

**THEME AND THEMATIC PROGRESSION OF MALAYSIAN
HIGHER EDUCATION ADVERTORIALS**

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Field of Study: **Systemic Functional Linguistics**

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ABSTRACT

Systemic Functional Grammar is an approach which has been applied in numerous fields and genres (Thompson, 1996; Bloor & Bloor, 2004) and is considered a significant tool in exploring different discourses (Fairclough, 2001; Bloor & Bloor, 2004). The textual metafunction, especially, is useful as it organises meaning and message in a cohesive manner. Hence, the main objective of this study is to look at the types of theme and thematic progression patterns found in the Malaysian advertorials of higher education. In this study, the Unmarked topical theme consisting of noun phrases was found to be the most prominent theme type. The reason may be that it is the most common method of introducing information to readers in order to lead to persuasion. Additionally, the advertorials applied a high occurrence of constant theme patterns and linear theme patterns, with a slightly higher occurrence of constant theme pattern. The use of the constant theme patterns is to enable the readers to focus on a specific element (i.e. the institution, courses offered, etc.) and to follow the development of the text.

ABSTRAK

Systemic Functional Grammar merupakan pendekatan yang telah digunakan dalam pelbagai bidang dan genre (Thompson, 1996; Bloor & Bloor, 2004) serta dianggap sebagai alat penting dalam mengkaji pelbagai wacana (Fairclough, 2001; Bloor & Bloor, 2004). *Textual metafunction* terutamanya adalah berguna bagi menyusun atur makna dan mesej dalam bentuk yang sepadu. Oleh itu, objektif utama kajian ini adalah untuk melihat jenis tema dan corak perkembangan tema yang terdapat dalam advertorial berkenaan pendidikan tinggi di Malaysia. Kajian mendapati bahawa *Unmarked topical theme* yang terdiri daripada Frasa Nama merupakan jenis tema yang paling menonjol. Ini mungkin kerana *Unmarked topical theme* merupakan kaedah yang paling biasa digunakan bagi memberikan maklumat kepada pembaca dan seterusnya membawa kepada daya pujukan. Selain itu, kajian juga mendapati terdapatnya penggunaan corak perkembangan tema berterusan dan malar yang tinggi dalam advertorial, di mana penggunaan corak perkembangan tema berterusan adalah lebih tinggi. Penggunaan corak tema berterusan membolehkan pembaca memberi tumpuan kepada sesuatu unsur (seperti institusi, program yang ditawarkan dan lain-lain) dan mengikuti perkembangan teks.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

Systemic functional linguistics was first initiated by Halliday and other researches in the field are presently on-going and developed by other scholars (Christie & Unsworth, 2000; Bloor & Bloor, 2004). It is a method of studying language by examining how it is used, and how meanings are created and understood. For this purpose, the linguistic selection (i.e. the words used) and other grammatical tools (i.e. singular or plural, negative or positive, tone, emphasis, etc.) which language users apply in various contexts are examined.

The notion of systemic functional linguistics may have originated from the insinuation of Bronislaw Malinowski, the anthropologist, who discovered the significance of context of utterance and claimed that comprehension of an utterance involves many factors, such as the people in the social situation and the social context itself (Bloor & Bloor, 2004). This significance became an interest of a linguistics professor, J. R. Firth, who then explored it in relation to linguistics. He contended that “meanings” in a language were “embedded in the living process of persons maintaining themselves in society” (as cited in Butler, 2003). As a student of Firth’s, Halliday was heavily influenced by this theory. Therefore, the relationship between meaning and context became the basis of systemic functional linguistics.

Like many linguistic theories which precede it, systemic functional linguistics primarily deals with the analysis of texts (Egins, 1994; Butler, 2003). Text analysis can provide users with a better understanding of language and how it works (Bloor & Bloor,

2004). In the beginning, the analysis of texts was restricted to only written texts as authentic texts. However, the arrival of new innovations such as tape recorders and computers offered another source of analysis, i.e. spoken texts, and the opportunity to preserve corpuses of written and spoken data. Hence, Halliday (2004) defines text as “any instance of language, in any medium, that makes sense to someone who knows the language”. In other words, systemic functional linguistics analyses both written and spoken language in everyday social interactions.

Halliday’s definition of text allows for a broad range of data to be studied using the systemic functional approach. Among the potential data is the advertorial, particularly Malaysian advertorials. Hence, this study examines Malaysian advertorials and how the language in these advertorials convey meaning according to context.

1.2 Background of Study

Systemic functional linguistics results in systemic functional grammar. This branch of grammar suggests that there are three layers of meaning in the text which occur concurrently: clause as message, clause as exchange, and clause as representation. Each of these meanings contributes to how human experience is construed and interpersonal relations are enacted, and how they come together to construct a text.

The focus of this paper is on the function of clause as a message, i.e. the textual meaning. Textual meaning, which basically comprises the theme and rheme, observes how the clause holds meaning as a message. In a message, the theme is the “point of departure” and traditionally found in the first part of the clause. Once the theme is identified, the rest of the clause is classified as Rheme (Halliday, 2004). Rheme, as summarised by Butt, et al (2000), is a “temporary destination” to theme. Through the

rheme, writers are able to introduce a new idea so that readers can expect it in the upcoming themes. It is through this link between theme and rheme that text development occurs. Further explanation on textual meaning is presented in Section 2.5.

A study of theme was previously carried out by McCarthy and Carter (as cited in Bloor & Bloor, 2004) on holiday advertisements. The findings revealed that the themes found in this type of promotional genre are mostly unmarked themes comprising personal pronouns. In the advertisements, the unmarked themes mainly function as a means of persuasion. As the target of the message is the consumer, the use of personal pronouns enables the message to be addressed directly at them so as to attract their attention (i.e. *You could be enjoying a five star holiday*) and to create a more personal relationship between buyer and seller.

Similar to an advertisement is the advertorial. According to Merriam-Webster Online Dictionary (2010), an advertorial is an advertisement that imitates editorial format. Simpson and Mayr (2010), on the other hand, recognise advertorials as “long copy ads” which provide details of the product in the form of an article to prospective consumers. Due to its lengthy form, the advertorial would offer extensive data which would be valuable in observing the types of themes in order to explore how they are used to persuade. Conversely, the patterns of thematic progression would reveal how they are applied to produce a cohesive text.

Currently, a large number of advertorials can be found in the Malaysian newspapers. The advertorials feature a variety of industries, from the hotel and tourism industry to the education industry. In this study, the focus is on Malaysian advertorials

pertaining to the education industry, and the types of theme and thematic progression found in these advertorials.

1.3 Statement of Problem

Previous local studies pertaining to the textual meaning have revolved around the analysis of texts in different genres (Ma, 2003; Thirrumurthy, 2007; Alireza, 2010). However, it is noted that only a few studies have been conducted to explore the promotional genre particularly in the aspect of thematic progression, and even fewer have been carried out using a bigger corpus. A study combining these two elements may be able to offer additional insight to the genre in question as well as to the field of functional linguistics.

As a promotional genre, the main purpose is to persuade. Hence, for it to achieve its purpose, it must be readable. Readability depends on the knowledge of theme and thematic progression (Butt et al, 2000). If the advertorials do not apply the theme and thematic progression appropriately, it will fail to bring readers along with its flow of information. This lack of readability results in the failure of the advertorials in achieving its purpose of persuading. Hence, the presence of advertorials will be futile.

In view of the reasons above, this paper attempts to investigate the construction of meaning as message in Malaysian advertorials in two parts: the analysis of Theme, and observation of Thematic Progression. The selection of themes in the Malaysian advertorial and the way they are developed to construct meaning play a vital role in getting the message across to the public.

1.4 Objectives of Study

The objectives of this study are:

- 1) To examine the types of theme used in Malaysian advertorials
- 2) To investigate the types of thematic progression used in Malaysian advertorials

1.5 Research Questions

This paper aims to answer these research questions:

- 1) What are the common themes found in Malaysian higher education advertorials?
- 2) How does the selection of themes contribute to persuade the readers?
- 3) What are the types of thematic progression used in the advertorials?

1.6 Significance of Study

An exploration of the textual metafunction, specifically theme and rheme is crucial for many reasons. As detailed by Butt et al. (as cited in Daniello, 2012), “teachers’ comprehension of the textual function can enrich language classroom instruction with students... instruction focused on theme and rheme can develop students’ awareness of how text cohesion is achieved.”

Hence, knowledge of themes and their progression can contribute to the ability to produce a cohesive text (Bloor & Bloor, 2004; Yu, 2009). A cohesive text may be achieved by selecting the appropriate element as the theme in the clause. As the theme is the focus of the clause, it helps to control the flow of information and facilitates the readers to predict the development of the text (Daniello, 2012). If this knowledge is

acquired successfully, it may lead to the improvement of the writing skill for language learners as they are able to convey their written message cohesively.

Thematic progression may also help learners to understand the flow of ideas in texts. Upon understanding the notion of theme and rheme, students will be able to navigate themselves through difficult texts using this approach. This aids them to improve their reading skill because they are able to comprehend the message that is conveyed to them through the texts.

From another standpoint, this study may also be of interest to copywriters (Bloor & Bloor, 2004). Copywriters may be able to produce an advertorial that is both cohesive and able to persuade through the use of suitable themes and thematic progression.

1.7 Scope of Study

In 2011, the Malaysian government began its initiative to promote the enculturation of lifelong learning as a means to produce quality human resource. The mass media play an important role in conveying this message to the public (Arina et al, 2012). Throughout the year 2011 until present, private higher institutions are taking this opportunity to actively promote their education programmes and services particularly in the newspapers. Therefore, the emphasis of this study is on Malaysian advertorials pertaining to higher education only.

Due to time constraints, the emphasis of this study is on textual meanings, specifically themes and thematic progression, thus the experiential and interpersonal aspects of the text are not discussed unless it offers an enhanced understanding to the findings. Since this study focuses on 40 Malaysian advertorials emphasising on higher

education, the findings in the study will only offer an insight and not a generalisation of the characteristics of advertorials.

1.8 Outline of Research Report

This research report consists of five chapters. Chapter 1 (Introduction) covers the background of study, statement of problem, objectives of study, research questions, significance of study, and scope of study. Chapter 2 (Literature Review) discusses the application of systemic functional grammar and previous studies on theme, thematic progression, and advertorials. It also describes the theoretical framework of the study. Chapter 3 (Methodology) elaborates on the analytical framework and data of this study. Chapter 4 (Findings and Discussion) details the findings of the types of themes and thematic progression in Malaysian higher education advertorials. Lastly, Chapter 5 (Conclusions and Recommendations) presents a summary of the findings and recommendations for future research.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter discusses related literature pertaining to the study on theme and thematic progression of Malaysian higher education advertorials. The chapter is arranged in different sections. Section 2.2 covers studies on systemic functional grammar in various fields and genres. Section 2.3 provides details on previous studies on theme and thematic progression. Section 2.4 is concerned with past studies on advertisements and advertorials. Section 2.5 presents the theoretical framework of the current study and Section 2.6 concludes the chapter.

2.2 Studies on Systemic Functional Grammar

The approach of Systemic Functional Grammar (SFG) has been applied to numerous fields and has involved various genres (Thompson, 1996; Bloor & Bloor, 2004).

SFG is significant in the exploration of different types of discourses including classroom, political, media and advertising discourses (Fairclough, 2001; Bloor & Bloor, 2004). With the application of SFG, an investigation on news texts (Mineshima, 2009) and advertisements (Patpong, 2009) were carried out to explore how the writers were able to indirectly persuade readers of their message or persuade potential buyers of their product. Conversely, a study on the language used by a university revealed how the university administration asserted their authority over students while simultaneously creating solidarity with them (Gonzales, 2008).

There was also a study on the famous play 'Pygmalion' by Bernard Shaw (Gallardo, 2006) as well as an analysis on Iranian high school English textbooks (Abdullah & Seyyed, 2012) which revealed the issue of gender. An exploration on editorial articles, on the other hand, exposes how the Gibraltarian national identity is being presented in the printed media (Alameda-Hernandez, 2008).

Besides employing SFG to reveal elements of persuasion, influence and ideologies, SFG has also been applied to analyse genres. It has been applied to explore an online debate (Wattles & Radic-Bojanic, 2007) as well as to compare between press releases and news articles (Hodges, 2006), and between science school texts and narrative school texts (Canfield, 2013).

SFG may also facilitate language teachers (Butt et al., 2000). According to a study on teachers in an elementary school, an understanding of the metafunctions in SFG and how these metafunctions create meaning according to contexts enable teachers to enrich their language instruction to students. As a result, students were able to improve their language use so that it is appropriate to the social purpose (Daniello, 2012). Besides contributing to the improvement of students' language use, SFG was also found to help with the teaching of literature (Harman, 2008).

In this regard, a research by Guo (2008) explored each of the metafunctions to show how they can be used to assist in language teaching. According to the study, understanding of the experiential metafunction may present teachers with a more comprehensible method of introducing the students with different options to construe their experience, while knowledge of the interpersonal metafunction, the finite and subject in particular, may aid educators in teaching reading and writing a particular

genre. Conversely, awareness of the textual metafunction, i.e. theme and rheme, specifically can help teachers to guide students on how to produce cohesive texts. Similarly, another study claims that SFG facilitates language learners to “know how to use language in different situations” such as using both written and spoken English that is appropriate to formal and informal contexts (Feng, 2013).

Further studies in the application of SFG have involved English songs, fiction and biographies (Geraldin, 2004; Siow, 2009; Christina, 2011; Norzilawati, 2011) which focus on the exploration of the experiential meaning; academic texts (Ho, 2004; Tan, 2010) which explore the interpersonal meaning; and nursery tales and speeches (Tan, 2010; Tan, 2008) which investigate the textual meaning.

2.3 Theme and Thematic Progression

There have been studies which reveal that a novice writer may not necessarily be able to produce a text with high cohesion as he may lack knowledge on theme and rheme usage (Bloor & Bloor, 2004). In their paper, Seyed and Mohsen (2012) proposed that “our understanding of how texts are created and interpreted could be much poorer without the concept of theme and thematic organization.” Similarly, Fries mentioned that theme is a highly significant “cohesive element” that must be carefully considered in writing because, as highlighted by Brown and Yule, it has an influence on the hearer/reader and how they interpret the message (as cited in Seyed & Mohsen, 2012).

Additionally, Butt et al. (2000) stated that students must learn to use the theme as “an anchor that secures the clause to what has gone before so it is not set adrift aimlessly in the text”. Hence, the theme is used to link one clause with another. This

view is supported by Yang (2008) who stated that a cohesive link is achieved through the repetition of an element in an earlier clause as the theme of a subsequent clause.

Butt et al. (2000) also applied the concept of theme and rheme in a different perspective. The knowledge of theme and rheme can also be utilised to enhance language teaching programmes whereby the use of “model texts” exemplifying basic patterns of themes and thematic progression will enable users of language to employ these patterns to assist them in their own writing. Bloor and Bloor (2004) termed this notion as “valued texts” in which studies are carried out to detect characteristics belonging to these texts for specific purposes such as education and communication.

The use of theme in a text may also contribute to a specific purpose. A comparative study between an editorial and a news report found that both texts show a high occurrence of Topical themes, while Interpersonal themes is found higher in editorial than in news report. This is expected as editorials tend to be more opinionated whereas news reports are more objective. However, Textual theme occurs more frequently in the news report than in the editorial. It is revealed that the Textual theme is used in the news report not only for the purpose of cohesion, but also as a means to indirectly insert the writer’s views (McCabe & Heilman, 2007).

Themes used with a specific purpose in a text are also prevalent in a study by McCarthy and Carter (as cited in Bloor & Bloor, 2004) on holiday advertisements. As mentioned in Section 1.2, the use of personal pronouns in the Theme is to persuade the audience to engage in the advertisement by directly addressing them. Conversely, a section which displays the restrictions and regulations of the advertisement applies a different type of Theme such as noun phrases and non-finite clauses. This type of

Theme is employed to make the readers feel detached from the text and dissuades the readers from further reading.

Fries (as cited by Yu, 2009) proposed that there is a link between a specific genre and the thematic patterns that occur in it. This is because, according to Hodges (2006), texts which belong to a similar genre share the same “registerial” (i.e. field, tenor, and mode) characteristics and progressions. In a study by Fries and Francis, the common pattern of thematic progression in expository writing is Linear Theme Pattern. However, this varied with the finding of a research by Yu (2009) which unravelled a pattern of repetition similar to a Constant Theme Pattern and a high occurrence of Unmarked themes.

Perhaps this perception resulted in the study of theme and thematic progression in texts of different genres. A study of Sports texts (Ma, 2003) and English for Science and Technology (EST) texts (Thirrumurthy, 2007) revealed a high level of Topical themes in both genres. However, EST texts is found to employ mostly Constant Theme Pattern and Linear Theme Pattern. On the other hand, a study on journal articles (Alireza, 2010) found a high occurrence of Textual themes and Linear Theme Pattern which corresponds to the findings by McCabe (as cited by Alireza, 2010).

Variation in thematic progression also exists in different types of a specific genre. In a research on medical texts carried by Nwogu and Bloor (as cited by Bloor & Bloor, 2004), it is found that Linear Theme Pattern is common in “popular versions” of medical reports (i.e. school textbooks, newspaper or magazines), whereas the Constant Theme Pattern is favoured in “professional versions”. Conversely, a study on the theme and thematic progression of published and unpublished Iranian TEFL theses were also

conducted (Khadijeh & Sima, 2012). Its focus was on the method and results sections. Although there were differences in frequency of theme types and thematic progression patterns, the Chi-square test revealed that these theses are mostly similar in terms of textual features as there is no significant difference across the types of theses.

The knowledge of theme and thematic progression is best summarised by Alireza (2010) in which it may assist users of language to “construct texts which are appropriate for the genre in question” as texts belonging to a particular genre may have likeness. This insight is somewhat similar to what was presented by Butt et al. (2000). Nevertheless, these revelations act only as a guide as additional studies with a bigger corpus are needed for it to be acknowledged as a “model” of a particular genre.

Investigations on thematic organisation are also becoming prevalent in translation studies. Alireza (2009) conducted a study comparing the thematic development between English academic texts and their Persian translation. It was revealed that there were more textual themes and marked topical themes in Persian texts in comparison to English texts. However, there was a similarity in frequency between both texts in terms of interpersonal themes and unmarked themes.

Another investigation focusing on patterns of thematic progression was also carried out on English and Persian academic texts, where English is the source language and Persian is the translated or target language. In this research, Mohsen and Seyed (2012) discovered that the linear theme pattern appeared to be the most apparent in both source and target texts. However, when comparing the occurrences of thematic progression patterns between source and target texts, it is found that the target texts

applied more linear theme patterns than source texts, whereas the source texts employed more constant theme patterns than target texts.

The above studies indicate that thematic structures and progression are significant in guiding the reader through the text and differ between languages due to varying lexical cohesion. However, it was highlighted that if unnecessary changes are made or attention is not appropriately given to these elements especially in translating from the source language to the target language, meanings intended by the author of the source text may be lost and misinterpreted by readers of the target text (Alireza, 2009; Mohsen & Seyed, 2012).

In reference to this, an examination on the patterns of thematic progression of English and Chinese consecutive interpretation texts was conducted. In this study, a government press conference where the English language, which is the source language, is being interpreted to the Chinese language, the target language. The study claims that thematic progression patterns of the source language are usually maintained by the translator during the consecutive interpretation. Perhaps this is because translators have to “reduce pressure of information memory” as they do not have sufficient time “to analyse and organise language and seldom make changes on texts (Li, 2011).

2.4 Advertorials

As mentioned in Section 1.2, an advertorial is an advertisement in the form of an editorial. Advertisements have been the focus of study in a broad range of fields including marketing, business and linguistics.

In areas of marketing and business, advertisements play a significant role in terms of introducing and promoting products and services, and persuading potential customers. Hence, researches on advertisement from various media i.e. television, newspapers and internet mainly involved the effect they have on consumer behaviour (Mohammad & Seyed, 2011; Ahasanul et al, 2011; Paunikar, 2014).

Linguistically, advertisements have been studied both in written and spoken forms using a variety of approaches. These approaches include critical discourse analysis, genre analysis, and discourse analysis.

Among the studies on advertisements which applied the critical discourse analysis approach involved Malaysian women's magazines and slimming advertisements, as well as recruitment advertisements (Atiqah Zawani, 2010; Lau, 2013; Muhammed, 2006). Conversely, the approach of genre analysis has included advertisements pertaining to skin-care products, banks, hospitality and tourism, and properties (Teo, 2008; Faridah, 2006; Zanariah, 2003; Choo, 1999).

A study on the language of advertisements applied by educational institutions was also conducted. This study applied the discourse analysis approach to examine the language functions employed in the advertisements. The prominent language functions found in the advertisements by educational institutions are "making appeals, claims and presenting information" (Vasanthi, 2004).

Unlike advertisements, researches on advertorials are considered limited (Cooper & Nownes as cited in Golan & Viatchaninova, 2014). Nevertheless, in a study which compared the effect of advertorials and branded ads on readers, Schlossberg and

Canter (2007) revealed that advertorials are “not designed to hard-sell products”; instead, advertorials are more successful at imparting knowledge. Besides considering advertorials more appealing, readers are more inclined to take action upon reading an advertorial as advertorials are better in enhancing their understanding. Hence, they are more likely to trust an advertorial.

A study was also conducted on the application of advertorials by the Russian government as a tool to improve public image (Golan & Viatchaninova, 2014). This is because, according to Brown and Waltzer (as cited in Golan & Viatchaninova, 2014), advertorials are significant to “create an advantageous public opinion climate”. Similarly, advertorials are employed to introduce complex issues. For example, in the pharmaceutical industry, advertorials are used to explain the “mechanism” of a new therapeutic agent in relation to the disease, and to create awareness of recent advances of a disease (Prounis, 2004).

2.5 Theoretical Framework

The current study is based on Halliday’s concept of the textual metafunction. According to Eggins (1994), the textual metafunction is important as it facilitates in organising the clauses of the text in such a way that is effective and appropriate to the context, and at the same time, succeeds in achieving the intended purpose. The Textual metafunction involves two important constituents, theme and rheme. Figure 2.1 outlines the Textual Metafunction:

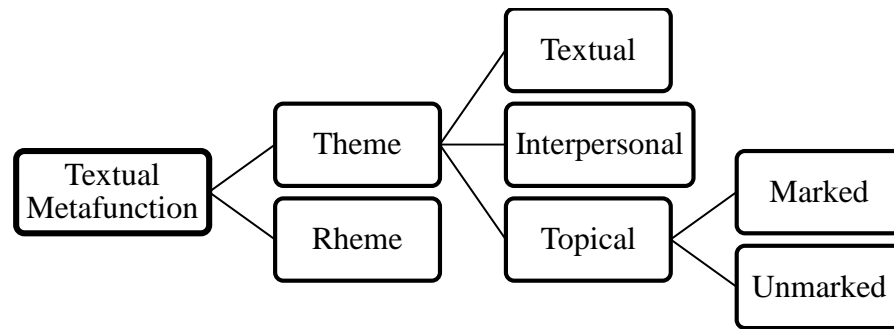


Figure 2.1: Halliday's Textual Metafunction

2.5.1 Theme and rheme

Butt et al. (as cited in Mineshima, 2009) describes the focus of the textual metafunction which is to “organise our experiential and interpersonal meanings into a linear and coherent whole”. Textual metafunction is divided into two constituents: Theme and Rheme. Theme is said to be the important element and is typically realised in the first part of the clause. Hence, an item existing in the first division of the sentence is given “thematic status”.

In the Theme-Rheme relationship, the theme sometimes presents the “given” information and “provides the environment” for rheme. Rheme, on the other hand, is the rest of the message once the theme has been identified, helps develop the theme and usually holds “new” information (Eggins, 1994; Halliday, 2004; Daniello, 2012). According to Patpong (2009), the theme-rheme relationship offers the speaker or writer with approaches in order to facilitate the listener or reader in understanding the text organisation and method of development.

2.5.2 Types of theme

There are three common types of Theme found in a message: Topical Theme, Textual Theme, and Interpersonal Theme. In general, Topical Themes are conveyed through the first Participant, Process or Circumstance in a particular clause. As such,

there is mainly only one Topical Theme per clause. Topical Themes can be divided into two kinds: Marked Topical Themes and Unmarked Topical Themes. In a situation where the first topical theme is carried by a Subject particularly in a declarative clause, then the topical theme is unmarked. This is because Subject is the typical selection for a theme, hence there is no distinctive emphasis in the choice. For example “*Peter Piper picked a peck of pickled peppers*” or “*A peck of pickled peppers was picked by Peter Piper*” (Martin et al., 1997).

According to Martin et al. (1997), it is common for the unmarked topical theme in declarative clauses to be carried by a pronoun (i.e. “*They*”) or a noun phrase (i.e. “*The big, bad wolf*”) as the Subject. Additionally, the unmarked topical theme can also be realised through grammatical item “*it*” (i.e. “*It’s hot*” or “*It is said that he’s a decent fellow*”), existential item “*there*” (i.e. “*There’s always a long queue*”), nominal group which extends beyond the main noun (i.e. “*The teacher who understood him best, was Marianne Fawley*”), group and phrase complexes (i.e. “*Nelson Mandela, the newly elected President of South Africa, was invited*”), embedded –wh clause (i.e. “*What he said is nonsense*”), embedded non-finite clause (i.e. “*Doing twenty sit-ups a day will improve your tummy muscles*” or “*Getting plenty of exercise and eating the right food is important*”), and embedded ‘that’ clause (i.e. “*That the food might not be fresh didn’t occur to them*”).

There are instances, however, when the first topical theme is realised by an item other than a Subject. In this case, the topical theme is marked as it is not a normal choice for a theme. Therefore, marked topical theme is more emphasised and merits greater attention from the reader. Examples of marked topical theme include “*Someday, you’ll understand that*” or “*Jasmine, I love the smell of*” (Martin et al, 1997).

Alternatively, there are Textual Themes which can exist in the form of structural conjunctions (i.e. “*Jasmine, I love the smell of, but napalm I adore*” or “*When you don’t have enough police, the crime rate gets higher*”), relatives (i.e. “*We heard Professor Smith’s lecture, which was a great disappointment*”) or conjunctives (i.e. “*Furthermore this alternative would be far too costly*”) (Martin et al, 1997).

Interpersonal Themes, on the other hand, may consist of finite which is usually presented in the form of auxiliary verb (i.e. “*Are you coming?*” or “*Don’t touch that!*”), wh-element (i.e. “*Why can’t you come over tonight?*” or “*How did school shape up?*”), vocative (i.e. “*Mr Wolf, Mr Wolf, may we cross your golden waters*”) or adjuncts which normally exists in the form of adverb (i.e. “*Perhaps women make better vets*” or “*Sadly, it doesn’t look like the old places will be around much longer*”) (Martin et al, 1997).

2.5.3 Thematic progression

Thematic progression is the way the themes are linked together to form a text. It is also considered important because an analysis of how these themes progress and collaborate with rheme is required to understand the theme as a whole (Ravelli, 2000).

In this respect, Bloor and Bloor (2004) have suggested several thematic patterns which are commonly found in texts. They are Constant theme pattern, Linear theme pattern, Split theme pattern and Derived themes. These patterns act as the framework in which thematic progression were analysed in the study and are best illustrated in diagrams. The following are examples of each of the patterns (p. 87-93):

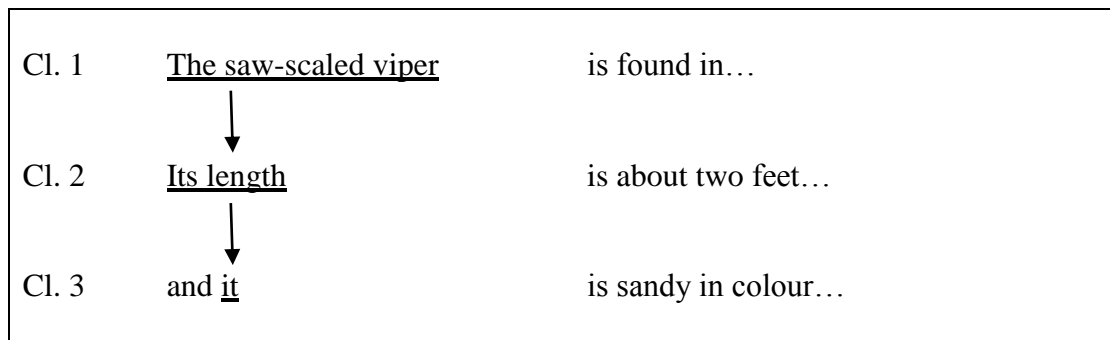


Figure 2.2: Constant theme pattern

Figure 2.2 above illustrates an example of the constant theme pattern whereby the theme of clause 1 *The saw-scaled viper* is repeated in the theme of clause 2 with the possessive pronoun *Its length*. Then, the same theme is again reiterated in clause 3 with the personal pronoun *it*.

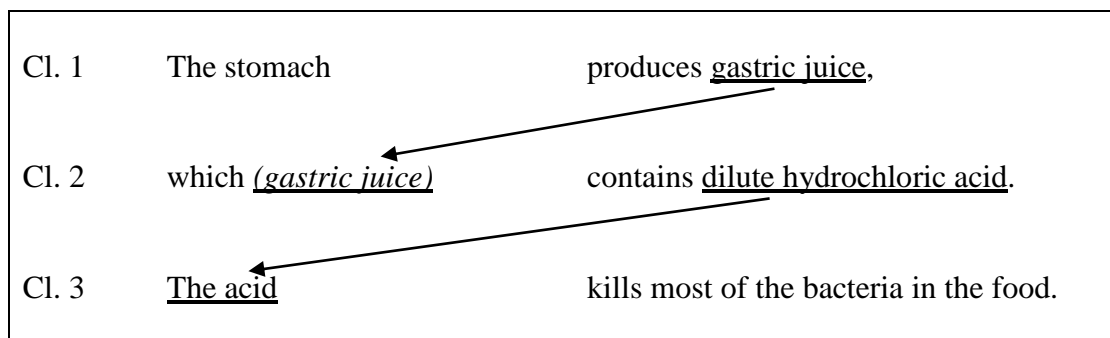


Figure 2.3: Linear theme pattern

Figure 2.3 depicts the linear theme pattern. The example above shows that the rheme of clause 1 *gastric juice*, becomes the theme of clause 2 in the form of the relative pronoun *which*. The rheme of clause 2 then becomes the theme of clause 3 *The acid*.

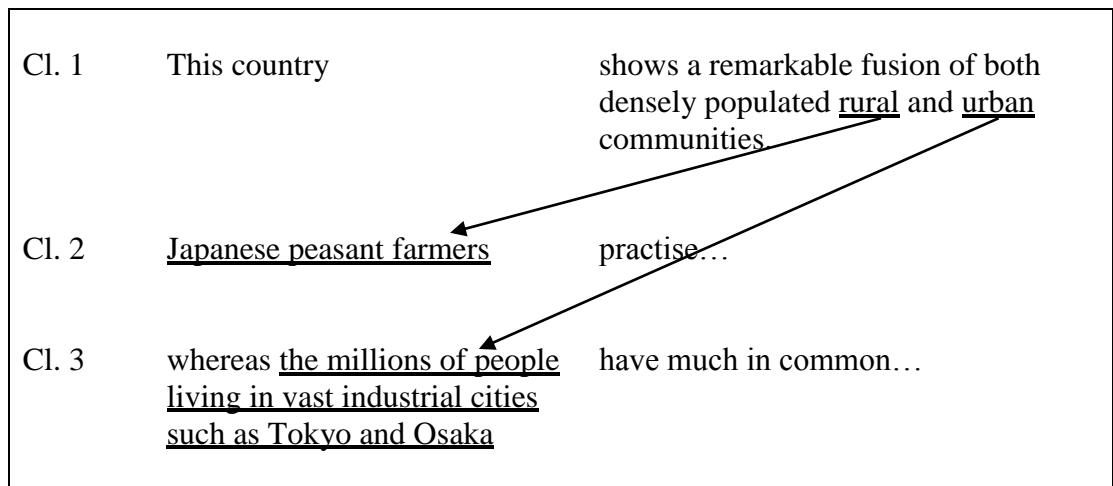


Figure 2.4: Split rheme pattern

Figure 2.4 demonstrates an example of the split rheme pattern. Here, the rheme of clause 1 has two elements (*rural communities* and *urban communities*), which are signalled by the word *both*. The first element, *rural communities*, becomes the theme of clause 2 (*Japanese peasant farmers*), whereas the second element, *urban communities*, is the theme of clause 3 (*the millions of people living in vast industrial cities such as Tokyo and Osaka*).

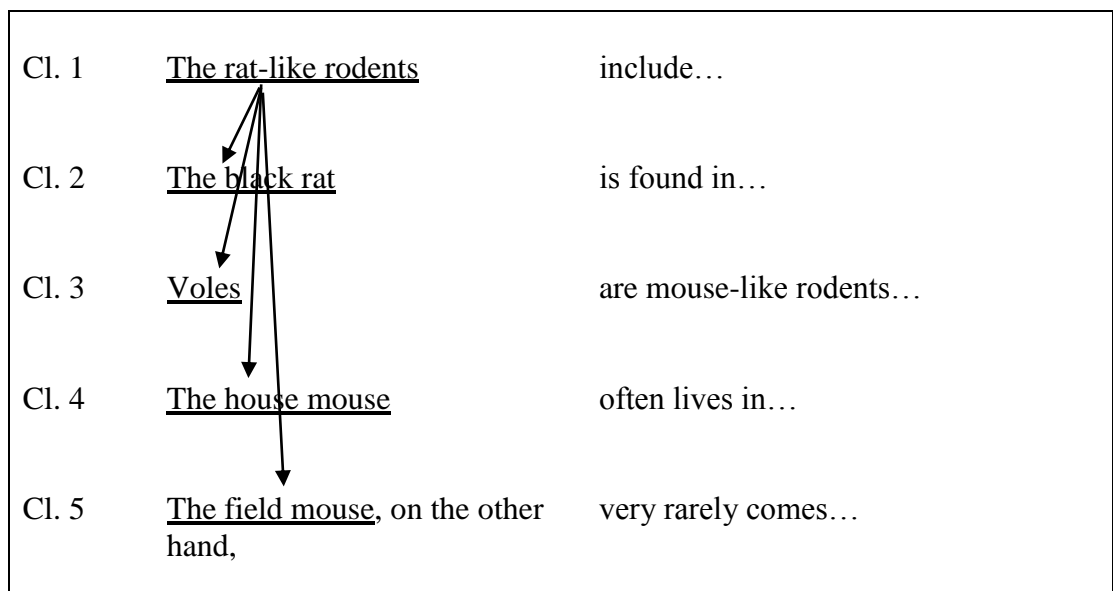


Figure 2.5: Derived themes

Figure 2.5 displays an example of derived themes. The theme in clause 1 (*The rat-like rodents*) acts as a hyper-theme. The themes in subsequent clauses (*The black rat*, *Voles*, *The house mouse*, *The field mouse*) are all derived from this hyper-theme.

2.6 Conclusion

In conclusion, this chapter involves related literature on systemic functional linguistics and its various applications in different fields and genres. This chapter also elaborates on previous researches pertaining to the theme and thematic progression, and past studies on advertisements and advertorials. In addition, it also presents the theoretical framework of the current research.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter elaborates on the analytical framework of the current study in analysing the types of themes and thematic progression in Malaysian advertorials pertaining to higher education. Section 3.2 covers the description of the data and the method of analysis. Section 3.3 provides a summary of the chapter.

3.2 Data

3.2.1 Description of Corpus

For this research, advertorials of different lengths on education, particularly higher education in Malaysia, were chosen as it is in line with the government's initiative to promote lifelong learning. Therefore, an abundance of advertorials highlighting local institutions were featured in the newspaper.

The texts analysed in the study consisted of 40 advertorials taken from local English language newspapers, *New Straits Times* (7 articles), *New Sunday Times* (14 articles) and *The Star* (19 articles) beginning from 16 December 2011 to 4 January 2012. These newspapers were selected because they were the top widely circulated English newspapers in Malaysia and their readership was high ("Circulation figures newspapers – West Malaysia publications", n.d.; "The Star readership rises above 1 million", 2011). The texts selected were mainly of different institutions. However, due to the considerable number of data, some texts featured the same institution. A summary of the texts selected are presented in Appendix A.

3.2.2 Data Analysis

Once the advertorials had been selected, the texts were divided into clauses. This was followed by the identification of the theme and rheme for each clause. Table 3.1 below is an example of the table which was adopted from Butt et al (2000) for the classification of theme and rheme. However, the division between theme and rheme and the theme type for each clause was conducted based on Martin et al.'s (1997) model. For details on the model, please refer Section 2.5.

Table 3.1: Theme and rheme classification (Butt et al., 2000)

Cl.	Textual theme	Interpersonal theme	Topical Theme		Rheme
			Marked	Unmarked	
1					
2					
3					

For the investigation of thematic progression, the advertorials were divided into paragraphs. This is to facilitate the analysis of thematic progression as the study applies a large number of data. The analysis of thematic progression was then carried out within these paragraphs. In this study, each theme and rheme was labelled with a number according to its element (i.e. T1, T2, T3 and R1, R2, R3 etc). Similar elements found in the subsequent theme and rheme were labelled with the same number. The labelled theme and rheme was then isolated and portrayed using diagrams as outlined by Bloor and Bloor (2004) to ascertain the pattern of thematic progression. Elaboration on Bloor and Bloor's (2004) model of thematic progression was discussed in Section 2.5.

The findings of the types of themes and thematic progression were displayed in tables in order to facilitate comparison between the occurrence of different patterns of theme and thematic progression. This is also to assist the discussion of results which covered how these patterns lead to a persuasive and cohesive text.

Table 3.2: Total occurrences of theme types

	Textual	Interpersonal	Topical	
			Marked	Unmarked
Occurrence				

Table 3.3: Total occurrences of types of thematic progression

	Constant Theme Pattern	Linear Theme Pattern	Split Rheme Pattern	Derived Themes
Occurrence				

Table 3.2 and Table 3.3 above are examples of the presentation of findings pertaining to the types of theme and thematic progression. The presentation included the total occurrences of type of theme and thematic progression and the percentage of each type of theme and thematic progression based on the total occurrences.

3.3 Conclusion

In conclusion, this chapter elaborates on the corpus and method of analysis. The analysis is conducted based on Martin et al's (1997) theme types and Bloor and Bloor's (2004) model of thematic progression as deliberated in Section 2.5.

CHAPTER 4

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the findings and discussion on the study of the types of themes and thematic progression in Malaysian advertorials pertaining to higher education. Section 4.2 discusses on the types of theme found in the advertorials and how they contribute to persuade the readers, whereas Section 4.3 deliberates on the types of thematic progression observed in the advertorials and how each type facilitate in producing a cohesive text. Lastly, Section 4.4 concludes the chapter.

4.2 Types of Theme in Malaysian advertorials

This section discusses on the types of themes found in Malaysian advertorials pertaining to higher education. A total of 40 advertorials which comprised 1301 clauses were analysed. For each clause, the theme was identified and classified in the table according to its type: Textual theme, Interpersonal theme, and Topical theme (i.e. Marked theme and Unmarked theme). This was done based on the model proposed by Martin et al. (1997). The types of themes which were found in the advertorials are summarised in Table 4.1 below:

Table 4.1: Occurrences of theme types

	Textual	Interpersonal	Topical	
			Marked	Unmarked
Occurrence	466 (35.8%)	7 (0.5%)	147 (11.2%)	1154 (88.7%)

The table above shows that all theme types are present in the advertorials. The highest number of occurrence of theme type found is the Unmarked topical theme with 1154 occurrences. This is about 88.7% of the number of themes applied in the text. Next is the Textual theme with 466 occurrences (35.8%) in the advertorials. The Marked

topical theme made up 11.2% (147 occurrences) of the total number of themes. Lastly, the lowest number of occurrence of theme type found in the advertorials is the Interpersonal theme with only 7 occurrences (0.5%).

A detailed analysis of the types of themes found in Malaysian advertorials are discussed in the next Sections.

4.2.1 Unmarked topical theme

Findings reveal that the advertorials are composed of declarative and imperative clauses. According to Martin et al. (1997), in a declarative clause, the Unmarked topical theme can be realised by a Pronoun, Noun phrase, Grammatical item “*it*”, Existential item “*there*”, Nominal group which extends beyond the main noun, Group and phrase complexes, Embedded –wh clause, Embedded non-finite clause, and Embedded ‘that’ clause. The Unmarked topical theme in an imperative clause, on the other hand, is usually realised by the Predicator (i.e. “*Wake up late today!*”). A summary of the number of occurrences of each unit found in the advertorials is displayed in Table 4.2 below:

Table 4.2: Units for realising Unmarked topical themes

Type of clause	Units	Occurrences
Declarative clauses	Pronouns	235 (20.3%)
	Noun phrase	636 (55.1%)
	Grammatical item “ <i>it</i> ”	14 (1.2%)
	Existential item “ <i>there</i> ”	20 (1.7%)
	Nominal group which extends beyond the main noun	108 (9.3%)
	Group and phrase complexes	64 (5.5%)
	Embedded –wh clause	5 (0.4%)
	Embedded non-finite clause	10 (0.8%)
	Embedded ‘that’ clause	0 (0%)
Imperative clauses	Predicator	62 (5.3%)
	Total	1154

Table 4.2 above illustrates that the Unmarked topical theme in declarative clauses from the data of the present study is mainly constituted by the Noun phrase with 636 occurrences (55.1%). This is more than half of the total units of Unmarked topical theme. Conversely, the Embedded –wh clause was the least applied with only 5 occurrences (0.4%) as the Unmarked topical theme. The table also reveals that the Unmarked topical theme did not comprise any Embedded ‘that’ clause. Additionally, in imperative clauses, a total of 62 occurrences of Predicator (5.3%) as the Unmarked topical theme was found in the advertorials. Examples of each unit of Unmarked topical theme in declarative and imperative clauses and further discussion on how each unit contributes to persuade the readers of advertorials are discussed below.

4.2.1.1 Pronouns

As shown in Table 4.2 above, the total number of occurrence of pronouns as Unmarked topical theme is 235 (20.3%). This is the second highest number of occurrences out of the total declarative clauses. The pronouns present in the advertorials comprised personal pronouns (i.e. *I*, *you*, and *it*), possessive pronouns (i.e. *his*, *her* and *its*), demonstrative pronouns (i.e. *this* and *that*), and indefinite pronouns (i.e. *many* and *both*). Examples of pronouns is shown in the following table:

Table 4.3: Examples of Pronouns as Unmarked topical theme

Personal pronouns	Sisa Ngombane, a former South African envoy to Malaysia, graduated with a master’s degree in Management. <u>He</u> is currently deputy director-general of International Relations and Cooperation in South Africa. (Text 9)
Possessive pronouns	INTI’s pedigree of nurturing top students has been proven yet again as five of <u>its students</u> were selected to receive full scholarships at the University of New South Wales (UNSW) through the Golden Jubilee Scholarship programme. (Text 14)

Table 4.3, continued

Demonstrative pronouns	“The moot programme gives the ATC students a holistic education as <u>this</u> is an important element of any undergraduate legal education,” added Dr Choong. (Text 30)
Indefinite pronouns	Text 20: “Furthermore, students can choose how they want to study. <u>Some</u> prefer to print their notes, while <u>others</u> prefer to view everything on the screen.” (Text 20)

The examples featured in Table 4.3 above reveal that pronouns are generally applied in the advertorials to refer to an element that has been mentioned earlier. This element that the pronoun refers to is called referent (Coffin, Donohue, & North, 2009). For instance, the referent of the personal pronoun *he* is *Sisa Ngombane*, whereas the referent of the possessive pronoun *its students* is students of INTI. Meanwhile, the referent of the demonstrative pronoun *this* is *holistic education*, and the referent of the indefinite pronouns *some* and *others* are *students*. Perhaps the high application of pronouns in the advertorials is to avoid repetition of the referent. Constant repetition of the referent may present a dull read for readers and this does not fulfil a purpose of the advertorial which is to persuade. Hence, the use of pronouns as Unmarked topical theme in advertorials is significant in order to provide an advertorial that is less monotonous to the readers.

4.2.1.2 Noun phrase

Table 4.2 above shows that the highest number of occurrences which constituted the Unmarked topical theme in the advertorials is the noun phrase with 636 occurrences (55.1%). Examples of noun phrases as Unmarked topical theme which are found in the advertorials can be seen as follows:

Table 4.4: Examples of Noun Phrase as Unmarked topical theme

Noun Phrase	<u>The university</u> is also offering study loans for deserving students under the fund. (Text 35)
	<u>Forecast results</u> can be considered for March 2012 intake. (Text 21)

Findings reveal that the noun phrases applied in the advertorials generally consist of proper and common nouns and are at times preceded by a determiner or a numeral. The common nouns may be singular or plural. These nouns usually refer to elements pertaining to the institution as demonstrated in Table 4.4 above (*The university* and *Forecast results*). The high occurrence of noun phrase in the Unmarked topical theme position indicates that this is probably the most common method of introducing information regarding the institution to readers. Hence, the use of noun phrase as Unmarked topical theme in the advertorials has the key purpose of informing the readers.

4.2.1.3 Grammatical item “it”

According to Martin et al. (1997), the English language commonly uses the grammatical item “it” as the Subject, and thus, it also constitutes the Unmarked topical theme. There are three main types of the grammatical item “it”: ambient “it” (i.e. *it’s hot, it’s stormy, it’s windy*), non-representational “it” (i.e. *it’s raining, it seems that he is very wealthy*), and anticipatory “it” (i.e. *it worries me that he’s not doing his homework, it was Rabbit who saw Piglet first*)(p. 32-34). The findings reveal that there were 14 occurrences (1.2%) of the grammatical item “it” as the Unmarked topical theme applied in the advertorials. Examples of the application of grammatical item “it” as Unmarked topical theme is shown the table below:

Table 4.5: Examples of Grammatical item “it” as Unmarked topical theme

Grammatical item “it”	<u>It</u> will be easier to set up campuses if we have sufficient students and <u>it</u> is convenient to bring students from southern Thailand and Indonesia,” he added. (Text 35)
	<u>It</u> also should be noted that UTAR has an outstanding graduate employability rate of more than 97 per cent within six months of graduation. (Text 10)

The findings reveal that the anticipatory “it” is the most common type of grammatical item “it” which is applied in the advertorials. This is because the purpose of the anticipatory “it” is “to anticipate an embedded clause occurring later in the structure” (Martin et al., 1997). The act of anticipating will lead to the emphasis of the embedded clause. In terms of the advertorials, this embedded clause may also contain information that may attract, and thus persuade, readers. Hence, the application of the anticipatory “it” in advertorials is probably to indirectly bring the focus of the readers to information in the embedded clause which may be appealing to them. For instance, in the first example in Table 4.5, *it* is applied to provide information on *to set up campuses if we have sufficient students will be easier* and *to bring students from southern Thailand and Indonesia is convenient*. Conversely, in the second example, the use of *it* puts emphasis on *that UTAR has an outstanding graduate employability rate of more than 97 per cent within six months of graduate should also be noted*.

4.2.1.4 Existential item “there”

As illustrated in Table 4.2, findings reveal that there were 20 occurrences (1.7%) of the existential item “there” in the advertorials. Examples of the occurrences are shown below:

Table 4.6: Examples of Existential item “there” as Unmarked topical theme

Existential item “there”	One such example is China, where <u>there</u> is a growing mismatch between what many people have enrolled to study and what the job market actually calls for. (Text 33)
	<u>There</u> will be special discounts and giveaways for registration on the open day. (Text 40)

Martin et al. (1997) stated that the purpose of the existential item “there” is to “introduce a participant into the text”. With reference to the advertorials, the participant may constitute information that may be significant to the readers. Hence, the purpose of *there* as Unmarked topical theme in advertorials is mainly to inform whereby the information introduced can be used to subtly persuade the readers. For instance, an extract from Text 33 in Table 4.6 above demonstrates that *there* is applied to introduce *a growing mismatch between what many people have enrolled to study and what the job market actually calls for*, while the application of *there* in the extract from Text 40 is to introduce *special discounts and giveaways*. The information introduced in these two examples may perhaps persuade the readers to take action by enrolling in the institution mentioned in advertorials.

4.2.1.5 Nominal group which extends beyond the main noun

Nominal group which extends beyond the main noun is when the noun or pronoun “occurs with more extensive modification” (Bloor & Bloor, 2004). According to Table 4.2 above, this unit of Unmarked topical theme is the third highest to be applied in the advertorials with 108 occurrences (9.3%). Below are examples of the occurrences found in the advertorials:

Table 4.7: Examples of Nominal group which extends beyond the main noun as Unmarked topical theme

Nominal group which extends beyond the main noun	<u>The exhibition booths that displayed a collection of different mental illnesses and other health issues</u> were set up to raise awareness levels of Sunway staff and students at the same time educate them on how to positively support individuals battling these illnesses. (Text 24)
	<u>Students who failed to obtain three credits in their SPM</u> are advised to join PTPL certificate programmes. (Text 31)

The examples in Table 4.7 above show that the nouns *The exhibition booths* and *Students* have been expanded with embedded clauses. Butt et al. (2000) maintains that the reason for this is to allow the nouns to be “packed” with meanings. Therefore, the application of nominal group which extends beyond the main noun in the position of Unmarked topical theme in the advertorials allows them to be both compact and concise which may persuade the readers.

4.2.1.6 Group and phrase complexes

According to Martin et al. (1997), the Unmarked topical theme may be constituted by group and phrase complexes, in which it may sometimes feature more than one nominal group. The advertorials studied featured 64 occurrences (5.5%) of group and phrase complexes in the position of Unmarked topical theme. The following are examples found in the advertorials:

Table 4.8: Group and phrase complexes as Unmarked topical theme

Group and phrase complexes	<u>Berjaya University College of Hospitality (BERJAYA UCH)</u> and the Professional Golf Association of Malaysia (PGAM) entered into a memorandum of understanding on Nov 21. (Text 11)
	<u>Kolej Yayasan UEM, a fully-residential college situated just an hour's drive north of Kuala Lumpur</u> , strives to provided a broad liberal education. (Text 15)

The extract from Text 11 in Table 4.8 above features two different elements or proper nouns, hence they are regarded as two nominal groups (*Berjaya University College of Hospitality (BERJAYA UCH)* and *the Professional Golf Association of Malaysia (PGAM)*). In the extract from Text 15, *Kolej Yayasan UEM* and *a fully-residential college situated just an hour's drive north of Kuala Lumpur* refers to the same element, hence it functions as a group complex. Since the main aim of the advertorials is to persuade, the advertorial must not be lengthy as this may fail to attract readers. Hence, the group and phrase complexes in the Unmarked topical theme position is applied so as to provide a concise yet compact read. This is to enable the advertorials to inform, and at the same time persuade readers through the information provided.

4.2.1.7 Embedded –wh clause

The embedded –wh clause is another unit which may occur in the Unmarked topical theme (Martin et al., 1997). As presented in Table 4.2 above, there were only 5 occurrences (0.4%) of the embedded –wh clause in the advertorials. Examples of the occurrences are displayed in the table below:

Table 4.9: Embedded –wh clause as Unmarked topical theme

Embedded –wh clause	<u>“What is distinctive about the university and the institutions out of which it was formed</u> is a commitment to providing high quality, career-oriented, and professional education to students who might otherwise find it difficult or impossible to access university level education. (Text 38)
	<u>What they need</u> is the information and guidance to achieve their dreams. (Text 2)

The examples in Table 4.9 suggest that the application of the embedded –wh clause as the Unmarked topical theme carries the same purpose as the anticipatory “it” mentioned in Section 4.2.1.3 earlier. It is most likely that the embedded –wh clause is applied in the advertorials to make the readers anticipate the subsequent clause, and thus more focus is given to that clause which may perhaps be able to persuade them. For instance, in Table 4.9, *What* from Text 38 stresses on *commitment to providing high quality, career-oriented, and professional education to students*, whereas *What* in Text 2 emphasises on *information and guidance to achieve their dreams*.

4.2.1.8 Embedded non-finite clause

The embedded non-finite clause occurs when a clause without a finite is embedded into the position of Unmarked topical theme. Findings presented in Table 4.2 reveal that a total of 10 occurrences (0.8%) of embedded non-finite clause as Unmarked topical theme were present in the advertorials. Examples of the occurrences found in the advertorials are illustrated in the table below:

Table 4.10: Embedded non-finite clause as Unmarked topical theme

Embedded non-finite clause	<u>Being an educator</u> can be a rewarding career. (Text 23)
	<u>“Pursuing this degree</u> was a wise move as I have been able to update my teaching methodology,” says Hind, who used to lecture at a local institution of higher learning in Kuantan, Pahang. (Text 9)

According to Butt et al. (2000), non-finite clauses are employed so that the element presented in the clause becomes unavailable for argument or discussion. This is because the two elements, a subject and a finite, which permit argument and discussion do not exist. For instance, *Your car’s blocking the driveway* can be contested by using the subject and finite resulting in *No, it isn’t*. Hence, the application of the embedded non-finite clause such as shown in Table 4.10 above (*Being an educator* and *Pursuing this degree*) in the position of Unmarked theme leaves no room for the readers to argue with the message. This adds a sense of assurance to the advertorials which may persuade the readers.

4.2.1.9 Predicator

Predicator is the unit that constitutes the Unmarked topical theme in imperative clauses. Bloor and Bloor (2004) defines the predicator as “the ‘verb’ element minus the finite”. As indicated in Table 4.2, the number of occurrences of the predicator in the advertorials is 62 (5.3%). The table below presents examples of the occurrences of the predicator which were present in the advertorials:

Table 4.11: Predicator as Unmarked topical theme

Predicator	<u>Follow</u> KLIUC on facebook.com/KLIUC.Education and twitter.com/KLIUC_Education for the latest campus news. (Text 21)
	If you are not sure about a career in baking, <u>start</u> with a three-month programme and <u>continue</u> to the Diploma and Advanced Diploma level. (Text 40)

Examples in Table 4.11 above (*Follow*, *start* and *continue*) suggest that the reason advertorials use predicator in the Unmarked topical theme position is to persuade the readers to take action. This is perhaps the most common form of persuasion as it does not appear to be too demanding. In contrast, if the advertorials opt to use the Subject *you* as theme (i.e. *You follow*, *you start* and *you continue*), it will be considered Marked topical theme and the focus will then be on the readers. Since this is an imperative clause, the advertorials will appear to be too persistent in its aim to persuade the readers which will then cause them to refrain from taking action.

4.2.2 Marked topical theme

In declarative clauses, Marked topical themes are realised through Non-Subject themes such as adverbial group or prepositional phrase. Findings also revealed that the Marked topical themes also comprised non-finite clauses. The following are the examples:

Table 4.12: Examples of marked topical theme

Adverbial group	<u>Today</u> , with 10 centres throughout Malaysia, PTPL has become the institution of choice among many SPM or STPM school leavers and plays a productive role in fulfilling the quality human capital needs of the nation. (Text 31)
	<u>Here</u> , learners can attend weekend tutorials, take fully online courses or opt for the blended mode of face-to-face and online learning. (Text 27)
Prepositional phrase	<u>For details</u> , call the SCM Professional Centre at 03-7954 9868 (KL), 04-642 5331 (Penang) and 012-470 3368 (Johor). (Text 38)
	<u>With excellent facilities and a new faculty building</u> , University Udayana has emerged as a popular choice for Malaysian students. (Text 32)
Non-finite clause	<u>To solve this</u> , researchers have proposed the use of “Reversible Logics” which will theoretically result in zero power dissipation. (Text 25)
	<u>To find out more about WOU’s programmes</u> , log on to wou.edu.my or call its toll-free Careline at 1300 888 968 (WOU). (Text 36)

Butt et al. (2000) states that the aim of Marked topical theme is to attract the focus of the readers to a particular message and to produce a coherent text so as to provide the readers with a text that is easily followed. This is particularly true in the advertorials as evidenced in the examples in Table 4.12 above. For instance, Marked topical themes similar to *For details* and *To find out more about WOU’s programmes* is commonly found at the end of the advertorials in which it draws the attention of the readers to the contact numbers of the institution. *Today* is selected to emphasise the current developments of PTPL, whereas the choice of *Here* as the Marked topical theme

adds an air of exclusivity to the institution in terms of the facilities it offers to its learners. The Marked topical theme of *With excellent facilities and a new faculty building* focuses on the reason Malaysian students prefer University Udayana. The pronoun *this* in *To solve this*, connects the current clause to the previous clause, hence providing coherence to readers.

4.2.3 Textual theme

As mentioned in Section 3.2.2, the textual theme is made up of structural conjunctions, relatives and conjunctives (Martin et al, 1997). Findings reveal that all three types of textual themes were found in the advertorials. Examples of the textual themes which were present in the advertorials are as follows:

Table 4.13: Examples of structural conjunctions as textual themes

Structural conjunctions	<u>Whether</u> you are a busy professional with a demanding schedule, have a family to care for, an employee with aspirations to climb up the career ladder or simply a life-long learner with a thirst for knowledge, WOU caters for adult learners from all walks of life. (Text 36)
	Development of electronic technology have improved <u>and</u> skills of automotive technology must be up-to-date. (Text 3)
	Research among these unemployed revealed <u>that</u> most studied non-technical courses such as office management, public administration, international commerce and foreign languages. (Text 33)

Structural conjunctions are applied in the advertorials to “link two clauses in a coordinating relation”. This is demonstrated by *and* in Table 4.13 above which connects two equal clauses (i.e. *Development of electronic technology* and *skills of automotive technology*). Structural conjunctions also introduce a clause that is “dependent on another” (Martin et al, 1997). For instance, *Whether* joins the dependent clause *a busy*

professional with a demanding schedule, have a family to care for, an employee with aspirations to climb up the career ladder or simply a life-long learner with a thirst for knowledge with the independent clause *WOU*, whereas *that* relates the dependent clause *Research among these unemployed* to the independent clause *most studied non-technical courses*.

Table 4.14: Examples of relatives as textual themes

Relatives	The creative world of design is ever changing with vast opportunities <u>which</u> are waiting to be grabbed by young professionals and leaders of tomorrow. (Text 5)
	Most business schools produce graduates <u>who</u> are either functional specialists or generalists. (Text 12)
	SOM offers a Medical Excellence Scholarship <u>which</u> offers a tuition fee waiver up to RM40,000. (Text 18)

The purpose of relatives as shown by the examples in Table 4.14 above is to relate “a dependent clause to another clause” specifically the preceding clause (Martin et al, 1997). This dependent clause may provide enhancement to the element contained in the preceding clause. For instance, the relative clause *which are waiting to be grabbed by young professionals and leaders of tomorrow* enhances *vast opportunities*. Similarly, the dependent clause *who are either functional specialists or generalists* enhances *graduates*, while *which offers a tuition fee waiver up to RM40,000* enhances *Medical Excellence Scholarship*.

Table 4.15: Examples of conjunctives as textual themes

Conjunctives	<u>In addition</u> , the programme is suitable for practitioners or policy makers in educational management and instructional technology. (Text 27)
	<u>However</u> , in reality, it could prove disastrous in the long run. (Text 33)
	<u>Furthermore</u> , as panel members, they also bring with them a significant amount of practical work experience to guide the programme on both academic and practical matters. (Text 37)

Conjunctives are usually applied to provide “a cohesive link back to previous discourse” (Martin et al, 1997). For instance, in Table 4.15, *In addition* and *Furthermore* are employed to link the current clause to a previous one by adding additional information. Conversely, *However* is used to link the present clause to a preceding clause through a contrasting relationship. Hence, the advertorials employ conjunctives to connect clauses within the text in order to facilitate the readers’ understanding. This understanding will perhaps persuade the readers and encourage them to take the appropriate action i.e. to contact or enrol in the institution.

4.2.4 Interpersonal theme

Martin et al. (1997) suggested that the interpersonal theme consist of the Finite, a Wh-element, a Vocative, and an Adjunct. The finite is “typically realised by an auxiliary verb”, while a wh-element indicates that a response is needed from the addressee. A vocative is used to address the addressee in the exchange. Conversely, an Adjunct is “typically realised by an adverb” and “provides the speaker’s comment, assessment or attitude towards the message.” According to the findings, the type of interpersonal theme found in the advertorials is the adjunct. Examples of adjuncts as interpersonal themes found in the advertorials are:

Table 4.16: Examples of adjuncts as interpersonal themes

Adjuncts	<u>More importantly</u> , students can communicate with lecturers without having to drop by the lecturers' offices. (Text 20)
	<u>Sometimes</u> , we use movies to showcase examples of psychological theories and encourage open discussion amongst the students. (Text 24)
	<u>Unfortunately</u> , postgraduate education in the power and energy sector has experienced a slowdown since the early 90s, resulting in a worldwide shortage of skilful graduates. (Text 37)

In the advertorials, the adjunct is usually employed to indicate the “comment, assessment or attitude” of the person being interviewed or to subtly express the opinion of the writer towards the message. However, adjuncts are not to be extensively found in the advertorials. This is probably because the advertorials may aim to appear objective so as not to overwhelm the readers with personal opinions.

In summary, the most common type of theme found in Malaysian advertorials is the Unmarked topical theme, which were mainly constituted by the Noun phrase. This is followed by the Textual theme and the Marked topical theme. The Interpersonal theme was the least common type of theme found in the advertorials. Each theme type plays a significant role in persuading the readers. However, to examine cohesion in Malaysian advertorials, it is not sufficient to look at theme alone. Therefore, an investigation of the types of thematic progression ensues. The next Sections discuss the types of thematic progression found in Malaysian advertorials.

4.3 Types of Thematic Progression

This section discusses on the types of thematic progression found in Malaysian advertorials pertaining to higher education. Adapting Bloor and Bloor's (2004) model, the analysis of thematic progression of the advertorials were conducted within the paragraphs in which the themes and rhemes were labelled accordingly. Then, the type of thematic progression was identified and classified according to its type: Constant theme pattern, Linear theme pattern, Split rheme pattern, and Derived themes. The number of occurrences of each type of thematic progression is presented in the table below:

Table 4.17: Occurrences of types of thematic progression

	Constant Theme Pattern	Linear Theme Pattern	Split Rheme Pattern	Derived Themes
Occurrence	199 (51.5%)	182 (47.1%)	4 (1.0%)	1 (0.2%)

Table 4.17 above reveals that the most common thematic progression found in the advertorials is the Constant theme pattern with 199 occurrences. This is ensued by the Linear theme pattern with 182 occurrences. Conversely, the thematic progression which is the least applied in the advertorials is the Derived theme with only 1 occurrence. The Split rheme pattern was also not applied significantly as only 4 occurrences were found in the advertorials. Examples pertaining to each type of thematic progression and discussion on how each type contributes to a cohesive text is presented below.

4.3.1 Constant theme pattern

Bloor and Bloor (2004) states that constant theme pattern occurs when “a common Theme is shared by each clause”. In other words, a similar theme is repeated in the themes of succeeding clauses. The theme which is repeated can appear in the same

form or a different form. Examples of the constant theme pattern found in the advertorials are as follows:

Text 2		
Cl. 1	<u>Most students</u> today already	have a plan...
	↓	
Cl. 2	<u>They</u>	know
	↓	
Cl. 3	<u>they</u>	are going to be doctors...
Text 17		
Cl. 1	<u>Lavigne</u>	was also the inventor...
	↓	
Cl. 2	<u>He</u>	also invented...

Figure 4.1: Examples of constant theme pattern

Text 2 in Figure 4.1 above begins with the theme *Most students* (clause 1). This theme is reiterated in the succeeding clauses (clauses 2 and 3) through the use of the personal pronoun *they*. Similarly, in Text 17, the theme in clause 1, *Lavigne*, is repeated in clause 2 by means of the personal pronoun *He*. According to Bloor and Bloor (2004), this type of thematic progression is usually employed to focus on a specific element. In the advertorials, the element may be the institution, the students, the programmes, the facilities, etc. By repeating the theme in subsequent clauses, the readers are able to follow the development of the text. This repetition of the same theme contributes to a cohesive text.

4.3.2 Linear theme pattern

The linear theme pattern occurs when an element in the rheme of a clause is made the theme in the succeeding clause (Bloor & Bloor, 2004). This type of thematic

progression is also common in the advertorials. The figure below illustrates two examples of the linear theme pattern:

Text 32		
Cl. 1	Nugrahan	is one of the two official representatives of <u>University Gadjah Mada, Yogyakarta.</u>
Cl. 2	<u>The university</u>	was ranked 103 in the world for Life Sciences and Biomedicine by the <i>Times -Higher Education – QS World University Rankings</i> in 2009 – outstripping Malaysian public universities.
Text 20		
Cl. 1	Many of these students	will be assigned an <u>MMLS account</u> ,
Cl. 2	which (<u>MMLS account</u>)	is accessed through a browser.

Figure 4.2: Examples of linear theme pattern

According to Text 32 in Figure 4.2 above, clause 1 introduces the element *University Gadjah Mada, Yogyakarta*. This element is then promoted to the theme position in clause 2 through the use of the noun phrase *The university*. In Text 20, the relative *which* is employed to promote the element *MMLS account* in the rheme of clause 1 to the theme of clause 2. The promotion of the new element presented in the rheme to the theme of the preceding clause leads to text cohesion. Hence, the advertorials employ the linear theme pattern as a means to produce a cohesive text. It also provides the readers with a text development which is cumulative (Eggins, 1994).

4.3.3 Split rheme pattern

According to Bloor and Bloor (2004), the split rheme pattern takes place when the rheme of a clause possesses two elements. Each of these elements are then taken up as themes of two different succeeding clauses. This pattern is not commonly applied in the advertorials. Below are examples of this type of thematic progression found in the advertorials:

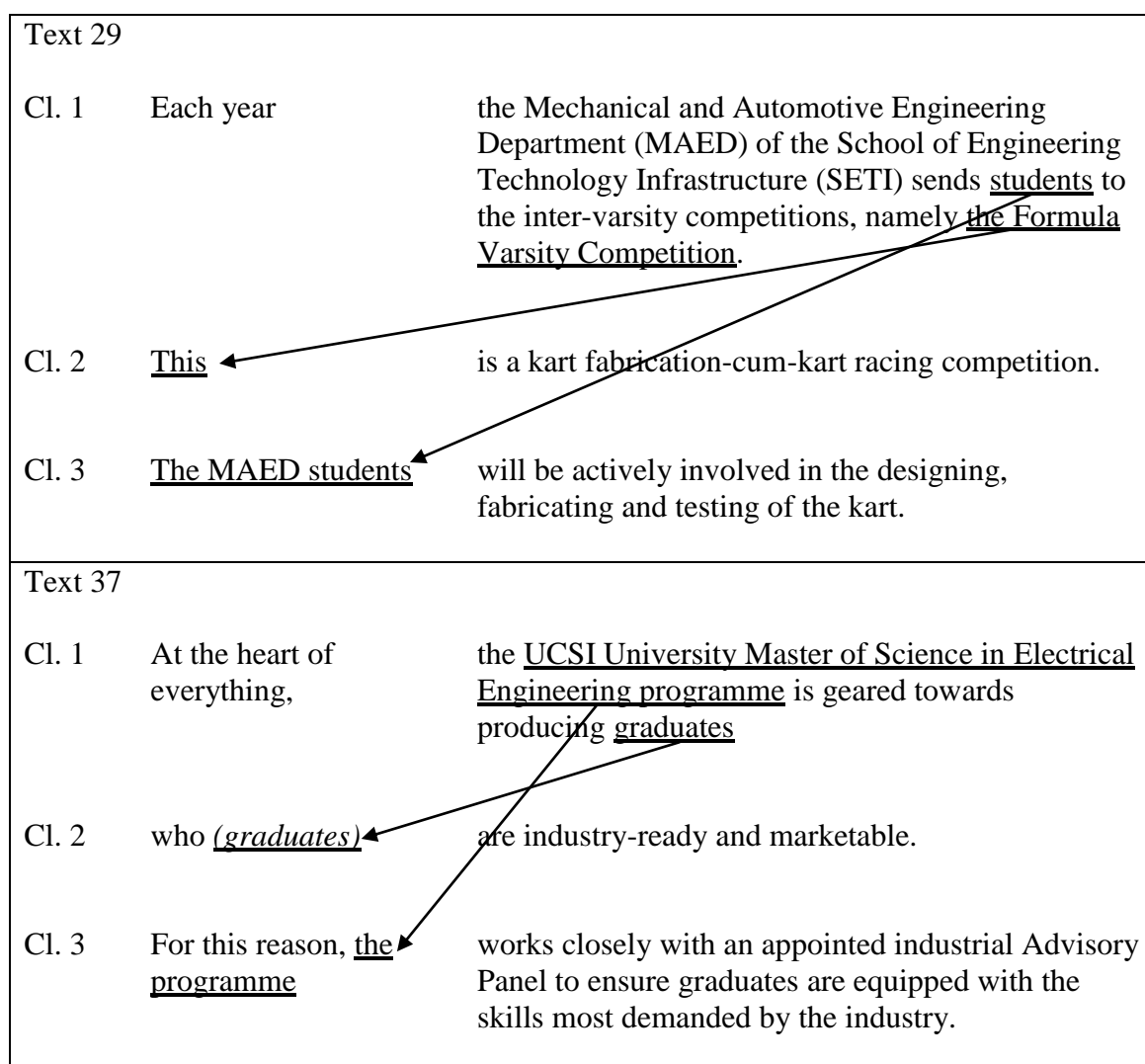


Figure 4.3: Examples of Split rheme pattern

As illustrated in Text 29 in Figure 4.3 above, the rheme of clause 1 possesses two elements: *students* and *the Formula Varsity Competition*. These elements are then made the theme in the succeeding clauses. The first element, *the Formula Varsity*

Competition, is promoted as the theme of clause 2 through the use of the demonstrative pronoun *This*. Conversely, the second element, *students*, is taken up as theme of clause 3 through the use of the noun phrase *The MAED students*. In Text 37, the two elements presented in the rheme of clause 1 are *UCSI University Master of Science in Electrical Engineering programme* and *graduates*. The element *graduates* is upgraded to the theme in clause 2 by means of the relative *who*, while the element *UCSI University Master of Science in Electrical Engineering programme* becomes the theme of clause 3 by means of the noun phrase *the programme*. Through the introduction of multiple elements in the rheme which are then promoted in the theme of subsequent clauses, a cohesive text is produced.

4.3.4 Derived themes

Derived themes is a type of thematic progression where several different themes “alternate within the text”. There may also be a hyper-theme from which subordinate themes are derived (Bloor & Bloor, 2004). As illustrated in Table 4.17, there is only 1 occurrence of this type of thematic progression. This occurrence is displayed in the following figure:

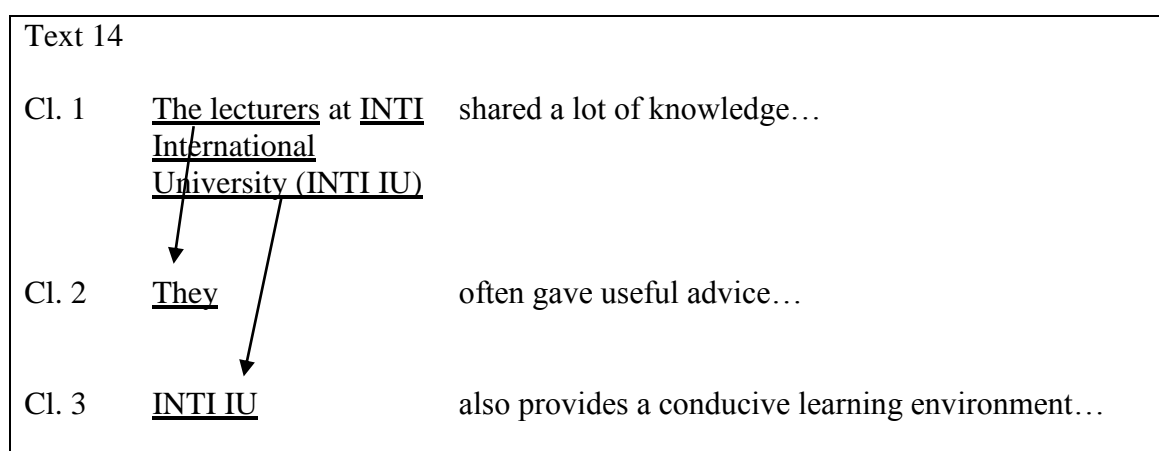


Figure 4.4: Example of derived themes

The theme in clause 1 in Figure 4.4 comprises two elements: *The lecturers* and *INTI International University (INTI IU)*. These themes then become derived themes in subsequent clauses. The theme of clause 2, personal noun *They*, is derived from the first element (*The lecturers*) presented in the theme in clause 1. Conversely, the theme of clause 3, proper noun *INTI IU*, is derived from the second element (*INTI International University (INTI IU)*). This type of thematic progression allows the introduction of subordinate themes through the hyper-theme. The subordinate themes are then developed in subsequent clauses. The introduction of subordinate themes and their development in succeeding clauses facilitates in the delivery of a cohesive text.

In brief, both Constant and Linear theme patterns were widely applied to achieve cohesion in Malaysian advertorials, while the Split rheme pattern and Derive themes were rarely used. The Constant theme pattern achieves cohesion through repetition of a similar theme in ensuing clauses. This facilitates the readers in following the flow of information presented in the advertorial. The Linear theme pattern, on the other hand, provides cohesion by building on the rheme, hence producing a cumulative progression of the advertorials.

4.4 Conclusion

In summary, this chapter has discussed the findings of the study on the types of themes and thematic progression in Malaysian advertorials pertaining to higher education. The discussion includes the different types of themes and thematic progression present in the advertorials. This chapter also delves into how each theme type contributes to persuade the readers and how each type of thematic progression facilitates in producing a cohesive text.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter concludes the study on the types of themes and thematic progression in advertorials pertaining to higher education by the application of Halliday's concept of the textual metafunction. Section 5.2 outlines a summary of the findings in relation to the Research Questions (Section 1.5), whereas Section 5.3 presents suggestions for future research.

5.2 Summary of Findings

Findings of the study indicate that all theme types are present in the 40 advertorials. The highest number of occurrence of theme type found is the Unmarked topical theme with 1154 occurrences (88.7%). The Unmarked topical theme is mainly constituted by the noun phrase. Next is the Textual theme with 466 occurrences (35.8%). The Marked topical theme consisted of 147 occurrences (11.2%). Lastly, the least number of occurrence of theme type found in the advertorials is the Interpersonal theme with only 7 (0.5%) occurrences.

According to Merriam-Webster Online Dictionary (2010), advertorial can be defined as “an advertisement that imitates editorial format”. In other words, its origins lie in the combination of advertisement and editorial. The meaning of advertising is “the action of calling something to the attention of the public especially by paid announcements”, whereas editorial is “a newspaper or magazine article that gives the opinions of the editors or publishers” or “an expression of opinion that resembles such an article”.

In light of the above definition, findings revealed that the Unmarked topical theme is largely applied in the advertorials in cases where the writer wants to introduce the institution or elements pertaining to the institution such as the aim or objective, programmes, facilities, students, prominent figure, etc. Possibly the basis of this is because the writer's purpose is to inform. Since the text comprises declarative clauses, the typical means of informing is via the use of Subject as Theme. Though it is not much emphasised, the item in the clause – the aim or objective, programmes, facilities, students, prominent figure, etc. – is foregrounded nevertheless due to its thematic status.

Conversely, the Marked topical Theme plays a significant role in conveying the message as well particularly at the beginning of the advertorial. As an advertorial has the foundation of an advertisement, it would be natural for it to start with a line that may attract the readers, hence the application of the Marked topical theme in the first sentence. However, findings reveal that only a few advertorials adopted this technique. Perhaps the primary purpose of many of the advertorials under study was to inform rather than persuade. It is noted, though, that the Marked topical theme is apparent at the end of a majority of the advertorials. Here, the Marked topical theme is applied to emphasise and indirectly persuade the reader to contact and enrol in the institution. In addition, the Marked topical theme is also applied throughout the text, conceivably to provide variety in structure to readers so as not to appear dull.

The considerable number of Textual Theme in the advertorials, on the other hand, suggests a cohesive and coherent text. As there are many elements to inform the reader (as indicated in the significant total of occurrences of Unmarked topical theme), the textual theme plays a significant role to link clauses in order to guide the reader's

comprehension towards the message. This is important as the reader's comprehension of the message will lead to a positive outcome for the institution such as a high enrolment.

Findings also revealed a lack of Interpersonal theme which indicates that the advertorials may have aimed to appear objective. This is contrary to the given definition of advertorial above: to provide opinions. It is possible that the reason for the objectivism is that the writer aims to introduce the readers to the product i.e. institution and its elements (thus, the high number of Unmarked topical theme) without overwhelming the readers with personal opinions. Indirectly, this gives the readers the upper hand as they have the freedom to form their own opinions of the product hence they are more likely to pay attention to the advertorial.

In terms of thematic progression, the most common type found in the advertorials is the Constant theme pattern with 199 occurrences (51.5%). This is ensued by the Linear theme pattern with 182 (47.1%) occurrences. Conversely, Derived theme is the least applied thematic progression with only 1 occurrence (0.2%). The Split rheme pattern was also not significantly employed as only 4 occurrences (1.0%) were found in the advertorials.

Discussion on findings of theme types presented earlier in this section determined that the main objective of the Malaysian higher education advertorial is to introduce and inform. Conversely, a study conducted by Schlossberg and Canter (2007) mentioned previously in Section 2.4 revealed that advertorials are better in enhancing readers' understanding. However, readers of advertorials may consist of various age groups, hence for them to understand the message in the advertorials, the advertorials must consist of sentence structures that are easily comprehended by all age groups.

Therefore, the high occurrence of the Constant theme pattern and Linear theme pattern in the advertorials are significant. Providing cohesion, they are the most basic thematic progression patterns, thus readers can easily follow the development of text. This help in enhancing readers' understanding of the message presented in the advertorials. When readers understand the message, the objective of introducing and informing is met.

On the other hand, the Split rheme pattern and Derived theme pattern were not frequently found in Malaysian higher education advertorials. This is probably because these patterns offer readers a more complex development of the text in achieving cohesion. Since these advertorials appear in the local newspaper where the readers may not necessarily be proficient in English, a frequent use of these patterns in the advertorials may not be practical. The number of people that are able to follow the text development and understand the message contained in the advertorial may be restricted.

In summary, the study indicates that the Malaysian higher education advertorials do not openly promote product and services as is common in advertisements. Instead, they tend to provide information to readers. This corresponds to a research conducted by Vasanthi (2004) which found that "presenting information" is among the significant language functions applied in advertisements by educational institutions. Additionally, Schlossberg and Canter (2007) revealed that advertorials are more successful at imparting knowledge than branded ads.

5.3 Recommendations

Based on the findings, it is suggested that more studies on promotional genre particularly advertorials are conducted. Research on advertorials involving other industries such as the food and hotel industries are also advised to see whether the current findings extend to these areas or are limited to the education industry. Besides the Textual Metafunction, the Interpersonal and Experiential Metafunctions can also be applied to provide a more comprehensive view of how language is used in advertorials to provide meaning. Additionally, a bigger corpus in exploring advertorials are recommended so as to offer a better insight.

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APPENDIX A

Details of texts selected

Text	Title	Institution	Section	Newspaper	Date
1	Reaching out to the world	INTI	Education & Further Studies Fair, Star Special	The Star	16 December 2011
2	Total education solutions	President Academy	Education & Further Studies Fair, Star Special	The Star	16 December 2011
3	Take opportunity of the booming automotive industry	Despark Auto Academy	Education & Further Studies Fair, Star Special	The Star	16 December 2011
4	For a brighter future	Innovative International College	Education & Further Studies Fair, Star Special	The Star	16 December 2011
5	Design your future with KBU	KBU International College	Education & Further Studies Fair, Star Special	The Star	16 December 2011
6	A rewarding career in football	Cyberlynx	Education & Further Studies Fair, Star Special	The Star	16 December 2011
7	Towards excellence in healthcare education	MAHSA	Education & Further Studies Fair, Star Special	The Star	16 December 2011
8	HELP students mean business	HELP	Excellence in Education, Learning Curve	New Sunday Times	18 December 2011
9	OUM a wise choice for many	Open University Malaysia (OUM)	Excellence in Education, Learning Curve	New Sunday Times	18 December 2011
10	UTAR charts future in agriculture	UTAR	Excellence in Education, Learning Curve	New Sunday Times	18 December 2011
11	BERJAYA seals deal to offer golf education	BERJAYA	Excellence in Education, Learning Curve	New Sunday Times	18 December 2011
12	Binary offers job market	Binary University	Excellence in Education,	New Sunday	18 December

	grads of high value	College	Learning Curve	Times	2011
13	Unique 'real life' lessons at IMU	International Medical University (IMU)	Excellence in Education, Learning Curve	New Sunday Times	18 December 2011
14	INTI students grateful for scholarships	INTI	Excellence in Education, Learning Curve	New Sunday Times	18 December 2011
15	Ready, set and go with KYUEM	Kolej Yayasan UEM	Excellence in Education	New Straits Times	21 December 2011
16	Limkokwing students ahead of others	Limkokwing University	Excellence in Education	New Straits Times	21 December 2011
17	Hot haute couture at One Academy	The One Academy	Excellence in Education	New Straits Times	21 December 2011
18	The SOM of all medical details	Taylor's University School of Medicine	Excellence in Education	New Straits Times	21 December 2011
19	WOU-ing adults	Wawasan Open University	Excellence in Education	New Straits Times	21 December 2011
20	MMU helps students ease into varsity life	Multimedia University (MMU)	Excellence in Education	New Straits Times	21 December 2011
21	Accountants no longer just number crunches	KLIUC	Excellence in Education	New Straits Times	21 December 2011
22	Studying in peace at Nilai UC	Nilai University College (Nilai UC)	Excellence in Education, Learning Curve	New Sunday Times	25 December 2011
23	Better options with SEGi's two-in-one degrees	SEGi University College	Excellence in Education, Learning Curve	New Sunday Times	25 December 2011
24	Enriching the learning experience of Sunway students	Sunway University	Excellence in Education, Learning Curve	New Sunday Times	25 December 2011
25	Curtin professor takes computer studies to micro level	Curtin Sarawak	Excellence in Education, Learning Curve	New Sunday Times	25 December 2011
26	APFT helps meet	Asia Pacific Flight	Excellence in Education,	New Sunday	25 December

	government's call	Training Sdn Bhd (APFT)	Learning Curve	Times	2011
27	OUM's latest programme to produce high-quality academics	Open University Malaysia (OUM)	Excellence in Education, Learning Curve	New Sunday Times	25 December 2011
28	IT-savvy with PTPL's programmes	PTPL College	Excellence in Education, Learning Curve	New Sunday Times	25 December 2011
29	Be a leader in the automotive industry	KLIUC	Higher Education, Star Special	The Star	28 December 2011
30	ATC beats the competition	ATC	Higher Education, Star Special	The Star	28 December 2011
31	Preparing students for great careers	PTPL College2	Higher Education, Star Special	The Star	28 December 2011
32	Study medicine in Indonesia	Nugrahan Sdn Bhd	Higher Education, Star Special	The Star	28 December 2011
33	Going for a perfect match at MMU	MMU	Higher Education, Star Special	The Star	28 December 2011
34	Institution with a heart	Mantissa College	Higher Education, Star Special	The Star	28 December 2011
35	A helping hand	Allianze University College of Medical Sciences	Higher Education, Star Special	The Star	28 December 2011
36	A unique learning experience	Wawasan Open University	Education Guide, Star Special	The Star	4 January 2012
37	UCSI graduates in high demand	UCSI University	Education Guide, Star Special	The Star	4 January 2012
38	Excelling in supply chain management	SCM Professional Centre	Education Guide, Star Special	The Star	4 January 2012
39	SNHU twins with HELP University	HELP	Education Guide, Star Special	The Star	4 January 2012
40	Learn to make pastry from the experts	Academy of Pastry Arts Malaysia	Education Guide, Star Special	The Star	4 January 2012

APPENDIX B

Text 1: Reaching out to the world

Source: The Star, 16 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				Students at INTI	receive international exposure through its Semester Abroad Programme.
2				This	is made possible because of INTI's unique position within Laureate International Universities' global network of universities.
3				The option to spend a semester abroad at other universities in the Laureate network of over 60 accredited universities and 130 campuses	is an experience unique to INTI students.
4			"Since 2008,		INTI students have studied at Laureate institutions in France, Germany and China.
5	Conversely,			INTI	is host to students from Laureate institutions worldwide," said INTI chief academic officer Dr Anucia Jeganathan.

6				Such an immersive foreign experience	gives one a head start upon entry into the working world.
7				INTI students	also have the opportunity to participate in an internship after a semester at selected Laureate institutions.

8				INTI's courses	are developed to meet the needs of the industry
9	and			<i>(INTI's courses)</i>	are the result of lengthy roundtable discussions with leading multinational companies including IBM, Ricoh, Dell and other top names.
10				The objective	is to nurture highly employable graduates
11	who			<i>(graduates)</i>	are tailor-made for industry.

12				Innovative methods such as problem-based and project-based learning	are used to introduce students to the real world of work.
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13				The notion of the 'work ready' graduate	is being redefined and intensified.
14				The practice of internships	has evolved from individual to team internships,
15	which			<i>(team internships)</i>	will develop not only work-related skills, but also other competencies such as teamwork and leadership.

16				The Business Leadership Series (BLS) and the Laureate Visiting Fellows (LVF) programme	are two innovative efforts to expose students to distinguished industry leaders and renowned international scholars.
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17			In the BLS,		students attend talks by prominent captains of industry
18	who			<i>(prominent captains of industry)</i>	share wisdom, paths to success and global perspectives.

19				This	is followed by a round table session comprising hand-picked students interacting with the speaker.
20				Industry leaders such as Google Malaysia's Sajith Sivanandan, Dell's Bobbi Dangerfield, Microsoft Malaysia's Ananth Lazarus, IBM's Ramanathan Sathiamutty and many others	have inspired INTI students through their presentations.

21				The LVF programme	has also proven to be successful in enriching the intellectual environment within INTI.
22				It	features internationally acclaimed

					academics and researchers from across the Laureate network.
23				Their presentations	provide knowledge enhancement, committing students and faculty to effective lifelong learning.

24				INTI students	benefit not only from its 25 years of experience and strong track record,
25	but also			(<i>INTI students</i>)	gain from the resources Laureate International Universities provide.
26				Laureate—the world’s leading provider of private international education,	is present in 28 countries,
27	and			(<i>Laureate</i>)	serves more than 675,000 students globally.

28			For details on INTI’s international and industry-focused programmes		call 06-798 2000 / 03-5623 2800
29	or			visit	www.newinti.edu.my

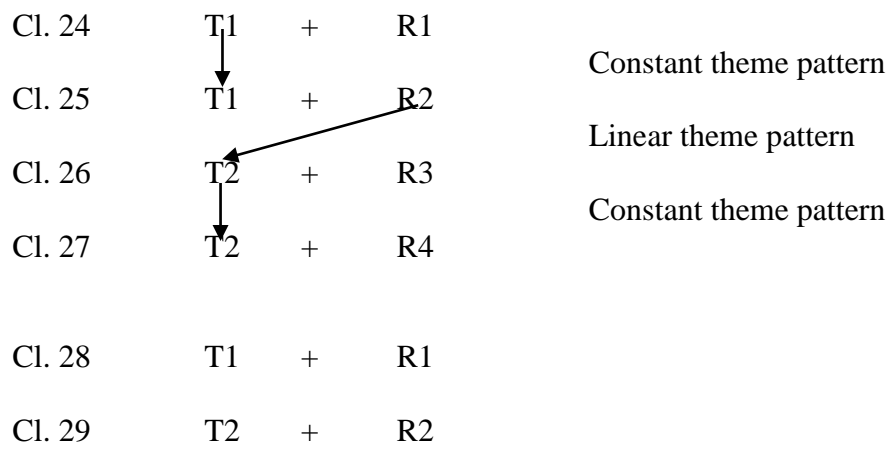
Analysis of Thematic Progression

TYPE

Cl. 1 T1 + R1

Cl. 2 T1 + R1

Cl. 3	T1	+	R1	
Cl. 4	T1	+	R1	Linear theme pattern
Cl. 5	T2	+	R2	
Cl. 6	T1	+	R1	
Cl. 7	T2	+	R2	
Cl. 8	T1	+	R1	Constant theme pattern
Cl. 9	T1	+	R2	
Cl. 10	T2	+	R3	Linear theme pattern
Cl. 11	T3	+	R4	
Cl. 12	T1	+	R1	
Cl. 13	T1	+	R1	
Cl. 14	T2	+	R2	Linear theme pattern
Cl. 15	T3	+	R3	
Cl. 16	T1	+	R1	
Cl. 17	T1	+	R1	Linear theme pattern
Cl. 18	T2	+	R2	
Cl. 19	T1	+	R1	
Cl. 20	T2	+	R2	
Cl. 21	T1	+	R1	Constant theme pattern
Cl. 22	T1	+	R2	
Cl. 23	T2	+	R3	Linear theme pattern



Text 2: Total education solutions

Source: The Star, 16 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				Most students today already	have a plan in mind.
2				They	know
3				they	are going to be doctors, or pharmacists or be involved in business, tourism or healthcare.
4				What they need	is the information and guidance to achieve their dreams.
5				President College	is recognised as one of the finest pre-tertiary programme providers in the country evidenced by the four and five-star rating recently given by the Higher Education Ministry's MyQuest 2010-2011 Rating System.
6				One key characteristic that differentiates President College from the pack	is the opportunities
7	that			it	provides students.
8		Even		students of the Colleges' foundation programme	have options of more than 150 degree courses from 84 universities across 11 countries.

9				Technology	plays a large role in their education system.
10				They	believe
11	that			every industry from health care to business technology	is transforming the way people work and develop.
12				At the core of this initiative	is an innovation
13	that			the college	fondly calls Zest.

14				Zest	is a student management system
15	that			<i>(student management system)</i>	allows students to plan their time and monitor their progress
16	while			<i>(students)</i>	identifying methods and ways to improve.

17			With an exceptional performance management system,		students are able to diagnose which particular sub chapters they are having problems with
18	as well as			<i>(students)</i>	predict their exam capacity.

19				This	allows them to improve on core areas way before a final exam.
20				This	is the secret of many of the high passing percentages
21	that			the College	boasts.

22				Zest	also has an e-learning component
23	which			<i>(e-learning component)</i>	allows students to have their notes, slides, e books, podcasts and video lectures

					online.
24				The system	is designed to keep pace with the actual learning in class
25	and			<i>(The system)</i>	enables students to enhance their learning with the best resources online
26	that			<i>(best resources)</i>	are either produced or vetted by the subject specialists.
27				A new innovation	launched recently is to port the system to mobile smart phones on the Android platform.
28				Zest	now has an app
29	that			<i>(an app)</i>	allows students to learn on the go.

30				The college education platform	is based on a platform called Education 360
31	which			<i>(Education 360)</i>	empowers students with the best knowledge, skills and personality development.
32				Students	are given pre-tutorials to enable them to do effective pre-reading assisted by their e-learning system.

33				The lectures and tutorials	are given using the latest in multimedia presentations and good old-fashioned, passionate teachers.
34				Students	are then put through a bi-

					weekly diagnostic exam
35	which			<i>(bi-weekly diagnostic exam)</i>	forms the basis of their academic progress routed for analysis into the Zest system.

36				The students	are encouraged to learn in ways
37	that			<i>(ways)</i>	suit them best either through more practice or more classes called the Primer programme
38	where			they	are taught from basics
39	until			they	have a good grasp of concepts.

40	Next,			students	are made to go through textbooks
41	that			<i>(textbooks)</i>	are designed by the subject specialists at the College.
42				These books	are custom made for students depending on their programme and progression.

43				The college	offers students pre-tertiary programmes including foundations in business and science as well as Cambridge A Levels and the Canadian Pre University programme
44	which			<i>(pre-tertiary programmes including foundations in business and science as well as</i>	gives students an Ontario Secondary School Diploma with CES Canada.

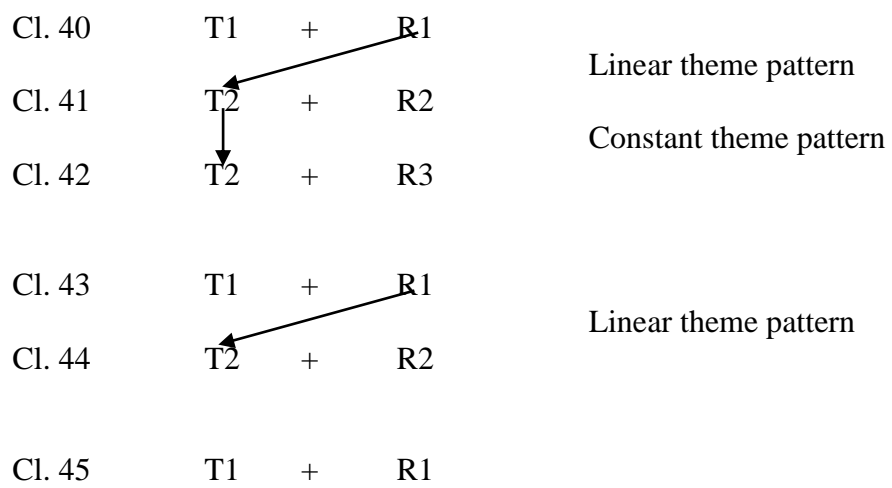
				<i>Cambridge A Levels and the Canadian Pre University programme)</i>	
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45			For more information on President Academy		look out for the advertisement in this <i>StarSpecial</i> .
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Analysis of Thematic Progression

				TYPE
Cl. 1	T1	+	R1	
	↓			Constant theme pattern
Cl. 2	T1	+	R2	
	↓			Constant theme pattern
Cl. 3	T1	+	R3	
	↓			Constant theme pattern
Cl. 4	T1	+	R4	
Cl. 5	T1	+	R1	
Cl. 6	T1	+	R1	Constant theme pattern
	↓			
Cl. 7	T1	+	R2	
	↙			Linear theme pattern
Cl. 8	T2	+	R3	
Cl. 9	T1	+	R1	
	↙			Linear theme pattern
Cl. 10	T2	+	R2	
Cl. 11	T3	+	R3	
	↙			Linear theme pattern
Cl. 12	T4	+	R4	
Cl. 13	T5	+	R5	
Cl. 14	T1	+	R1	
	↙			Linear theme pattern
Cl. 15	T2	+	R2	
	↙			Linear theme pattern
Cl. 16	T3	+	R3	

Cl. 17	T1	+	R1	Linear theme pattern
Cl. 18	T2	+	R2	
Cl. 19	T1	+	R1	Constant theme pattern
Cl. 20	T1	+	R2	
Cl. 21	T2	+	R3	
Cl. 22	T1	+	R1	Linear theme pattern
Cl. 23	T2	+	R2	
Cl. 24	T1	+	R3	Constant theme pattern
Cl. 25	T1	+	R4	
Cl. 26	T3	+	R5	Linear theme pattern
Cl. 27	T4	+	R6	
Cl. 28	T1	+	R7	Linear theme pattern
Cl. 29	T5	+	R8	
Cl. 30	T1	+	R1	Linear theme pattern
Cl. 31	T2	+	R2	
Cl. 32	T3	+	R3	Linear theme pattern
Cl. 33	T1	+	R1	
Cl. 34	T2	+	R2	Linear theme pattern
Cl. 35	T3	+	R3	
Cl. 36	T1	+	R1	Linear theme pattern
Cl. 37	T2	+	R2	
Cl. 38	T1	+	R3	Constant theme pattern
Cl. 39	T1	+	R4	



Text 3: Take opportunity of the booming automotive industry

Source: The Star, 16 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				The world	is changing fast
2	and			the number of vehicles	is increasing annually.
3				This	indicates
4	that			the automotive servicing and maintenance market	will be increasing in size.
5				This phenomenon	has created a wide range of job opportunities
6	and			(<i>This phenomenon</i>)	increased the demand for professional technicians.
7				Development of electronic technology	have improved
8	and			skills of automotive technology	must be up-to-date.
9				Automotive technicians	require the knowledge of advanced system with maintenance and repair technical experience especially in the automotive diagnosis system.
10			To be a technician today,		one has to possess an internationally recognised qualification and have professional technician skills to stand out in this competitive environment.
11				Despark Auto Academy	provides state-of-the-art academic facilities, quality education environment and excellent professional training programmes.
12				Trainers	are exposed to advanced techniques to increase

					their training quality.
13				The academy	has also co-organised with their partner, BOSCH to set up the Engine Management System Course (the first automotive academy
14	which			<i>(the first automotive academy)</i>	offers this course).
15				Apprentices	will be exposed to a variety of automotive engine equipment and facilities, including racing cars and advanced engine technology.
16				Despark Auto Academy	offers 0% interest instalment plan and study loans.
17				Fresh graduates keen in automotive maintenance technology	can register now.
18				SMS	your full name and address to 012-364 1882 for enquiries
19	or			visit	www.desparkauto.edu.my

Analysis of Thematic Progression

TYPE

Cl. 1	T1	+	R1
Cl. 2	T2	+	R2
Cl. 3	T1	+	R1
Cl. 4	T2	+	R2
Cl. 5	T1	+	R1
Cl. 6	T1	+	R2

Constant theme pattern

Cl. 7	T1	+	R1
Cl. 8	T2	+	R2
Cl. 9	T3	+	R3
Cl. 10	T1	+	R1
Cl. 11	T1	+	R1
Cl. 12	T2	+	R2
Cl. 13	T1	+	R1
Cl. 14	T2	+	R2
Cl. 15	T1	+	R1
Cl. 16	T1	+	R1
Cl. 17	T2	+	R2
Cl. 18	T1	+	R1
Cl. 19	T2	+	R2

Linear theme pattern

Text 4: For a brighter future

Source: The Star, 16 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				The Innovative International College	is proud to offer the Canadian Pre-University Programme (CPU) to those wishing to obtain an educational foundation
2	that			(<i>Canadian Pre-University Programme (CPU)</i>)	will enable them to attend quality universities around the world.
3				The CPU programme	is approved by both the Higher Education Ministry and the Ontario Ministry of Education (Canada).
4				It	is also accredited by the Malaysian Qualifications Agency (MQA).
5			Over the years,		the CPU programme has equipped students from Malaysia with the knowledge, skills and training required to be successful in universities and beyond.
6				Students	are required to successfully complete six credit courses of their choosing, one of which must be English.
7				Each course	consists of 110 hours of instructional time, as mandated by the Ontario Ministry of Education.
8				Students	are expected to take two courses at a time over a period of four months.

9	However ,			the duration of the entire study period	is quite flexible to accommodate students' needs.
10			At Innovative Internation al College,		classes are held from 9.30am to 3pm, Mon to Frid,
11	and			students	are expected to be present for their three hours daily instruction to meet the 110 hours of instructional time,
12	which			(110 hours of instructional time)	comprise a credit course.
13	Unlike			many other pre- university programmes ,	evaluation and assessment in the CPU Programme are continuous and based on a wide variety of tasks, not merely focusing on examinations.
14				Seventy per cent of a student's grade in every subject	is based on coursework such as assignments, test, presentations and such.
15				Innovative International College	is pleased to be one of the only three colleges in Malaysia
16	that			(Innovative Internationa l College)	offers the universally recognised CPU Programme.
17				It	is offering the programme at a significantly lower cost because of its unique method of curriculum delivery –
18				all of the instructional content	comes directly from Canada online,
19	and			the teachers	at Innovative International College

					ensure
20	that			it	is clearly understood by the students.

21				The CPU programme	requires minimum SPM, O-Levels or equivalent with five credits including English and Mathematics.
22				There	will be intakes in January, May and September
23	and			the course duration	is one year.

24				The CPU programme	is accepted by all universities worldwide.
25			Presently,		there are students
26	who			(students)	have graduated from the CPU programme studying at UCLA, Harvard, University of Melbourne, University of Toronto as well as many other Canadian universities.

27			Upon graduation ,		the college offers assistance towards getting accepted in a Canadian University, Kursk State Medical University for Medical Degree (Russia), Meenakshi University (India) for Bachelor of Dental Surgery and Bachelor of Physiotherapy, Vinayaka Missions University (India) for Medicine (MBBS) and Bachelor of Dental Surgery.
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28				Innovative International College	is having its Open day on Dec 17 and 18 at Unit 1201, Level 12, Menara Mutiara Majestic, Jalan Othman, Section 3,
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					Petaling Jaya, Selangor (Tel: 03-7783 3942, 03-7784 0869; E-mail: info@innovative.edu.m y ; www.innovative.edu.my)
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Analysis of Thematic Progression

				TYPE
Cl. 1	T1	+	R1	
Cl. 2	T2	+	R2	Linear theme pattern
Cl. 3	T1	+	R1	
Cl. 4	T1	+	R1	
Cl. 5	T2	+	R2	
Cl. 6	T1	+	R1	Linear theme pattern
Cl. 7	T2	+	R2	
Cl. 8	T1	+	R3	Linear theme pattern
Cl. 9	T3	+	R4	
Cl. 10	T1	+	R1	
Cl. 11	T2	+	R2	Linear theme pattern
Cl. 12	T3	+	R3	
Cl. 13	T1	+	R1	
Cl. 14	T1	+	R1	
Cl. 15	T1	+	R1	
Cl. 16	T1	+	R2	

Cl. 17	T1	+	R1	
Cl. 18	T2	+	R2	Constant theme pattern
Cl. 19	T3	+	R3	
Cl. 20	T2	+	R4	
Cl. 21	T1	+	R1	Constant theme pattern
Cl. 22	T1	+	R2	
Cl. 23	T2	+	R3	
Cl. 24	T1	+	R1	
Cl. 25	T2	+	R2	Linear theme pattern
Cl. 26	T3	+	R3	
Cl. 27	T1	+	R1	
Cl. 28	T1	+	R1	

Text 5: Design your future with KBU

Source: The Star, 16 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				The creative world of design	is ever changing with vast opportunities
2	which			(<i>vast opportunities</i>)	are waiting to be grabbed by young professionals and leaders of tomorrow.
3			Keeping in mind the robust demand surfacing in the last decade,		KBU International College offers a vast range of design programmes.
4				The programmes conducted at KBU	are comprehensive with hands-on modules
5	that			(<i>hands-on modules</i>)	ensure students are equipped with the skills and techniques required in the field of design.
6				Programme coordinator for Diploma in Advertising Design Mohd Idzuan Othman	says,
7				“The new programme, Diploma in Advertising Design	is strategically-designed to equip students with extensive knowledge and techniques of the advertising design industry.”
8				He	said
9				the programme	comes with conceptual modules such as

					copywriting, idea generation and hand skills
10	which			(conceptual modules)	will increase the probability of employment upon graduation.
11			“Upon completion,		students can either further their studies to the degree level
12	or			(students)	opt for a career in the design industry.”
13				He	added
14	that			those who are interested in the field of interactive design	could consider enrolling for the Diploma in Interactive Design offered by KBU.
15				“The computer-based programme	will introduce students to the multimedia environment with modules covering web design, packaging, game design, digital photography and the basic knowledge of conventional design practice,” he added.
16				He	said
17				students	would also be able to try their hands on 3D/2D animation and animated character development.
18				KBU	places its students in local and international companies such as Sony, Fore Front Studios and Pixel Post, to name a few, for industrial attachment.
19				The programme coordinator who	said:

				believes a holistic approach should be practiced in moulding the future leaders	
20			“In KBU,		we do not focus on a student’s academic performance alone.
21				We	also work towards creating a strong character with high moral and responsibilities.

22				He	added
23	that			the small ratio between lecturers and students	would also ensure quality interactions.

24			For details,		contact KBU International College, Bandar Utama, at 03-7727 3200,
25				email	enquiry@kbu.edu.my
26	or			visit	www.kbu.edu.my .
27				You	can also join facebook.com/kbuinternational.
28				KBU	will be having its Open Day on Dec 17 and 18 from 10am-6pm.

Analysis of Thematic Progression

TYPE

Cl. 1 T1 + R1
 Cl. 2 T2 + R2
 Cl. 3 T3 + R3

Linear theme pattern

Cl. 4 T1 + R1
 Cl. 5 T2 + R2

Linear theme pattern

Cl. 6 T1 + R1

Cl. 7 T2 + R2

Cl. 8 T1 + R1

Cl. 9 T2 + R2

Cl. 10 T3 + R3

Linear theme pattern

Cl. 11 T1 + R1

Cl. 12 T2 + R2

Linear theme pattern

Cl. 13 T1 + R1

Cl. 14 T2 + R2

Cl. 15 T1 + R1

Cl. 16 T1 + R1

Cl. 17 T2 + R2

Cl. 18 T1 + R1

Cl. 19 T1 + R1

Cl. 20 T2 + R2

Cl. 21 T3 + R3

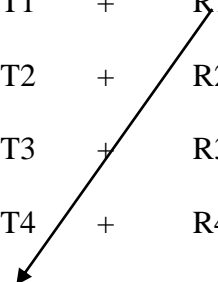
Linear theme pattern

Cl. 22 T1 + R1

Cl. 23 T2 + R2

Cl. 24	T1	+	R1
Cl. 25	T2	+	R2
Cl. 26	T3	+	R3
Cl. 27	T4	+	R4
Cl. 28	T5	+	R5

Linear theme pattern



Text 6: A rewarding career in football

Source: The Star, 16 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				The impact of sports, in particular football, on society and the world economy	is immense.
2				The game	has the potential to create vast economic bearing.
3				Football	is also a game
4	that			(Football)	involves a lot of thought, strategy and team-power
5	and therefore			(Football)	requires a great deal of development in skills, aptitude and proficiency.
6				It	is played and avidly watched in every part of the world.
7			In the UK,		it is a business worth billions of pounds
8	and			(it)	has significant social and cultural impact on its society.
9			In Malaysia,		the growth of the football industry is more apparent now than ever before.
10				Cyberlinx International College	offers the pathway to carve a living in the sports industry through the Diploma in Football Studies.
11				Students	learn the technical skills in playing football by international standards, regulatory issues surrounding the game enforced by FIFA and coaching techniques.

12				Students	will study a variety of subject areas including management, coaching and the role of football in society and the broader aspects of sports in general.
13				The second component of the course	is the skills in football management.
14				Students	gain exposure to subjects such as football business, economics, law, marketing and principles of leadership.
15				The aim of the programme	is to develop well-rounded, competent and professional football experts.

16			Upon completion of the Diploma,		students can opt to get immediate employment in football-related industries
17	or			<i>(students)</i>	pursue the final year of the following degrees offered by universities in UK either locally or in UK: - BA (Hons) Football Studies (University of Bedfordshire, UK) - BA (Hons) Sport and Business Management (Bucks New University, UK)

18				Career opportunities	centre around sports-related jobs such as coaching, sports administration and management, events management, sports journalism, sports counsellors, sports entrepreneurship, sports tourism, facilities management and others.
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				Cyberlynx	has recently moved to its new premises at Jalan Yew
	and			(Cyberlynx)	promises better facilities for the students.
			For enquiries,		call toll-free 1800 880 242
	or			e-mail	to info@cyberlynx.edu.m y .
				Students	can also visit www.cyberlynx.edu.my or the college at 88, Jalan Yew, Kuala Lumpur.

Analysis of Thematic Progression

TYPE

Cl. 1 T1 + R1

Constant theme pattern

Cl. 2 T1 + R2

Constant theme pattern

Cl. 3 T1 + R3

Linear theme pattern

Cl. 4 T1 + R4

Cl. 5 T1 + R5

Constant theme pattern

Cl. 6 T1 + R6

Cl. 7 T1 + R1

Linear theme pattern

Cl. 8 T2 + R2

Cl. 9 T3 + R3

Cl. 10 T1 + R1

Cl. 11 T2 + R2

Cl. 12 T1 + R1

Constant theme pattern

Cl. 13 T2 + R2

Cl. 14 T1 + R3

Cl. 15	T3	+	R4
Cl. 16	T1	+	R1
Cl. 17	T2	+	R28
Cl. 18	T1	+	R1
Cl. 19	T1	+	R1
Cl. 20	T1	+	R2
Cl. 21	T2	+	R3
Cl. 22	T3	+	R4
Cl. 23	T4	+	R5

Linear theme pattern

Constant theme pattern

Linear theme pattern

Text 7: Towards excellence in healthcare education

Source: The Star, 16 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				The healthcare industry today	is booming
2	and			there	are enormous job opportunities for everyone.
3	If			you	are considering medical, dental, nursing, pharmacy or any allied health science programmes,
4				check out	MAHSA University College.
5				MAHSA University College	is one of the leading medical and healthcare institutions offering a range of health programmes in Malaysia.
6	Since			MAHSA	was established in 2004,
7				it	has grown to become an internationally respected institution for higher education with over 8,000 students, including students from over 20 different countries.
8				It	provides a rich cultural diversity and interesting environment to live and study in.
9				MAHSA University College	is located at two campuses – Pusat Bandar Damansara and Jalan University.
10				Students	will have access to a range of resources to support their studies

					including an academic library and some of the best computing resources.
11				The campuses	are equipped with state-of the art infrastructure and facilities with ultra modern clinical and science laboratories.
12				Accommodation	is provided for both local and international students –
13				students	have a unique opportunity to develop culturally as well as academically.
14				MAHSA	offers a wide range of postgraduate degrees, undergraduate degrees, diplomas and certificate programmes.
15				MAHSA	was conferred the prestigious Education Excellence Award 2006 (Medium Size) by National Association of Private Educational Institutions (NAPEI) and again in 2008.
16			In 2010,		MAHSA was awarded the Education Excellence Award (Large Size) by NAPEI.
17				It	is the first allied health sciences institution in the country to be awarded such a distinguished accolade.
18			In 2009,		MAHSA was awarded the most popular institution to offer a nursing programme in Malaysia, by GTI media.
19				MAHSA	is also ISO 9001:2000 certified for meeting

					international standards in quality Management Systems.
20			Up to Nov 2010,		over 5,000 students from various faculties have graduated
21	and			this	reflects the calibre of training provided to the students.
22				The university college	aims at ensuring the standard of education
23	and			training provided	is of the highest standard worthy of international recognition.
24				The advantages of studying at MAHSA	would be an integrated and flexible curriculum, use of modern technology in course delivery, collaborative partnerships with international universities, highly qualified and experienced lecturers and highly competent clinical instructors.
25				MAHSA	will equip the students with the skills they need
26	when			they	start their working life.
27				Support	is available to the students not only in their academic studies but in all aspects of their health and well-being.
28				Its uniqueness	lies the integration classroom learning with hands-on training in clinical settings and practical placements supported by participating government hospitals.

29				MAHSA University College	offers scholarships
30	and			(<i>MAHSA University College</i>)	also assists students in securing an educational loan-
31			this way,		students can concentrate on studies rather than worrying about financials.

32			At Mahsa University College,		the opportunities available to students mean they can develop a range of skills,
33	which			(<i>opportunities available to students</i>)	will make them sought after by employers
34	and			it	could be a life-changing experience.

35				MAHSA University College	strives to be a centre of excellence in providing healthcare education in Malaysia.
36				Its future plans	include the construction of a 20ha new campus
37	that			(<i>new campus</i>)	will take off in 2012.

38				MAHSA	is focusing on creating a learning community and environmental sustainability.
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39				The new campus	will be designed with modern and technologically advanced infrastructure.
40				The campus	offers state-of-the-art resources and facilities.

41	If			you	would like to know more about MAHSA, its programmes or need financial advice,
42				meet	the programme counsellors
43	or			call	the marketing team at 1800-88-0300; Pusat Bandar Damansara

					Campus (PBD); 03-2092 9999, 03-2093 8992; Jalan Universiti Campus (JUC): 03-7965 2555
44	or			e-mail	marketing@mahsa.edu.my
45	or			log on	to www.mahsa.edu.my

Analysis of Thematic Progression

TYPE				
Cl. 1	T1	+	R1	Constant theme pattern
Cl. 2	T1	+	R2	
Cl. 3	T1	+	R1	Constant theme pattern
Cl. 4	T2	+	R2	
Cl. 5	T1	+	R1	Constant theme pattern
Cl. 6	T1	+	R1	
Cl. 7	T1	+	R2	
Cl. 8	T1	+	R3	Constant theme pattern
Cl. 9	T1	+	R1	
Cl. 10	T1	+	R1	Linear theme pattern
Cl. 11	T1	+	R1	
Cl. 12	T1	+	R1	Constant theme pattern
Cl. 13	T2	+	R2	
Cl. 14	T1	+	R1	Constant theme pattern
Cl. 15	T1	+	R2	

Cl. 16	T1	+	R1	
Cl. 17	T1	+	R1	
Cl. 18	T1	+	R1	
Cl. 19	T2	+	R2	Linear theme pattern
Cl. 20	T1	+	R1	
Cl. 21	T2	+	R2	Linear theme pattern
Cl. 22	T1	+	R1	
Cl. 23	T2	+	R2	
Cl. 24	T1	+	R1	
Cl. 25	T1	+	R1	
Cl. 26	T2	+	R2	Linear theme pattern
Cl. 27	T3	+	R3	
Cl. 28	T1	+	R1	
Cl. 29	T1	+	R1	Constant theme pattern
Cl. 30	T1	+	R2	
Cl. 31	T2	+	R3	Linear theme pattern
Cl. 32	T1	+	R1	
Cl. 33	T2	+	R2	Linear theme pattern
Cl. 34	T2	+	R3	Constant theme pattern

Cl. 35	T1	+	R1	Constant theme pattern
Cl. 36	T1	+	R2	
Cl. 37	T2	+	R3	Linear theme pattern
Cl. 38	T1	+	R1	
Cl. 39	T1	+	R1	Constant theme pattern
Cl. 40	T1	+	R2	
Cl. 41	T1	+	R1	
Cl. 42	T2	+	R2	
Cl. 43	T3	+	R3	
Cl. 44	T4	+	R4	
Cl. 45	T5	+	R5	

Text 8: HELP students mean business

Source: New Sunday Times, 18 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				HELP University College's Department of Business Studies recently	received accolades at two international investment-based competitions, The Budding Value Investor Award 2011 organised by the iCapital.Biz Berhad; and the Way Forward with CIMB Trading Competition 2011.
2				First-year Bachelor of Business (Accounting) (Hons) student Daniel Soh Win-Shern	emerged second runner-up at the Budding Value Investor Award, a competition aimed at inculcating sound investment among undergraduates.
3				He	won RM10,0000.
4				The Budding Value Investor Award 2011	is aimed at stirring the interest of the young in investment and to educate them on the benefits of making sound investments.
5				The competition	took the form of a case study, titled "Why invest in icapital.biz Berhad".
6				Finalists	presented their analysis to a panel of judges comprising experienced professionals and the investing public.
7				Soh	was thrilled over his win.

8				“It	came as a surprise
9	as			I	was up against many senior participants from renowned universities.
10				I	am thankful to the lecturers at HELP for their guidance and encouragement.
11				This	has exposed me to investment knowledge, time management and new friendships with like-minded people”, said Daniel.

12	Meanwhile,		in the Way Forward with CIMB Trading Competition 2011,		a team of four Bachelor of Business (Hons) students emerged as the champion in the Malaysia category
13	and also			<i>(a team of four Bachelor Business (Hons) students)</i>	emerged as overall first runner-up, after the National University Singapore.
14				They	took home RM6,000.

15			Open to undergraduates from Malaysia, Indonesia, Thailand and Singapore,		the competition gave students the the chance to experience the excitement of buying and selling stocks in a fully stimulated and virtual environment of the Malaysian stock exchange.
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16				Teams	apply knowledge by interpreting and analysing stock market information,
17	apart from			<i>(Teams)</i>	applying teamwork, communication and leadership skills.

18				The Department	has more than 20 years of experience
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				of Business Studies under the Faculty of Business, Economics and Accounting	in offering business, economics, accounting and finance programmes.
19				HELP students	are constantly exposed to “real world” challenges through cutting-edge training methodologies and transfer of business knowledge from lecturers and industry players
20	who			<i>(lecturers and industry players)</i>	come as guest speakers.
21				Students of the Department of Business Studies	are also encouraged to undergo internships at various companies, including the Big4 accounting firms
22	which			<i>(Big4 accounting firms)</i>	often head-hunt HELP’s graduates.
23				The Department of Business Studies	has a strong faculty, with many lecturers
24	who			<i>(many lecturers)</i>	possess vast teaching and industry experience,
25	and			<i>(many lecturers)</i>	have worked with industry leaders from various multinationals.
26			For details,		call 03-2094200, email to marketing@help.edu.my
27	or			visit	www.help.edu.my

Analysis of Thematic Progression

				TYPE
Cl. 1	T1	+	R1	Constant theme pattern
Cl. 2	T1	+	R1	
Cl. 3	T1	+	R2	
Cl. 4	T1	+	R1	
Cl. 5	T1	+	R1	Constant theme pattern
Cl. 6	T2	+	R2	
Cl. 7	T1	+	R1	
Cl. 8	T1	+	R1	
Cl. 9	T2	+	R2	Constant theme pattern
Cl. 10	T2	+	R3	
Cl. 11	T3	+	R4	
Cl. 12	T1	+	R1	
Cl. 13	T2	+	R2	Linear theme pattern
Cl. 14	T2	+	R3	Constant theme pattern
Cl. 15	T1	+	R1	Constant theme pattern
Cl. 16	T1	+	R1	
Cl. 17	T1	+	R2	
Cl. 18	T1	+	R1	

Cl. 19	T1	+	R1	Linear theme pattern
Cl. 20	T2	+	R2	
Cl. 21	T1	+	R1	Linear theme pattern
Cl. 22	T2	+	R2	
Cl. 23	T1	+	R1	Linear theme pattern
Cl. 24	T2	+	R2	
Cl. 25	T2	+	R3	Constant theme pattern
Cl. 26	T1	+	R1	
Cl. 27	T2	+	R2	

Text 9: OUM a wise choice for many

Source: New Sunday Times, 18 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				Open University Malaysia's 11 th convocation last week	saw 3,468 graduates receiving their scrolls, including three
2	who			(<i>three graduates</i>)	graduated with doctorate degrees (PhD) in Education.
3				Chancellor Tun Jeanne Abdullah	also conferred an honorary PhD in Management on Tan Sri Arshad Ayub for his outstanding contributions in higher education.
4				Among this year's graduates	was Dr Razali Yahaya, a medical doctor
5	who			(<i>Dr Razali Yahaya</i>)	completed a master's degree in Information Technology with flying colours, becoming the recipient of the Commonwealth Educational Media Centre for Asia (CEMCA) Award.
6			With a passion for computers,		Dr Razali's initial encounter with IT was back in 1984,
7	while			he	was studying medicine in Ireland.
8				"My first computer	was the ZX Spectrum,
9	which			I	bought using scholarship money.
10			At the time,		my exposure to computers was limited.
11				It	was only after I started

					working
12	that			I	used the computer more often.”
13				Dr Razali	served the government until 1997.
14	Then,			he	set up a clinic in Banting
15	and			(he)	invested RM7,000 on a computer system for patients’ records and inventory.
16				“It	took away the hassle of manually tracking patients’ records and inventory,
17	which ultimately,			(It)	contributed to increased productivity.”
18			In 2007,		Dr Razali set up an online business selling a clamping device for circumcision
19	after			(Dr Razali)	attending an e-commerce workshop by self-made Internet millionaire Irfan Khairi.
20				Another feather to his cap	was a business plan for a medical database system,
21	which			he	developed with his sister.
22				It	later won them a RM150,000 seed funding from Multimedia Development Corporation.
23				Dr. Razali	is happy to have pursued his studies at OUM
24	and now			(Dr Razali)	wants to give back to society.
25				“I	want to share my experience and knowledge with

					others,
26	and			the best way	is by being a tutor with OUM.
27	If			everything	goes well,
28				I	will start tutoring next year.”

29				Sisa Ngombane, a former South African envoy to Malaysia,	graduated with a master’s degree in Management.
30				He	is currently deputy director-general of International Relations and Cooperation in South Africa.

31				Ngombane	said
32				his learning experience at OUM	has enabled him to apply the knowledge gained in his daily work.

33	Meanwhile,			Hind Yousif Muhsin Al-Ani of Iraq	graduated with a master’s degree in Education.
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34				“Pursuing this degree	was a wise move
35	as			I	have been able to update my teaching methodology,” says Hind,
36	who			(Hind)	used to lecture at a local institution of higher learning in Kuantan, Pahang.

37				Hind	came to Malaysia four years ago
38	when			her husband	accepted a posting at a university in Pahang.

39			Due to return to Baghdad next month,		Hind said
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40				a brighter future	awaits her, thanks to OUM.
41			For details,		call 03-2773 2002
42	or			email	to enquiries@oum.edu.my
43	or			visit	www.oum.edu.my

Analysis of Thematic Progression

TYPE

Cl. 1 T1 + R1
 Cl. 2 T2 + R2

Linear theme pattern

Cl. 3 T1 + R1

Cl. 4 T1 + R1
 Cl. 5 T2 + R2

Linear theme pattern

Cl. 6 T1 + R1
 Cl. 7 T2 + R2

Linear theme pattern

Cl. 8 T1 + R3
 Cl. 9 T1 + R2
 Cl. 10 T2 + R3
 Cl. 11 T3 + R4
 Cl. 12 T1 + R5

Constant theme pattern

Constant theme pattern

Cl. 13 T1 + R1
 Cl. 14 T1 + R2
 Cl. 15 T1 + R3

Constant theme pattern

Constant theme pattern

Cl. 16	T1	+	R1	Constant theme pattern
Cl. 17	T1	+	R2	
Cl. 18	T1	+	R1	Linear theme pattern
Cl. 19	T2	+	R2	
Cl. 20	T1	+	R1	Linear theme pattern
Cl. 21	T2	+	R2	
Cl. 22	T3	+	R3	
Cl. 23	T1	+	R1	Constant theme pattern
Cl. 24	T1	+	R2	
Cl. 25	T1	+	R1	Constant theme pattern
Cl. 26	T2	+	R2	
Cl. 27	T3	+	R3	
Cl. 28	T1	+	R4	
Cl. 29	T1	+	R1	Constant theme pattern
Cl. 30	T1	+	R2	
Cl. 31	T1	+	R1	Constant theme pattern
Cl. 32	T1	+	R2	
Cl. 33	T1	+	R1	Linear theme pattern
Cl. 34	T1	+	R1	
Cl. 35	T2	+	R2	
Cl. 36	T3	+	R3	

Cl. 37	T1	+	R1	Constant theme pattern
Cl. 38	T1	+	R2	
Cl. 39	T1	+	R1	
Cl. 40	T2	+	R2	
Cl. 41	T1	+	R1	
Cl. 42	T2	+	R2	
Cl. 43	T3	+	R3	

Text 10: UTAR charts future in agriculture

Source: New Sunday Times, 18 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1			According to the United Nations,		some one billion people in the world suffer from malnourishment.
2				The world population	is expected to increase by a further three billion this century, showing us how important food production and agriculture are to mankind.
3				Malaysia	also realises the importance of agriculture.
4	As			the country	moves towards becoming a high-income economy by 2020,
5				the government	has established various National Key Economic Areas (NKEAs) under the Economic Transformation Programme.
6				The NKEAs in agriculture	aim to double the sector's gross national income (GNI) contribution to RM49.1 billion,
7				<i>(The NKEs in agriculture)</i>	create 74,000 additional jobs
8	and			<i>(The NKEs in agriculture)</i>	increase the income of farmers.
9				"It	is obvious
10	that			the agriculture sector	remains an important sector for national food security and other economic reasons," said

					Universiti Tunku Abdul Rahman's Faculty of Science dean Associate Professor Dr Lim Tuck Meng,
11				<i>(Professor Dr Lim Tuck Meng,)</i>	adding
12	that		in order to support the government's initiatives in this sector,		the faculty will launch the Bachelor of Science (Hons) Agricultural Science programme next month.

13				The programme	provides a wide scope of knowledge pertaining to this multidisciplinary field, including the scientific principles and applications, economics and agri-business management in animal and crop production, land and water management, and system analysis.
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14				The programme	also enables students to understand the current issues faced by the industry and the rich agro-biodiversity of the country.
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15				The faculty offering this programme	is located at UTAR's scenic and vast Perak Campus in Kampar, allowing students to experience hands-on practical work in agricultural and aquacultural activities.
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16				The career prospects	of an Agricultural Science graduate are diverse.
17				It	also should be noted

18	that			UTAR	has an outstanding graduate employability rate of more than 97 per cent within six months of graduation.
19				The university	offers more than 100 programmes, ranging from foundation and undergraduate courses to postgraduate studies.
20				“Scientists who emerge from our programme	will chart the future of food production in Malaysia,” Lim stressed.
21				UTAR	invites school leavers and their families to its Open Day today to obtain details of the January 2012 intake.
22				The Open Day	will be on from 9.30am to 5.30pm at UTAR’s Sungai Long campus in Selangor and Perak campus.
23				Open Day for the UTAR Petaling Jaya campus	will held on Jan 7 and 8 from 9.30am to 5.30pm.
24				Admission	is admission
25	but			prior registration	is required.
26			For details,		call 03-76250328, 03-7958 2628 (PJ campus), (05) 468 8888 (Perak campus) or 016-2233559,
27	or			email	to: enquiry@utar.edu.my
28	or			visit	www.utar.edu.my

Analysis of Thematic Progression

				TYPE
Cl. 1	T1	+	R1	
Cl. 2	T1	+	R1	
Cl. 3	T1	+	R1	Constant theme pattern
Cl. 4	T1	+	R2	
Cl. 5	T1	+	R3	
Cl. 6	T1	+	R1	Constant theme pattern
Cl. 7	T1	+	R2	
Cl. 8	T1	+	R3	
Cl. 9	T1	+	R1	
Cl. 10	T2	+	R2	Linear theme pattern
Cl. 11	T3	+	R3	
Cl. 12	T4	+	R4	
Cl. 13	T1	+	R1	
Cl. 14	T1	+	R1	
Cl. 15	T1	+	R1	
Cl. 16	T1	+	R1	
Cl. 17	T2	+	R2	
Cl. 18	T3	+	R3	
Cl. 19	T1	+	R1	

Cl. 20 T1 + R1

Cl. 21 T1 + R1

Cl. 22 T2 + R2

Cl. 23 T1 + R1

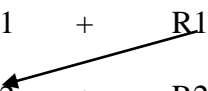
Cl. 24 T1 + R1

Cl. 25 T2 + R2

Cl. 26 T1 + R1

Cl. 27 T2 + R2

Linear theme pattern



Text 11: BERJAYA seals deal to offer golf education

Source: New Sunday Times, 18 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				Berjaya University College of Hospitality (BERJAYA UCH) and the Professional Golf Association of Malaysia (PGAM)	entered into a memorandum of understanding on Nov 21.
2				The signing	paves the way for a collaboration to offer golf education and training programmes in Malaysia in an effort to encourage the development of golf professionals for the country,
3				<i>(The signing)</i>	provide necessary advisory and guidance for the delivery of the golf programmes,
4				<i>(The signing)</i>	provide technical training and skills development support
5	and			<i>(The signing)</i>	work towards joint projects in sporting activities.
6				BERJAYA UCH chief operating officer Mae Ho	is confident
7	that			this mutual agreement	will help uplift the standards of professional golf in the country.

8				“We	are more than happy to have PGAM as one of our esteemed academic partners.
9				The element of goodwill cooperation	will definitely bring greater success to both parties.

10	After			the signing of the MoU today,	we can officially announce
11	that			BERJAYA UCH	is the first university college in Malaysia to offer a Diploma in Golf Management,” said Ho,
12	who			(Ho)	foresees a huge target market due to the large educational needs in golf management.

13			By leveraging on our experienced lecturers such as Azahar Ismail, the programme leader and lecturer for the Diploma in Golf Management course, as well as our global networks and industry support from the Berjaya Group of Companies such as Bukit Jalil Golf Club, Berjaya		this collaboration gives students the opportunity to be exposed to international golf events and ways to organise such events in the future.”
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			Hills Golf Club, Bukit Banang Golf Club and Staffield Country Golf Club, no name a few,		
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14				Professional Golf Association of Malaysia president Mohd Firuz Jamil	said:
15	“Besides			the strong corporate backing of the Berjaya Group of Companies and the extensive golf resources,	it was BERJAYA UCH’s vision to expand the growing professional golf industry in Malaysia
16	which			<i>(BERJAYA UCH’s vision to expand the growing professional golf industry in Malaysia)</i>	attracted us.

17			“With parallel qualities and the vision to help more graduates succeed in the professional golf industry,		I believe
18				the future of the industry	will definitely be a bright one.”

19				Both institutions	consider the this MoU as the start of greater things to come.
20				Both parties	promise to strive together for a better future in Malaysia's professional golf industry.
21				BERJAYA UCH	offers programmes related to culinary arts, hospitality, tourism and travel, events and retail management.
22				The city campus, situated in the golden triangle on the 11 th and 14 th floors of BERJAYA Times Square,	is conceptually designed with a five-star hotel ambience, equipped with the most comprehensive and advanced facilities
23	that			<i>(the most comprehensive and advanced facilities)</i>	mirror the real world
24			For details,		visit www.berjaya.edu.my

Analysis of Thematic Progression

TYPE

Cl. 1 T1 + R1

Cl. 2 T1 + R1

Cl. 3 T1 + R2

Cl. 4 T1 + R3

Cl. 5 T1 + R4

Constant theme pattern

Constant theme pattern

Constant theme pattern

Cl. 6	T1	+	R1	
Cl. 7	T2	+	R2	
Cl. 8	T1	+	R1	Linear theme pattern
Cl. 9	T2	+	R2	
Cl. 10	T1	+	R1	
Cl. 11	T2	+	R2	Linear theme pattern
Cl. 12	T3	+	R3	
Cl. 13	T1	+	R1	
Cl. 14	T1	+	R1	
Cl. 15	T2	+	R2	Linear theme pattern
Cl. 16	T3	+	R3	
Cl. 17	T1	+	R1	Constant theme pattern
Cl. 18	T1	+	R2	
Cl. 19	T1	+	R1	Constant theme pattern
Cl. 20	T1	+	R2	
Cl. 21	T1	+	R1	
Cl. 22	T1	+	R1	Linear theme pattern
Cl. 23	T2	+	R2	
Cl. 24	T1	+	R1	

Text 12: Binary offers job market grads of high value

Source: New Sunday Times, 18 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				Most school leavers	rarely think about employers and their requirements,
2	while			many	have little idea of the competitive job market.
3				Binary University College executive chairman Datuk Professor Joseph Adaikalam	said
4			for students who do not connect their university education to employment,		the future could be frustrating.
5			“In today’s job market,		you have to make yourself valuable to the employer.
6	Otherwise ,			you	become just another statistic.
7				One way of making yourself valuable to employers	is to become a specialist graduate,” he said.
8	Towards this end,			Binary	produces Industry Specialist Professionals or ISPs, enabling its graduates to be

					connected to the industry year after year.
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9				Binary registrar Roland Wee	said:
10	“For example,			our graduates	get the opportunity to realise their dreams by equipping themselves with industry-specific skills, such as banking, logistics, telecommunications and tourism, to name a few.

11				“The student	is given the opportunity to choose an industry to work in the future.”
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12				He	said
13				ISPs	are intended to delight employers with a new breed of graduates
14	who			<i>(new breed of graduates)</i>	know a particular industry well and professionals
15	who			<i>(professionals)</i>	can assume a job not because of their paper qualifications
16	but because of			what he or she	can bring to the employer’s table.

17	“For example, if			a finance company	seeks a marketing executive,
18				what it would get from the current university system	is a marketing graduate
19	who			<i>(a marketing graduate)</i>	knows next to nothing about the finance industry.

20				ISPs	are business, IT and entrepreneurship graduates
21	who			<i>(business, IT and entrepreneurship graduates)</i>	have not only mastered the “same old things taught at any university
22	but			<i>(business, IT and entrepreneurship graduates)</i>	have, in addition to that, gained in-depth knowledge of a particular industry.

23				The concept of ISP	has a significant impact on the career development of fresh graduates.
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24				Most business schools	produce graduates
25	who			<i>(graduates)</i>	are either functional specialists or generalists.

26				Functional specialists	go on to become marketing, financial, human resource and other specialist professionals.
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27				Generalists	are from degree programmes such as Business Administration, Management and Business Studies,
28	who			<i>(Generalists)</i>	often compete with functional specialists for the same jobs.

29				“They	are ‘jacks of all trades, masters of none’.
30				Our ISP	helps generalists become hybrid managers, having a sound academic foundation and an

					in-depth knowledge of industry-specific skills,” said Associate Professor Sudesh Prabakaran.
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31			For details,		call 04-418562 / 92, 03-8070 6590 or 016 504781 (Lee)
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Analysis of Thematic Progression

TYPE				
Cl. 1	T1	+	R1	Constant theme pattern
Cl. 2	T1	+	R2	
Cl. 3	T1	+	R1	Linear theme pattern
Cl. 4	T2	+	R2	
Cl. 5	T1	+	R1	Constant theme pattern
Cl. 6	T2	+	R2	
Cl. 7	T2	+	R3	Constant theme pattern
Cl. 8	T1	+	R1	
Cl. 9	T1	+	R1	Constant theme pattern
Cl. 10	T1	+	R2	
Cl. 11	T1	+	R1	

Cl. 12	T1	+	R1	
Cl. 13	T2	+	R2	
Cl. 14	T3	+	R3	Linear theme pattern
Cl. 15	T4	+	R4	Linear theme pattern
Cl. 16	T4	+	R5	Constant theme pattern
Cl. 17	T1	+	R1	
Cl. 18	T1	+	R2	Constant theme pattern
Cl. 19	T2	+	R3	Linear theme pattern
Cl. 20	T1	+	R1	
Cl. 21	T2	+	R2	Linear theme pattern
Cl. 22	T2	+	R3	Constant theme pattern
Cl. 23	T1	+	R1	
Cl. 24	T1	+	R1	
Cl. 25	T2	+	R2	Linear theme pattern
Cl. 26	T1	+	R1	
Cl. 27	T1	+	R1	
Cl. 28	T1	+	R2	Constant theme pattern
Cl. 29	T1	+	R1	
Cl. 30	T2	+	R2	
Cl. 31	T1	+	R1	

Text 13: Unique 'real life' lessons at IMU

Source: New Sunday Times, 18 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				The International Medical University (IMU)	continues to live up to its spirit of collaboration with industry partners in its ongoing efforts to provide better exposure and working experience to students through industry attachments.
2				This	is aimed at ensuring marketability of the IMU products,
3	while			(This)	helping industries gain academic inputs through feedback from students on how to improve operations and processes.
4	In line with this,			the university on Dec 5	signed a memorandum of understanding (MoU) with Sodexo Malaysia Sdn Bhd, a leading global service provider of on-site service solutions, motivation solutions and personal and home solutions.
5				The IMU	sees the agreement in the areas of student attachment, continuous professional development activities and research as

					important in advancing healthcare education, specifically in Nutrition and Dietetics.
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6			Believing that students need practical and effective experience to enhance their learning experience,		the university has incorporated student attachment or internship in all its undergraduate programmes.
7				This	is a unique concept for a health educator such as IMU,
8	which			(IMU)	was the first private university to offer a degree in Nutrition and Dietetics.

9				The Bachelor of Science (Hons) in Nutrition and Dietetics	is a unique outcome to enable students to meet market demands for clinical, community dietetics and food service.
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10				The final year	consists of innovative hands-on professional training with a partner industry.
11				This	is where the relationship with Sodexo becomes crucial.

12			Commenting on her internship experience at one of the Sodexo-managed hospital food		third-year Nutrition and Dietetics student Chua Sin Ywing said:
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			services,		
13				“It	is an excellent choice
14	as			I	appreciated the ‘real life’ exposure to the working world.
15			Enlightening and interesting,		I also learnt to appreciate how the food service industry operates.
16				It	was a continuous and seamless learning experience.
17				The bonus	was I enhanced my soft skills in communications and presentation.

18				I	am grateful
19	that			the Sodexo trainers	were open to our suggestions to improve food service processes during my training.
20				This	helped me better appreciate the role of the dietician in working together with food service managers to provide healthy meals to patients.

21				I	am pleased to have chosen the IMU programme,
22	which			(IMU programme)	offers me good theoretical grounding and practical exposure.

23				Sodexo	is no stranger to food and nutrition services, with an extensive presence in 33,400 operating sites in 80 countries.
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24				Its country manager,	Yeo Col Lin said:
25				“The IMU	is an internationally renowned medical and health educator.
26	Thus,			Sodexo	is pleased to work with the university.
27				The students who underwent their internship at our outlets	were of high calibre.
28				We	were impressed by their skills and how fast they adapted to the work setting.
29				We	hope to expand this collaborative venture in other fields
30	where			IMU	has the relevant expertise.

31				Public surveys	show
32	that			nutritionists and dieticians	are in great demand in Malaysia, especially with the increasing lifestyle problems associated with poor eating habits.

33			For details,		call 03-86567228,
34	or			visit	www.imu.edu.my

Analysis of Thematic Progression

TYPE

Cl. 1 T1 + R1

Cl. 2 T1 + R1

Cl. 3 T1
↓
T1 + R2

Cl. 4 T1 + R1

Constant theme pattern

Cl. 5 T1 + R1

Cl. 6 T2 + R2

Cl. 7 T3 + R3

Cl. 8 T4 + R4

Linear theme pattern

Linear theme pattern

Cl. 9 T1 + R1

Cl. 10 T1 + R1

Cl. 11 T2 + R2

Linear theme pattern

Cl. 12 T1 + R1

Cl. 13 T1 + R2

Cl. 14 T2 + R3

Cl. 15 T3 + R4

Cl. 16 T1 + R5

Cl. 17 T4 + R6

Constant theme pattern

Constant theme pattern

Cl. 18 T1 + R1

Cl. 19 T2 + R2

Cl. 20 T3 + R3

Linear theme pattern

Cl. 21 T1 + R1

Cl. 22 T2 + R2

Linear theme pattern

Cl. 23 T1 + R1

Cl. 24	T1	+	R1	Constant theme pattern
Cl. 25	T2	+	R2	
Cl. 26	T1	+	R3	Constant theme pattern
Cl. 27	T3	+	R4	Constant theme pattern
Cl. 28	T1	+	R5	Constant theme pattern
Cl. 29	T1	+	R6	
Cl. 30	T2	+	R7	
Cl. 31	T1	+	R1	
Cl. 32	T2	+	R2	
Cl. 33	T1	+	R1	
Cl. 34	T1	+	R2	

Text 14: INTI students grateful for scholarships

Source: New Sunday Times, 18 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				INTI's pedigree of nurturing top students	has been proven yet again
2	as			five of its students	were selected to receive full scholarships at the University of New South Wales (UNSW) through the Golden Jubilee Scholarship programme.
3				The students from diverse fields of study	attended the annual presentation ceremony, hosted by Emeritus Professor Mark Wainwright, patron of the Golden Jubilee Scholarship, at UNSW.
4			Since its inception in 1999,		the Golden Jubilee scholarship had been awarded to 39 INTI students,
5	who			(39 INTI students)	received A\$23,930 (RM2.67 million) in total.
6				"The lecturers at INTI International University (INTI IU)	shared a lot of knowledge
7	that			I	could never obtain from textbooks.
8				They	often gave useful advice
9	and			(They)	taught us how to succeed in all that we do.
10				INTI IU	also provides a conducive learning

					environment,” said Kang Chu Pin, a Golden Jubilee Scholarship recipient.
11				Another recipient, Lim Xin Ying,	felt
12	that			her experience at INTI	enabled her to adapt to life in Australia easily.
13				“My lecturers	provided a lot of guidance to prepare me for studies overseas.
14				The courses at INTI	are closely related to what we study at UNSW,
15	so			I	am never lost or left behind in my studies at UNSW,” she said.
16				The UNSW Golden Jubilee Scholarship	covers two years of tuition fees
17	and			there	are 40 scholarships available each year.
18				Outstanding international students	are chosen from five selected polytechnics in Singapore and seven colleges and universities in Malaysia.
19				“Thank	you for continuing to provide high-level students
20	that			<i>(high-level students)</i>	allow our Golden Jubilee Scholarship programme to be competitive and a high honour,” wrote Morgan Sutton, financial aid officer at UNSW International, in a message to INTI.

21				“The (annual presentation) evening	was a wonderful opportunity to bring the students together to celebrate their achievement and to hear about their progress successes at UNSW.’
22	Aside from			foreign and local scholarships,	financial aid is available to students at INTI.
23				INTI Edu-Assist	is a new scheme for new applications for foundation studies for the January and February 2012 intakes.
24				The scheme	offers a partial grant on tuition fees to PTPTN loan recipients and applicants of foundation programmes, with the objective of minimising the out-of-pocket tuition fees
25	that			students	are required to cover.
26				Students	benefit not only from INTI’s 25 years of experience and strong track record,
27	but also			(Students)	gain from the global synergy and resources provided by Laureate International Universities.
28				INTI	is part of Laureate International Universities, the world’s largest private education network with a presence in 29 countries – more than 60 accredited campus-based and online universities and 130 campuses serving over 675,000 students

					globally.
29			For details,		call 03-5623 2800 / 06-7982000
30	or			visit	www.newinti.edu.my

Analysis of Thematic Progression

				TYPE
Cl. 1	T1	+	R1	Constant theme pattern
Cl. 2	T1	+	R2	
Cl. 3	T1	+	R1	Linear theme pattern
Cl. 4	T1	+	R1	
Cl. 5	T2	+	R2	
Cl. 6	T1	+	R1	Derived themes
Cl. 7	T2	+	R2	
Cl. 8	T1	+	R3	Constant theme pattern
Cl. 9	T1	+	R4	
Cl. 10	T3	+	R5	
Cl. 11	T1	+	R1	Constant theme pattern
Cl. 12	T1	+	R2	
Cl. 13	T1	+	R1	Constant theme pattern
Cl. 14	T2	+	R3	
Cl. 15	T1	+	R3	
Cl. 16	T1	+	R1	Constant theme pattern
Cl. 17	T1	+	R2	
Cl. 18	T2	+	R3	

Cl. 19	T1	+	R1	Linear theme pattern
Cl. 20	T2	+	R2	
Cl. 21	T1	+	R1	
Cl. 22	T1	+	R1	
Cl. 23	T1	+	R1	
Cl. 24	T1	+	R1	
Cl. 25	T2	+	R2	
Cl. 26	T1	+	R1	Constant theme pattern
Cl. 27	T1	+	R1	
Cl. 28	T1	+	R1	
Cl. 29	T1	+	R1	

Text 15: Ready, set and go with KYUEM

Source: New Straits Times, 21 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				Preparation for university	is crucial,
2	and			students	must have access to a sound learning environment, dedicated teachers, quality teaching methods and minimum distraction to focus on their academic ambition.
3				Kolej Yayasan UEM, a fully-residential college situated just an hour's drive north of Kuala Lumpur,	strives to provide a broad, liberal education.
4				KYUEM	was established in 1998.
5				It	is known for leading students to universities abroad.
6				The college	offers only the Cambridge International A-Levels programme,
7	which			(the Cambridge International	can be taken either over 18 months (three

				<i>A-Levels programme)</i>	semesters),
8	for which			the intake	is in January, or over a 24-month, four-semester period,
9	for which			the intake	is in July each year.

10			Spearheaded by headmaster Donald Wilkinson,		KYUEM has grown rapidly to be a choice living and learning institution
11	where			students	gain from focused counselling and remedial sessions, on top of regular lessons and revision.

12	As a consequence,			graduating students	display analytical as well as critical-thinking skills.
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13				Students	are exposed to opportunities to develop academically and as individuals.
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14				This	is because the college acknowledges the fact
15	that			better universities	are always on the lookout for more than just straight-A students.

16	And as a result of that,			top universities	are keen on recruiting students from KYUEM.
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17				There	's also a guidance counsellor
18	who			(<i>guidance counsellor</i>)	helps students attain places in choice universities,
19	thus,			(<i>guidance counsellor</i>)	eliminating the stress of going through many lists.

20				The college	has state-of-the-art facilities.
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21				Attention	is given to interview-performance techniques, an aspect
22	that			(<i>interview-performance techniques</i>)	is significant
23	since			performance during interviews	can prove decisive in the selection process.

24				KYUEM	sends students to universities in the United Kingdom, Ireland, Australia and the United States to read Accountancy, Economics, Engineering, Actuarial Science, Law, Dentistry, Medicine, Pharmacy, Information Technology, Architecture and Bio-Technology.
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25			At KYUEM, where 98 per cent of graduates move on to pursue university studies,		students are encouraged to be involved in extra-curricular activities.
26			In the June 2011 examinations,		just under 81 percent of all grades awarded were at A*, A and B.
27				Thirteen percent of the total entry	this year at KYUEM gained four As or better,
28	while			92 students	gained 3As or better.
29			At AS level,		the first half of the A-level qualification, 83.8 per cent of all grades gained were at A or B level.
30				(There	is no A* grade at AS level.)
31				KYUEM students	consistently win 'Top in the World' and 'Top in Malaysia' CIE Outstanding Cambridge Learner Awards for A and AS-levels.
32				Next month's intake	is now open
33			For details,		call 03-64601234.

Analysis of Thematic Progression

				TYPE
Cl. 1	T1	+	R1	Constant theme pattern
Cl. 2	T2	+	R2	
Cl. 3	T1	+	R1	
Cl. 4	T1	+	R1	Constant theme pattern
Cl. 5	T1	+	R2	
Cl. 6	T1	+	R1	Linear theme pattern
Cl. 7	T2	+	R2	
Cl. 8	T3	+	R3	Constant theme pattern
Cl. 9	T3	+	R4	
Cl. 10	T1	+	R1	
Cl. 11	T2	+	R2	
Cl. 12	T1	+	R1	
Cl. 13	T1	+	R1	
Cl. 14	T1	+	R1	
Cl. 15	T2	+	R2	
Cl. 16	T1	+	R1	
Cl. 17	T1	+	R1	Linear theme pattern
Cl. 18	T2	+	R2	
Cl. 19	T2	+	R3	Constant theme pattern

Cl. 20	T1	+	R1	
Cl. 21	T1	+	R1	
Cl. 22	T2	+	R2	Linear theme pattern
Cl. 23	T2	+	R3	Constant theme pattern
Cl. 24	T1	+	R1	
Cl. 25	T1	+	R1	
Cl. 26	T1	+	R1	
Cl. 27	T1	+	R1	
Cl. 28	T2	+	R2	
Cl. 29	T1	+	R1	
Cl. 30	T1	+	R2	Constant theme pattern
Cl. 31	T1	+	R1	
Cl. 32	T1	+	R1	
Cl. 33	T1	+	R1	

Text 16: Limkokwing students ahead of others

Source: New Straits Times, 21 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				Seventy percent of about 1,000 students Limkokwing University of Creative Technology students who graduated recently	came from five continents, including Brazil, Denmark, Russia, Japan, Singapore, China, the US, the UK and the Middle East.
2				Present	were students from Limkokwing campuses in the United Kingdom, Cambodia and Kuching.
3				The theme of the event	was “Empowered To Design The Future”.
4				Graduates’ exposure to the many cultures of their friends and understanding of creativity	put them ahead of their peers.
5				The graduates	included Acha Septriasa, Indonesia’s entertainment darling, and Malaz Elnaiem and Jonah Sithole, hosts of the university’s <i>The Magic of Limkokwing</i> programme on Hitz.fm.
6				The university	honoured achievers for academic performance, industry-

					based projects, leadership and extra curriculars with awards such as Limkokwing Chancellor's Award, Datuk Seri Najib Razak Award for Creativity and Innovation, Limkokwing President's Award for Leadership, Limkokwing Leadership Excellence Award, University Colours for Achievement in Sports and University Colours for University Ambassadorship
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7				It	also honoured Science, Technology and Innovation Minister Datuk Seri Panglima Maximus Johnity Ongkili and Lord Sheikh of Cornhill in London.
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8				Ongkili	was conferred the Honorary Doctorate of Leadership in Innovation, spearheading the prime minister's vision for innovation, upgrading Malaysia and its citizens to compete with the best in the world.
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9				The university	recognised the importance of innovation
10	and			(<i>The university</i>)	champions this in all of its endeavours, with the university president named the Father of Innovation in Creative Education

					last year.
11				The university	paid tribute to British Peer Lord Sheikh, the first Muslim elected to the House of Lords.
12				It	presented him with an Honorary Doctorate of Social Development for championing ties between the traditions in Britain and the world.
13				Lord Sheikh	was born in Kenya
14	and			(<i>Lord Sheikh</i>)	raised in Uganda
15	before			(<i>Lord Sheikh</i>)	migrating to the United Kingdom,
16	where			he	entered politics
17	and			(<i>he</i>)	was made life a peer by the Conservative Party,
18	which			(<i>life a peer by Conservative Party</i>)	gave him the title of Baron Sheikh of Cornhill in London.
19				He	was appointed a council member of Limkokwing in 2008.
20				Both	join a line up of leaders honoured by Limkokwing for contributions to their fields, including Prime Minister Datuk Seri Najib Razak with the Honorary Degree of Doctor of Social Transformation, Nelson Mandela with the Honorary Doctorate of Humanity, and former premier Tun Dr Mahathir Mohamad with the Honorary Doctorate of Humanity.
21				Limkokwing University	has campuses in Asia, Africa and Europe,

					with 30,000 students.
22				The university's website	has received close to 240 million visitors from 222 countries and territories.
23				Its song, <i>Satu Malaysia</i> ,	is recognised as the most played Malaysian song, with over two million views on YouTube, from more than 170 nations.
24			For details,		visit www.limkokwing.net

Analysis of Thematic Progression

TYPE

Cl. 1	T1	+	R1
Cl. 2	T1	+	R1
Cl. 3	T1	+	R1
Cl. 4	T1	+	R1
Cl. 5	T1	+	R1
Cl. 6	T1	+	R1
Cl. 7	T1	+	R1
Cl. 8	T1	+	R1
Cl. 9	T1	+	R1
Cl. 10	↓ T1	+	R2

Constant theme pattern

Cl. 11	T1	+	R1	Constant theme pattern
Cl. 12	T1	+	R2	
Cl. 13	T1	+	R1	Constant theme pattern
Cl. 14	T1	+	R2	
Cl. 15	T1	+	R3	Constant theme pattern
Cl. 16	T1	+	R4	Constant theme pattern
Cl. 17	T1	+	R5	Linear theme pattern
Cl. 18	T2	+	R6	
Cl. 19	T1	+	R1	
Cl. 20	T1	+	R1	
Cl. 21	T1	+	R1	
Cl. 22	T1	+	R1	
Cl. 23	T1	+	R1	
Cl. 24	T1	+	R1	

Text 17: Hot haute couture at One Academy

Source: New Straits Times, 21 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				The One Academy	brings Paris fashion design from fashion school ESMOD.
2			With 24 schools in 14 countries,		The One Academy's ESMOD Kuala Lumpur joins the list of internationally-renowned Paris-based ESMODs around the world.
3				Students	can now study fashion at ESMOD Kuala Lumpur
4	and			(students)	build their careers as fashion designers, buyers in fashion houses and marketing directors.
5				ESMOD International general manager Christine Walter-Bonini	said:
6				"Celebrating fashion as a way of life, to make cultures and its differences interact,	has been ESMOD's mission
7	since			it	was founded.
8				Fashion	is to explore, to discover, to anticipate, to imagine and to create.
9				Learning how to observe, and to analyse	is essential to meet customers' demands."
10				ESMOD	is the first and oldest fashion design school in the world.

11				It	was founded in 1841 by Alexis Lavigne, master tailor and purveyor to the court of Empress Eugenie.
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12				He	made patterns directly on the “Lavigne bust” (or draping mannequin),
13	which			<i>(patterns directly on the “Lavigne bust” (or draping mannequin))</i>	laid the cornerstone for a teaching system
14	that			<i>(teaching system)</i>	is used today.

15				Lavigne	was also the inventor of the measuring tape.
16				He	also invented rulers, set squares and French curves.

17				ESMOD’s international network	has for 170 years transmitted French expertise
18	that			<i>(French expertise)</i>	foresees fashion events.

19			In a network of 24 design schools in 14 countries,		students from ESMOD school follow the same programme in Paris.
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20			Every year,		around 1,000 students from 50 countries start their studies at ESMOD.
21				Designers such as Jean Paul Gaultier and Thierry Mugler	honed their skills at ESMOD.

22				Academy principal Tatsun Hoi	said:
23				“ESMOD Kuala Lumpur	offers the best Paris fashion design

					education for all aspiring fashion designers.
24				“Our mission	is to nurture young fashion talents by providing the most comprehensive syllabus
25	that			<i>(the most comprehensive syllabus)</i>	covers not only fashion designing, but also pattern-making.”
26				ESMOD’s fashion design and pattern-making modules	are mandatory.
27			At ESMOD Kuala Lumpur,		students will choose to specialise in either women’s wear or men’s wear.
28				Hoi	said:
29				“Graduates of the three-year Diploma in Fashion Design and Pattern-Making	will be awarded a certification from ESMOD International.
30				It	is a practical programme
31	and			students	will be taught by lecturers with industry experiences.”
32			With The One Academy’s teaching philosophy of masters train masters and practical-coaching approach,		students can learn the art of applying creative skills and creative thinking to create an haute couture fashion statement as seen in Paris.
33				Students	will experience professional and attentive teaching

					methods, fashion designing, pattern drafting and other practical training
34	while			(students)	understanding the tools of the trade, application and technical quality in the fashion industry.

35	Moreover,			the programme	includes the latest international fashion trends,
36	ensuring that			graduates	keep abreast of styles and designs.

37				Hoi	said:
38			“With The One Academy’s 20 years of success in creating graduates who meet the international creative standard,		we are confident
39	that			we	will deliver a world-class fashion design programme as set by ESMOD International.”

40				ESMOD Kuala Lumpur’s programme	will be available in May.
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41			For details,		call Jasmine or Kelvin at 03-56375510,
42				email	esmodkl@toa.edu.my
43	or			visit	www.toa.edu.my

Analysis of Thematic Progression

TYPE

Cl. 1 T1 + R1

Cl. 2	T2	+	R2	
Cl. 3	T1	+	R1	Constant theme pattern
Cl. 4	T1	+	R2	
Cl. 5	T1	+	R1	
Cl. 6	T2	+	R2	Linear theme pattern
Cl. 7	T3	+	R3	
Cl. 8	T4	+	R4	Linear theme pattern
Cl. 9	T5	+	R5	
Cl. 10	T1	+	R1	Constant theme pattern
Cl. 11	T1	+	R2	
Cl. 12	T1	+	R1	Linear theme pattern
Cl. 13	T2	+	R2	
Cl. 14	T3	+	R3	Linear theme pattern
Cl. 15	T1	+	R1	Constant theme pattern
Cl. 16	T1	+	R2	
Cl. 17	T1	+	R1	Linear theme pattern
Cl. 18	T2	+	R2	
Cl. 19	T1	+	R1	
Cl. 20	T1	+	R1	
Cl. 21	T2	+	R2	
Cl. 22	T1	+	R1	
Cl. 23	T2	+	R2	

Cl. 24	T1	+	R1	Linear theme pattern
Cl. 25	T2	+	R2	
Cl. 26	T1	+	R1	Constant theme pattern
Cl. 27	T2	+	R2	
Cl. 28	T1	+	R1	
Cl. 29	T2	+	R2	
Cl. 30	T2	+	R3	Constant theme pattern
Cl. 31	T3	+	R4	
Cl. 32	T1	+	R1	Constant theme pattern
Cl. 33	T1	+	R1	
Cl. 34	T1	+	R2	Linear theme pattern
Cl. 35	T1	+	R1	
Cl. 36	T2	+	R2	
Cl. 37	T1	+	R1	
Cl. 38	T2	+	R2	Linear theme pattern
Cl. 39	T3	+	R3	
Cl. 40	T1	+	R1	Constant theme pattern
Cl. 41	T1	+	R1	
Cl. 42	T2	+	R2	
Cl. 43	T3	+	R3	

Text 18: The SOM of all medical details

Source: New Straits Times, 21 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1			At Taylor's University School of Medicine (SOM),		students are exposed to a hybrid medical curriculum
2	that			(<i>hybrid medical curriculum</i>)	embraces the traditional and integrated problem-based approach of teaching, or student-centred learning.
3				The university	aims to equip its students with Taylor's Graduate Capabilities (TGC), an initiative to revamp university level education as a result of the trend towards privatisation and globalisation.
4				This	focuses on a student-centred curricula
5	that			(<i>student-centred curricula</i>)	prepares and produces graduates
6	who			(<i>graduates</i>)	excel at the international level.
7	Thus,			the integration of TGC with the teaching and learning philosophy of Taylor's University, as well as into all tertiary-level curricula,	contributes to establishing its academic programmes.

8				SOM	offers the home-grown Bachelor of Medicine, Bachelor of Surgery (MBBS).
9				Students	are exposed to the experiential learning approach
10	where			they	deal with cadavers and patients.
11				Taylor's University	offers laboratory facilities
12	that			(laboratory facilities)	include the latest equipment.
13				Taylor's University vice-chancellor and president Professor Datuk Dr Hassan Said	said
14				statistics from April 2009	showed
15	that			Malaysia	faced a shortage of doctors.
16				"The ratio of 1:940	means we fall short of the 1:600 set by the World Health Organisation.
17				Taylor's University	sees the need to produce more medical specialists.
18	"Thus,			SOM	aims to be a centre of excellence in medical education,
19	and eventually			(SOM)	provide a medical education programme
20	that			(medical education programme)	is second to none."
21				This programme	requires students to take on three major out-of-classroom exposures,

					including field trips to villages to conduct free health screenings, health talks and activities for communities.
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22				School of Medicine dean Dr Abdul Rahman Noor	said:
23				“Such activities	allow the school to instil a sense of empathy in students
24	when			(<i>students</i>)	dealing with patients.

25			“To enable graduates to understand their patients’ needs,		our programmes improve their communication skills,
26	thus, ensuring that			patients	are at ease
27	when			(<i>patients</i>)	talking with them.”

28				Students	are also required to complete a research project on a topic of their choice.
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29				They	will be introduced to a student selected model,
30	which			(<i>student selected model</i>)	aims to teach professional responsibility
31	and			(<i>student selected model</i>)	boost their understanding of medical areas of their choice, including Chinese Medicine, Homeopathy, and Air Pollution and its effect on human lungs.

32				SOM	offers a Medical Excellence Scholarship,
33	which			(<i>Medical Excellence Scholarship</i>)	offers a tuition fee waiver up to RM40,000.
34				The MBBS	is open for next month's intake.
35			For details,		call 03-56295000,
36				e-mail	admissions@taylor.edu.my
37	or			visit	www.taylor.edu.my/so m

Analysis of Thematic Progression

TYPE

Cl. 1 T1 + R1

Cl. 2 T2 + R2

Linear theme pattern

Cl. 3 T1 + R1

Cl. 4 T1 + R1

Cl. 5 T2 + R2

Linear theme pattern

Cl. 6 T3 + R3

Linear theme pattern

Cl. 7 T1 + R1

Cl. 8 T1 + R1

Cl. 9 T1 + R1

Cl. 10 T1 + R2

Constant theme pattern

Cl. 11 T1 + R1

Cl. 12 T2 + R2

Linear theme pattern

Cl. 13	T1	+	R1	
Cl. 14	T2	+	R2	
Cl. 15	T3	+	R3	
Cl. 16	T1	+	R1	
Cl. 17	T2	+	R2	
Cl. 18	T1	+	R1	
Cl. 19	T1	+	R2	Constant theme pattern
Cl. 20	T2	+	R3	Linear theme pattern
Cl. 21	T1	+	R1	
Cl. 22	T1	+	R1	
Cl. 23	T2	+	R2	
Cl. 24	T3	+	R3	Linear theme pattern
Cl. 25	T1	+	R1	
Cl. 26	T2	+	R2	
Cl. 27	T2	+	R3	Constant theme pattern
Cl. 28	T1	+	R1	
Cl. 29	T1	+	R1	
Cl. 30	T2	+	R2	Linear theme pattern
Cl. 31	T2	+	R3	Constant theme pattern
Cl. 32	T1	+	R1	
Cl. 33	T2	+	R2	Linear theme pattern

Cl. 34 T1 + R1

Cl. 35 T1 + R1

Cl. 36 T2 + R2

Cl. 37 T3 + R3

Text 18: The SOM of all medical details

Source: New Straits Times, 21 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1			At Taylor's University School of Medicine (SOM),		students are exposed to a hybrid medical curriculum
2	that			(<i>hybrid medical curriculum</i>)	embraces the traditional and integrated problem-based approach of teaching, or student-centred learning.
3				The university	aims to equip its students with Taylor's Graduate Capabilities (TGC), an initiative to revamp university level education as a result of the trend towards privatisation and globalisation.
4				This	focuses on a student-centred curricula
5	that			(<i>student-centred curricula</i>)	prepares and produces graduates
6	who			(<i>graduates</i>)	excel at the international level.
7	Thus,			the integration of TGC with the teaching and learning philosophy of Taylor's University, as well as into all tertiary-level curricula,	contributes to establishing its academic programmes.

8				SOM	offers the home-grown Bachelor of Medicine, Bachelor of Surgery (MBBS).
9				Students	are exposed to the experiential learning approach
10	where			they	deal with cadavers and patients.
11				Taylor's University	offers laboratory facilities
12	that			(laboratory facilities)	include the latest equipment.
13				Taylor's University vice-chancellor and president Professor Datuk Dr Hassan Said	said
14				statistics from April 2009	showed
15	that			Malaysia	faced a shortage of doctors.
16				"The ratio of 1:940	means we fall short of the 1:600 set by the World Health Organisation.
17				Taylor's University	sees the need to produce more medical specialists.
18	"Thus,			SOM	aims to be a centre of excellence in medical education,
19	and eventually			(SOM)	provide a medical education programme
20	that			(medical education programme)	is second to none."
21				This programme	requires students to take on three major out-of-classroom exposures,

					including field trips to villages to conduct free health screenings, health talks and activities for communities.
22				School of Medicine dean Dr Abdul Rahman Noor	said:
23				“Such activities	allow the school to instil a sense of empathy in students
24	when			(students)	dealing with patients.
25			“To enable graduates to understand their patients’ needs,		our programmes improve their communication skills,
26	thus, ensuring that			patients	are at ease
27	when			(patients)	talking with them.”
28				Students	are also required to complete a research project on a topic of their choice.
29				They	will be introduced to a student selected model,
30	which			(student selected model)	aims to teach professional responsibility
31	and			(student selected model)	boost their understanding of medical areas of their choice, including Chinese Medicine, Homeopathy, and Air Pollution and its effect on human lungs.
32				SOM	offers a Medical Excellence Scholarship,
33	which			(Medical Excellence Scholarship	offers a tuition fee waiver up to RM40,000.

)	
34				The MBBS	is open for next month's intake.
35			For details,		call 03-56295000,
36				e-mail	admissions@taylors.edu.my
37	or			visit	www.taylors.edu.my/som

Analysis of Thematic Progression

TYPE

Cl. 1 T1 + R1

Cl. 2 T2 + R2

Cl. 3 T1 + R1

Cl. 4 T1 + R1

Cl. 5 T2 + R2

Cl. 6 T3 + R3

Cl. 7 T1 + R1

Cl. 8 T1 + R1

Cl. 9 T1 + R1

Cl. 10 T1 + R2

Cl. 11 T1 + R1

Cl. 12 T2 + R2

Cl. 13 T1 + R1

Cl. 14 T2 + R2

Cl. 15 T3 + R3

Linear theme pattern

Linear theme pattern

Linear theme pattern

Constant theme pattern

Linear theme pattern

Cl. 16	T1	+	R1	
Cl. 17	T2	+	R2	
Cl. 18	T1	+	R1	
Cl. 19	T1	+	R2	Constant theme pattern
Cl. 20	T2	+	R3	Linear theme pattern
Cl. 21	T1	+	R1	
Cl. 22	T1	+	R1	
Cl. 23	T2	+	R2	
Cl. 24	T3	+	R3	Linear theme pattern
Cl. 25	T1	+	R1	
Cl. 26	T2	+	R2	
Cl. 27	T2	+	R3	Constant theme pattern
Cl. 28	T1	+	R1	
Cl. 29	T1	+	R1	
Cl. 30	T2	+	R2	Linear theme pattern
Cl. 31	T2	+	R3	Constant theme pattern
Cl. 32	T1	+	R1	
Cl. 33	T2	+	R2	Linear theme pattern
Cl. 34	T1	+	R1	

Cl. 35	T1	+	R1
Cl. 36	T2	+	R2
Cl. 37	T3	+	R3

Text 19: WOU-ing adults

Source: New Straits Times, 21 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				Wawasan Open University (WOU)	delivers market-driven academic programmes
2	that			(<i>market-driven academic programmes</i>)	cater to the professional development needs of the workforce.
3				This	is in line with the demand for more skilled professionals and knowledge workers
4	as			the nation	progresses towards becoming a high-income economy.
5				Employees who want to gain an edge	must equip themselves with skills, expertise and industry knowledge.
6			At WOU,		working adults in the information and communication technology and multimedia sectors can study for a Bachelor of Technology (Hons) degree in Electronics, Systems and Networks, Information and Communication Technology, Computing and Intelligent Systems, Software Engineering, Information Systems, Construction Management, Telecommunications, Networks and Data Communication, Database Management and Multimedia Design.

7				They	can pursue a sub-degree programme at Graduate Diploma level in Database Management, Electronics or Telecommunications.
8				The programmes	are for tech workers
9	who			(<i>tech workers</i>)	aspire to obtain tertiary qualifications for promotion to senior-level positions or career advancement.
10				Learners	can study core courses related to their work, as well as elective courses
11	that			(<i>elective courses</i>)	may be technical or managerial in nature.
12				This	ensures
13	that			students	acquire not only knowledge in technology, but also leadership and business management skills.
14				Students	will benefit through the exchange of knowledge and information from different perspectives.
15				These peer interactions and formal learning	help them apply knowledge to their jobs
16	and			(<i>These peer interactions and formal learning</i>)	improve their performance.
17				WOU's second convocation	recently celebrated 80 master's degree and 70 bachelor's degree holders.
18				It	was also the inaugural convocation of the pioneer group of bachelor's degree

					students and the Commonwealth Executive Master of Public Administration (CeMPA) students.
19				This milestone	marks the award of full accreditation status from the Malaysian Qualifications Agency (MQA) to five Bachelor of Technology programmes, six Bachelor of Business programmes and CeMPA.
20				This	brings the total to 13 fully-accredited programmes;
21				the Commonwealth Executive Master of Business Administration (CeMPA)	was fully accredited last year.
22				Registrar Yeong Sik Kheong	said
23				the full accreditation status	reflected MQA's endorsement and recognition of WOU's programmes.
24				WOU's programmes	deliver knowledge and industry perspectives.
25				Course materials	are developed by subject experts locally and internationally,
26	and			(<i>Course materials</i>)	take into account industry practices
27	that			learners	can apply to their jobs.
28				Enrolment	for next month's intake is open.

29			For details,		call 1-300-888-968, visit wou.edu.my
30	or			get	updates on www.facebook.com/WawasanOpenUniversity and www.twitter.com/WawasanOU

Analysis of Thematic Progression

TYPE

Cl. 1 T1 + R1

Cl. 2 T2 + R2

Linear theme pattern

Cl. 3 T1 + R1

Cl. 4 T2 + R2

Cl. 5 T1 + R1

Cl. 6 T1 + R1

Cl. 7 T1 + R1

Cl. 8 T1 + R1

Cl. 9 T2 + R2

Linear theme pattern

Cl. 10 T1 + R1

Cl. 11 T2 + R2

Linear theme pattern

Cl. 12 T1 + R1

Cl. 13 T2 + R2

Cl. 14 T1 + R1

Cl. 15	T1	+	R1	Constant theme pattern
Cl. 16	T1	+	R2	
Cl. 17	T1	+	R1	
Cl. 18	T1	+	R1	
Cl. 19	T1	+	R1	
Cl. 20	T1	+	R1	Linear theme pattern
Cl. 21	T2	+	R2	
Cl. 22	T1	+	R1	
Cl. 23	T2	+	R2	
Cl. 24	T1	+	R1	
Cl. 25	T1	+	R1	Constant theme pattern
Cl. 26	T1	+	R2	
Cl. 27	T2	+	R3	
Cl. 28	T1	+	R1	
Cl. 29	T1	+	R1	
Cl. 30	T2	+	R2	

Text 20: MMU helps students ease into varsity life

Source: New Straits Times, 21 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1			For many SPM school-leavers,		choosing a university is difficult.
2				Many	leave it to the last minute
3	and			(Many)	follow their peers.
4				This	is unfortunate
5	because			they	need to choose universities
6	that			(universities)	help them make the transition to university life.
7				Multimedia University (MMU)	has long understood
8	that			students	need help in adapting to life in the ivory towers.
9			To helps students prepare before lectures and get access to their lecturers,		MMU has provided its students with a multimedia learning system (MMLS).
10				MMLS	gives students a direct link to lecturers, access lecture notes and submit assignments and exercises.
11				Students	can chat with them about subjects,

12				(students)	download lecture notes ahead of time
13	and			(students)	download tutorials

14				Multimedia Product Innovation Unit manager Rita Khazirah Rahim, who was tasked with developing and managing MMLS,	said
15				it	helped students ease into university life.

16				“Every MMU student	will be assigned an MMLS account,
17	which			(MMLS account)	is accessed through a browser.
18	Since			everyone	has an account,
19				no one	misses out on notes or tutorials.
20		More importantly,		students	can communicate with lecturers without having to drop by the lecturers’ offices.

21	“Furthermore,			students	can choose how they want to study.
22				Some	prefer to print their notes,
23	while			others	prefer to view everything on the screen.”

24				The system	is so successful
25	that			MMU	made it available to other universities.

26				“Tertiary	is unlike high
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				education	school.
27				It	is dynamic,
28				it	is constantly changing.
29				MMU	must adapt to these changes,
30	or			it	will get left behind.

31	Since			MMLS	is developed in-house,
32				MMU students	will always be the first to experience improvements we make to it.”

33				More than 90 per cent of its graduates	secure employment within six months of completing their studies.
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34				The Malaysian Qualifications Agency, in its 2009 Rating System for Institutions of Higher Learning (Setara),	placed MMU in the excellent (Tier-5) rank.
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35				MMU's March intake	is in progress in Engineering, Information Technology, Business and Management, Creative Multimedia, Accounting and Bio-Informatics.
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36			For details,		call 013-6133144 (Uma Mageswari), 013-6103132
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					(Musfiza) or 013-6306458 (Mdm Tan),
37	or			visit	www.mmu.edu.my

Analysis of Thematic Progression

				TYPE
Cl. 1	T1	+	R1	
	↓			
Cl. 2	T1	+	R2	Constant theme pattern
	↓			
Cl. 3	T1	+	R3	Constant theme pattern
	↙			
Cl. 4	T2	+	R4	Linear theme pattern
Cl. 5	T1	+	R5	
	↙			
Cl. 6	T3	+	R6	Linear theme pattern
Cl. 7	T1	+	R1	
Cl. 8	T2	+	R2	
Cl. 9	T1	+	R1	
Cl. 10	T1	+	R1	
Cl. 11	T1	+	R1	
	↓			
Cl. 12	T1	+	R2	Constant theme pattern
	↓			
Cl. 13	T1	+	R3	Constant theme pattern
Cl. 14	T1	+	R1	
	↓			
Cl. 15	T1	+	R2	Constant theme pattern
Cl. 16	T1	+	R1	
	↙			
Cl. 17	T2	+	R2	Linear theme pattern
Cl. 18	T1	+	R3	
	↓			
				Constant theme pattern

Cl. 19	T1	+	R4	Constant theme pattern
Cl. 20	T1	+	R5	
Cl. 21	T1	+	R1	Constant theme pattern
Cl. 22	T1	+	R2	
Cl. 23	T1	+	R3	Constant theme pattern
Cl. 24	T1	+	R1	
Cl. 25	T2	+	R2	
Cl. 26	T1	+	R1	Constant theme pattern
Cl. 27	T1	+	R2	
Cl. 28	T1	+	R3	Constant theme pattern
Cl. 29	T2	+	R4	Constant theme pattern
Cl. 30	T2	+	R5	
Cl. 31	T1	+	R1	
Cl. 32	T2	+	R2	
Cl. 33	T1	+	R1	
Cl. 34	T1	+	R1	
Cl. 35	T1	+	R1	
Cl. 36	T1	+	R1	
Cl. 37	T2	+	R2	

Text 21: Accountants no longer just number crunchers

Source: New Straits Times, 21 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				The role of accountants	is no longer just number crunchers,
2	but			<i>(The role of accountants)</i>	has expanded to management, financial and forensic accounting, internal and environmental auditing, financial reporting, management consultancy and corporate finance.
3				Accountants	are the financial eyes and ears of business organisations
4	and			<i>(Accountants)</i>	provide financial information
5	that			<i>(financial information)</i>	is vital to the decision-making process.
6	Besides			being a means of communicating the financial facts of business life,	accountancy is a language with recognised symbols, arranged according to rules and principles to convey meaning to readers.
7				Kuala Lumpur Infrastructure University College (KLIUC)	offers the 3½-year Bachelor of Accountancy (Hons) to equip students with knowledge of accounting, finance, taxation, auditing, costing, management and economics.
8				There	are internships for students to gain workplace experience.
9				Accounting and Finance Department head Professor Dr Juhari Samidi	said
10				students who were	received positive

				placed in audit firms such Ernst & Young, PricewaterhouseCooper and Grant Thornton	response from the employers.
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11				Many of these students	were offered jobs
12	after			they	had finished their internship
13	and			(they)	obtained their degree.

14				Careers available to students specialising in accounting	include positions such as chartered accountants, financial managers, financial accountants, management accountants, financial advisers and public accountants.
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15				Other programmes	ore Diploma in Accounting, Diploma in Business Administration, Bachelor of Business Administration (Hons), Bachelor of Business Administration (Hons) in E-Commerce, Master in Business Administration, and Doctor of Philosophy in Business Administration.
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16				Forecast results	can be considered for the March intake.
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17			For details,		call 03-89266993 or 019-3883435,
18				e-mail	inquiry@kliuc.edu.my ,
19				visit	www.kliuc.edu.my
20	or			follow	KLIUC on facebook.com/KLIUC.Education and twitter.com/KLIUC_Education

Analysis of Thematic Progression

TYPE

Cl. 1	T1	+	R1
Cl. 2	T1	+	R2

Constant theme pattern

Cl. 3	T1	+	R1	
	↓			
Cl. 4	T1	+	R2	Constant theme pattern
Cl. 5	T2	+	R3	Linear theme pattern
	↓			
Cl. 6	T2	+	R4	Constant theme pattern
Cl. 7	T1	+	R1	
Cl. 8	T1	+	R1	
Cl. 9	T1	+	R1	
Cl. 10	T2	+	R2	
Cl. 11	T1	+	R1	
	↓			
Cl. 12	T1	+	R2	Constant theme pattern
	↓			
Cl. 13	T1	+	R3	Constant theme pattern
Cl. 14	T1	+	R1	
Cl. 15	T1	+	R1	
Cl. 16	T1	+	R1	
Cl. 17	T1	+	R1	
Cl. 18	T2	+	R2	
Cl. 19	T3	+	R3	
Cl. 20	T4	+	R4	

Text 22: Studying in peace at Nilai UC

Source: New Sunday Times, 25 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				“I	initially wanted to join Nilai University College’s Aircraft Maintenance programme
2	as			I	have always been fascinated by aeroplanes.
3	However,		acting on advice from conservative friends and relatives who said ‘it is not suitable for a girl’,		my mother got me to enrol in a different programme,” says Virginia Danielle Christine Woodford, of Petaling Jaya.

4	Other than that intervention,			Woodford	says
5				she	was left to make up her own mind on the choice of university.

6	Unlike			many of her peers, who make their decision based on peer pressure or wanting to be in the heart of the city centre,	this young lady immediately decided she wanted to get away from the hustle and bustle of city life having grown up in the Klang Valley.
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7				“I	wanted to be in a place away from the congestion and the numerous
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					distractions of a big city.
8				Nilai University College (Nilai UC)	seemed like an ideal choice
9	and		once I visited the campus		my mind was made up.
10				It	is so quiet and peaceful here
11	that			you	can scarcely believe
12	that			there	are several thousand students and staff here,” she says.

13			Once settled in,		Woodford quickly got into the swing of things
14	and			(Woodford)	is enjoying her classes tremendously.
15				She	points to circuits and signals, digital logic, electromagnetism and power systems as her favourite modules.

16				“All these subjects	are based on calculations
17	and			that	is my strong point.
18				I	have always done well in maths,
19	so,			I	naturally find subjects and modules based on calculations more interesting.
20				It	also helps
21	that			the lecturers	are patient and willing to take the time to explain something,” she says.

22				Woodford and her classmates	also enjoy the luxury of having their classes in the brand new Science and Technology block
23	which			<i>(Science and Technology block)</i>	houses a number of state-of-the-art laboratories for the engineering, biotechnology, and allied health programmes.

24				She	also believes
25	that			she	made the right choice
26	as			the wider scope of the Diploma in Electrical and Electronic Engineering	allows her to branch out in a number of fields.

27	However,			she	has not given up hope on her dreams of working in an aircraft-related industry.
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28				Woodford	has been doing well enough in her studies to have recently been awarded a scholarship from YTL.
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29				“YTL	has awarded me a scholarship,
30	which			<i>(scholarship)</i>	will take care of my tuition fees,” she said.

31				“There	is no substitute for hard work as my
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					parents and lecturers keep emphasising.
32	Although,			this diploma (in electrical and electronic engineering programme)	can seem quite tough and intimidating at times,
33				it	is no different from any other programmes at this level.
34				You	just have to work hard
35	and			(you)	make sure you attend classes and not be shy of asking questions,” she says.

36				Her advice	to all school leavers is to brush up on their English
37	as			it	is the medium of instruction.
38	Furthermore,			much of the relevant websites on engineering	will also be in English.

39				Nilai UC	was established in 1997
40	and			the School of Science and Technology	is one of six at its 42-hectare campus.

41				The engineering programmes on offer	include Diploma in Aircraft Maintenance Engineering, Diploma in Electrical and Electronic Engineering, Diploma in Mechanical Engineering, Diploma in
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					Mechatronics Engineering, Bachelor of Automotive Engineering (Hons), Bachelor of Electrical and Electronics Engineering (Hons), and Bachelor of Mechanical Engineering (Hons).
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42			For details,		call 06-850 2338; 07-226 2336 or 03-7960 3089.
43				You	can also visit www.nilai.edu.my .

Analysis of Thematic Progression

TYPE

Cl. 1	T1	+	R1	Constant theme pattern
	↓			
Cl. 2	T1	+	R2	
Cl. 3	T2	+	R3	
Cl. 4	T1	+	R1	Constant theme pattern
	↓			
Cl. 5	T1	+	R2	
Cl. 6	T1	+	R1	
Cl. 7	T1	+	R1	
Cl. 8	T2	+	R2	Constant theme pattern
	↓			
Cl. 9	T2	+	R3	
Cl. 10	T3	+	R4	
Cl. 11	T4	+	R5	

Cl. 12	T5	+	R1	
Cl. 13	T1	+	R1	Linear theme pattern
Cl. 14	T2	+	R2	
Cl. 15	T2	+	R3	Constant theme pattern
Cl. 16	T1	+	R1	Linear theme pattern
Cl. 17	T2	+	R2	
Cl. 18	T3	+	R3	Constant theme pattern
Cl. 19	T3	+	R4	
Cl. 20	T4	+	R5	
Cl. 21	T5	+	R6	
Cl. 22	T1	+	R1	Linear theme pattern
Cl. 23	T2	+	R2	
Cl. 24	T1	+	R1	Constant theme pattern
Cl. 25	T1	+	R2	
Cl. 26	T2	+	R3	
Cl. 27	T1	+	R1	
Cl. 28	T1	+	R1	
Cl. 29	T1	+	R1	Linear theme pattern
Cl. 30	T2	+	R2	
Cl. 31	T1	+	R1	
Cl. 32	T2	+	R2	Constant theme pattern
Cl. 33	T2	+	R3	

Cl. 34	T3	+	R4	Constant theme pattern
Cl. 35	T3	+	R5	
Cl. 36	T1	+	R3	Linear theme pattern
Cl. 37	T2	+	R4	
Cl. 38	T3	+	R5	
Cl. 39	T1	+	R1	
Cl. 40	T2	+	R2	
Cl. 41	T1	+	R1	
Cl. 42	T1	+	R1	
Cl. 43	T2	+	R2	

Text 23: Better options with SEGi's two-in-one degrees

Source: New Sunday Times, 25 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				SEGi University College	recently developed two one-of-a-kind degrees
2	which			<i>(two one-of-a-kind degrees)</i>	are expected to fulfil the latest workforce needs – the Bachelor of Education (Hons) and Bachelor of Arts (Hons) in English and Public Relations.

3				The Bachelor of Education (B. Ed)	aims to provide the basics of teaching and an in-depth knowledge of at least one area in early childhood education
4	while			the Bachelor of Arts (Hons) in English and Public Relations (BEPR)	is designed for students interested in pursuing English Language studies
5	while			<i>(the Bachelor of Arts (Hons) in English and Public Relations (BEPR))</i>	developing skills and theoretical knowledge in public relations.

6				Education	is an evergreen sector with rising importance
7	as			Malaysia	progresses to become a developed nation.

8				Being an educator	can be a rewarding career.
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9	If			you	love to interact with children or young
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					people and have the patience,
10				education	is the field for you.

11				The highlight of the B. Ed	is
12	that			it	creates a pathway for students to specialise in Early Childhood Education along with the degree in education.

13				The B. Ed	covers child development, sociology, indigenous studies and research methods.
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14				The BEPR	is a three-year double-major degree.
15				This course	takes a cutting-edge, interdisciplinary approach towards the study of English.

16				Students	are encouraged to think in new and imaginative ways about drama, poetry and language, in combination with the study of public relations.
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17			During the course		students will develop insights into literary and critical theory
18	which			<i>(insights into literary and critical theory)</i>	will complement their study of the huge expansion of new media and desktop publishing within the world of business.

19				Creative and visual	are emphasised across the course.
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				approaches	
20			In the third year of study,		students will complete a research project
21	and			(students)	undergo an internship.

22				Career opportunities for graduates	include working in a public relations profession as a writer, press agent, media relations manager, events manager and customer service manager, among others.
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23				Graduates of the BEPR	can also consider opportunities in marketing and advertising
24	as			many of the same skills	are used
25	and			strong skills in communication	could also be used in areas such as journalism, broadcasting and publishing.

26				Graduates	could also opt to work in the field of education as a lecturer, professor and researcher in the English, linguistics and literature.
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27			For details,		call SEGi University College at 03-6145 1777 or 1800-88073444.
28				You	can also email infokd@segi.edu.my
29	or			log on	to www.segi.edu.my

Analysis of Thematic Progression

				TYPE
Cl. 1	T1	+	R1	Linear theme pattern
Cl. 2	T2	+	R2	
Cl. 3	T1	+	R1	Constant theme pattern
Cl. 4	T2	+	R2	
Cl. 5	T2	+	R3	
Cl. 6	T1	+	R1	
Cl. 7	T2	+	R2	
Cl. 8	T1	+	R1	
Cl. 9	T1	+	R1	
Cl. 10	T2	+	R2	Constant theme pattern
Cl. 11	T1	+	R1	
Cl. 12	T1	+	R2	
Cl. 13	T1	+	R1	Constant theme pattern
Cl. 14	T1	+	R1	
Cl. 15	T1	+	R2	
Cl. 16	T1	+	R1	Linear theme pattern
Cl. 17	T1	+	R1	
Cl. 18	T2	+	R2	Linear theme pattern
Cl. 19	T1	+	R1	

Cl. 20	T2	+	R2	Linear theme pattern
Cl. 21	T3	+	R3	
Cl. 22	T1	+	R1	Constant theme pattern
Cl. 23	T1	+	R1	
Cl. 24	T2	+	R2	
Cl. 25	T2	+	R3	
Cl. 26	T1	+	R1	
Cl. 27	T1	+	R1	
Cl. 28	T2	+	R2	
Cl. 29	T3	+	R3	

Text 24: Enriching the learning experience of Sunway students

Source: New Sunday Times, 25 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				The World Health Organisation	estimates
2	that			one in five people	will have a mental health disorder in their lifetime.
3	While			there	has been an increase on Mental Health Awareness amongst the public,
4				the stigmas that accompany mental illnesses and other health issues	still exist.

5			In an effort to reduce these social stigmas,		Sunway University's Psychology students set up awareness booths in conjunction with the Community Mental Health Day.
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6				The exhibition booths that displayed a collection of different mental illnesses and other health issues	were set up to raise the awareness levels of Sunway staff and students
7	at the same time			<i>(The exhibition booths that displayed a</i>	educate them on how to positively support individuals battling these illnesses.

				<i>collection of different mental illnesses and other health issues)</i>	
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8				Psychology students	used the application of Psychology through the science of the human mind and behaviour to educate the public using posters, brochures and other teaching aids to spread the word.
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9				The students	collaborated in teams
10	and			<i>(The students)</i>	selected a mental illness
11	that			they	thoroughly researched
12	and			<i>(they)</i>	displayed their findings during the exhibition.
13				Some of the mental illnesses and other health issues covered	include stress and cancer awareness, obesity, Progeria, depression and AIDS.

14				The students	also organised interactive games and health booths for staff and students to conduct brief assessments.
15				All of them	were also encouraged to pledge to love themselves in conjunction with a suicide prevention awareness campaign during the exhibition.

16				Head of the Department of	stressed the importance of the use of different mediums in teaching.
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				Psychology Dr Lin Mei-Hua	
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17				She	said:
18				“It	’s sometimes easier to explain and understand the different biological processes of the human body and brain using an audio-visual clip to ease the learning process.
19		Sometimes,		we	use movies to showcase examples of psychological theories
20	and			(<i>movies</i>)	encourage open discussion amongst the students.

21				Guest lecturers	also make frequent visits to excite the classroom learning experience.
22				Dr Sagathevan, Head of Science and Engineering Resources, Sunway Education Group	occasionally visits the Pet Behavioural Studies class with his exotic animals
23	and			(<i>Dr Sagathevan, Head of Science and Engineering Resources, Sunway Education Group</i>)	teach them about the animal brain through brain dissection.

24				Students	also conduct naturalistic observation on animals in order to better understand animal movement
25	and			(<i>naturalistic observation</i>)	enhance their observation, research

)	and reporting skills through their vision and perception in psychology.
26				They	are given the flexibility of observing their pets
27	or			(they)	going to a zoo to observe a wildlife animal.

28				The students	participated in the 1 st Malaysian Psychology Conference
29	that			(the 1 st Malaysian Psychology Conference)	was co-hosted by Sunway University along with six other universities.

30				The students from the psychology department	presented their research papers and poster presentations during the conference held in Nottingham University.
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31				The Sunway Psychology graduates in the past	have secured strong positions in various work sectors within Malaysia and abroad.
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32				Dr Lin	said:
33				“Some of the students	almost immediately enrol themselves into the postgraduate programmes
34	while			others	choose to develop their career by experimenting with different professions such as Human Resource, Consultancy, Marketing and Advertising as well non-governmental organisations.”

35				Find out	more at http://sunway.edu.my/u
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					niversity/psychology or call 03-7491 8622.
36	or			call	03-7491 8622.
37				Extended counselling	is available every day until Jan15 next year.

Analysis of Thematic Progression

				TYPE
Cl. 1	T1	+	R1	
Cl. 2	T2	+	R2	
Cl. 3	T3	+	R3	Linear theme pattern
Cl. 4	T4	+	R4	Linear theme pattern
Cl. 5	T1	+	R1	
Cl. 6	T1	+	R1	
Cl. 7	T1	+	R2	Constant theme pattern
Cl. 8	T1	+	R1	
Cl. 9	T1	+	R1	
Cl. 10	T1	+	R2	Constant theme pattern
Cl. 11	T1	+	R3	Constant theme pattern
Cl. 12	T1	+	R4	Constant theme pattern
Cl. 13	T2	+	R5	Linear theme pattern
Cl. 14	T1	+	R1	
Cl. 15	T1	+	R2	Constant theme pattern
Cl. 16	T1	+	R1	
Cl. 17	T1	+	R1	

Cl. 18	T2	+	R2	
Cl. 19	T3	+	R3	
Cl. 20	T4	+	R4	Linear theme pattern
Cl. 21	T1	+	R1	
Cl. 22	T1	+	R2	Constant theme pattern
Cl. 23	T1	+	R3	Constant theme pattern
Cl. 24	T1	+	R1	
Cl. 25	T2	+	R2	Linear theme pattern
Cl. 26	T3	+	R3	
Cl. 27	T3	+	R4	Constant theme pattern
Cl. 28	T1	+	R1	
Cl. 29	T2	+	R2	Linear theme pattern
Cl. 30	T1	+	R1	
Cl. 31	T1	+	R1	
Cl. 32	T1	+	R1	
Cl. 33	T2	+	R2	
Cl. 34	T2	+	R3	Constant theme pattern
Cl. 35	T1	+	R1	
Cl. 36	T2	+	R2	
Cl. 37	T3	+	R3	

Text 25: Curtin professor takes computer studies to micro level

Source: New Sunday Times, 25 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				The history of computers	can be traced to the invention of the abacus by the Babylonians back in 2400 BC.
2				The abacus	was an arithmetic calculator or computing device designed as a composition of mechanical components.
3	Since then,			mechanical components	have evolved
4	as			scientists, mathematicians and researchers	work towards perfecting the machine as an electronic device.
5			With the two world wars,		computer technology was dramatically transformed to meet military strategic needs.
6			During World War 2 and the subsequent Cold War,		computers were developed for military applications such as controlling weapons, intelligence gathering and launching missiles.
7				“Computer technology	has been drastically improved in the 21 st century
8	and			its benefits	are being enjoyed all over the world,” says Associate Professor Dr Ashutosh Kumar Singh,

9	who			(Associate Professor Dr Ashutosh Kumar Singh)	was with his student Akilan Thangarajah.
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10				Prof Ashutosh	is the Head of the Department of Electrical and Computer Engineering (ECE) at Curtin Sarawak,
11	while			Akilan	is a fourth-year Computer System Engineering student of Curtin Sarawak's School of Engineering and Science.

12				Today's computer architecture	is based on the concepts introduced by the prominent mathematicians and computer scientists John Von Neumann and Alan Mathison Turing.
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13			Today,		even the size of the computer has been dramatically reduced to the size of a person's palm or even smaller compared to the early days
14	when			mainframe computers the size of a room	were commonplace.

15	Although ,		technical ly,		today's computers comprise all the same basic components as Von Neumann's computers,
16				they	are no longer distinguishable from his original design.
17				This	is due to the

					tremendous advances in technology since his day.
18				The latest technology	has merged or embedded them.

19				The future of computers	will always be related to Intel co-founder Gordon E. Moore's law
20	which			<i>(Intel co-founder Gordon E. Moore's law)</i>	states
21	that			improvement in the speed of processors	increases exponentially roughly every 10 years.

22	However ,			there	are concerns about the power dissipation of the modern technology.
23			To solve this,		researchers have proposed the use of "Reversible Logics"
24	which			<i>("Reversible Logics")</i>	will theoretically result in zero power dissipation.

25	At the same time,			"quantum computers", which promise to transform the computing experience of the future	are likely to be introduced.
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26				Prof Ashutosh's research interests	include verification, synthesis, design and testing of digital circuits
27	and			he	has published around 60 research papers on these subjects.

28			For details,		email Prof Ashutosh at ashutosh.s@curtin.edu.my
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Analysis of Thematic Progression

TYPE

Cl. 1 T1 + R1

Cl. 2 T1 + R1

Cl. 3 T1 + R1

Cl. 4 T2 + R2

Cl. 5 T1 + R1

Cl. 6 T1 + R1

Cl. 7 T1 + R1

Cl. 8 T1 + R2

Cl. 9 T2 + R3

Cl. 10 T1 + R1

Cl. 11 T2 + R2

Cl. 12 T1 + R1

Cl. 13 T1 + R1

Cl. 14 T2 + R2

Cl. 15 T1 + R1

Cl. 16 T2 + R2

Cl. 17 T3 + R3

Cl. 18 T4 + R4

Constant theme pattern

Linear theme pattern

Linear theme pattern

Linear theme pattern

Linear theme pattern

Cl. 19	T1	+	R1	Linear theme pattern
Cl. 20	T2	+	R2	
Cl. 21	T3	+	R3	
Cl. 22	T1	+	R1	Linear theme pattern
Cl. 23	T2	+	R2	
Cl. 24	T3	+	R3	
Cl. 25	T1	+	R1	Constant theme pattern
Cl. 26	T1	+	R1	
Cl. 27	T1	+	R2	
Cl. 28	T1	+	R1	
Cl. 29	T2	+	R2	

Text 26: APFT helps meet government's call

Source: New Sunday Times, 25 December 2011

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				Perbadanan Hal Ehwal Bekas Angkatan Tentera (PERHEBAT) and Asia Pacific Flight Training Sdn Bhd (APFT), the largest Flight Academy in Malaysia,	recently signed a Memorandum of Agreement to deliver training to members of the Malaysian Armed Forces.
2				The MoA, signed at Kompleks PERHEBAT, Kem Sungai Buloh on Dec 20,	will enable the members of the armed forces to begin their careers in the civil aviation sector as soon as they retire.
3			Earlier this month		APFT held a graduation ceremony for 10 batches of graduates consisting of 234 cadets including cadets from airlines.
4				Deputy Finance Minister Datuk Dr Awang Adek Hussin in his speech at the graduation ceremony	congratulated APFT for rising to the government's call to produce high-income earning professionals.
5			During the ceremony,		the Top Gun Ab-Initio award was presented to the overall best student for the various

					batches
6	while			outstanding graduates	also received a Gold Medalist Piloting and Gold Medalist Academic awards during the ceremony.

7				APFT	has arranged for their graduates to be interviewed by airlines in order to place them in the first officer jobs in the region
8	and			their cadets	are now serving not only with local airlines but also regional ones.

9				APFT	is a flight training academy, located at Sultan Ismail Petra Airport, Pengkalan Chepa, Kota Baru, Kelantan.
10				The company	is a subsidiary of APFT Bhd, a company listed on the main board of Bursa Malaysia.

11				The courses conducted by Asia Pacific Flight Training Academy (Academy)	are accredited by the Department of Civil Aviation (DCA) and internationally-recognised by International Civil Aviation Organisation (ICAO).
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12				The Academy	offers Diploma in Aviation (Pilot Training) course combining the licence flight training course with
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					the approved diploma subjects aimed at producing pilots with management knowledge.
13				APFT	has been selected by major airlines as an approved organisation for flight training of their cadet pilots.

14	In addition to			PPL (Aeroplane/Helicopter) and ATPL (Frozen) courses,	APFT also offers Night VFR Rating (Aeroplane/Helicopter), IR (Aeroplane), Assistant Flying Instructor's (AFI) Rating (Aeroplane) Flying Instructor's (FI) Rating (Aeroplane) and Aviation English Certification.
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15				APFT	has a fleet strength of 38 aircraft and one helicopter,
16	which			<i>(a fleet strength of 38 aircraft)</i>	includes the state-of-the-art Diamond aircraft.

17				It	is the largest within the flight education and training market in Malaysia.
18	In addition,			the company	has two Alsim flight training simulators.

19			For training purposes,		the company operates out of four commercial airports, namely, Kota Baru, Kuala Terengganu, Subang and Ipoh providing their students with ample
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					airspace for flight training.
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20				APFT	is the only flight education and training service provider in Malaysia, authorised by Jeppesen, a Boeing company, to conduct the Aviation English Test, a requirement by the ICAO for pilot licensing.
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21				APFT	is also the appointed representative for the marketing of Jeppesen's Licensed Dispatcher Course.
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22				Minimum qualification for the training course	is Sijil Pelajaran Malaysia or O-Level with five credits, including Mathematics, English and any Science subjects.
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23				Approval from DCA	is also required.
24				There	are eight intakes yearly
25	and			placement	is subject to receipt of booking fees and first-come basis.
26				The next intake	is next month.

27			For details,		call 03-2092 3177, 019-281 9310
28	or			email	registrar@apft.edu.my

Analysis of Thematic Progression

				TYPE
Cl. 1	T1	+	R1	
Cl. 2	T1	+	R1	
Cl. 3	T1	+	R1	
Cl. 4	T1	+	R1	
Cl. 5	T1	+	R1	
Cl. 6	T2	+	R2	Constant theme pattern
Cl. 7	T1	+	R1	
Cl. 8	T1	+	R2	Constant theme pattern
Cl. 9	T1	+	R1	
Cl. 10	T1	+	R2	Constant theme pattern
Cl. 11	T1	+	R1	
Cl. 12	T1	+	R1	Constant theme pattern
Cl. 13	T1	+	R2	
Cl. 14	T1	+	R1	Linear theme pattern
Cl. 15	T1	+	R1	
Cl. 16	T2	+	R2	
Cl. 17	T1	+	R1	
Cl. 18	T2	+	R2	

Cl. 19	T1	+	R1
Cl. 20	T1	+	R1
Cl. 21	T1	+	R1
Cl. 22	T1	+	R1
Cl. 23	T1	+	R1
Cl. 24	T2	+	R2
Cl. 25	T3	+	R3
Cl. 26	T3	+	R4
Cl. 27	T1	+	R1
Cl. 28	T12	+	R2

Linear theme pattern

Constant theme pattern

Text 27: OUM's latest programme to produce high-quality academics

Source: New Sunday Times, 25 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				Open University Malaysia (OUM)	offers a number of innovative programmes to enhance the teaching profession.
2				The latest addition	is the Doctor of Education or EdD programme.
3			Designed to produce high-quality academics in the area of education,		the programme enables its candidates to expand their knowledge in a variety of disciplines from research, communication and leadership to IT.
4				The wide range of coursework and research	will equip learners with the necessary skills to become professional educators in their respective fields.
5			According to Prof Dr Zoraini Wati Abas, the programme coordinator of EdD,		many Malaysians may be unaware of the distinction between EdD and the more popular PhD in Education.
6				She	adds
7	that			the main difference	lies in the emphasis and programme

					structure of the respective programmes.
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8				The PhD in Education,	she clarifies, is more research intensive
9	and			(<i>The PhD in Education</i>)	does not typically include coursework.
10				It	would appeal to those who have sound research knowledge and skills,
11	and			(<i>those who have sound research knowledge and skills</i>)	are independent and self-disciplined.

12	Meanwhile,			the EdD	has broader goals
13	as			it	develops practitioners with research skills within the area of concentration.

14				OUM,	she says will start the EdD programme with two popular concentrations: Educational Management and Instructional Technology.
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15				“Graduates	will acquire the relevant knowledge to be experts in the said fields.
16				It	will also enhance their competency in their respective workplaces.”

17	However,			graduates of both programmes	will still carry the prestigious title of ‘Doctor’,” Prof Zoraini says.
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18	Although			research	remains part and parcel of this doctorate-level programme,
19				other core competencies	are also developed such as management and leadership.
20				These	will certainly give graduates an edge in the education industry,” she says.

21	Apart from			the inherent benefits of EdD,	learners will gain from the many plus points
22	that			OUM	has to offer.

23	Firstly,			the university	has been in the business of teaching educators via open and distance learning for more than a decade.
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24				“We	have a team of experts in the field comprising full-time OUM professors and senior academicians as well as associates from other universities to teach and supervise learners,” Prof Zoraini says.
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25				Another appealing factor about the university	is its flexibility.
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26			Here,		leaners can attend weekend tutorials,
27				(learners)	take fully online courses

28	or			<i>(learners)</i>	opt for the blended mode of face-to-face and online learning.
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29				The EdD programme	comes in the form of structured programme coursework
30	and			this	is particularly useful for those who prefer classes or a more guided approach as compared to the more rigorous PhD programme
31	which			<i>(PhD programme)</i>	requires one to be independent.

32				Learners	are expected to complete 60 credit hours
33	whereby			36 credit hours	are for courses
34	and			24 credit hours	are for research.

35				Prof Zoraini	adds
36	that			the EdD	is ideal for lecturers in institutions of higher learning with a relevant Master's degree and teaching experience.

37	In addition,			the programme	is suitable for practitioners or policy makers in educational management and instructional technology.
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38				"Anyone interested in academia and research	is encouraged to enrol in the programme," she says.
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39				The EdD programme	will commence in January next year.
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40			For details,		call 03-2773 2121,
41				email	enquiries@oum.edu.my
42	or			visit	www.oum.edu.my

Analysis of Thematic Progression

TYPE

Cl. 1 T1 + R1

Cl. 2 T1 + R1

Cl. 3 T1 + R1

Cl. 4 T1 + R1

Cl. 5 T1 + R1

Cl. 6 T1 + R1

Cl. 7 T2 + R2

Cl. 8 T3 + R1

Cl. 9 T3 + R2

Cl. 10 T3 + R3

Cl. 11 T4 + R4

Cl. 12 T1 + R1

Cl. 13 T1 + R2

Cl. 14 T1 + R1

Linear theme pattern

Constant theme pattern

Constant theme pattern

Linear theme pattern

Constant theme pattern

Cl. 15	T1	+	R1	Linear theme pattern
Cl. 16	T1	+	R2	
Cl. 17	T1	+	R1	
Cl. 18	T1	+	R1	
Cl. 19	T2	+	R2	Linear theme pattern
Cl. 20	T3	+	R3	
Cl. 21	T1	+	R1	
Cl. 22	T2	+	R12	
Cl. 23	T1	+	R1	
Cl. 24	T1	+	R1	
Cl. 25	T1	+	R1	
Cl. 26	T1	+	R1	Linear theme pattern
Cl. 27	T2	+	R2	
Cl. 28	T2	+	R3	Constant theme pattern
Cl. 29	T1	+	R1	Linear theme pattern
Cl. 30	T2	+	R2	
Cl. 31	T3	+	R3	Linear theme pattern
Cl. 32	T1	+	R1	Split rheme pattern
Cl. 33	T2	+	R1	
Cl. 34	T3	+	R2	
Cl. 35	T1	+	R1	

Cl. 36	T2	+	R2
Cl. 37	T1	+	R1
Cl. 38	T1	+	R1
Cl. 39	T1	+	R1
Cl. 40	T1	+	R1
Cl. 41	T2	+	R2
Cl. 42	T3	+	R3

Text 28: IT-savvy with PTPL's programmes

Source: New Sunday Times, 25 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				Information Technology (IT)	is required for data processing purposes.
2				The use of computers and other softwares	are capable of changing, storing, securing, processing, transferring, viewing, and retrieving information regardless of place and time.
3				IT	can be divided into a few components to facilitate the research.
4				The technology that is used	refers to hardware, software and telecommunication systems
5	that			<i>(hardware, software and telecommunication systems)</i>	are used in the management and information processing.
6				Computer softwares such as Linux, Mac OS and the Internet	play an important role
7	because			it	's highly-rated as the most usable software.
8				PTPTL College	offers related programmes at the Diploma level.
9				Students	will learn about programming such as C++, Java and visual Basic.

10	In addition,			they	can also gain experience in learning the hardware and software in terms of installation, formatting and setup devices.
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11				Students	will be able to develop a website using the programming tools
12	that			they	have learnt
13	and			(they)	create networks by using LAN, WAN and MAN.

14			Through the two-and-a-half-year diploma programme,		the entry qualification is a pass with three credits in SPM or SPMV
15	and			the priority	is given to the subjects of mathematics and science.

16	Apart from			this programme,	PTPL also offers other programmes through its school of Information Sciences and Engineering such as Diploma in Graphic Design, Multimedia Technology, E-Commerce, Business Computing and Electrical & Electronic Engineering.
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17			With the diploma awarded by PTPL,		students will gain transfer credit upon enrolling into the Management & Science University (MSU).
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18				The transfer credit given	will ensure the students a place in the second year of their degree level studies in MSU.
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19				Among the career that awaits them	are software developer, application developer, computer and system analyst, computer technician, computer engineer, and computer networking experts.
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20			For details,		call 03-5531 6688.
21	Alternati vely,			type	INFOPTPL<space>name <space>email
22	and			send	to 013-243 3677 or 017- 399 3034 or 016-630 8966
23	or			visit	www.ptpl.edu.my

Analysis of Thematic Progression

TYPE

Cl. 1 T1 + R1

Cl. 2 T1 + R1

Cl. 3 T1 + R1

Cl. 4 T2 + R2

Cl. 5 T3 + R3

Linear theme pattern

Cl. 6 T1 + R1

Cl. 7 T1 + R2

Constant theme pattern

Cl. 8 T1 + R1

Cl. 9 T2 + R2

Cl. 10 T1 + R1

Cl. 11	T1	+	R1	Constant theme pattern
Cl. 12	T1	+	R2	
Cl. 13	T1	+	R3	
Cl. 14	T1	+	R1	
Cl. 15	T2	+	R2	
Cl. 16	T1	+	R1	
Cl. 17	T1	+	R1	
Cl. 18	T1	+	R1	
Cl. 19	T1	+	R1	
Cl. 20	T1	+	R1	
Cl. 21	T2	+	R2	
Cl. 22	T3	+	R3	
Cl. 23	T4	+	R4	

Text 29: Be a leader in the automotive industry

Source: The Star, 28 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				The automotive industry	offers some of the most exciting and rewarding career opportunities an engineer could wish for, from motorsport to mass manufacturing and from lightweight materials to fuel cells.
2				Automotive engineers	use the most advanced technologies to create products
3	that			(products)	inspire and bring change to the world.
4				Kuala Lumpur Infrastructure University College (KLIUC)	is offering the Diploma in Automotive Engineering.
5				This programme	is specifically for students wishing to pursue a career in the automotive industry.
6				The programme	has been designed to enable students to develop a thorough understanding of mechanical engineering principles.
7				The courses that are covered in this two-and-a-half-year programme	are automotive engines and fuel systems, dynamics and transmission, suspension and steering systems, electrical and electronics, automotive workshop technology, hydraulics and pneumatics systems, thermofluids and many more.

8				The students	are trained to design, test and develop vehicles or components and systems from the concept stage through to field practices.
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9			At KLIUC,		students are encouraged to get involved with hands-on activities.
10			Each year		the Mechanical and Automotive Engineering Department (MAED) of the School of Engineering Technology Infrastructure (SETI) sends students to the inter-varsity competitions, namely the Formula Varsity Competition.
11				This	is a kart fabrication-cum-kart racing competition.
12				The MAED students	will be actively involved in the designing, fabricating and testing of the kart.

13	Besides			training students to participate in hands-on activities,	they are encouraged to organise events for the departments.
14			Recently,		MAED students organised an Auto week at KLIUC.
15				The aim of the event	was to create awareness among students, lecturers and staff of KLIUC about automotive products and car maintenance services.
16				Representatives from the Lube Business	were invited to give a talk to the students

				Division of Petronas Dagangan Berhad	
17	which			(<i>talk</i>)	provided first-hand experience and knowledge of the industry.
18				KLIUC	has close rapport and linkages with the industries for internship placements and job opportunities.

19	Besides			the Diploma in Automotive Engineering ,	SETI also offers other programmes such as Diploma in Civil Engineering, Diploma in Mechanical Engineering, Diploma in Electrical and Electronics Engineering, Diploma in Electronics and Communication Engineering, Bachelor of Civil Engineering (Hons), Bachelor of Electronics Engineering (Hons), Bachelor of Technology (Hons) in Applied Automotive, Bachelor of Technology (Hons) in Building Infrastructure Maintenance, Bachelor of Technology (Hons) in Construction Management, Bachelor of Technology (Hons) in Water and Wastewater, Master in Civil Engineering (by Research), Master in Electronics Engineering (by Research), and Doctor of Philosophy in Civil Engineering.
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20				Visit	the University College,
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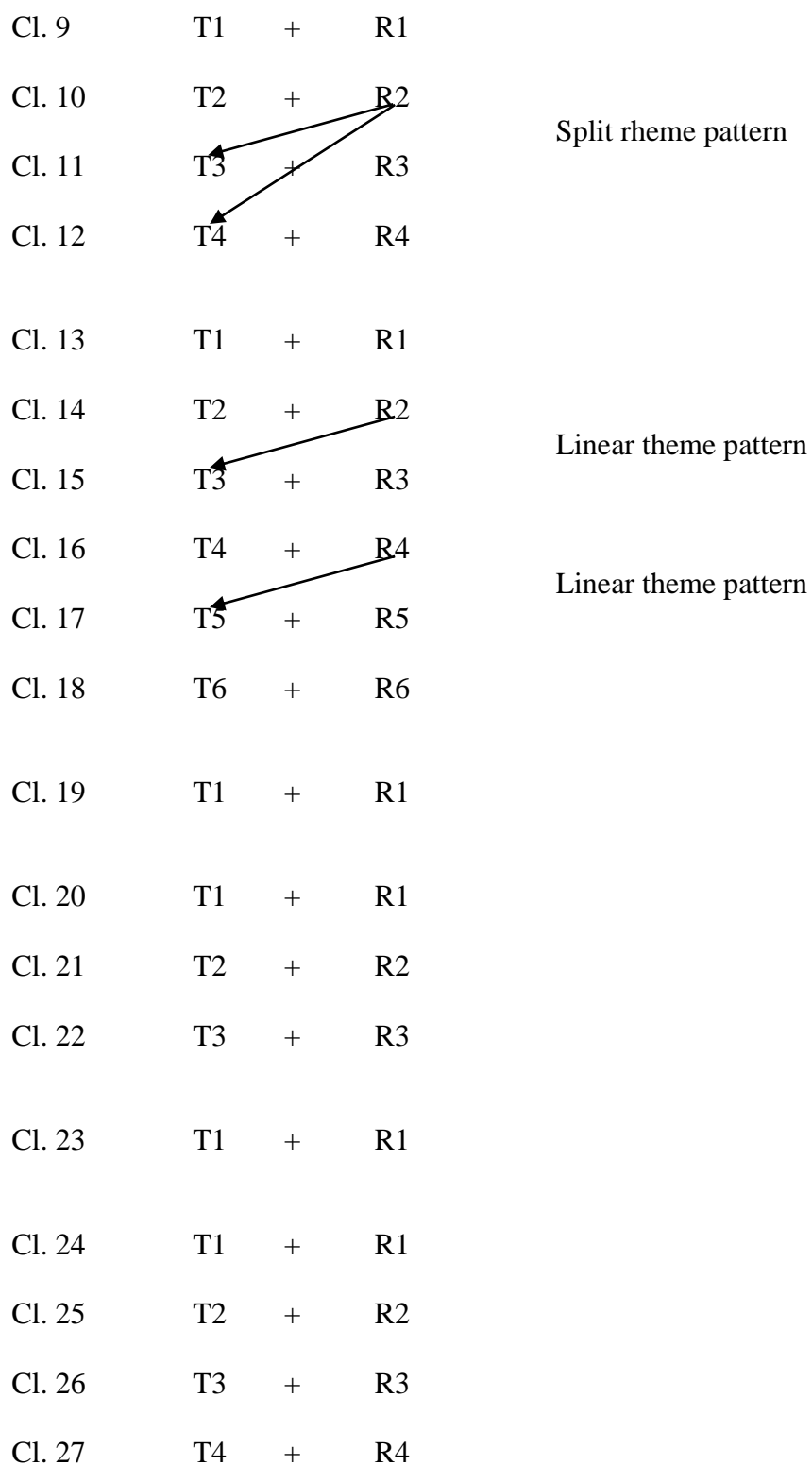
21	and			gain	more information about other programmes offered.
22				Enquire	also about the KLIUC scholarship, tuition fee waivers scheme and the sibling discount scheme.

23				Forecast results	can be considered for March 2012 intake.
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24			For details,		contact 03-8926 6993 / 019-388 3435,
25				e-mail	inquiry@kliuc.edu.my
26	or			visit	www.kliuc.edu.my .
27				Follow	KLIUC on facebook.com/KLIUC. Education and twitter.com/KLIUC_Education for the latest campus news.

Analysis of Thematic Progression

				TYPE
Cl. 1	T1	+	R1	
Cl. 2	T2	+	R2	Linear theme pattern
Cl. 3	T3	+	R3	Linear theme pattern
Cl. 4	T1	+	R1	
Cl. 5	T2	+	R2	Linear theme pattern
Cl. 6	T2	+	R3	Constant theme pattern
Cl. 7	T2	+	R4	Constant theme pattern
Cl. 8	T1	+	R1	



Text 30: ATC beats the competition

Source: The Star, 28 December

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				Advance Tertiary College (ATC)	is the champion of the sixth LAWASIA International moot competition in Seoul, South Korea this year.
2				The team, comprising Alwyn Anthony Rajasurya, Chai Phing Zhou and Mah Sue Ann with the guidance of their coach Daniel Bong, and teacher in charge, Daniel Abishegam	beat the Singapore Management University (SMU) in a closely contested final held in the Grand Intercontinental Hotel in Seoul.
3			To further make it a day to remember for ATC,		Alwyn was declared the best mooter in the competition.
4				ATC	has a proud tradition of excellence in this prestigious moot competition, having emerged as champions in the 4 th edition in Vietna and first runner up in the 5 th edition, New Delhi, India.
5				The	is always held in

				competition	conjunction with the LAWASIA conference
6	and			this year	is the conference's 24 th year.

7				The other awards	were won by Chinese University of Hong Kong for Best Memorials, Kobe University Law Faculty (Japan) for Best Endeavour
8	and			The Spirit of LAWASIA award	was given to Pusan University (South Korea).

9				Teams	are given fictional facts with legal issues for the Moot Court.
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10				The competition	is a trial on behalf of their clients before a bench of esteemed judges.
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11				The moot problem this year	highlighted a shipment of green bananas,
12	which			<i>(a shipment of green bananas)</i>	did not materialise fully due to unforeseen circumstances.
13				Vague terms and misplaced trust	caused the two contracting parties to stand before an arbitral tribunal to resolve their differences.

14				The final round	was judged by a most distinguished panel of judges comprising the presiding judge,
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					Magistrates Courts of Australia chief federal magistrate John Pascoe, Supreme Court of India advocate Abhisit Sen Gupta and Kuala Lumpur Regional Centre for Arbitration (KLRCA) director Sundra Rajoo.
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15	When contacted,			ATC principal and deputy chief executive officer Dr Danny Choong	was clearly elated about the team's success.
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16				"A lot of hard work and dedication	has gone into the making of this success.
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17				"I	thank everyone
18	who			(everyone)	helped with the coaching of the team including members of the ATC alumni
19	who			(members of the ATC alumni)	took time off their busy schedules to help judge the team during training sessions."

20				ATC	has an active internal moot programme
21	where			students	are encouraged to participate every year for the Tun Abdul Hamid trophy.

22			From this competition,		talent is spotted and trained to represent ATC in various national and international competitions.
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23				“The moot programme	gives the ATC student a holistic education
24	as			this	is an important element of any undergraduate legal education,” added Dr Choong.

25			Judging by the enthusiasm and interest that this win has sparked among the younger undergraduates in ATC,		one can rest assured
26	that			there	will be many teams of mooters to come from ATC.

27				Quality education at affordable prices	is the hallmark of ATC’s success for almost a quarter of a century.
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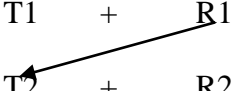
28			For details,		visit the ATC website www.atc2u.com
29	or			call	the toll free line at 1800 99 9292
30	or			e-mail	enquiries@atc2u.com

Analysis of Thematic Progression

TYPE

Cl. 1	T1	+	R1
Cl. 2	T1	+	R1
Cl. 3	T1	+	R1
Cl. 4	T1	+	R1
Cl. 5	T1	+	R1
Cl. 6	T2	+	R2
Cl. 7	T1	+	R1
Cl. 8	T2	+	R2
Cl. 9	T1	+	R1
Cl. 10	T1	+	R1
Cl. 11	T1	+	R1
Cl. 12	T2	+	R2
Cl. 13	T3	+	R3
Cl. 14	T1	+	R1
Cl. 15	T1	+	R1
Cl. 16	T1	+	R1

Linear theme pattern



Cl. 17	T1	+	R1	Linear theme pattern
Cl. 18	T2	+	R2	
Cl. 19	T3	+	R3	Linear theme pattern
Cl. 20	T1	+	R1	
Cl. 21	T2	+	R2	
Cl. 22	T1	+	R1	
Cl. 23	T1	+	R1	Linear theme pattern
Cl. 24	T2	+	R2	
Cl. 25	T1	+	R1	Constant theme pattern
Cl. 26	T1	+	R2	
Cl. 27	T1	+	R1	
Cl. 28	T1	+	R1	
Cl. 29	T2	+	R2	
Cl. 30	T3	+	R3	

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Text 31: Preparing students for great careers

Source: The Star, 28 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1			Since 1981,		PTPL has been committed and concerned in ensuring quality education for all those who seek excellence in their academic pursuits.
2			Today,		with 10 centres throughout Malaysia, PTPL has become the institution of choice among many SPM or STPM school leavers
3	and			(PTPL)	plays a productive role in fulfilling the quality human capital needs of the nation.

4				The PTPL Group's involvement in offering critical and industry relevant courses	is crucial towards the creation of our future graduates.
5				PTPL emphasis in the area of Health Sciences, Information Sciences, Engineering, Hospitality, Business Management	has been exemplary to others.

				and Professional Disciplines	
6			At PTPTL College,		you can get a head start in either Certificate or Diploma programmes in these areas.

7				The critical and relevant programmes offered by the PTPL Group	is based on the nation's current demand for manpower.
8				Having four schools – School of Health Sciences, School of Business Management and Professional Studies, School of Hospitality and Culinary Arts and School of Information Sciences and Engineering –	has made PTPL the college of choice.

9				The School of Health Sciences	offers Certificate in Health Science and Diploma Medical Laboratory Technology.
10			For School of Business Management & Professional Studies		it offers programmes such as Business Management, Early Childhood Education,

					Accountancy, Management, Marketing, Human Capital Management and Retail Management.
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11				The School of Hospitality & Culinary Arts	offers programmes in Tourism Management, Hotel Operation and Catering, Food Services and Restaurant Management, Culinary Arts, Hotel Management and Event Management.
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12				School of Information Sciences and Engineering	offers Electrical and Electronic Engineering, Computer Science, Graphic Design, Business Computing, Information Technology, Multimedia Technology, E-Commerce, and Electrical and Electronic Engineering.
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13				Students with three passes in SPM subjects including credit in Bahasa Malaysia, Mathematics and any of	may apply.
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				the science subjects	
14				Students who failed to obtain three credits in their SPM	are advised to join PTPL certificate programmes.

15				The certificate programmes	offered by PTPL are Health Science, Business Management, Early Childhood Education, Electrical and Electronic Engineering, Computer Science, Tourism Management and Catering and Hotel Operation.
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16				The minimum entry requirement for certificate programmes	is passing in SPM with minimum one credit in any subject.
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17	After			completing studies in PTPL,	students have the advantage of transferring their credit hours earned during their diploma level studies to Management & Science University
18	where			MSU	is the collegiate institution for PTPL.

19				Students	have an option for local or
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					foreign universities as well.
20				Such transfer credit	can be done with much ease
21	because			the Malaysian Qualification Agency (MQA) accredited programme	has stringent quality in its delivery.

22	Furthermore,			students	need not be unduly worried
23	as			the accredited programmes by MQA	will ensure sponsorship and employment security.

24				Those who are interested in pursuing their bachelor level at the foreign university without higher cost	can join 3+0 programmes offered at PTPL college.
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25				Programmes from selected foreign university such as Anglia Ruskin University, Northumbria University and University of East London,	give choices to students.
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26				CAT, ACCA-Qualification, LCCI-Diploma in Business Studies, LCCI-Private Secretarial Diploma, ABE and CIMA	are among the professional programmes offered by PTPL College.
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27			For enquiries,		call 05-5513 6688
28	or			visit	www.ptpl.edu.my for details.
29	Alternatively,			you	can sms by typing INFOPTPL <space> name <space> e-mail
30	and			send	to 013-243 3677 / 017-399 3034 or 016-630 8966.

Analysis of Thematic Progression

TYPE

Cl. 1 T1 + R1

Cl. 2 T2 + R2

Cl. 3 T3 + R3

Linear theme pattern

Cl. 4 T1 + R1

Cl. 5 T1 + R2

Cl. 6 T1 + R3

Constant theme pattern

Constant theme pattern

Cl. 7 T1 + R1

Cl. 8 T1 + R2

Constant theme pattern

Cl. 9 T1 + R1

Cl. 10	T2	+	R2
Cl. 11	T1	+	R1
Cl. 12	T1	+	R1
Cl. 13	T1	+	R1
Cl. 14	T1	+	R2
Cl. 15	T1	+	R1
Cl. 16	T1	+	R1
Cl. 17	T1	+	R1
Cl. 18	T2	+	R2
Cl. 19	T1	+	R1
Cl. 20	T2	+	R2
Cl. 21	T3	+	R3
Cl. 22	T1	+	R1
Cl. 23	T2	+	R2
Cl. 24	T1	+	R1
Cl. 25	T1	+	R1
Cl. 26	T1	+	R1
Cl. 27	T1	+	R1
Cl. 28	T2	+	R2

Linear theme pattern

Linear theme pattern

Cl. 29	T3	+	R3
Cl. 30	T4	+	R4

Text 32: Study medicine in Indonesia

Source: The Star, 28 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				Nugrahan Sdn Bhd	is one of the oldest and largest student placement agencies in Malaysia.
2			Each year,		an average of 250 Malaysian students are placed in reputable universities and colleges in Indonesia and India, specialising in the fields of medicine, dentistry and pharmacy.
3				Nugrahan	has been appointed the sole and exclusive representative of a number of universities and colleges in Indonesia and India.
4				It	represents three universities in Indonesia
5	where			the undergraduate medical programme	is taught in English.
6	In fact,			these three universities – University Gadjah Mada, Yogyakarta, University	have Jabatan Perkhidmatan Awam (JPJ) scholarship students

				Padjadjaran, Bandung and University Udayana, Bali –	studying in their respective medical faculties.
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7				Nugrahan	is one of the two official representatives of University Gadjah Mada, Yogyakarta.
8				The university	was ranked 103 in the world for Life Sciences and Biomedicine by the <i>Times - Higher Education – QS World University Rankings</i> in 2009 – outstripping Malaysian public universities.

9			For Malaysian students who are interested in medicine, dentistry, pharmacy or veterinary sciences,		University Gadjah Mada would be the ideal choice, both for its quality as well as cost.
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10				University Padjadjaran, Bandung,	houses the largest number of Malaysian students in any Indonesian university.
11				The faculty of Medicine of	is highly reputable,

				University Padjadjaran	
12	so much so that			University Kebangsaan Malaysia (UKM)	has established an undergraduate medical twinning programme with University Padjadjaran.

13				Nugrahan	has been placing Malaysian students in University Padjadjaran since 1998;
14	in fact			it	is the first student placement agency in Malaysia to do so.
15			Today,		more than 100 Malaysian students have been accepted for medicine in this university.
16				University Padjadjaran	also accepts about 30 Malaysian students for its undergraduate pharmacy programme each year.

17				Nugrahan	is also the sole and exclusive representative of University Udayana in Bali.
18			With excellent facilities and a new faculty building,		University Udayana has emerged as a popular choice for Malaysian students,

19	especially since			the medical programme	is fully conducted in English.
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20				The Faculty of Medicine of University Udayana	has close links with foreign universities and hospitals, such as the National University Hospital, Singapore, Leiden University Medical Centre, Netherlands and Saitama Medical Centre, Japan.
21				Lecturers from these institutions	periodically visit University Udayana to conduct lectures.
22				There	are also research programmes with these institutions.

23				Nugrahan	also represents University Sumatera Utara (USU), Medan, one of the universities in Indonesia
24	that			<i>(University Sumatera Utara (USU))</i>	is graded “A” by the Indonesian government.
25				The close proximity to Malaysia (approximately 50 minutes by flight)	makes USU one of the favourite destinations for Malaysian students.

26				The world renowned Institut Teknologi	is ranked in the top 20 technical science
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				Bandung or ITB, as it is commonly known,	universities in Asia.
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27				The degrees conferred by ITB	are world renowned.
28				ITB	offers a four- year pharmacy degree conducted in English
29	which			<i>(a four-year pharmacy degree conducted in English)</i>	is recognised by the Malaysian Pharmacy Board and JPA.

30				The above universities(except ITB)	will be conducting entrance examinations in May and June 2012.
31				Nugrahan	welcomes all qualified Malaysian students to register for these Entrance Examinations as early as possible.
32				This	would give ample time for the students to prepare for the selection examinations
33	as			Nugrahan	will forward past years' questions and reading material
34	as well as			<i>(Nugrahan)</i>	conduct intensive revision classes for students
35	who			<i>(students)</i>	register with them.

36			To further		an "Early Bird"
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			encourage students,		discount in the form of a RM500 voucher will be given to students
37	who			(students)	register for the selection examinations before March 31.

38	Due to			the intense competition to gain entrance into these three universities,	students are advised to register early.
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39				Nugrahan Sdn Bhd	is also probably the largest Malaysian representative of recognised Indian universities.
40				It	placed more than 150 Malaysian students in its partner Indian universities in 2011.

41			For details,		look out for their advertisement in this <i>StarSpecial</i> .
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Analysis of Thematic Progression

TYPE

Cl. 1 T1 + R1

Cl. 2 T2 + R2

Cl. 3 T1 + R1

Cl. 4	T1	+	R1	Linear theme pattern
Cl. 5	T2	+	R2	
Cl. 6	T3	+	R6	
Cl. 7	T1	+	R1	Linear theme pattern
Cl. 8	T2	+	R2	
Cl. 9	T1	+	R1	
Cl. 10	T1	+	R1	Constant theme pattern
Cl. 11	T1	+	R2	
Cl. 12	T2	+	R3	
Cl. 13	T1	+	R1	Constant theme pattern
Cl. 14	T1	+	R2	
Cl. 15	T2	+	R3	Linear theme pattern
Cl. 16	T3	+	R4	
Cl. 17	T1	+	R1	
Cl. 18	T2	+	R2	
Cl. 19	T3	+	R3	
Cl. 20	T1	+	R1	Linear theme pattern
Cl. 21	T2	+	R2	
Cl. 22	T2	+	R3	Constant theme pattern
Cl. 23	T1	+	R1	Linear theme pattern
Cl. 24	T2	+	R2	
Cl. 25	T3	+	R3	

Cl. 26	T1	+	R1	
Cl. 27	T1	+	R1	Constant theme pattern
Cl. 28	T1	+	R2	
Cl. 29	T2	+	R3	Linear theme pattern
Cl. 30	T1	+	R1	
Cl. 31	T2	+	R2	Linear theme pattern
Cl. 32	T3	+	R3	
Cl. 33	T2	+	R4	Constant theme pattern
Cl. 34	T3	+	R5	
Cl. 35	T4	+	R6	Linear theme pattern
Cl. 36	T1	+	R1	Linear theme pattern
Cl. 37	T2	+	R2	
Cl. 38	T1	+	R1	
Cl. 39	T1	+	R1	Constant theme pattern
Cl. 40	T1	+	R2	
Cl. 41	T1	+	R1	

Text 33: Going for a perfect match at MMU

Source: The Star, 28 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1			For many school leavers, especially those who have just completed their SPM and are unsure of what course to pursue,		non-technical courses are attractive options.
2				It	is not surprising –
3	in comparison with			technical courses,	entry requirements are usually lower,
4				fees	are lower,
5	and			the courses	are not as difficult.
6				What does it matter,	goes the common logic,
7	as			you	get paper qualifications anyway.
8				There	is some logic to this approach of thinking.
9	However,		in reality,		it could prove disastrous in the long run.
10			For Multimedia University's (MMU) president, Prof Datuk Dr Muhamad Rasat Muhamad,		students need to see the bigger picture.

11	“While			many people	have built successful careers
12	after			(<i>many people</i>)	earning a degree,” he says
13				it	must be understood
14	that			not every degree	can be used to build a successful career.

15				The degree one brings into the working environment	needs to match current demands.
16				Students	need to learn the environmental factors at play in their local environment.
17			In Malaysia,		potential employers are the government, academic institutions, research centres and private firms.
18				New openings in institutions and research centres	are generally limited, as are those in the government.

19				That	leaves private firms offering the most job openings.
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20	However,			job opportunities in private firms	usually call for technical degrees related to the nature of the firm’s operations.
21				Most	are generally

				Malaysian companies	involved in technology and manufacturing,
22	or			(<i>Most Malaysian companies</i>)	provide support for those companies.
23	As such,			fields that are most in demand	are Engineering and IT,
24	since			these fields	enable production and value creation.

25				“Another field which is becoming more relevant	is creative multimedia,” says Prof Rasat.
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26				“This field	is about creating and developing ideas with commercial value.
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27		“Often		creative multimedia	is involved with the entertainment industry
28	but			it	could also support businesses through advertising and design.”

29				Creative multimedia graduates	would be in a good position to help Malaysian companies market themselves more effectively.
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30		On the whole,		engineering, IT and creative multimedia graduates	are more likely to find it easier to gain employment, compared with
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					others.
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31				Prof Rasat	explains
32	that			it	is important for local students to learn lessons
33	that			(lessons)	have been learned elsewhere.

34				One such example	is China,
35	where			there	is a growing mismatch between what many people have enrolled to study and what the job market actually calls for.

36				Research among these unemployed	revealed
37	that			most	studied non-technical courses such as office management, public administration, international commerce and foreign languages.

38				Prof Rasat	explains:
39				“We	must understand
40	that			management courses	are not ‘bad’
41	or			engineering courses	are ‘good’.

42				“It	is all about studying a field
43	that			(field)	is needed in your environment.
44			Currently,		more students are

					choosing non-technical fields,
45	while			most opportunities	lie in engineering, IT and creative multimedia.”

46				MMU’s approach of preparing its students for the real job market	perhaps explains
47	why			its tracer studies	have consistently revealed
48	that			over 90% of its graduates	secure employment within six of completing their studies.

49			In recognition of MMU’s efforts,		the Malaysian Qualifications Agency, in its 2009 Rating System for Institutions of Higher Learning (SETARA), placed MMU in the Excellent (Tier-5) rank.
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50				This	firmly cements MMU’s position among the top universities in Malaysia.
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51				Candidates	are invited to apply to MMU for the March 2012 intake in the fields of engineering, information technology, business and
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					management, creative multimedia, accounting and bio-Informatics.
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52			For details,		contact 013-613 3144 (Uma, 013- 610 3132 (Musfiza) or 013-630 6458 (Tan).
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Analysis of Thematic Progression

TYPE

Cl. 1	T1	+	R1
Cl. 2	T2	+	R2
Cl. 3	T3	+	R3
Cl. 4	T4	+	R4
Cl. 5	T5	+	R5
Cl. 6	T6	+	R6
Cl. 7	T7	+	R7

Linear theme pattern

Cl. 8	T1	+	R1
Cl. 9	T2	+	R2
Cl. 10	T1	+	R1

Cl. 11	T1	+	R1
Cl. 12	T1	+	R2
Cl. 13	T2	+	R3
Cl. 14	T3	+	R4

Constant theme pattern

Linear theme pattern

Cl. 15	T1	+	R1
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Cl. 16	T2	+	R2	
Cl. 17	T3	+	R3	Linear theme pattern
Cl. 18	T4	+	R4	
Cl. 19	T1	+	R1	
Cl. 20	T1	+	R1	
Cl. 21	T2	+	R2	Constant theme pattern
Cl. 22	T2	+	R3	
Cl. 23	T3	+	R4	Linear theme pattern
Cl. 24	T4	+	R5	
Cl. 25	T1	+	R1	
Cl. 26	T1	+	R1	
Cl. 27	T1	+	R1	Constant theme pattern
Cl. 28	T1	+	R2	
Cl. 29	T1	+	R1	
Cl. 30	T1	+	R1	
Cl. 31	T1	+	R1	
Cl. 32	T2	+	R2	Linear theme pattern
Cl. 33	T3	+	R3	
Cl. 34	T1	+	R1	Linear theme pattern
Cl. 35	T2	+	R2	

Cl. 36	T1	+	R1	Constant theme pattern
Cl. 37	T1	+	R2	
Cl. 38	T1	+	R1	Linear theme pattern
Cl. 39	T2	+	R2	
Cl. 40	T3	+	R3	
Cl. 41	T4	+	R4	
Cl. 42	T1	+	R1	
Cl. 43	T2	+	R2	Constant theme pattern
Cl. 44	T3	+	R3	
Cl. 45	T4	+	R4	
Cl. 46	T1	+	R1	Constant theme pattern
Cl. 47	T1	+	R2	
Cl. 48	T1	+	R3	Constant theme pattern
Cl. 49	T1	+	R1	Constant theme pattern
Cl. 50	T1	+	R1	
Cl. 51	T1	+	R1	
Cl. 52	T1	+	R1	

Text 34: Institution with a heart

Source: The Star, 28 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				Mantissa	has a very strong philanthropic tradition,
2	as			the institution	has been contributing to society through various social activities.
3				It	engages with the local community through a holistic approach to social responsibility.
4				Corporate Social Responsibility (CSR)	has traditionally been implemented over the past decade.
5				Efforts such as donating to children or welfare homes in 2009 and Tsunami victims in 2010 and offering scholarships to needy students,	are clear and genuine efforts to make CSR one of its core values.
6				It	makes every effort to create a working environment
7	that			(<i>working environment</i>)	encourages employees to be innovative, environmentally-friendly and engage in community service.

8	As			Mantissa	enters a new Age of Responsibility,
9				it	has lined up various CSR plans to be implemented in 2012 and beyond.

10				Mantissa College, which is strategically located in TTDI,	was established in 1999
11	and			(<i>Mantissa College</i>)	is the first and only college offering the French 4+0 Business Administration and MBA programmes in English.

12			In 2003,		Mantissa College, which offers various courses from certification to master's degree level, was awarded the Special Award Winning College by the Ministry of Higher Education (MOHE).
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13			Recently,		the college successfully achieved ISO 9001:2008 certification.
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14				It	has been rated 26 th out of 60 colleges under the Four Stars category in the MyQuest system by the Ministry of Higher Education.
15				The college	has just concluded its 12 th graduation ceremony,
16	which			(12 th	was officiated by the

				<i>graduation ceremony)</i>	French High Commissioner to Malaysia, Dr Mathieu Guerin, on Nov 12 at Glenmarie Holiday Inn.
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17				Mantissa	is also proud to have produced graduates
18	who			<i>(graduates)</i>	are currently attached to Unesco, Microsoft, Petronas, Volvo, Tan Chong Education Services and CIMB Bank.

19				Some	are even with established MNCS.
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20			To cope with higher expectations from students in particular and the public in general,		the emphasis on the college's domestic development is an on-going process.
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21	For instance,			the new South Centre	in TTDI was created to improve and expand the college's library and hardware facilities.
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22				It	also serves as an MBA as well as PhD learning centre for the upcoming Bolton University, UK's internationally renowned programmes.
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23				Bolton University	is one of Britain's fastest growing universities with
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					plans for a £30.6 million expansion.
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24				The college's other honourable partner universities	include Paris Graduate School of Management, France; University of Wolverhampton, UK and Twintech International University College of Technology, Malaysia.
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25			On Feb 4,		there will be a talk on 'Entrepreneurship begins here...' conducted by visiting professors from University of Bolton
26	and			admission	is free to all.

27				It	will be held at TTDI, Kuala Lumpur.
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28			For details,		visit www.mantissa.edu.my
29	or			call	03 – 7728 5215
30	or			e-mail	info@mantissa.edu.my

Analysis of Thematic Progression

TYPE

Cl. 1 T1 + R1
 ↓
 Cl. 2 T1 + R2

Constant theme pattern

Cl. 3 T1 + R1
 ↙ ↘
 Cl. 4 T2 + R2

Linear theme pattern

Cl. 5 T1 + R1

Cl. 6	T1	+	R1	Linear theme pattern
Cl. 7	T2	+	R2	
Cl. 8	T1	+	R1	Constant theme pattern
Cl. 9	T1	+	R2	
Cl. 10	T1	+	R1	Constant theme pattern
Cl. 11	T1	+	R2	
Cl. 12	T1	+	R1	
Cl. 13	T1	+	R1	
Cl. 14	T1	+	R1	Constant theme pattern
Cl. 15	T1	+	R2	
Cl. 16	T2	+	R3	
Cl. 17	T1	+	R1	Linear theme pattern
Cl. 18	T2	+	R2	
Cl. 19	T1	+	R1	
Cl. 20	T1	+	R1	
Cl. 21	T1	+	R1	
Cl. 22	T1	+	R1	
Cl. 23	T1	+	R1	
Cl. 24	T1	+	R1	

Cl. 25	T1	+	R1
Cl. 26	T2	+	R2
Cl. 27	T1	+	R1
Cl. 28	T1	+	R1
Cl. 29	T2	+	R2
Cl. 30	T3	+	R3

Text 35: A helping hand

Source: The Star, 28 December 2011

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				The Allianze University College of Medical Sciences (AUCMS)	is offering RM50mil in scholarship to deserving students with excellent results to pursue medical degrees from next year under a Meducation Fund.
2				AUCMS president Prof Datuk Dr Zainuddin Wazir	said
3				students with excellent results in SPM with household income less than RM2,000	will qualify for the scholarship.
4				The university	is also offering study loans for deserving students under the fund.
5				“Our aim	is to help deserving students from poor families
6	who			(<i>deserving students from poor families</i>)	qualify to pursue medical degrees
7	as			financial constraints	should not become a hindrance to pursuing higher education,” he said.

8				AUCMS	initially offered its own medical degree and also degrees in collaboration with Universitas Sumatra Utara and University Kebangsaan Malaysia.
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9				It	is currently offering bachelor degrees in surgery and obstetrics from Ireland's University College Cork (UCC) and National University of Ireland, Galway (NUI Galway).
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10				The university	also offers diploma programmes in nursing, physiotherapy, pharmacy, medical, hospitality, tourism, cultural and arts and environmental health, healthcare management and medical sciences.
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11				Dr Zainuddin	said
12				the management	has plans to increase its intake to 6,000 students by the end of 2012 by setting up its campuses in Kulim and Kangar.
13				Both	have the capacity to accommodate more than 3,000 students
14	and			the main campus in Kepala Batas	can accommodate 3,000 students.

15				"The intake	was about 2,000
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					students in early 2011
16	but			the enrolment	increased to more than 3,000 by the end of the year due to the increase in the number of diploma and degree courses and the change in status from college to University College in February.”

17				“The year 2011	is a fruitful one for us
18	as			we	were able to upgrade ourselves to attain the University College status by complying with the requirement of the Ministry of Higher Education,” said Dr Zainuddin.

19				AUCMS	has a vision to be the top meducationist in the nation and in the world by 2015.
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20				The university, which was founded in 2002,	will be celebrating its 10 th anniversary next year.
21				It	has plans to expand its operations in the region by opening campuses in Indonesia, Thailand and the Philippines.

22				“We	are planning to enrol students from neighbouring countries
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23	before			(We)	setting up campuses there.
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24				It	will be easier to set up campuses
25	if			we	have sufficient students
26	and			it	is convenient to bring students from southern Thailand and Indonesia,” he added.

27				The university	recently signed a memorandum of understanding with the Football Association of Penang to sponsor RM1.5mil for the team for the next two years starting next season.
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28				The money	will be used to cover the salary of players and officers’ allowances, training, transport, medical and rehabilitation costs.
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29	Apart from			the funds,	the university college, as part of its corporate social responsibility, has pledged to provide medical officers, physiotherapist, a dedicated medical and physio clinic for the team.
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30			For details,		look out for the Allianze University College of Medical Sciences advertisement in this
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Analysis of Thematic Progression

TYPE

Cl. 1	T1	+	R1
Cl. 2	T1	+	R1
Cl. 3	T2	+	R2
Cl. 4	T1	+	R1
Cl. 5	T1	+	R1
Cl. 6	T2	+	R2
Cl. 7	T3	+	R3
Cl. 8	T1	+	R1
Cl. 9	T1	+	R1
Cl. 10	T1	+	R1
Cl. 11	T1	+	R1
Cl. 12	T2	+	R2
Cl. 13	T3	+	R3
Cl. 14	T4	+	R4
Cl. 15	T1	+	R2
Cl. 16	T1	+	R3
Cl. 17	T1	+	R1
Cl. 18	T2	+	R2

Linear theme pattern

Linear theme pattern

Linear theme pattern

Cl. 19	T1	+	R1	
Cl. 20	T1	+	R1	Constant theme pattern
Cl. 21	T1	+	R2	
Cl. 22	T1	+	R1	Constant theme pattern
Cl. 23	T1	+	R2	
Cl. 24	T1	+	R1	
Cl. 25	T2	+	R2	
Cl. 26	T3	+	R3	
Cl. 27	T1	+	R1	
Cl. 28	T1	+	R1	
Cl. 29	T1	+	R1	
Cl. 30	T1	+	R1	

Text 36: A unique learning experience

Source: The Star, 4 January 2012

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				The start of a brand new year often	brings hope for fresh beginnings.
2	If			you	are moving towards achieving your educational goals this year,
3				look	look no further than Wawasan Open University (WOU).

4			Dedicated to delivering quality tertiary education for today's working professionals,		WOU gives you a unique learning experience
5	that			(WOU)	puts you in control of your studies, career and life.

6	Whether			you	are a busy professional with a demanding schedule, have a family to care for, an employee with aspirations to climb up the career ladder or simply a life-long learner with a thirst for knowledge,
7				WOU	caters for adult learners from all walks of life.

8	If			you	think the cost of a quality university education will cost an arm and a leg,
9			at WOU,		fees are kept as low as

					possible.
10		Even better,		the university	practises a flexible payment system
11	where			you	pay only for the number of courses registered in a semester.

12			At WOU,		its flexible and accessible open and distance learning (ODL) model ensures you are the master of your destiny.
13				You	decide what to study, anytime, anywhere.
14	While			it	is a challenge to fulfil both work and study commitments,
15				the self-paced learning environment	ensures learners are not burdened with a rigid schedule
16	that			(<i>rigid schedule</i>)	may discourage them from progressing further.

17				The minimum required duration to complete a programme	is five years for a bachelor's degree, and two-and-a-half years for a postgraduate degree.
18				There	is no maximum time limit imposed.
19				You	may even take a break between semesters
20	and			(<i>you</i>)	plan your progress to your own convenience and availability.

21				Taking learning beyond the classroom – open distance learning (ODL)	is where learning starts with you.
22			With an effective		you will enjoy the best of both worlds in a unique

			blend of conventional and technology-based delivery methods,		learning experience at WOU.
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23			To enhance the students' learning experience,		learning support is available in the form of the online learning management portal, tutor assistance via phone or e-mail counselling, monthly tutorials, video conferencing and a digital library.
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24			With 40 academic programmes from sub-degree to postgraduate levels in various areas of business, accounting, technology, liberal arts, education and languages to choose from,		you can be on your way to an exciting and fulfilling academic journey.
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25			At postgraduate level,		WOU offers the Commonwealth Executive Master of Business Administration and the Commonwealth Executive Master of
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					Public Administration, jointly developed by subject experts from open universities across the Commonwealth in collaboration with the Vancouver-based Commonwealth of Learning.
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26				It	also offers two niche MBA programmes with specialisations in construction management and in manufacturing and production management to professionals in the respective industries.
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27				There	's still time to enrol
28	before			registration	closes on Jan 15.

29			To find out more about WOU's programmes,		log on to <i>wou.edu.my</i>
30	or			call	its toll-free Careline at 1300 888 968 (WOU).
31				Get	timely updates on www.facebook.com/WawasanOpenUniversity and www.twitter.com/WawasanOU

Analysis of Thematic Progression

TYPE

Cl. 1	T1	+	R1
Cl. 2	T2	+	R2
Cl. 3	T3	+	R3

Cl. 4	T1	+	R1
Cl. 5	T2	+	R2

Linear theme pattern

Cl. 6	T1	+	R1
Cl. 7	T2	+	R2

Cl. 8	T1	+	R1
Cl. 9	T2	+	R2
Cl. 10	T2	+	R3
Cl. 11	T1	+	R4

Constant theme pattern

Constant theme pattern

Cl. 12	T1	+	R1
Cl. 13	T2	+	R2
Cl. 14	T3	+	R3
Cl. 15	T4	+	R4
Cl. 16	T5	+	R5

Linear theme pattern

Linear theme pattern

Cl. 17	T1	+	R1
Cl. 18	T1	+	R2
Cl. 19	T2	+	R3
Cl. 20	T2	+	R4

Constant theme pattern

Constant theme pattern

Cl. 21	T1	+	R1
Cl. 22	T2	+	R2

Cl. 23	T1	+	R1
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Cl. 24	T1	+	R1
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Cl. 25	T1	+	R21
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Cl. 26	T1	+	R1
Cl. 27	T1	+	R1
Cl. 28	T2	+	R2
Cl. 29	T1	+	R1
Cl. 30	T2	+	R2
Cl. 31	T3	+	R3

Text 37: UCSI graduates in high demand

Source: The Star, 4 January 2012

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1	As			natural resources	dry up,
2				oil prices	soar
3	and			the world	becomes more environmentally conscious.
4	Subsequently,			the push to develop sustainable and alternative energy sources	leads to a higher demand for electrical engineers, specifically those with advanced skills and degrees.
5		Unfortunately,		postgraduate education in the power and energy sector	has experienced a slowdown since the early 90s, resulting in a worldwide shortage of skilful graduates.
6				The UCSI University Master of Science in Electrical Engineering programmes	aims to help fill this gap by providing the next generation of electrical engineers with the advanced tools, training and knowledge to succeed in this field and to advance to yet another level.
7			Located in the university's Faculty of Engineering , Technology		the three-semester Master's programme focuses on modern issues emerging in the area of power and energy

			and Built Environment,		systems such as power system efficiency, renewable energy and distributed grid-connected systems.
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8				Students	are trained in the latest theories and technologies pertaining to electrical engineering to study subjects encompassing energy efficiency, power systems, renewable energy and energy conversions.
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9				They	are also required to take one elective course with the option of taking a business course to ensure they become well-rounded graduates capable of succeeding in the non-technical aspects of the field.
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10	Additionally,			students	must conduct a final graduation project for an opportunity to analyse and find solutions to real problems facing Malaysia's energy sector,
11	thereby			<i>(final graduation project)</i>	ensuring
12	that			their studies	are both relevant and practical.

13				The programme	also aims at equipping graduates with an international, multicultural experience to prepare them for the global market.
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14				The multinational lecturers and international students from 70 countries who make up nearly half of the student population at UCSI University	ensure
15	that			students	are well exposed.
16				They	get to learn the demands and applications of electrical engineering in the global market
17	while also			(they)	being exposed to people of different nationalities and cultures to acquire the soft skills necessary to work in an international industry.

18			At the heart of everything,		the UCSI University Master of Science in Electrical Engineering programme is geared towards producing
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					graduates
19	who			(<i>graduates</i>)	are industry-ready and marketable.
20	For this reason,			the programme	works closely with an appointed Industrial Advisory Panel to ensure graduates are equipped with the skills most demanded by the industry.

21				Each panellist, as a member of the Malaysian Board of Engineers,	is a certified, professional engineer with other national and international engineering memberships.
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22	Furthermore,		as panel members,		they also bring with them a significant amount of practical work experience to guide the programme on both academic and practical matters.
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23			Fully accredited by the Malaysian Qualifications Agency,		the Master's programme is also in compliance with both national and international electrical engineering standards to ensure its graduates have the certification necessary to work either at home or abroad.
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24			With an industry-driven		the UCSI University Master of Science in
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			curriculum, a multi- cultural learning atmosphere and a fully- accredited programme,		Electrical Engineering programme produces graduates
25	who			(<i>graduates</i>)	will be in high demand and ready to lead the field.

26			For details on UCSI University's engineering postgraduate programmes and activities as well as the scholarship offered by UCSI University,		pay them a visit during their open days from Jan 14 to 15, 2012 (between 9am and 6pm)
27	or			contact	their counsellors at 03-9101 8880
28	or			e-mail	asknm@ucsi.edu. my.

29	Otherwise,			visit	the UCSI University website at <i>www.ucsi.edu.my</i>
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Analysis of Thematic Progression

TYPE

Cl. 1	T1	+	R1
Cl. 2	T2	+	R2
Cl. 3	T3	+	R3
Cl. 4	T4	+	R4

Cl. 5	T1	+	R1
Cl. 6	T1	+	R1
Cl. 7	T1	+	R1
Cl. 8	T1	+	R1
Cl. 9	T1	+	R1
Cl. 10	T1	+	R1
Cl. 11	T2	+	R2
Cl. 12	T1	+	R3
Cl. 13	T1	+	R1
Cl. 14	T1	+	R1
Cl. 15	T1	+	R2
Cl. 16	T1	+	R3
Cl. 17	T1	+	R4
Cl. 18	T1	+	R1
Cl. 19	T2	+	R2
Cl. 20	T3	+	R3
Cl. 21	T1	+	R1
Cl. 22	T1	+	R1
Cl. 23	T1	+	R1

Linear theme pattern

Constant theme pattern

Constant theme pattern

Constant theme pattern

Split rheme pattern

Cl. 24	T1	+	R1
Cl. 25	T2	+	R2
Cl. 26	T1	+	R1
Cl. 27	T2	+	R2
Cl. 28	T3	+	R3
Cl. 29	T1	+	R1

Linear theme pattern

Text 38: Excelling in supply chain management

Source: The Star, 4 January 2012

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				Working adults who graduated from the University of Bolton, UK,	received their BSc (Hons) in Logistics and Supply Chain Management, BSc (Hons) in Business Information Systems and MSc in Supply Chain Management degrees at a ceremony in Kuala Lumpur recently.
2				The awards	were conferred by University of Bolton pro vice-chancellor Professor Rob Campbel..
3				“What is distinctive about the university and the institutions out of which it was formed	is a commitment to providing high quality, career-oriented, and professional vocational education to students
4	who			(<i>students</i>)	might otherwise find it difficult or impossible to access university level education.
5				“We	seek to provide programmes of study
6	which			(<i>programmes of study</i>)	are delivered in ways
7	which			(<i>ways</i>)	suit the student
8	and			(<i>ways</i>)	are not just convenient for the university.
9				Many	are mature students already in employment

10	who			(<i>mature students</i>)	are seeking to develop or change their career.”
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11				Quite a number of students	were sponsored by their respective companies.
12				One of them	is Melissa Khoo,
13	whose			(<i>Melissa Khoo's</i>) employer	was among those present at the ceremony to celebrate her success.

14				Khoo	achieved a distinction in the MSc Supply Chain Management programme
15	and		in her valedictory speech,		she recorded her appreciation to the lecturers of University of Bolton for “their continuous support and guidance, without whom our dissertation will not have met its mark.”

16				Khoo	added
17	that			the course	has been like an adventurous voyage
18	and			the students	have learnt from this journey,
19	in which			they	have put in tremendous time and effort.

20				Supply Chain Management education	encompasses all activities
21	that			(<i>activities</i>)	bring products or services to the market.
22				The activities	include sourcing and procurement, buyer-supplier relationship management
23	as well as			(<i>The activities</i>)	managing the physical flow, transportation, storage of materials

					and the management of information in the chain.
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24				The University of Bolton	conducts the BSc (Hons) in Logistics and Supply Management, the BSc (Hons) in Business Information Systems and the MSc in Supply Chain Management programmes.
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25				The MSc	is accredited by the Chartered Institute of Logistics and Transport (CILT) and the Chartered Institute of Purchasing and Supply (CIPS), UK.
26				The BSc (Hons) Logistics and Supply Chain Management	is accredited by CIPS.

27				Both the BSc and MSc programmes	are delivered in Malaysia by the University of Bolton's teaching faculty.
28				The university	considers this the most effective way of ensuring quality.

29				Registration	is now open for MSc and BSc 11 th intake in January.
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30			For details,		call the SCM Professional Centre at 03-7954 9868 (KL), 04-642 5331 (Penang) and 012-470 3368 (Johor).
31				You	may also e-mail scmpcsb@gmail.com ,

					chung@scmpc.org
32	or			visit	www.scmpc.org.my

Analysis of Thematic Progression

TYPE

Cl. 1	T1	+	R1	
Cl. 2	T1	+	R1	
Cl. 3	T1	+	R1	
Cl. 4	T2	+	R2	Linear theme pattern
Cl. 5	T1	+	R1	
Cl. 6	T2	+	R2	Linear theme pattern
Cl. 7	T3	+	R3	Linear theme pattern
Cl. 8	T3	+	R4	Constant theme pattern
Cl. 9	T4	+	R5	
Cl. 10	T5	+	R6	Linear theme pattern
Cl. 11	T1	+	R1	
Cl. 12	T1	+	R2	Constant theme pattern
Cl. 13	T2	+	R3	Linear theme pattern
Cl. 14	T1	+	R1	
Cl. 15	T2	+	R2	Constant theme pattern
Cl. 16	T1	+	R1	
Cl. 17	T2	+	R2	
Cl. 18	T3	+	R3	
Cl. 19	T3	+	R4	Constant theme pattern

Cl. 20	T1	+	R1	
Cl. 21	T2	+	R2	Linear theme pattern
Cl. 22	T2	+	R3	Constant theme pattern
Cl. 23	T2	+	R4	Constant theme pattern
Cl. 24	T1	+	R1	
Cl. 25	T1	+	R1	
Cl. 26	T2	+	R2	
Cl. 27	T1	+	R1	
Cl. 28	T2	+	R2	Linear theme pattern
Cl. 29	T1	+	R1	
Cl. 30	T1	+	R1	
Cl. 31	T2	+	R2	
Cl. 32	T3	+	R3	

Text 39: SNHU twins with HELP University

Source: The Star, 4 January 2012

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				Southern New Hampshire University (SNHU), which is located an hour's drive away from Boston,	was rated Tier 1 by the <i>US World and News Report</i> in 2010.
2				Illustrious leaders such as United States President Barack Obama	have been awarded an Honorary Doctor of Laws degree by SNHU for his contribution to society.

3				HELP College of Arts and Technology (HELP CAT)	is the only college in Malaysia to offer twinning programmes with a Tier 1 university rating from the US.
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4				HELP CAT Centre for SNHU Studies head Franklin Morais	says
5	that			the unique feature	is the co-operative programme
6	where			students	can choose to do a four-month internship to gain working experience
7	and			(students)	earn up to 12 credit hours (four subjects).

8				"Many students	are employed by the companies they intern at.
9				The experience	also gives them an edge over others

10	as			they	would have acquired the working skills and knowledge
11	before			they	graduate,” says Morais.
12				He	added
13	that			these companies	include IBM, Brandthink Asia and Top Glove, as well as a host of SMEs and SMIs.

14				The programmes offered at HELP CAT	are Bachelor of Science in Business; Bachelor of Arts in Communication and Bachelor of Arts in Psychology.
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15				There	are also two mandatory courses conducted via online learning,
16	through which			students	will have the opportunity to be taught by the SNHU faculty in US,
17	as well as			(students)	get the advantage of being able to network within an international class.

18				Students	have access to both SNHU’s academic resources through SNHU’s Shapiro online library, mySNHU elearning and student platform, and physical libraries of the HELP Group.
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19				SNHU librarian from US, Ed Daniels,	visited SNHU@HELP CAT in September last year to train students and staff on
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					how they can gain maximum mileage from SNHU's Shapiro online library, and other resources.
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20				This benefit	is only enjoyed by students of SNHU@HELP.
21				They	are simultaneously students of two reputable and recognised educational institutions in both US and Malaysia.

22	In addition to			Daniels' visit,	a senior PhD faculty majoring in International Business from SNHU US will be coming to HELP CAT to kick off the January 2012 academic year.
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23				Visits such as this	provide an opportunity for a transfer of knowledge, as well as a possible transfer of ethos of the American liberal arts and educational system to HELP faculty and students.
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24				Jorinn Chee Ka-Yee, 18, studying for the Bachelor of Arts majoring in Communication on a scholarship,	says
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25				she	has no regrets choosing the SNHU programme at HELP CAT.
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26				“It	‘s more assignment-based,
27	and			(It)	does not focus so much on exams.
28				I	also like to go out to do things,
29	which			this programme	allows with its many projects.
30				The time	is flexible
31	and			my friends and lecturers	are great,” says Jorinn,
32	who			(Jorinn)	was also the youngest magician in the world to win a Merlin Award.

33				Audrey Lau Lic Teng, 20, who is pursuing the psychology programme from SNHU,	agrees
34	that			the SNHU programme	is flexible
35	as			it	allows students to convert many subjects or projects into electives.

36				She	completed her A-Levels with flying colours
37	and			(she)	was given double credit exemptions for all her A-Levels subjects.
38				She	too received a scholarship from HELP CAT to pursue her studies in psychology
39	and			(She)	was the top student in the world for the Cambridge A-

					Levels Mathematics paper.
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40				Both Jorinn and Audrey	plan to complete their degrees at SNHU in US.
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41				Moddy Salim El-Kindy, 25, a Tanzanian who is in his third year,	says
42	that			it	has been a learning experience coming to Malaysia to pursue the SNHU programme.
43				He	recently emceed for the Soft Launch for the new intake,
44	and			(He)	thrilled the crowd with his oratory skills.

45				“The programme	is affordable
46	and			(The programme)	is the closest we can get to US,” he says.

47				“I	hope to set up my own company some day, and to help others.”
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48			For details on the Southern New Hampshire 4+0 programme at HELP CAT,		visit www.helpcat.edu.my
49	or			call	03-2788 2000.

Analysis of Thematic Progression

				TYPE
Cl. 1	T1	+	R1	Constant theme pattern
Cl. 2	T2	+	R2	
Cl. 3	T1	+	R1	
Cl. 4	T1	+	R1	
Cl. 5	T2	+	R2	
Cl. 6	T3	+	R3	
Cl. 7	T3	+	R4	
Cl. 8	T1	+	R1	Linear theme pattern
Cl. 9	T2	+	R2	
Cl. 10	T1	+	R3	Constant theme pattern
Cl. 11	T1	+	R4	
Cl. 12	T3	+	R5	Linear theme pattern
Cl. 13	T4	+	R6	
Cl. 14	T1	+	R1	Constant theme pattern
Cl. 15	T1	+	R1	
Cl. 16	T2	+	R2	
Cl. 17	T2	+	R3	
Cl. 18	T1	+	R1	
Cl. 19	T1	+	R1	

Cl. 20	T1	+	R1	Linear theme pattern
Cl. 21	T2	+	R2	
Cl. 22	T1	+	R1	Constant theme pattern
Cl. 23	T1	+	R1	
Cl. 24	T1	+	R1	Constant theme pattern
Cl. 25	T1	+	R2	
Cl. 26	T1	+	R1	Constant theme pattern
Cl. 27	T1	+	R2	
Cl. 28	T2	+	R3	Constant theme pattern
Cl. 29	T3	+	R4	
Cl. 30	T4	+	R5	Linear theme pattern
Cl. 31	T5	+	R6	
Cl. 32	T6	+	R7	Constant theme pattern
Cl. 33	T1	+	R1	
Cl. 34	T2	+	R2	Constant theme pattern
Cl. 35	T2	+	R3	
Cl. 36	T1	+	R1	Constant theme pattern
Cl. 37	T1	+	R2	
Cl. 38	T1	+	R3	Constant theme pattern
Cl. 39	T1	+	R4	
Cl. 40	T1	+	R1	Constant theme pattern
Cl. 41	T1	+	R1	

Cl. 42	T2	+	R2	
Cl. 43	T1	+	R3	
	↓			
Cl. 44	T1	+	R4	Constant theme pattern
Cl. 45	T1	+	R1	
	↓			
Cl. 46	T1	+	R2	Constant theme pattern
Cl. 47	T1	+	R1	
Cl. 48	T1	+	R1	
Cl. 49	T2	+	R2	

Text 40: Learn to make pastry from the experts

Source: The Star, 4 January 2012

Analysis of Theme

Cl.	Textual theme	Interpersonal theme	Topical theme		Rheme
			Marked	Unmarked	
1				The Academy of Pastry Arts Malaysia	offers professional pastry and bakery programmes
2	that			(<i>professional pastry and bakery programmes</i>)	include the making of European-style cakes, breads, pastries and chocolates.

3				The academy	will be introducing the following courses this month: > Certificate in Pastry and Bakery Arts (three months) > Diploma in Patisserie (six months) > Advanced Diploma in Patisserie (nine months)
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4				The full-time programmes	are the right choice for your vocational training,
5	as			they	offer great exposure and hands-on teaching.

6				The following	is an interview with chef Guillaume Lejeune, director of pastry studies:
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7				“We	prepare our students for the requirements they will face in the bakery industry and hotels.
8	After			the completion of the Advanced Diploma programme,	our students are ready to perform and succeed,” adds chef Lejeune.

9				There	is a big demand for bakers and pastry chefs in Malaysia.
10			Through a lot of practical and hands-on session at the academy,		students will learn the skills they need.

11			“At Academ y of Pastry Arts Malaysia		we give the best career guidance to our students based on personal coaching and best contacts in the industry.
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12				The diploma programmes	include Business Planning and Management.
13				Graduates	have been successfully placed in hotels and pastry shops in Malaysia and Singapore, such as Singapore Island Country Club, Mandarin Oriental KL, Patisserie Rui Bakery and more.

14	“Besides			three executive chefs teaching full time at the academy,	pastry chefs from France, Britain, the United States and other countries teach as guest lecturers.
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15				“Academy of Pastry Arts Malaysia	is the first training institute to bring high-profile pastry chefs and chocolatiers such as world pastry champion Stephane Treand to teach its students.
16				The next	is from Feb 3-10.

				master class for professional s	
17				Treand	will conduct hands-on and demonstration classes at the academy,” says chef Lejeune.

18				The three-month course at the Academy of Pastry Arts Malaysia	will lead to a basic certificate.
19			With the sixth month programme		students can obtain an international Diploma in Patisserie (awarded by City and Guilds).
20	After			nine months of training	you will be granted the Advanced Diploma in Patisserie (awarded by City and Guilds).

21	If			you	are not sure about a career in baking,
22				start	with a three-month programme and
23				continue	to the Diploma and Advanced Diploma level.
24				The Advanced Diploma programme	also includes Management and Business Planning.

25			To start your career as a pastry chef,		join the full-time diploma or certificate programme.
26				The next intake	begins on Feb 20,
27	and			admission	is now open.

28				Join	the open day at the academy on Jan 15 from
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					11am-4pm.
29				There	will be special discounts and giveaways for registration on the open day.

30			For more information,		visit www.academyofpastryartsmalaysia.com
31	or			call	03-7960 3846.

Analysis of Thematic Progression

TYPE

Cl. 1 T1 + R1
 Cl. 2 T2 + R2

Linear theme pattern

Cl. 3 T1 + R1

Cl. 4 T1 + R1
 Cl. 5 T1 + R2

Constant theme pattern

Cl. 6 T1 + R1

Cl. 7 T1 + R1

Cl. 8 T2 + R2

Cl. 9 T1 + R1

Cl. 10 T2 + R2

Cl. 11 T1 + R1

Cl. 12 T1 + R1

Cl. 13 T2 + R2

Cl. 14 T1 + R1

Cl. 15 T1 + R1

Cl. 16 T2 + R2

Cl. 17 T3 + R3

Split rheme pattern

Cl. 18 T1 + R1

Cl. 19 T2 + R2

Cl. 20 T3 + R3

Cl. 21 T1 + R1

Cl. 22 T2 + R2

Cl. 23 T3 + R3

Cl. 24 T4 + R4

Linear theme pattern

Cl. 25 T1 + R1

Cl. 26 T2 + R2

Cl. 27 T3 + R3

Cl. 28 T1 + R1

Cl. 29 T2 + R2

Linear theme pattern

Cl. 30 T1 + R1

Cl. 31 T2 + R2