), and then draws directly on this consolidation in his recommendations (*the whaling experience of mining whale resources...*)[6]; later in his program Chairman's synthesis, Bielak consolidates the point of Martin's paper as a whole:

CONSOLIDATION (levels of news)

The global picture, then, was a mining operation moving progressively with increasing efficiency to new species and new areas. (Martin's summary of his whaling Recount; 1989:1)

In spite of the whaling experience of mining whale resources until innovative approaches could be applied to whaling management, we continue to mine our high seas fisheries resources. (Martin's invocation of his whaling Recount in his recommendations; 1989:3)

Dr. Martin's presentation on international whaling gave us food for thought. Despite strong science which indicated a clear need for the protection of various whale species, the environmental movement was the key catalyst in focussing public attention on the issues, and this only after fifty years. (Bielak's summary of Martin's paper in his Program Chairman's Synthesis; 1989b:27)

The point being developed here is that textual meaning construes semiotic reality with respect to a hierarchy of periodic structure. The complexity of this hierarchy is in principle dependent simply on the amount of semiotic reality being organized: the more meanings made, the more elaborate the levels of periodic structure needed to make them digestible as read and retrievable when stored. A very partial gesture is made towards this texturing principle in Fig. 22 below.

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[6] For discussion of the ideological implications of this kind of field shifting consolidation, see Martin 1986.
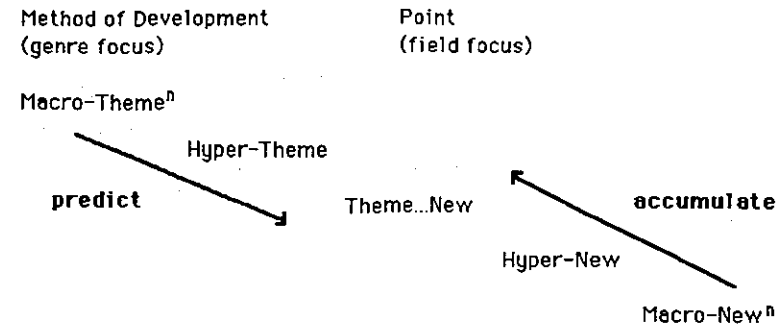
Fig. 22: Prediction, accumulation and waves of texture in macro-genres

Applying this framework to the whole of Bielak 1989, gives us the picture in Table 4, beginning with the outermost wave and working in. Periodic structure within the papers has not been included here.

Layers of 'Theme'	Layers of 'News'
Table of Contents	Biographies (of authors)
Introduction (Bielak)	Program Chairman's Synthesis (Bielak)
Martin's Introduction management'	...his concluding 'Relevance to fisheries
Griggs' Introduction	...his concluding 'Problems & future directions'
Beamish's introduction	...his summary
Cote's Introduction	...his 'Conclusion'

Table 4: Waves of Theme and new in Bielak 1989

It is important to note in passing that the periodic structure just outlined is masked by particulate organisation of the publication as a whole as summarised in its Table of Contents. The overall particulate structure is as follows, presented here by way of contrast with Table 4:

Editor's Note (Bielak)
x
Introduction (Bielak)
=
Innovative Fisheries Management: international whaling (Martin)
+
Innovations in Fisheries Management on the West Coast (Griggs)
+
Innovations in Fisheries Management in Central and Northern Canada (Beamish)
+
Innovative Fisheries Initiatives in Eastern Canada (Cote)

42

Tables [1-5]

=

Program Chairman's Synthesis (Bielak)

+

Biographies [Martin, Griggs, Beamish, Cote, Bielak]

Simply to complete the picture here it is also worth noting that professional scientific drawings of fish and whales are included on every odd numbered page of the publication as a whole and on its front and back covers. None of these is specficially projected by the text itself, although species 'relevant' to the discussion are included in each section (i.e. whales in Martin's paper, fish elsewhere). The fact that these drawings are not projected, and are realised continuously through the text, indicates that their function is interpersonal rather than ideational - decorative rather than instrumental in *Innovative Fisheries Management Initiatives* (Bielak 1989).

By way of summing up this section, an iconic representation of thematic prediction and consolidated news is offered in Fig. 23. Note that the figure does not capture of notion of hierarchic periodicity, which as we have seen is an important texturing principle in macro-genres.
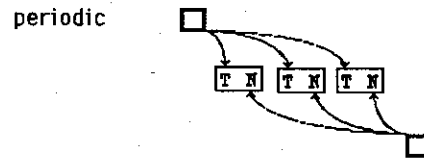
Fig. 23: Prediction, accumulation and periodicity

6. Contextual conditioning (dynamic open system)

Like all evolved systems, including semiotic and non-semiotic ones, genre is a dynamic open system (see Lemke 1984). As such it is metastable (cf. Mathiesius 1964 on static oscillation), something that can only be achieved through continual exchange of information with the environment. It is through this ongoing exchange that systems evolve.

Seen from the perspective of metastability, the resources for generic development outlined in section 3, 4 and 5 above can be re-interpreted as generic resources for adjusting social processes to their environment. Expansion resources in particular are especially valuable in this respect. To illustrate contextual adaptation of this kind, consider text 8 below (section i of text 5 above). This text is a scientific report written by a marine biologist which constructs an uncommon sense classification of whales. The occasion of this report is the 1989 meeting of the Canadian Wildlife Federation; the report is part of a paper constituting part of a panel of presentations concerned with innovative fisheries management. The Canadian Wildlife federation by and large is an organisation of anglers, hunters and other 'harvestors' who are in general concerned with managing the environment as a renewable resource. The overall thrust of the panel's recommendation is that Canadain freshwater fisheries should be developed for recreational rather than commercial fishing purposes.

8. Whales Report (Canadian Wildlife Federation Meeting)

There are many species of whales. They are conveniently divided into toothed and baleen categories. The toothed whales are found world-wide in great numbers. The largest is the Sperm whale, which grows to about the size of a boxcar. Other species familiar to Canadians are the Beluga or white whale, the Narwhal with its unicorn-like tusk, the Killer whale or Orca, the Pilot or Pothead whale, which is commonly stranded on beaches, the Spotted and Spinner Dolphins that create a problem for tuna seiners, and the Porpoises which we commonly see along our shores.

+

There are fewer species of the larger baleen whales, that filter krill and small fish through their baleen plates. The largest is the Blue whale which is seen frequently in the Gulf of St Lawrence. It reaches a length of 100 feet and a weight of 200 tons, equivalent to about 30 African elephants. The young are 25 feet long at birth and put on about 200 lbs. a day on their milk diet. Other species are: the Fins which at a length of 75 ft. blow spouts of 20 ft., the fast swimming Seis, the Grays so commonly seen on migrations along our Pacific coast between Baja California and the Bering Sea, the Bowheads of Alaskan waters, the Rights, so seriously threatened, the Humpbacks enjoyed by tourists in such places as Hawaii and Alaska, the smaller Bryde's whales, and the smallest Minke whales, which continue to be abundant worldwide.

x

As with the growing interest in birding, increasing numbers of whale watchers can distinguish the various species of whales. (Martin 1989:1)

Of special interest here is the enhancing final paragraph, which on the face of it seems out of place in this report. Synoptically speaking, embellishing the report with this comparison between bird watching and whale watching is unpredictable; certainly it adds nothing to the classification of whales constructed in the two preceding paragraphs. Ecologically speaking however, given the social context of this report, the enhancement is more than appropriate. It makes an important connection between the recreational use of whales and birds, which is of considerable relevance to the panel's recommendations for the future of freshwater fisheries. Indeed, this enhancement is strongly predicted throughout text 8, where technical nominal groups are elaborated wherever possible to make connection with the more familiar everyday experiences of this audience of non-scientists:

> the Sperm whale, which grows to about the size of a boxcar
> the Beluga or white whale,
> the Narwhal with its unicorn-like tusk,
> the Killer whale or Orca,
> the Pilot or Pothead whale, which is commonly stranded on beaches,
> the Spotted and Spinner Dolphins that create a problem for tuna seiners,
> the Porpoises which we commonly see along our shores
> ...

The text in other words exploits the openness inherent in the semiotic system of genre from which it derives. For another example of this kind of environmental response, consider text 9, from a junior secondary science textbook. Generically this text is an explanation, which is itself enhancing part of chapter-long taxonomising report on micro-organisms. Before concluding the explanation is itself embellished with a comment one effect of the life cycle of the malaria parasite - tourists' need for special medication when visiting 'malaria' countries. This enhancement is ecologically motivated by ideological tensions within science education in general, one response to which has been to publicly rationalise science as useful and relevant.

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9. Malaria parasite explanation (Junior Secondary science textbook)

[One such protozoan is the malaria parasite, the cause of malaria fever in man and other warm blooded vertebrates (Figure 8.4).] x The parasite enters the red blood cell where it feeds and grows until it fills almost the total volume of the cell. It then divides into a number of offspring. When the cell breaks up, the young and various waste products are set free into the circulating blood of the infected person. These toxic wastes cause an attack of chills and fever. The offspring next enter new red blood cells and repeat the above story producing new batches of offspring. In this way there are soon produced millions of parasites which destroy a large percentage of the red blood cells.

If a mosquito bites and sucks blood from an infected person, the cycle in continued. In the stomach of the mosquito, a special type of sexual reproduction takes place, producing an active worm-like form of protozoa. They wriggle through the mosquito's stomach wall where wort-like lumps containing the protozoa form. They then divide in two to form thousands of slender offspring which move to the salivary glands of the mosquito and are injected into the wound when the infeced mosquito bites a man. The parasites then invade the red blood cells, and the cycle is started again. x Tourists visiting 'malaria' countries take tablets before, during and after their trip to prevent infection by this most serious disease. (Shea 1988:131, from Heffernan and Learmonth 1982a)

As far as genre evolution is concerned (cf. Kress 1985/1989a:85-95; 1989b), what is at issue is the long term impact of enhancements of this kind on taxonomising reports and life-cycle explanations. Are these embellishments more than nonce adjustments - more than occasional contextually specific negotiations between genres and their environment? Does metastability lie in the direction of generic inertia and the effacement of expansion of this kind? Or is the environment of these texts such that adjustments of just these kinds will systematically recur? Does metastability lie in fact more in the direction of evolution and the synoptic incorporation of these manoevres as predictable multivariate stages in the experiential structure of the respective genres? Whatever the answer to these questions, it is clear that metastability is driven by ideological tensions within a culture, and between cultures and their other than semiotic environments. The dynamic openness inherent in genre as system is fundamental to the resolution of these tensions, keeping in mind that resolutions will be themselves immediately involved in on-going negotiations with tensions of other kinds.

7. Macro-genres

In this section we will summarise the strategies proposed above to explain the ways in which texts get bigger than a page. In addition we will briefly review some of ways in which these strategies are distinguished graphologically in written texts.

Ideational strategies involve projection and expansion. With projected wording, one text is quoted by another. The quoted material is typically formatted differently from the quoting text - in quotation marks if not too long, indented and placed in a separate paragraph if long, possibly using a different type-face, with specialised lay-out if the text is projected as a document and so on. The source of authored material will also be given, in one step, by means of footnotes, or in two steps, usually including name and date in the projected or projecting text and elaborating this information subsequently in lists of references or bibliographies. With projected meaning, the 'content' of the projecting text is 're-grammaticalised' as an alternative form of semiosis - as a graph, figure, table, drawing etc. These projections will be elaborated by titles and numbers in order to clarify their intertextual dependence on the verbal semiosis projecting them. In books the

names of these projected meanings are often accumulated in lists of figures and tables for the volume as a whole.

Turning to expansion, one text develops another through elaboration, extension or enhancement. With extension, one text is appended as an addition or alternative to another. Extension tends to be directly reflected in the organisation of macro-genres into paragraphs, sections, chapters and so on. Sections and chapters will be elaborated with titles and headings, which are themselves accumulated in a Table of Contents. Enhancements, perhaps because of their more dependent status, do not appear to be strongly foregrounded by graphological conventions.

Graphologically, it would appear that part/whole structures are treated in the same way as part/part extensions. If following Halliday (1985a:240-248; 306-307) or Martin (1992b, in press) we re-address part/whole multivariate configurations as synoptic forms of expansion, then our ideational strategies for developing texts as macro-genres can be summarised as in Fig. 24 below.

Ideational strategies

Projection
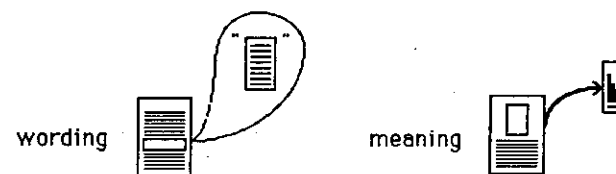
Expansion
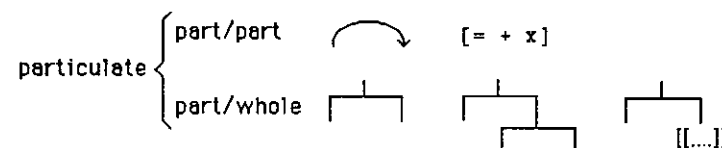
Fig. 24: Ideational strategies for the development of macro-genres

Interpersonally, macro-genres develop through the amplification of mood, modalization, attitute and so on. 'Radical' texts sometimes make use of iconic formatting (e.g. size of font, bold-face, outline, shadow etc.) to highlight the relevant repetition. Any attendant semiosis (e.g. music, paralanguage, kinesics, dance etc.) typically resonates with interpersonal crescendos or diminuendos generated by the verbal text. An iconic representation of this amplification strategy is offered again here, by way of summary, in Fig. 25.

Interpersonal strategy

prosodic
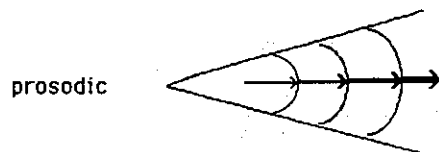
Fig. 25: Amplification as a resource for developing macro-genres

Textually, macro-genres organise themselves with respect to pulses of informational prominence. The most relevant aspect of graphology is the use of titles and headings to name sections of text or projected meanings (i.e. tables, figures etc.). In addition, levels of periodic structure imply a culminative form of realisation, so that the beginning and end of each layer in the organisation of a text is especially significant from the perspective of textual meaning. An iconic representation of this periodic strategy is offered again here, by way of summary, in Fig. 26.

Textual strategy

periodic
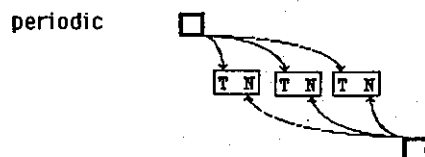
Fig. 26: Prediction and consolidation as waves of texture

As a final note, it is important to recognize that projected wordings and meanings are related to projecting texts through expansion as well as projection. The projected meanings in diagrams for example typically elaborate their projecting verbiage, reformulating verbiage as image. The simultaneity of these expansion and projection principles is outlined in Fig. 27[7].

---

[7] Textual macro-structure is subsumed under expansion in this diagram, to capture the way in which it deploys elaboration to establish periodicity.
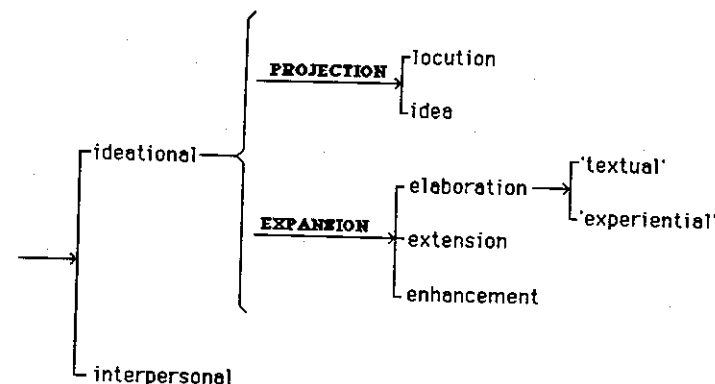
Fig. 27: Expansion and projection as simultaneous ideational principles for genre extension

8. The ecology of genre (after Shea 1988)

At this point it may prove useful to illustrate the deployment of some of the strategies outlined in Fig.'s 24, 25 and 26 above in a text that is bigger than a page. The text chosen for this purpose is the chapter 'Living things too small to see' from Heffernan and Learmonth 1982a. This chapter was analysed in detail in Shea 1988, whose groundwork is being reformulated here. Only ideational strategies, projection and expansion, will be considered.

Working in from its outer layers of development, this chapter opens, like others in the textbook, with a List of Aims, which is immediately elaborated in an Abstract. The Abstract is then elaborated by the body of the chapter, which consists of reports on Protozoa, Bacteria and Viruses; these three main reports are then elaborated by Revision Questions. This outer scaffolding can be summarised as follows:

List of Aims
=
Abstract
=
Protozoa
+
Bacteria
+
Virus
=
Revision Questions

The three reports constituting the body of the text each begin with what Shea calls a Cue (in each case here realised by a Heading); the Cue is then elaborated by a report on protozoa, bacteria and viruses respectively, each of which is in turn elaborated by Revision Questions. This layer of the text's development can be outlined as follows (Shea uses the term Taxonomic Segment for the descriptive body of these taxonomy oriented reports):

45

Cue (heading - Protozoa)

=

Taxonomic Segment (protozoa)

=

Revision Questions

+

Cue (heading - Bacteria)

=

Taxonomic Segment (bacteria)

=

Revision Questions

+

Cue (heading - Virus)

=

Taxonomic Segment (viruses)

=

Revision Questions

Further exploring the first report on protozoa shows that the descrption of protozoa in general is itself elaborated by a report on types of protozoa. This report beings with its own Cue (the heading Types of Protozoa), which is elaborated by four reports focussing on flagellates, pseudopodia, ciliates and sporozoans:

Cue (heading - Protozoa)

=

Taxonomic Segment (protozoa)

=

    Cue (heading - *Types of protozoa*)

    =

    Taxonomic Segment (flagellates)

    +

    Taxonomic Segment (pseudopodia)

    +

    Taxonomic Segment (ciliates)

    +

    Taxonomic Segment (sporozoans)

=

Revision Questions

A closer look at this protozoa section reveals a dependent enhancing explanation inside the description of protozoa in general, and one or more further explanations inside each of reports focussing on subtypes of protozoa (the sporozoans report, including its explanation, will be followed up below):

Cue (heading - Protozoa)

=

Taxonomic Segment (protozoa)

    ...x Explanation...

    =

    Cue (heading - *Types of protozoa*)

    =

    Taxonomic Segment (flagellates)

       ...x Explanations...

    +

    Taxonomic Segment (pseudopodia)

       ...x Explanations...

    +

    Taxonomic Segment (ciliates)

       ...x Explanation...

    +

    Taxonomic Segment (sporozoans)

       x Explanation [malaria]

=

Revision Questions

Unfortunately there is no space here to pursue the description of this macro-genre in similar detail. An schematic analysis of the complete chapter at the level of macrogenre is presented below. Note that the chapter includes short biographies of three scientists famous for their work controlling harmful protists: Jenner, Lister and Fleming. These biographies are boxed in and quoted as a separate document by the main body of text. In addition the chapter projects eight figures.

List of Aims

=

Abstract

    x Exposition (protista kingdom)

=

    Cue (heading - Protozoa)

    =

    Taxonomic Segment (protozoa)

       ...x Explanation...

       =

       Cue (heading - *Types of protozoa*)

       =

       Taxonomic Segment (flagellates)

          ...x Explanations...

       +

       Taxonomic Segment (pseudopodia)

          ...x Explanations...

       +

       Taxonomic Segment (ciliates)

          ...x Explanation...

       +

       Taxonomic Segment (sporozoans)

          x Explanation [malaria]

=

Revision Questions

+

Cue (heading - Bacteria)

=

Taxonomic Segment (bacteria)

    ...x Experiment (heading - **Experiment 8.1** *Growing Bacteria*)...

    =

    ...Taxonomic Segment (autotrophs)

    +

    Taxonomic Segment (heterotrophs)...   "[3 biographies]

    +

    ...Cue (heading - *Useful Bacteria*)

    =

    Taxonomic Segment

       ...x Explanations...

    +

    Cue (heading - *Bacteria and disease*)

    =

    Taxonomic Segment

       ...x Explanations...

=

Revision Questions

+

Cue (heading - Virus)

    =

    Taxonomic Segment (viruses)

       ...x Explanation...

=

Revision Questions

=

Revision Questions (whole chapter)   '[Figures 8.1-8.8] throughout...

Generic development is this kind obviously places tremendous demands on young readers, many of whom require considerable support from secondary teachers when being apprenticed into discourse of this kind. In recent years many schools have responded to this challenge by avoiding it completely - by eliminating textbooks from the curriculum and replacing them with the odd page of xeroxed material (i.e. fragments of macro-genres) and oral presentations. This makes the job of learning to handle written dsicourse of this kind even more difficult for students, who are furthermore dependent on materials of this kind as models of factual writing (Wignell 1987); factual writing is after all not taught in most Australian secondary schools and so students are forced to learn it themselves, largely by copying directly from textbooks or equally complicated

research materials. In short, removing models of macro-genres from secondary classrooms is no solution to the reading and writing problems encountered by many students. It simply effaces the co-textual and intertextual strategies reviewed in this paper from the curriculum.

In closing then, let's look in a little more detail at the discursive manouevres that are being obscured, focussing on the sporozoans report in the Heffernan and Learmonth chapter outlined above, and considering its explanation in particular (previously presented as text 9 above). This report is presented as text 10 below. Text 10 arises as an extension of the immediately preceding report on ciliates. It begins with a generic description of the class, which is then elaborated through exemplification - the malaria parasite. This parasite is no sooner introduced than the report shifts gears into an enhancing explanation which deals with its life cycle. The explanation begins with the part of the life cycle that takes place inside humans; this is then enhanced with respect to the part of the life cycle that takes place inside mosquitos. This explanation is then enhanced with a comment on the relation between this life cycle and preventive medicine, before the text moves on to an elaboration through revision questions. The text, scaffolded with respect to these developments, unfolds as follows:

10. ... [preceding report]

+ [extending to the 4th class of protozoans]

The fourth class of protozoans, called sporozoans, is all parasitic. To complete their life cycle, these parasitic protozoa often have to live in two different animals. They usually cannot move about by themselves. These protozoans cause disease in many types of animal, including man.

= [elaborating by exemplifying the 4th class]

One such protozoan is the malaria parasite, the cause of malaria fever in man and other warm blooded vertebrates (Figure 8.4).

x [enhancing by explaining the malaria parasite life cycle - humans]

```
The parasite enters the red blood cell where it feeds and grows
until it fills almost the total volume of the cell.   It then
divides into a number of offspring.  When the cell breaks up, the
young and various waste products are set free into the circulating
blood of the infected person.   These toxic wastes cause an attack
of chills and fever.   The offspring next enter new red blood cells
and repeat the above story producing new batches of offspring.   In
this way there are soon produced millions of parasites which
destroy a large percentage of the red blood cells.
```

+ [exhancing by continuing the malaria parasite life cycle - mosquitos]

```
If a mosquito bites and sucks blood from an infected person, the
cycle in continued.   In the stomach of the mosquito, a special type
of sexual reproduction takes place, producing an active worm-like
form of protozoa.   They wriggle through the mosquito's stomach wall
where wort-like lumps containing the protozoa form.   They then
divide in two to form thousands of slender offspring which move to
the salivary glands of the mosquito and are injected into the wound
when the infeced mosquito bites a man. The parasites then invade
the red blood cells, and the cycle is started again.
```

x [enhancing with a comment on malaria prevention]

Tourists visiting 'malaria' countries take tablets before, during and after their trip to prevent infection by this most serious disease.

= [elaborating to revision questions]

...

As far as science is concerned, the positioning of this life-cycle explanation is very important. Control of the parasite and prevention of disease depends critically on knowledge of the place of the parasite in the order of living things, which knowledge is being constructed by the chapter overall. The scientific taxonomy being constructed is presented in Fig. 26 below. Written scientific English has evolved over the centuries to efficiently document and construct knowledge of this kind (see Halliday 1988, 1990, Wignell et al 1987/1990, Martin 1989, 1990, Halliday & Martin 1993 for discussion). Students who cannot read scientific English cannot learn science; and students who cannot write scientific English cannot prove publicly that they have learned science and have little hope of eventually participating in its ongoing development. For similar reasons, across disciplines, the effacement of macro-genres is currently a literacy crisis in Australian secondary education.

```
                                          ┌─Euglena
                          ┌─flagellates──→┤─trypanosomes
                          │               └─....
                          │
                          │               ┌─amoeba
                          │─pseudopodia →─┤─radiolarians
               ┌─protozoa→┤               │─forams
               │          │               └─....
               │          │
               │          │─ciliates──→┌─paramecium
               │          │            └─....
               │          │
               │          └─sporozoans─→┌─malaria parasite
  ┌─protista─→ │                        └─....
  │            │            ┌─autotrophs
  │            │         ┌─ →─heterotrophs
  │            │         │  └─....
  │            │─bacteria┤
  │            │         │  ┌─useful
...microbes──→┤         └─ →─harmful
  │            │            └─....
  │            │
  │            └─viruses
  │
  │─algae...
  │
  └─fungi...
```
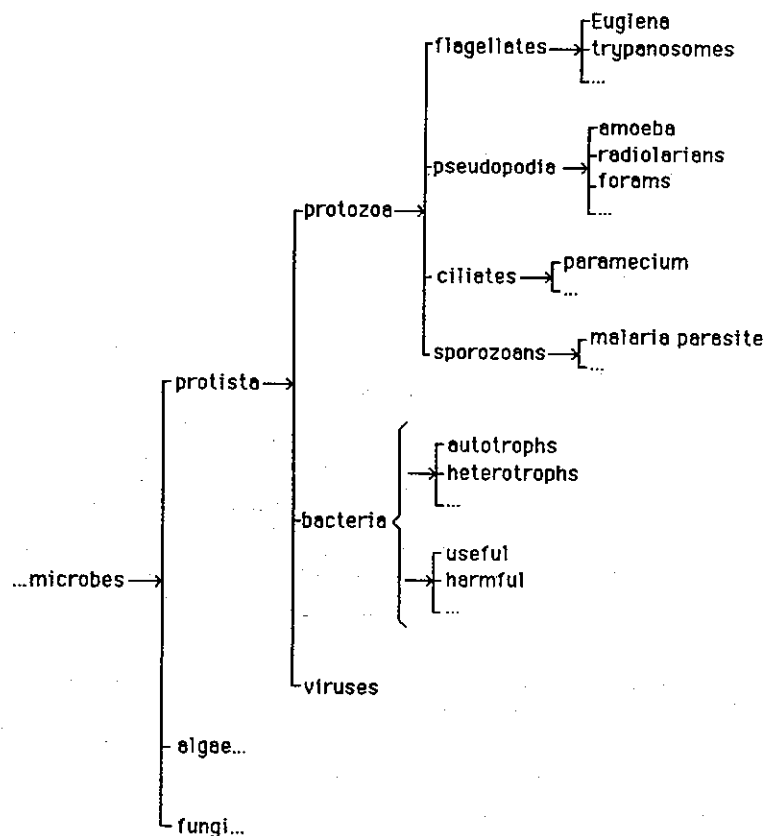
Fig. 26: Taxonomy of microbes established in 'Living Things too Small to See' (organising principle for Chapter 8 - Macro-Report)

9. Applications

What about these students who have not mastered the discourse of macro-genres. How do they write? And what can be done about it? Martin 1985/1989 introduced the following example of geography writing from a Year 10 geography class in one Sydney secondary school; the text is quite typical of writing by migrant students at the point of completing their education in Australian schools. The original text was written as a single paragraph in response to the question 'Why are governments necessary? Give reasons for your answer.'

11. (ORIGINAL 'SPOKEN ENGLISH' VERSION; 'writing as you speak')

a. I think Governments are necessary
b. because if there wasn't any
c. there would be no law
d. people would be killing themselves.
e. They help keep our economic system in order for certain things.
f. If there wasn't no Federal Government
g. there wouldn't have been no one to fix up any problems that would have occured in the community.
h. Same with the State Government
i. if the SG didn't exist
j. there would have been noone to look after the school,
k. vandalism fighting would have occured everyday.
l. The local Government would be important to look after the rubbish
m. because everyone would have diseases.

This text is written in a non-standard dialect of Australian English. Note however that revising its 'grammar, punctuation and usage' as in 11' below does not improve its texture.

11'. ('WRITTEN ENGLISH' VERSION; revising 'grammar, punctuation & usage')

a. I think Governments are necessary
b. because if there weren't any
c. there wouldn't be any law:
d. people would be killing themselves.
e. They help keep our economic system in order for certain things.
f. If there weren't any Federal Government
g. there wouldn't be anyone to fix up any problems that occur in the community.
h. It's the same with the State Government -
i. if the State Government didn't exist
j. there wouldn't be anyone to look after the schools;
k. vandalism and fighting would occur everyday.
l. The local Government is important to look after rubbish,
m. because otherwise everyone would have diseases.

For improvements of this kind the student in question needs further resources. The ideational, interpersonal and textual strategies for develoing texts as macro-genres provide one set of tools that could be used to intervene in writing of this kind.

To begin, elaboration could be used to construct an introduction and conclusion for the text; and extension could be used to distinguish its three arguments. The text is re-scaffolded along these lines as 11", where conjunctions have been added to reinforce the expansion suggested. Note that to this point the experiential meaning of the text has not been changed; the texture of the text has simply been reworked.

11". (RE-ORGANISED VERSION; revising theme and conjunction)

a. I think Governments are necessary at *different levels* for a number of reasons.
b. They make laws, without which people would be killing themselves,
c. and help keep our economic system in order.
    =
d. To begin, the Federal Government fixes up problems that occur

in the community.

+

e. **Similarly**, the State Government looks after schools,

f. preventing vandalism and fighting.

+

g. **Finally** the Local Government is important to look after rubbish:

h. otherwise everyone would have diseases.

=

i. **As a result of these factors**, Governments at *several administrative levels* are necessary.

Beyond this there are many directions in which to go. The text's three extending segments stand in need of elaboration. One or more of these could be enhanced with an explanation focusses on processes of government. As the text developed there might be occasion for projected wordings or meanings of appropriate kinds. The question of waves of texture could be further addressed (elaboration has already provided the text with culminative peaks of informational prominence). And the text's adequacy as a piece of written argumentation (i.e. exposition) could be explored: how effective is it's Thesis, Arguments and Re-iteration? How well does it make its case? And so on.

Politically, resource oriented teaching of this kind may prove a useful counter-balance to reductive interpretations and implementations of genre-based literacy pedagogy. At their worst, these interpretations and implementations reduce the pedagogy to a prescriptive concern with experientially derived part/whole staging. Reductivity of this kind is particularly common when the pedagogy is abstracted from its foundation in a functional model of language and a language based theory of learning (for an insider's review of more than a decade of research using a functional theory of this kind see Martin 1991b). Modelling complementary particulate, prosodic and periodic structures dynamically as a set of resources for developing text may also prove useful in generalising literacy skills across instutitional contexts, something which is difficult to achieve when focussing attention on the discipline sensitive aspects of the more elemental genres.

Nor is it simply beginner's discourse that is at issue here. Over the years for example I have been extremely puzzled by some of the oral presentations given by large numbers of academics at national and international conferences. How can it be that after twenty, thirty or forty years in the trade someone can deliver a paper which is unintelligible to large sections of a sympathetic audience? One obvious factor here is mode: many academics read aloud papers that have been written for publication and which have not been written to be read aloud (a year of script writing should perhaps be prescribed). In reaction to this, one solution Christian Matthiessen and I have been exploring over the years[8] involves producing a lenghty handout which consists almost entirely of headings (i.e. an outline of the particulate structure of the text) and projections (i.e. quoted texts and attendant figures, tables, graphs etc.). Delivering a handout of this kind generates spoken language, not writing, at the same time as the handout synoptically scaffolds the ideational organisation of the 'talk' for listeners. As far as we can tell, the results of this selfconsciously designed macro-genre are effective, in relation to both students and colleagues. Perhaps the moral here is that we are never too old to learn from our deconstructions of semiosis as a resource.

10. Conclusion

---

[8] Personal computing (including word processing and drawing programs), it should be noted, has greatly facilitated this approach.

In this paper a provisional defence has been constructed for the integrity of the page. Basically it has been suggested that the genres which systemic and educational linguists have been examining now for some years are in some sense elemental, and that longer texts are best understood as developments of these. Drawing on the grammar, a model of the ways in which macro-genres are developed out of elemental genres was proposed, making use of the various structuring devices associated with ideational, interpersonal and textual meaning.

In terms of consciousness, the more elemental genres like report, procedure, explanation, exposition, anecdote, exemplum, recount and so on probably represent units of meaning that are naturally facilitated; like grammar, they sink from consciousness once their structure is learned. With macro-genres on the other hand, some degree of consciousness or next to consciousness probably always remains. It takes planning and/or specialised institutionally based training to manage the longer texts, and it is hard work writing or talking them - to get good at them, you have to hang around. Along with this goes the more dynamic nature of the macro-genres. It is easy to see how they have been developed once they're there; but it is not so easy to predict where they are going before they start. Thus the appropriacy of the notions of strategy and resource, and big genres' frustration of the notions of prescription and rule. This is not to argue, I should add, that more elemental genres should be approached from the perspective of prescription and rule; strategy and resource are critical notions there as well. But it remains true that the synoptic predictability of elemental genres invites pedagogic abuse and critical misunderstanding in a way that is subverted by macro-genres.

Finally it is worth noting that the orientation to textual analysis adopted here has been an ecological one. The elasticity of text is something that can only be explored by considering i. the environment in which a text occurs, including its co-texts, ii. the semiotic system from which it derives (i.e. the systemic account of texts which are immanent, and so relevant, but not materially around), iii. any attendant semiosis of a non-verbal kind and iv. any repercussions for the non-semiotic environs in which we as a species are struggling to survive (accepting of course that these environs can only be explored if semiotically construed). In Australia, progressive education has done a tremendous disservice to an ecological perspective of this kind by systematically effacing the contextual environment of the page - eliminating its co-text and reducing its contextual relevance to questions of personal experience and common sense. The time for modernist initiatives of this kind and the kind of distribution of literacy they entail has passed. In a post-modern era, an environmentalist, not an idealist perspective is required - precisely the kind of perspective a functional model of language affords.

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Martin Davies has submitted reviews. They are currently stored in Sydney on a broken-down computer. We hope to retrieve them for the next issue. Sincere apologies to Martin Davies for the long delay!

Networking & Personal news

Electronic Systemic Newsgroup

Professor Michael Toolan has set up an electronic newsgroup for systemic-functional discussion. It's an extremely valuable new resource for rapid exchanges. In other fields, such electronic newsgroups have already proved very popular and helpful in facilitating the exchange of ideas.

Many systemicists have already joined. If you'd like to join, just send a message to Michael Toolan. He writes:

Those who want in simply need to email me at **toolan@u.washington.edu**, I add their name/address to the master list, and then every message they send to the following address **sysfling@u.washington.edu** gets bounced out to all other members of the list. (It's preferable if people wanting to join do NOT send their request to sysfling, so as not to add unwanted mail to the now 60+ people listed.) Anyway the idea of the discussion list is simply to be a forum for people to air, exchange, probe ideas related to systemic-functional linguistics, with minimal (currently none) editorial interference.

New systemic dissertations

Under the heading of "new systemic dissertations" we include news of recently completed dissertations and abstracts. Recently completed dissertations in Sydney include those by Susanna Shore, Carmel Cloran, Keizo Nanri, Theo van Leeuwen, Clare Painter, Chris Nesbitt, and Mick O'Donnell. Some abstracts are provided below; more will follow. (Please send news on theses and dissertations to the editors, Jim Martin or Christian Matthiessen.)

Michael O'Donnell

Sentence Analysis and Generation: A Systemic Perspective. Ph.D. dissertation, University of Sydney. 1994.

Abstract

The thesis describes a computational system for the analysis and generation of sentences using Systemic-Fu nctional Linguistics (SFL). It represents the first description of a bi-directional system using Systemic grammar. Bi-directional systems are rare regardless of the formalism used, and are usually restricted to grammatical processing only, while the present system analyses to and generates from a semantic representation.

Part A discusses the Systemic *resources* used for linguistic representations (the 'grammar' of a language). The sentence is modeled tri-stratally; in terms of semantics (ideational, interpersonal and textual semantics), lexico-grammar, and graphology. The mapping between these strata is also described. A Systemic-Functional framework is used.

Part B describes the processes which use these resources, focusing on single-sentence analysis and generation. Theoretical issues in sentence processing are raised, with particular focus on their application to processing with a Systemic grammar.

Novel contribution has also been made in several specific areas, particularly in regards to Systemic parsing and generation on the process side, and inter-stratal mapping on the resource side. These contributions are discussed in the relevant sections.

The discussion is based on my implementation of a sentence analysis and generation system, called the WAG system — Workbench for Analysis and Generation.

...ks by Michael O'Donnell include:

O'Donnell, M. 1990. A dynamic model of exchange. Word, v. 41.3.
O'Donnell, M., C. Matthiessen & L. Zeng. 1991. Discourse Analysis and the Need for Functionally Complex Grammars in Parsing. In Proceedings of the 2nd Japan-Australia Symposium on Natural Language Processing, Japan, October 1991.
O'Donnell, M. 1993. Reducing complexity in a systemic parser. In Proceedings of the Third International Workshop on Parsing Technologies, Tilburg, the Netherlands, August 10-13, 1993.

Email address: mod@it-research-institute.brighton.ac.uk

Clare Painter

LEARNING THROUGH LANGUAGE: A case study in the development of language as a resource for learning from 2 1/2 to 5 years. Ph.D. dissertation, University of Sydney. 1993.

Abstract

This thesis is based on a longitudinal, naturalistic case study of one child's development and use of language between the ages of two-and-a-half and five years. The study has two aims: to provide a description of language development during the less well documented later preschool years and to provide an interpretation in terms of a semiotic approach to cognitive development. This means interpreting learning as a semiotic process and occasions of language in use as instantiations of the learner's cognitive/ linguistic resources. The theoretical framework for this interpretation — one compatible with insights from Vygotsky's (1962) learning theory — is provided by systemic-functional linguistic theory, as developed by M.A.K. Halliday (e.g. 1975, 1978a, 1985) and J.R. Martin (1992a).

This study provides a link between systemic case studies of language development up to the age of two and a half (Halliday 1975; Oldenburg 1987; Painter 1984) and research using the theory to explore the development of literacy in school (Martin & Rothery 1981; Rothery 1989; LERN 1991, 1992). In particular, it examines one child's representation of the world of things, activities and semiosis itself, together with an account of the linguistic construal of cause-effect relations, to track developments in the use of language for understanding experience during the preschool years. It finds a cluster of inter-related developments in the child's system and use of language, may of which can be related to the register variable of mode, and which can be interpreted as constituting a semiotic preparation for the demands of learning in school.

Other works by Clare Painter include:

Painter, C. 1984. Into the mother tongue: a case study in early language development. London: Frances Pinter.
Painter, C. 1989. Learning language: a functional view of language development. In R. Hasan & J. R. Martin (eds), Language development: learning language, learning culture. Meaning and chioce in language: studies in honour of Michael Halliday. Norwood, NJ: Ablex. pp. 18-65.
Painter, C. 1989. Learning the mother tongue. London: Oxford University Press.
Painter, C., J.R. Martin & C. Matthiessen. forthc. Workbook for Halliday's Introduction to Functional Grammar. London: Edward Arnold.

Theo van Leeuwen

Language and representation — the recontextualisation of participants, activities and reactions. Ph.D. dissertation, University of Sydney. 1993.

Abstract

This thesis proposes a model for the description of social practice which analyses social practices into the following elements: (1) the participants of the practice; (2) the activities which constitute the practice; (3) the performance indicators which stipulate how the activities are to be performed; (4) the dress and body grooming required for the participants; (5) the times when, and (6) the locations where the activities take place; (7) the objects, tools and materials, required for performing the activities; and (8) the eligibility conditions for the participants and their dress, the objects, and the locations, that is, the characteristics these elements must have to be eligible to participate in, or be used in, the social practice.

The thesis then proposes that *field of discourse* be defined as social cognition, that is, as the knowledge about a social practice or set of interrelated social practices that underlies representation in the texts which, in the context of a given discursive practice, represent this practice, or these interrelated practices. This knowledge is characterised as the outcome of a set of recontextualisation transformations which (a) substitute elements of the social practice(s) with other elements (e.g. substitute concrete elements with abstract ones, or abstract ones with concrete ones), (b) delete elements of the social practice(s); (c) rearrange elements of the social practice(s); and (d) add elements to the representation of social practices, in particular (9) the participants' reactions to (elements of) the social practice; (10) the goals for, (11) evaluations of, and (12) ideological legitimations of (elements of) the social practice.

The thesis then presents system networks which specify all the recontextualisation options for 3 out of the 12 elements, namely participants, activities and reactions. The options are discussed in terms of their sociological relevance as categories of representation, as well as in terms of their linguistic realisation in texts.

The same networks are then used in the analysis of a set of texts dealing with a major initiation rite in contemporary Western society, the first day of schooling. They include children's stories and books, brochures and booklets for parents, teacher training texts, news reports and columns in various media, advertisements for school uniforms and other school necessities, and radical critiques of compulsory schooling. Part 2 includes a study of children's stories which describes class-based differences in the representation of the first day of schooling, and, within the context of stories for middle class children, differences between discourses supportive of, and discourses subversive of compulsory schooling. Part 3 concentrates on the way recontextualisation is informed by audience: the texts discussed all support schooling, but are addressed, respectively, to children, parents and teachers. These text studies serve to demonstrate the usefulness of my theory for the purposes of critical discourse analysis, as well as to describe the role of representation in the production of complicity with the system of compulsory schooling.

Throughout the thesis, the theory is related to the linguistic theory which, to a large extent, inspired it, systemic-functional linguistics in general, and the work of M.A.K. Halliday and J.R. Martin in particular. It should be stressed, however, that the thesis is not, or not only, a linguistics thesis, but an interdisciplinary work, a crossover between the sociology of knowledge, critical discourse analysis, and systemic-functional linguistics.

The thesis as a whole, then, presents the outline of a theory of language and representation, and the detail of 3 of the 12 parts of that theory, as well as two studies in the critical discourse analysis that apply the theory.

Other works by Theo van Leeuwen include:

van Leeuven, T. 1982. Professional Speech: accentual and junctural style in radio announcing. MA Hons Thesis. School of English and Linguistics, Macquarie University.

van Leeuwen, T. 1986. The producer, the consumer and the state: analysis of a television newsitem. In T. Threadgold, E.A. Grosz, G.R. Kress & M.A.K. Halliday (eds), Semiotics — ideology — language. Sydney: Pathfinder Press.

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van Leeuwen, T. 1991. The sociosemiotics of easy listening music. Social Semiotics 1.1.

Kress, G.R. & T.J. van Leeuwen. 1990. Reading images. Geelong, Vic: Deakin University Press.

van Leeuwen, T. 1993. Genre and field in critical discourse analysis: a synopsis. To appear in Discourse and Society, v. 4.2.

Great news from Japan

Systemic functional linguists in Japan have formed an association — JASFL, Japan Association of Systemic Functional Linguistics. The inaugural meeting was held on the 26th of November, 1993, in Kyoto (see under "Past meetings"). The first Newsletter of the association has also appeared. Information about the association is given below:

Japan Association of Systemic Functional Linguistics

This is the only nationwide association in Japan where ideas, research and news on systemic functional linguistics are generated and exchanged. If you want to keep in touch with what's happening in SFL in Japan, join now by filling out the tear-off portion and sending it along with your payment to the address below.

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Causation, modulation and projection

Another move by Jim Martin

Rick Iedema and I spent last January trying to cope with overlapping causation, modulation and projection systems in bureaucratic discourse. We'd be particularly keen to hear about helpful criteria or rules of thumb for sorting out matters in this area, and also to hear encouraging noises about why English has evolved so much overlap in this area. The relevant pages of IFG are 263-270.

As part of his analysis of verbal group complexes (expansion), Halliday introduces elaborating, extending and enhancing causatives (with enhancement gradable into high, medium and low values):

=	keep; start/stop	Max kept the team bowling.	
+	help, enable; teach	Max helped Kerry bowl.	
x	make, force, require	Max required Kerry to bowl.	[high]
	get, oblige, (cause[11])	Max got Kerry to bowl.	[medium]
	let, allow, permit	Max let Kerry bowl.	[low]

Halliday then takes the step of relating the passives of these to implicit objective modulation:

was made to	Kerry was required to bowl (by Max).
was obliged to	Kerry was obliged to bowl (by Max).
was allowed to	Kerry was allowed to bowl (by Max).

These are agnate to implicit subjective modulation as realised through modal verbs:

must	Kerry must bowl.
should	Kerry should bowl.
may	Kerry may bowl.

At what point does causation turn into modulation? Should we draw the line by saying that if an Agent is present in the implicit objective forms, then it is causation (*Kerry was required to bowl by Max*); but where the Agent is absent, we have modulation (*Kerry was required to bowl*). Does it matter where in the clause the Agent is realised (*Kerry was required by Max to bowl, Kerry was required to bowl by Max*)?

This raises the problem of how we sort out the verbs from the following open-ended list of implicit objective realisations:

be allowed to, be permitted to, be entitled to, be supposed to, be expected to, be required to, be intended to, be designated to, be obliged to, be prohibited from, be banned from, be desired to...

These might be scaled as follows, expanding on the paradigm of scaled causatives introduced above:

x	make, force, require	[prohibit, ban...]
	get, oblige, (cause?)	[desire, designate, intend, expect...]
	let, allow, permit	[entitle...]

---

[11] What is the appropriate value of *cause* (high, medium or a blend)?

But in the frame [x verbed y to/from verb(ing)], *entitle, designate, prohibit* and *ban* are perhaps better treated as verbal projection, while *expect, intend* and *desire* involve mental projection.

x allowed, permitted, **entitled**, <u>expected</u>, required, <u>intended</u>, designated, obliged, prohibited, banned, <u>desired</u> y to/from go/going...

Only for *allow, permit, require* and *oblige* does the line of agnation run through from modulation to causative expansion. And from the perspective of enhancing causation, *make, get* and *cause* don't appear to have a line of agnation running through to modulation. Help!

Complicating the picture, Halliday comments on page 267 on the overlap between expansion and projection, exemplifying as follows:

projection	expansion
she wants him to do it	she causes him/gets him to do it
he is wanted to do it	he is caused/got to do it
she wants it (to be) done	she causes it to be done/ gets it done

Halliday offers as a criterion: "if the relationship can be expressed by a finite *that* clause, as in *she wished that he would come,* then in principle it is a projection...", but mentions grey areas — *she wanted that he should come* is possible but uncömmon, whereas *she allowed that he should come* is uncommon, but possible. Perhaps dialect differences clouded the argument for us at this point.

Does the subjunctive have a role to play in distinguishing expansion from projection here? For example, *Max desires that Kerry leave,* but not **Max makes that Kerry leave.* Does this make a verb like *require* a mental process (beyond the realms of modulation) in *Max requires that Kerry leave* ? Or do we allow for a class of projecting modulations — *require, oblige, desire, designate, intend, expect, allow, permit Kerry to leave/that Kerry leave.* Help!

This raises the further issue of distinguishing between clause complexes and verbal group complexes. Halliday suggests that examples can be treated as verbal group complexes if the projection is a proposal, perfective in aspect and they have the same Subject in both halves. This would exclude:

'projected propositions'
```
She claimed to be infallible.
```

'imperfectives'
```
She doesn't like John leaving so early.
```

'causatives'
```
I didn't expect/mean you to notive
```

'indirect commands'
```
Who asked you to comment?
```

'also those where projecting process is itself causative'
```
She tempted John to stay
What decided them to change their plans?
```

Realisations involving causation, modulation and projection are critical in bureaucratic discourse. Thus our concern. Is it simply that typologists' graveyards are topologists' havens? Comments welcome.

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A brief lecture format introduction to the range of genres encountered by students in the primary school, with an outline of a teaching/learning cycle for developing students writing in a range of genres. This course is for teachers who want to find out the basics about genre and obtain an understanding of the important issues. If you and a number of your colleagues are interested, this course can also be offered 'on-site' in your school after hours or as a half day inservice (see back page).

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4.15–6.15 pm Thurs 24 Feb & 3 March
2 sessions $40   Course No. 4L1A120

Term 2
4.15–6.15 pm Thursdays 28 April & 5 May
2 sessions $40   Course No. 4L2A120
or
4.15–6.15 pm Thursdays 26 May & 2 June
2 sessions $40   Course No. 4L2A125

Term 3
4.15–6.15 pm Thursdays 28 July & 4 Aug
2 sessions $40   Course No. 4L3A120
or
4.15–6.15 pm Thursdays 25 Aug & 1 Sep
2 sessions $40   Course No. 4L3A125

Term 4
4.15–6.15 pm Thursdays 20 & 27 October
2 sessions $40   Course No. 4L4A120

Primary & Secondary

Functional Grammar for ESL Teachers
Caroline Coffin, Jennifer Hammond, Maree Stevenson, John Walshe

An understanding of functional grammar can help you to help your students improve their reading, writing, speaking and listening. Taught by experienced lecturers and teachers of ESL, the course includes both an introduction to the functional analysis of texts and extensive work applying functional grammar in school. The course will also be of interest to non-ESL teachers working in high non-English speaking background contexts.

Term 1
4.15–6.15 pm Mons 7 Feb–28 March
8 weeks $220   Course No. 4L1A130

Term 2
4.15–6.15 pm Mons 2 May–20 June
8 weeks $220   Course No. 4L2A130

Term 3
4.15–6.15 pm Mons 25 July–12 Sept
8 weeks $220   Course No. 4L3A130

Term 4
4.15–6.15 pm Mons 17 Oct–5 Dec
8 weeks $220   Course No. 4L4A130

Teaching the Media
Rick Iedema, Bronwyn Meehan

The media is now an important area of study right across the school curriculum. In both primary and secondary syllabuses we are encouraged to use the media as source material for our teaching and to make students aware of how the media works and how it shapes our perception of events. Yet how many of us have received any formal training in the media? Based on the latest research in the media and schooling, this course will give you the tools for analysing the structure of media reporting and for analysing bias and judgement. It will help you to teach students how to use media texts as sources of information, how to write media texts and how to analyse them.

Term 1
4.15–6.15 pm Thurs 10 Feb–31 March
8 weeks $220   Course No. 4L1A140

Term 2
4.15–6.15 pm Thurs 28 April–16 June
8 weeks $220   Course No. 4L2A140

Term 3
4.15–6.15 pm Thurs 28 July–15 Sept
8 weeks $220   Course No. 4L3A140

Term 4
4.15–6.15 pm Thurs 20 Oct–8 Dec
8 weeks $220   Course No. 4L4A140

Secondary

An Introduction to Genre for Secondary Support Teachers
Caroline Coffin, Tina Sharpe, Maree Stevenson, Robert Veel

A brief lecture format outline of some of the important types of texts used in a range of secondary school subjects, including English, Science, Maths, History and Geography. By introducing you to how language functions in learning in the secondary school, this course will help you to become actively involved in students' content learning. If you and a number of your colleagues are interested, this course can also be offered 'on-site' in your school after hours or as a half day inservice.

Term 1
4.15–6.15 pm Thursdays 10 & 17 March
2 sessions $40   Course No. 4L1A150

Term 2
4.15–6.15 pm Thursdays 12 & 19 May
2 sessions $40   Course No. 4L2A150
or
4.15–6.15 pm Thursdays 9 & 16 June
2 sessions $40   Course No. 4L2A155

Term 3
4.15–6.15 pm Thursdays 11 & 18 August
2 sessions $40   Course No. 4L3A150
or
4.15–6.15 pm Thursdays 8 & 15 Sept
2 sessions $40   Course No. 4L3A155

Term 4
4.15–6.15 pm Thursdays 3 & 10 Nov
2 sessions $40   Course No. 4L4A150

Learning Mathematics Through Language
Robert Veel

Language is often the 'invisible factor' in learning mathematics. Students with good operational facility often do poorly in exams and in problem solving exercises, not because they are incapable, but because of language barriers. This course will systematically analyse the language demands of secondary mathematics and provide simple, practical strategies for developing students' mathematical literacy. Topics covered include the language of problem solving, teaching algebra with language, the language of geometry and the role of oral language in learning mathematics.

Term 2
4.15–6.15 pm Mondays 2–23 May
4 weeks $110   Course No. 4L2A190

Term 3
4.15–6.15 pm Mondays 1–22 August
4 weeks $110   Course No. 4L3A190

Literacy for Success in Science
Chris Greef, Sandra Robinson, Robert Veel

Literacy is essential for success in Science. For students, the ability to deal with secondary language confidently and independently is a make or break factor in exams, reading and comprehension of science and in practical tasks. This course takes the best of the current Australian ideas and practice, which lead the world in understanding the literacy demands of school Science. It includes a functional and easy to follow description of some of the major types of scientific writing. It provides practical, enjoyable and confidence building ways of introducing different types of scientific literacy to your students. You will have the opportunity to try new ideas in your classroom during the course and to develop new units of work incorporating an explicit literacy focus.

Term 1
4.15–6.15 pm Tues 8 Feb–29 March
8 weeks $220   Course No. 4L1A100

Term 2
4.15–6.15 pm Tues 26 April–14 June
8 weeks $220   Course No. 4L2A100

Term 3
4.15–6.15 pm Tues 26 July–13 Sept
8 weeks $220   Course No. 4L3A100

Term 4
4.15–6.15 pm Tues 18 Oct–6 Dec
8 weeks $220   Course No. 4L4A100

Literacy for Success in English
Joan Rothery, Mary Macken, Maree Stevenson

Reading narrative texts and responding to them is at the core of secondary English. Based on extensive research conducted in NSW, this course will systematically examine the reading and writing demands of secondary English, and give you strategies for being explicit with students about those demands. It will also help you in designing long term and whole school programs for language development. Dr Rothery has worked as a teacher, lecturer and consultant in secondary English for over 20 years.

Term 1
4.15–6.15 pm Mons 7 Feb–28 March
8 weeks $220   Course No. 4L1A160

Term 3
4.15–6.15 pm Mons 25 July–12 Sept
8 weeks $220   Course No. 4L3A160

Literacy for Success in History
Caroline Coffin

Students of History are required to perform highly specialised reading and writing tasks. Today students increasingly need guidance with literacy in History to help cope with the enormous demands of the subject. This course will systematically examine the syllabus needs of History and make clear its literacy requirements. We will also look at recent developments in the study of teaching of History, and have to help your students become 'critically literate' in the subject.

Term 2
4.15–6.15 pm Tues 26 April–14 June
8 weeks $220   Course No. 4L2A170

Term 3
4.15–6.15 pm Tues 26 July–13 Sept
8 weeks $220   Course No. 4L3A170

Literacy for Success in Technological & Applied Studies
Tina Sharpe

Coming to terms with technical language and knowledge is fundamental to success in TAS. Students are now required to do much more than learn the practical skills of the subject area; they also have to learn to read and write specific kinds of technical documents. Based on up to date research, this course explores the literacy demands of the TAS area, and provides practical and proven strategies for developing students' technical literacy. The 'compulsory Design and Technology' courses with a 'Design Folio' will require special attention.

Term 2 only
4.15–6.15 pm Weds 27 April–15 June
8 weeks $220   Course No. 4L2A180

Literacy for Success in the Visual Arts
Joan Rothery

Visual Arts syllabuses are increasing, requiring students to read and write. More than ever students now have to record techniques, monitor their personal reactions and respond critically to the Visual Arts through reading and writing. This course provides an in-depth analysis of the specialised language of the Visual Arts, surveys the main types of reading and writing encountered in the programs and provides practical and effective strategies for improving your students' performance in Visual Arts.

Term 2
4.15–6.15 pm Weds 27 April–15 June
8 weeks $220   Course No. 4L4A165

Term 3
4.15–6.15 pm Mons 25 July–12 Sept
8 weeks $220   Course No. 4L3A165

One Day Inservice Courses

In addition to the 8 week afternoon courses, the Centre for Continuing Education is holding a number of one day inservice courses on a range of topics. These courses are ideal for head teachers, assistant principals, leading teachers and support teachers, who can feed back the information covered in the inservice in school professional development programs. (Limited places only. Release not provided.)

Venue: The University of Sydney

Understanding and Implementing the New English K-6 Syllabus
9.00 am–3.15 pm Friday March 18
1 day $59   Course No. 4L1A115

An Introduction to Genre for Primary Teachers
9.00 am–3.15 pm Friday March 11
1 day $59   Course No. 4L1A128

An Introduction to Genre for Secondary Support Teachers
9.00 am–3.15 pm Friday March 4
1 day $59   Course No. 4L1A158

Literacy for Success in English
9.00 am–3.15 pm Friday April 22
1 day $59   Course No. 4L2A163

Literacy for Success in History
9.00 am–3.15 pm Friday May 6
1 day $59   Course No. 4L2A173

Literacy for Success in Science
9.00 am–3.15 pm Friday April 29
1 day $59   Course No. 4L2A103

Literacy for Success in the Visual Arts
9.00 am–3.15 pm Friday May 13
1 day $59   Course No. 4L2A168

The Language of Mathematics
9.00 am–3.15 pm Friday March 25
1 day $59   Course No. 4L1A193

Teaching the Language of the Media
9.00 am–3.15 pm Friday May 20
1 day $59   Course No. 4L2A143

On-site Inservice Courses at Your School

Daytime or after school

Are there 12 or more people interested in courses in your school, or in neighbouring schools? If so, then it's probably cheaper and more convenient for the consultant to come to you. The expert consultants at the Centre for Continuing Education are available for cluster, whole school, faculty or small group professional development. On-site programs are ideal for outer metropolitan and country schools and schools in the Newcastle and Wollongong districts.

Our consultants are also available for full day and half day whole school inservices. In this way expert literacy consultancy can be incorporated into your pupil-free day professional development program.

In-Class Support for Teachers

The measure of success for any professional development program is how much of the training is turned into classroom practice. Teachers and students can gain enormously from in-class support to implement language based learning strategies.

'Packages' of inservice and in-class support are available for faculties and/or small groups at very attractive rates. Packages can vary according to the needs and interest of staff. Here is an example:

2 days inservice involving up to 10 staff
1 day unit writing involving 2–5 staff
5 days in class support (over 2–3 weeks) involving 2–5 staff
1 day review/further planning involving 5 staff
TOTAL COST $ 3 000

For details and enquiries on on-site and in-class support programs please phone Robert Veel, Program Convener, on (02) 692 2907

For further information on all courses, contact the Centre for Continuing Education, on phone (02) 692 2907 fax (02) 552 4121

Computational tools and resources for systemic research & teaching

Computational tools and resources are playing an increasingly significant role in systemic research and teaching — as resources for both reflection and action. One of the innovators in this area is **Petie Sefton**. He has devised compuutional tools for recording analyses, for modelling linguistic resources and processes dynamically, and for teaching areas of systemic accounts that depend centrally on processes and changes of state. We have asked him to serve asEditor for this expanding area and we are very pleased to announce that he has accepted.

Editorial note

Some time ago, Christian Matthiessen asked me if I'd like to compile some material on computers in systemics for each issue of Network. Delighted, I accepted, and promptly went around telling everyone that I've been appointed as the computational resources editor of a very important journal but it took me a few months to get around to writing this. Now the time has come, and in my new and very important capacity, I invite contributions from anyone who's using a computer to do systemic work. Most of us do now use computers at some stage in our work (although there are so me holding out: Halliday is reported to still use pens and typewriters and such). Even if you have never used a computer at all, then watch this space, as you may be inspired to dive in soon; there's a lot that you can do with one of those evil machines than just can't be done using pencils and paper. Here's an incomplete list of the kinds of things I'm talking about:

- Maintaining and analysing corpora (from a few clauses to millions of words) using (for example) databases, spreadsheets, statistics packages, or specialist coding software.
- Using graphics programs to draw networks, diagrams, reticula and so on.
- Testing theory using generators, parsers, and other related implementations.
- Doing phonological analysis.
- Attempting to build working interactive systems that can converse / or at least plan text in many languages.

Anyone who has such technology available for use should drop me a line, and I'll start compiling a list of what is available, who from, how much it costs, and how hard it costs to use. Any contribution, from a few lines to a long paper is welcome. I know that some of you have generators and coders that can be released to the systemic public, so if you don't contact me then expect a knock on the door. The thing I'd like to be able to do is to type my system networks into a database system, which would make it easy to check and explore them, then use them to code text, and have a computer lay out both the networks and the analysis in publishable form, automatically. At the moment this is not quite possible, but perhaps we can bring the resources together from our research community. It's up to you to respond if you have any ideas or any software that you can make available. This week's handy hint is that many spreadsheet packages allow you to draw lines on top of tables: this is useful for showing discourse structure of various kinds. Confused? Stay tuned for more details. I can be contacted by snail mail:

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University of Sydney
Sydney 2006
Australia

by fax at 2-552 1683,

or electronically at

psefton@extro.ucc.su.oz.au

Publications & promotion

Pinter Publishers

Janet Joyce is taking over from Frances Pinter as Managing Director in July. Many of us have already had the pleasure of meeting her — we welcome her in her new position and wish her all the best. In her role as Commissioning Editor she writes in the 1994 Linguistics Catalogue:

> Dear Reader,
>
> Welcome to Pinter Publishers' 1994 Linguistics catalogue. We are very pleased to be publishing the majority of our new titles this year in simultaneous hardback and paperback editions. This reflects our growing textbook list and our commitment to providing affordable editions of innovative research for the benefit of individual scholars. We are also actively expanding the range of our linguistics programme while retaining our leadership position in the field of systemic functional linguistics. We are launching this expansion with the publication of two major works in the field of semiotics: *The Language of Displayed Art* by Michael O'Toole and Thomas Sebeok's *An Introduction to Semiotics*.
>
> As one of the UK's leading independent publishers, it remains our intention to offer a personal and professional service to the linguistics community. We are here to respond to your needs and hope that you will continue to contact us with new ideas and feedback.
>
> Sincerely yours,
> Janet Joyce

AN INTRODUCTION TO SYSTEMIC FUNCTIONAL LINGUISTICS
SUZANNE EGGINS, University of New South Wales

Systemic functional linguistics is becoming an increasingly popular approach to language, given the range and thoroughness of the analytical techniques it offers, and the variety of applications it has been demonstrated to have. This major new text draws on the seminal work of Halliday, Martin and others, to give students from a variety of backgrounds an accessible introduction to the theory and techniques of the systemic approach.

This includes language as a semiotic system, levels of context (register and genre), discourse-semantics, the analysis of cohesion and the meaning of systemic choice.

CONTENTS
An overview of the systemic functional approach • Context of culture: Genre • Context of situation: Register • Discourse-semantics: Cohesion in text • Introduction to the Lexico-grammar • The grammar of interpersonal meaning: MOOD • Systems: Meaning as choice • The grammar of experiential meaning: TRANSITIVITY • The grammar of textual meaning: THEME • Applications: Explaining text • Appendix: Analyses of the Crying Baby texts

June 1994
122 Pages
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PB 1 85567 209 X
£12.99

AN INTRODUCTION TO SEMIOTICS
THOMAS A SEBEOK, Indiana University

Semiotics, the science of signs, is at the heart of debates on the nature of human communication, cognitive processes and language. The author, Thomas Sebeok, is arguably one of this century's greatest semioticians. This major new volume is a synthesis of his most important work on fundamental issues of contemporary semiotics as it applies to the visual behavioural, cognitive and social sciences. It will be of interest to a wide range of scholars and students in linguistics, language, psychology and social anthropology

CONTENTS
Introduction. Thomas A Sebeok and the Science of Signs • The study of signs • Six species of signs • Symptom signs • Indexical signs • Iconic signs • Fetish signs • Language signs • Language as a primary modelling system? • Bibliography • Index

June 1994
122 Pages
HB 1 85567 193 X
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PB 1 85567 194 8
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THE LANGUAGE OF DISPLAYED ART
MICHAEL O'TOOLE, Murdoch University

The core of Michael O'Toole's study is the contention that semiotics can assist in the search for a language through which our perceptions of a work of art can be shared. Drawing on his background as a linguist, O'Toole deconstructs major works of art to show how the semiotic approach relates the immediate impact of a piece of work to the scene portrayed, to the social, intellectual and economic world within which the artist and his patrons worked, or to our own world. It further provides ways of talking about composition, technique and the material qualities of the work. The examples, illustrated with colour plates, range from Botticelli's Primavera, Barbara Hepworth's sculpture, Aalto's architecture, Andy Warhol and Jackson Pollock.

The volume is essential reading for students of semiotics and cultural studies, as well as for art curators, and those teaching art appreciation and art and design.

CONTENTS
I Perceptions • Semiotics at work • Bodily perceptions: A semiotics of sculpture • A semiotics of architecture • Semiotics across the arts • II Conceptions • Why semiotics? • Modes of combination • The social semiotic and the viewing subject • Monofunctional tendencies

FRENCH SOCIOLINGUISTICS
A Reader
Edited by MALCOLM OFFORD

Drawing on historical, cultural and linguistic sources, this volume is a wide-ranging study of aspects of sociolinguistics in the French language. Areas covered include standard French and its use to preeminence, regional languages and dialects, francophonia outside France, including Zaire, Quebec and Morocco, and the issue of gender and language. After introductions by the editor, each section comprises a range of illustrative extracts which include historical analyses, government surveys and demographic calculations. Accessible to those without a grounding in linguistics, the volume will be of value to both sociolinguists and a wide range of students, of French language, literature and civilisation, as well as those in addition to sociology.

CONTENTS

Extracts are included by Ronald Wardhaugh • Gabriel de Broglie • Claude Hagège • André Goosse • Jacques Capelovici • Henrietta Walter • André Lefebvre • Fernand Carton • Gaston Tuaillon • Robert Chaudensson • Jennifer Coates • Luce Irigaray • Anne-Marie Houdebire

February 1995
224 Pages
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THE SOCIOLINGUISTICS OF CASUAL CONVERSATION
SUZANNE EGGINS, University of New South Wales and DIANA SLADE, University of Technology, Sydney

Assuming no prior knowledge of the systemic model, and keeping technical vocabulary to a manageable minimum, Eggins and Slade provide a substantive and well-researched contribution to the literature of conversational analysis.

This volume is organised around a powerful analytical framework of linguistic levels'. It builds up a cumulative account of conversational patterns at grammatical, discourse and contextual levels, and each technique is exemplified using excerpts from authentic conversations. As well as demonstrating systemic functional techniques for conversational analysis, Eggins and Slade also draw on insights and methods from other relevant approaches to conversation. Directions for further reading are also given. The volume is essential reading for those interested in analysing the dynamics of conversation

CONTENTS
Making meanings in everyday talk – Casual conversation as a variety of social interaction • Relevant approaches to describing casual conversation • The grammar of casual talk • Moves in casual talk: Speech functions • Exchange structure in casual talk • Generic structure in casual talk • Integrating the analyses: Gossip • Variation in casual talk

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REGISTER
A Functional Linguistic Theory of Context
HELEN LECKIE-TARRY
Edited by DAVID BIRCH, University of Central Queensland

This volume develops a functional theory of language in which the notion of Register is central. It moves beyond most current frameworks for describing register variation to develop an enlarged understanding of the relationship between text, context and language – both language form and language function.

One primary concern is therefore to expand current perceptions of functional linguistics. Another is to consider the application of this theory in communicative language teaching practices.

Helen Leckie-Tarry presented her arguments convincingly and with lucidity, revealing an impressive command of the literature, which further serves to make this an accessible, clear and engaging textbook. Before her death in 1991, Helen Leckie-Tarry had finished a large part of this work. Her notes and draft chapters have been edited by Professor David Birch

CONTENTS
Register and genre • Levels of context • Context and situation • Context and text • Context and medium • Context and linguistic structure • Syntax: Processes of abstraction and hierarchicisation • Lexis: Processes of generalisation and lexicalisation • Discourse: Processes of information structure and contextualisation • Conclusion • Bibliography and references • Index

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OPEN LINGUISTICS SERIES
Edited by ROBIN FAWCETT, University of Wales, Cardiff
The Open Linguistics Series is 'open' in two senses. First it provides an open forum for works of all approaches associated with any school of linguistics or with none. The second sense in which the series is 'open' is that it encourages works that open out 'core' linguistics in various ways: to encompass discourse and the description of natural texts; to explore the relationship between linguistics and its neighbouring disciplines such as psychology, artificial intelligence, and cultural and literary studies; and to apply it in fields such as education and language pathology.

ECOLINGUISTICS
Toward a New Paradigm for the Science of Language?
ADAM MAKKAI, University of Illinois at Chicago

Ecolinguistics views language as an ecology of the mind, a matter of consciousness indivisible from the wider human experience including the social, psychological and even literary. It differs from other approaches to language in its systematic inclusion of poetic language and music; translation, idioms, puns, and the process of creative writing, making this work particularly relevant to those working in these areas. This is an intellectual tour de force by a major scholar and makes a significant contribution to the field

CONTENTS
Why ecolinguistics • Part I Theoretical considerations • Part II Syntax and semantics • Part III Facing the arts

1993
440 Pages
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REGISTER ANALYSIS
Theory and Practice
Edited by MOHSEN GHADESSY, National University of Singapore

Register Analysis fills a gap in the literature which has existed since linguists started analysing genuine texts. This sub-discipline of linguistics, which has a respectable body of research to support it, has recently garnered additional momentum due to the insights provided by the systemic functional grammar of M.A.K Halliday. Many people are now working with examples of genuine texts in the hope of establishing the linguistic and discoursal features which characterise them. Register Analysis deals with the theory and practice of one established method of analysing texts. All the articles are self contained and draw upon a large body of real texts.

CONTENTS
I Practice and theory • 'Register' in discourse studies • The specification of a text • II Controlling and changing ideologies • Drama class and the dialogic imperative • Evaluation and ideology in scientific writing • III The role of metaphor • The discourse of history • Species of metaphor in written and spoken varieties • IV Quantitative evidence for register analysis • On the nature of written business communication • Pragmatic and macro thematic patterns in science and popular science • V Computer applications • Text processing using the Functional Grammar Processor (FGP) • Collocation in computer modelling of Lexis as most delicate grammar • VI A unified theory of register analysis

CONTRIBUTORS
David Bird • Marjan Cross • Robert de Beaugrande • Suzanne Eggins • Mohsen Ghadessy • Britt-Louise Gunnarsson • Susan Hunston • Helen Leckie-Tarry • Christian Matthiessen • J R Martin • J J Webster • Peter Wignall

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STUDIES IN SYSTEMIC PHONOLOGY
Edited by PAUL TENCH, University of Wales

Studies in Systemic Phonology applies the theory and techniques of Systemic Linguistics to Phonology: descriptions of the pronunciation systems of languages – consonants, vowels, word accent, rhythm, intonation – and applications in speech synthesis, genre studies and broadcasting. The studies are all original, covering a wide range of languages. This work provides the best current introduction to systemic phonology.

CONTENTS
I Segments and syllables • Towards a systemic account of Gooniyandi segmental phonology • English consonant clusters: A systematic approach • Length in Telugu • The pharyngealisation system in Algerian Spoken Arabic • Systems for open syllables in North Welsh • A systemic interpretation of Peking syllable finals • Non-segmental phonology and variable rules • II Tones and tonality • An instrumental analysis of English nuclear tones • Tone and the status of intonation • Tone-groups and reported speech in Swahili • III Discourse and new directions • Monostratal phonology and speech synthesis • Language as tranquiliser

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ADVANCES IN SYSTEMIC LINGUISTICS
Recent Theory and Practice
Edited by MARTIN DAVIES, University of Stirling and LOUISE RAVELLI, University of Wollongong, NSW

Presenting an overview of systemic linguistics, this volume includes important contributions by leading systemic theorists (Halliday, Matthiessen and Lemke) and by two major figures, Sinclair and Firbas, whose work has a close relationship with systemic linguistics. The volume illustrates how recent systemic work is challenging and extending existing practice in Lexicogrammar (Davidse, Tucker, McGregor and Rashidi), and includes the use of three penetrating textual studies: two literary (Emmott and Kies) and one on the game of bridge (Benson and Greaves).

THE COMMUNICATIVE SYLLABUS
A Systemic Functional Approach to Language Teaching
ROBIN MELROSE, University of Luton

This volume begins with a survey of approaches to communicative syllabus design, from the functional-notional approach of the early 1970s, through criticism of this approach in the early 1980s to the contemporary search for a process approach to language learning. The book then proposes a meaning negotiation model, drawing on the seminal work of Halliday, Martin, Fawcett and Lemke, illustrated through analysis of a unit from a communicative coursebook. Finally, the

LANGUAGE AND THE NUCLEAR ARMS DEBATE
Nukespeak Today
PAUL CHILTON, University of Warwick

"It remains one of the landmark texts in the analysis of political discourse."
Pacific Research

"...It is one of the rare academic books to declare a political standpoint – in this case a peace or anti-nuclear stance...The book goes way beyond the early investigations of pro-nuclear language, which were limited to issues like the names of bombs."
Sanity

ALSO OF INTEREST
THE CASE FOR LEXICASE, STANLEY STAROSTA
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Edited by HENRY M HOENIGSWALD AND LINDA F WEINER
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1987   290 Pages   HB 0 86187 626 1   £37.50
INTO THE MOTHER TONGUE, CLAIRE PAINTER
1984   265 Pages   HB 0 86187 463 3   £45.00
MODAL EXPRESSIONS IN ENGLISH, MICHAEL PERKINS
1984   200 Pages   PB 0 86187 514 1   £11.95

"...offers a range of interesting topics: an up-to-date collection that addresses important issues in the field of Systemic Linguistics."
Language

CONTENTS
Framework • Trust the text • How do you mean? • II Metafunctions • Interpreting the textual metafunction • Interpersonal meaning in discourse • III Lexicogrammar • Transitivity / ergativity • The place of circumstantials in systemic functional grammar • An initial approach to comparatives in a systemic functional grammar • IV Functional sentence perspective and theme • On some basic problems of Functional Sentence Perspective • Towards an understanding of the notion of theme • V Text studies • Technicality in the register of bridge • Splitting the referent • The uses of passivity
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topical-interactional approach is placed within the context of the current debate on language teaching and learning, and its implications are discussed.

CONTENTS
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NEW CONCEPTS IN NATURAL LANGUAGE GENERATION
Planning, Realisation and Systems
Edited by HELMUT HORACEK, University of Bielefeld, Germany and MICHAEL ZOCK, Centre National de la Recherche Scientifique, Paris

This volume informs those researchers with interests in natural language generation - including the human-computer interface, machine translation and text generation – about recent advances in the field. In the last five years the main focus for many researchers has been a discourse planning, but now there is renewed interest in the level of grammar and lexis, since it is this that is ultimately the realisation of a higher planning. Organised around four topics – system architectures, content planning, discourse planning and realisation – this book utilises some of the most important recent work in solving the problems of these areas. It is an indispensable work for all researchers in this burgeoning field, and for all others who need to be aware of current developments within it.

CONTENTS

CONTRIBUTORS
Helmut Horacek • Michael Zock • Denis Carcagno • Robert Dale • Ernst Buchberger • Robin Fawcett • Stephan Busemann • Edmund Gray • Lidija Iordanskaja • Tijana Krsna-Dobes • Yuen Lin • E Sabbath Maier • David McDonald • Gordon Tucker • Fabio Pianesi • Ehud Reiter • Jacques Robin • Dietmar Rosner • Michael Scrienger • Hans-Joachim Novak

TEXT KNOWLEDGE AND OBJECT KNOWLEDGE
ANNELY ROTHKEGEL, University of Saarland, West Germany
Text production is taken here to be a process in which text knowledge (conventionally determined processes for the ordering and presentation of knowledge) and object knowledge (the conceptual organisation of world knowledge) interact. The model presented introduces TEXT ACTIONS as instruments of representation. They link action-orientated and textual aspects of representation with lexical and syntactic realisation. Their theoretical base is in speech act theory, and their function is to describe a text grammar with two levels, for the processes of selection and composition in the text itself. Various types of sequencing operation are introduced to specify the connectivity in the text (FRAMING, CHAINING and PAIRING), and finally all the elements are linked together in a TEXT SPACE model.

CONTENTS

LINGUISTIC ISSUES IN MACHINE TRANSLATION
Edited by FRANK VAN EYNDE, Belgian Fund of Scientific Research

Machine translation is set to be a major growth area in the 1990s, with the increasing necessity for communication on a much wider scale. Its relevance for economic development is apparent from the level of attention and funding it is receiving in the US, Canada, Japan and Europe. The key assumption in this book is that machine translation is not merely a mechanical process but in fact requires a high level of linguistic sophistication; the authors explore various ways in which the results of current research in formal and computational linguistics can be integrated in systems for machine translation. They draw on the results of research which they jointly carried out as members of the Central Linguistic Group of the Eurotra project, a project for machine translation between the languages of the European Union Member States.

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Machine translation and linguistic motivation • Co-description and translation • The interaction of syntax and morphology in machine translation • Dependency and machine translation • On the translation of prepositions in multilingual MT • Translation fills the gaps: A new approach to unbounded dependencies
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EXPRESSIBILITY AND THE PROBLEM OF EFFICIENT TEXT PLANNING
MARIE METEER, Rensselaer Polytechnic Institute, New York
Natural language generation is the process of turning a representation of a 'situation' into an expression of some relevant portion of that situation in a natural language text. It is a field that is currently experiencing a rapid growth of interest among researchers.

One of its central problems is that of 'expressibility'. The question is: How do we ensure that, when an AI system is planning the 'message input', it does not put in something that is not 'expressible' in natural language – for which there

TEXT GENERATION AND SYSTEMIC FUNCTIONAL LINGUISTICS
Experiences from English and Japanese
CHRISTIAN MIM MATTHIESSEN, University of S. California and JOHN A BATEMAN, Gesellschaft für Mathematik und Datenverbeitung MBH
Text Generation is the process of organising and re-expressing information that is stored at a higher level than grammatical structures and lexical items, so that it becomes a worded text. This aspect of artificial intelligence is now recognised as one of major significance, but will also interest linguists as an important research task. This book provides the definitive account of PENMAN - one of the major text generation systems of today.

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CÉCILE PARIS, University of Southern California
The issue of how the user's level of domain knowledge (user's expertise) affects interaction with a computer system is addressed in this volume. The future of computing depends heavily on building flexible interfaces to complex systems that can adapt to a wide range of users. This work demonstrates the feasibility of incorporating a model of the user's domain knowledge into a natural language generation system. Based on empirical text analyses, the author describes how the user's level of expertise affects the type of text to provide to the user. The results are embodied in TAILOR, a computer system that takes into account this knowledge level to provide object descriptions that are appropriate for users ranging anywhere from beginners to experts

is no word or syntactic structure in that particular language?

Meteer, an acknowledged leader in the field, presents her solution to this fascinating conundrum. The book describes in detail the structures of the text planner in the Spokesman generation system. It constitutes a major contribution to this exciting field.

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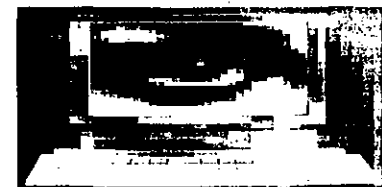
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Knowledge Based Systems

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Machine translation is a central aspect of research in artificial intelligence. This book presents the main elements of the theory and implementation of a system for the automatic analysis of German. This work has been carried out within the

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CHRISTINE CHEEPEN and JAMES MONAGHAN, *University of Hertfordshire*

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NARRATIVE SEMIOTICS AND COGNITIVE DISCOURSES
ALGIRDAS JULIEN GREIMAS, *Ecole des Hautes Etudes en Science Sociales, Paris*

A companion to Greimas's On Meaning, this volume makes his work on semiotics and the social sciences available in English for the first time. The current perception is that 'narrative' is connected to fiction and thus a narrative semiotics is purely a matter for academic departments of literature. However, as these essays demonstrate, all discourse can be accounted for in terms of narrative structures and strategies and Greimas thus reveals the breadth of reference of narrative semiotics.

DECONSTRUCTION AND THE INTERESTS OF THEORY
CHRISTOPHER NORRIS, *University of Wales, Cardiff*

This is a collection of essays on issues in current analytical philosophy, which is united by a general concern with the uses of theory and the way that certain 'advanced' forms of literary-critical theory have been extended to other disciplines often, as the author argues, with undesirable results. They cover a wide range of topics from Shakespeare and Pope to musical criticism, the philosophical bearings of deconstruction and the politics of current neo-pragmatist thinking

This is a stimulating statement of the author's own views on the future of critical theory and a cogent interpretation of the thinking of prominent theorists such as Derrida, de Man and Davidson.

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EUROTRA-D team, the German Language Group of the multi-lingual machine translation project EUROTRA.

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Linguistics Books

John Haynes was until recently Reader in English at Ahmadu Bello University, Nigeria. In Britain he has worked in teacher education, and now teaches ethnic minorities in Sandwell.

He has published poetry in the *London Magazine* and *Stand*, and a collection of early poems in *Sabon Gari* (London Magazine Editions, 1974).

Other books are *African Poetry and the English Language* (Macmillan, 1987), and *The Poetry of Africa: An Introduction for Students* (Macmillan, 1989); and he is a contributor to *Language, Discourse and Literature*, edited by Ronald Carter and Paul Simpson (Unwin Hyman, 1988).

INTRODUCING STYLISTICS

John Haynes

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Natalie Waterson
Senior Lecturer in Phonetics,
School of Oriental and African Studies,
University of London

Grevatt & Grevatt
Newcastle upon Tyne

Prosodic phonology—the first non-linear approach to phonology, dating back to the days of J. R. Firth, and from which autosegmental phonology and metrical phonology appear to derive—is now a topic of much interest in the field of phonological theory. Although there exist individual language studies using prosodic phonology, until now there has not been a single text book which gives an explicit account of the theory. This book, written by one of the members of Firth's London school of linguistics who is also a former colleague of J. R. Firth's, not only provides such an account, it also raises certain other important issues. For example, a phonological theory—such as the one proposed here by Natalie Waterson—should be viable in relation to other speech-related disciplines, such as psychology, physiology, neurology and speech therapy. What can such a theory reveal about the way in which speech is processed in the early stages of language acquisition as well as in adulthood? What can the study of language acquisition tell us about linguistic theory? How does a child construct a phonological system that eventually approximates to the adult system? Unlike segmental phonologies, prosodic phonology's holistic approach suggests that we learn by the pattern recognition of whole words and sentences, and not by the learning of sound segments. How does a child perceive language, and what is the relation between his perception and production? How does the phonological development of a child, from his earliest spontaneous vocalizations to his more complex linguistic structures, relate to other areas of language development? Such questions and their possible answers must be of interest to those whose work is in or spans the fields of phonetics, phonology, linguistics, neurology, psychology, language teaching and speech therapy.

Natalie Waterson is Senior Lecturer in Phonetics at the School of Oriental and African Studies in the University of London.

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PROSODIC PHONOLOGY
THE THEORY AND ITS APPLICATION
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Natalie Waterson

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MORPHOLOGICAL ANALYSIS
AND DESCRIPTION

A REALIZATIONAL APPROACH

DAVID G. LOCKWOOD, Ph.D.

Michigan State University

SERIES EDITOR

FRED C. C. PENG, Ph.D.

This textbook focuses on the analysis and description of morphological data taken from a worldwide range of languages. It introduces the student to the concepts of morphology, to techniques involved in the analysis of such data, and to the preparation of precise grammatical descriptions based on such analysis. The chapters are arranged in two units.

The first unit, Introduction to the Morpheme, presents the most basic concepts, such as the word, the morph, and the morpheme, and shows their application to data in a semiformal fashion. This unit could be used alone if a briefer treatment is desired.

The second unit, Morphological Description, aims at a more formal and rigorous account, building to an integrated form of morphological description as summarized in the final chapter.

By the end of the course, the student learns to produce and use descriptions including accounts of morphotactics, morphemic alternation, and morphophonemic alternation. Exercises are provided for all the basic chapters in a separate pamphlet. It is suggested that the instructor use these and similar problems and exercises for both class discussion and homework.

M. A. K. Halliday rates this textbook as "the best introduction to morphology now available... Professor Lockwood's textbook makes an outstanding contribution to study materials in the language sciences. Morphology is perhaps the most difficult branch of linguistics to introduce to students of the subject, because its underlying theoretical principles can easily be overshadowed by the variety and complexity of the data. Professor Lockwood provides a large amount of data from widely different languages—an essential element in any introductory work; but this is organized and presented so as to guide the student in an orderly progression through the field, building up a rich and theoretically informed conception of it along the way... His approach is that of mainstream relational/stratificational linguistics since de Saussure and Hjelmslev, free of the fads and fashions of much contemporary scholarship concerned with language."

About the Author

David G. Lockwood received his Ph.D. from the University of Michigan at Ann Arbor in 1966. From that year, he has taught at Michigan State University, where he has held the rank of Professor since 1975. He is the author of Introduction to Stratificational Linguistics (1972) and has published articles and reviews in various linguistic journals. His teaching specialties are stratificational grammar; phonology; problem-oriented courses in phonology, morphology, syntax, and historical linguistics; and the structure of Russian and historical-comparative Slavic linguistics.

REVIEW

Professor Lockwood's textbook makes an outstanding contribution to study materials in the language sciences. Morphology is perhaps the most difficult branch of linguistics to introduce to students of the subject, because its underlying theoretical principles can easily be overshadowed by the variety and complexity of the data. Professor Lockwood provides a large amount of data from widely differing languages—an essential element in any introductory work; but this is organized and presented so as to guide the student in an orderly progression through the field, building up a rich and theoretically informed con- ception of it along the way

Professor Lockwood never loses sight of the place of morphology within linguistics as a whole. He writes lucidly but never superficially, neither oversimplifying nor creating unnecessary hurdles. His approach is that of mainstream relational/stratificational lin- guistics since de Saussure and Hjelmslev, free of the fads and fashions of much contem- porary scholarship concerned with language.

In my opinion this textbook is the best introduction to morphology now available.

M. A. K. Halliday, Tokyo 1992

ABOUT THE AUTHOR

David G. Lockwood received his Ph.D. from the University of Michigan at Ann Arbor in 1966. From that year, he has taught at Michigan State University, where he has held the rank of Professor since 1975. He is the author of Introduction to Stratificational Linguistics (1972) and co-editor of both Readings in Stratificational Linguistics (1973) and The Fifteenth LACUS Forum 1988 (1989). His articles and re- views have appeared in Forum Linguisticum, Language, Lan- guage Sciences, Lingua, Lin- guistics, and Word as well as in many issues of the annual LACUS Forum series. He has held office in the Linguistic Association of Canada and the United States and the Michigan Linguistic Society, and has served on the editorial boards of Forum Linguisticum and Language Sciences. His teaching specialities are Stratificational Grammar, Phonology, problem-oriented courses in Phonology, Morpho- logy, Syntax, and Historical Linguistics, and the Structure of Russian and Historical- Comparative Slavic Linguistics.

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The first unit, Introduction to the Morpheme, presents the most basic concepts, such as the word, the morph, and the morpheme, and shows their application to data in a semiformal fashion. This unit could be used alone if a briefer treatment is desired.

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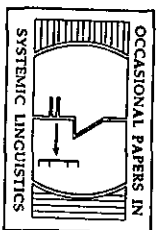
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     what he thinks
          Jill thinks
          he does not know
But Jill thinks Jack does know it.
So Jill does not know
          she does not know
     that Jack does not know
     that Jill thinks
     that Jack does know
and Jack does not know he does not know
     that Jill does not know she does not know
     that Jack does not know
          that Jill thinks Jack knows
what Jack thinks he does not know
Jack doesn't know he knows
and he doesn't know
     Jill does not know.
Jill doesn't know she doesn't know,
     and doesn't know
          that Jack doesn't know Jill does not know.
They have no problems.
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Knots by R. D. Laing, quoted in H. H. Clark *Arenas of Language*. Chicago & Stanford: University of Chicago Press and Center for the Study of Language and Information. 1992:9.

Penguin watch

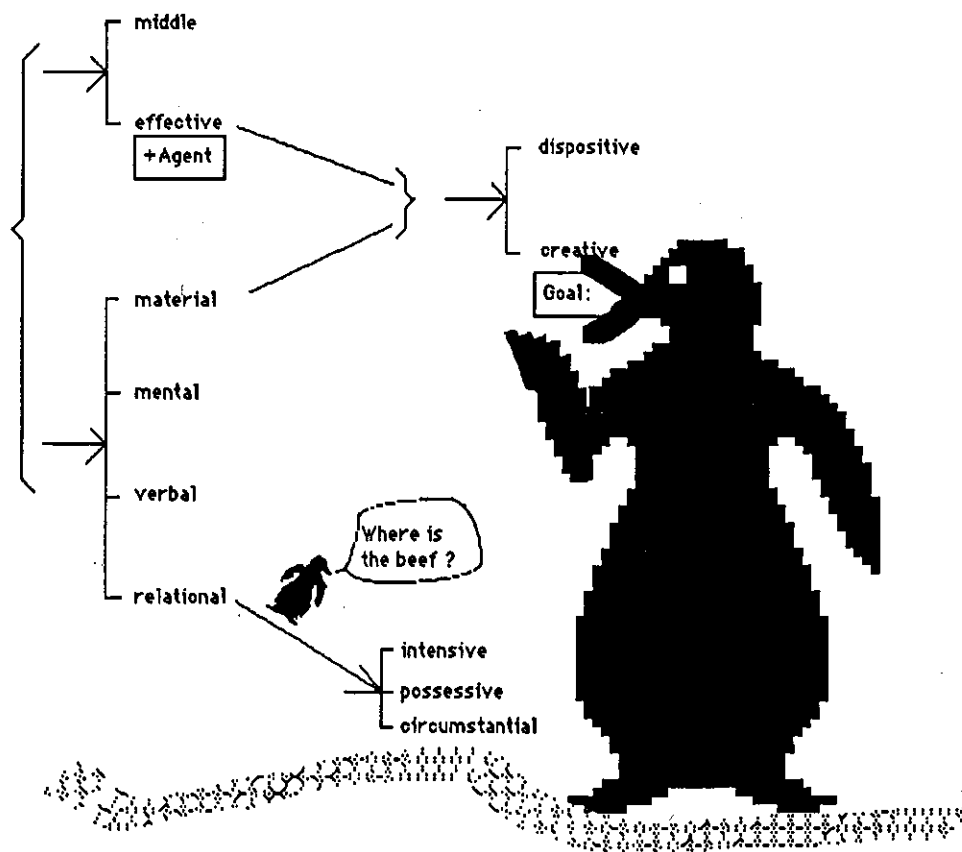WARNING: Treat networking Penguins with caution. An increasing number read 'Syntax and the Consumer', with tragic consequences.

Fig. : Penguins after digesting Halliday (1964)